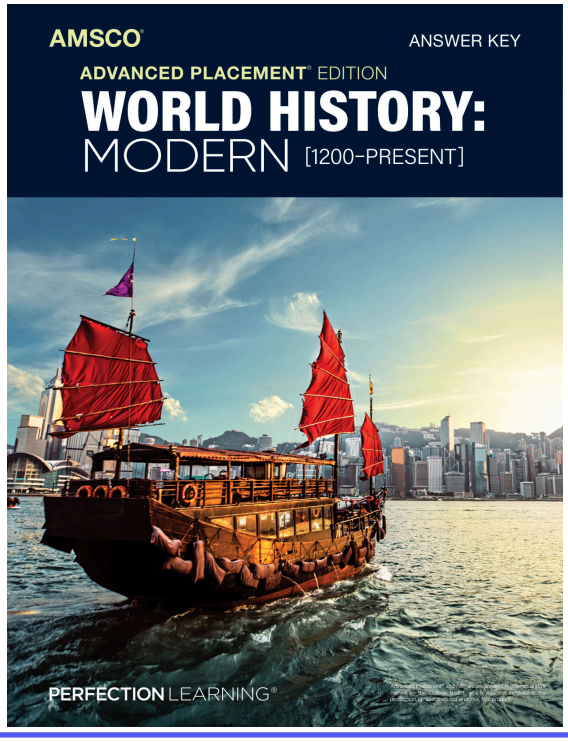


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INTRODUCTION

This answer key is a supplement to ***AMSCO®*** *Advanced Placement® Edition World History: Modern.* It identifies the best choice for each multiple-choice question and describes content that students might include in good responses to all free-response questions.

Each question is correlated to four elements of the *AP® World History: Modern, Course and Exam Description* that went into effect in the fall of 2019:

1. Historical Thinking Skill
2. Reasoning Process
3. Theme
4. Historical Developments

The key also lists the most relevant pages in the student text for supporting the answer.

Following the answers is a correlation of the narrative from the student book to the elements of the *Course and Exam Description.*

ANSWERS

Reflect on the Prologue, page lxii

1. All three religions are monotheistic, meaning they all believe in one deity. Also, these religions look back to Abraham as an early and important figure.
2. A centralized civilization is one where the power is the dominant authority for a state, where a decentralized civilization disperses decision making throughout its lands. Egypt is an example of a centralized empire and Greece had decentralized states.
3. Classical empires struggled due to difficulties collecting taxes which resulted in a weak government. Also, disease reduced populations of cities. Decreasing support for leaders made problems more difficult to deal with. Increased need for defense and defense spending hurt economies of the empires.
4. The stability of the Abbasid Caliphate promoted the spread of Islam. This growth can be seen with the re-establishing of the Silk Roads and flourishing of trans-Saharan trade. Buddhism spread also with the Silk Roads and Indian Ocean area through missionaries and merchants. In addition, Buddhism appealed to lower classes as it didn't accept caste systems.
5. South Asia was united under Hinduism after the fall of the Gupta Empire. Also, the caste system kept society stable amid the political upheaval.
6. The split of Christianity into the Roman Catholic Church and the Orthodox Church. Also, decline of the Mayan civilization and the growth of the Mississippian civilization in the Americas.

Unit 1: The Global Tapestry from c. 1200 to c. 1450

Topic 1.1 Developments in East Asia

Questions are on pages 12–13.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	C	Claims	Causation	ECN	KC-3.1.I.D	4, 6
2	A	Contextualization	Continuity/Change	ECN	KC-3.1.I.D	5
3	A	Developments	Continuity/Change	ECN	KC-3.1.I.D	5
Short-Answer Questions						
1A	See below.	Connections	Continuity/Change	CDI	KC-3.1.III.D.i	7
1B	See below.	Claims	Comparison	CDI	KC-3.1.III.D.i	7
1C	See below.	Developments	Comparison	CDI	KC-3.1.III.D.i	9–11
2A	See below.	Developments	Causation	CDI	KC-3.1.III.D.ii	8
2B	See below.	Developments	Continuity/Change	CDI	KC-3.1.III.D.ii	9
2C	See below.	Claims	Causation	CDI	KC-3.1.III.D.ii	9

Short-Answer Question Responses

1A. Xu emphasizes values such as the cultivation of virtue and obedience by women to their husbands. These are part of the long tradition of Confucianism, which started in China but influenced cultures throughout East Asia.

1B. Married Vietnamese women had greater independence and women in Japan had some property rights.

1C. Japan did not follow China's model for government: Japan was more decentralized politically. Landed aristocracy were more powerful in Korea thanin China.

2A. Daoist and Confucianist leaders in China closed many monasteries and seized land from Buddhists.

2B. The Song Dynasty continued to emphasize filial piety and hierarchy as ways to help maintain their rule in China. These were traditional Chinese values that Buddhism did emphasize.

2C. Some of the abstract ideas of Buddhism, as well as of Daoism, combined with the emphasis on ethics and rational thought of Confucianism. The new synthesis was known as Neo-Confucianism.

Think As a Historian: Contextualize Historical Developments, page 14

The passage provides context by relating Xuanzang's travels to the Silk Roads, the trade routes over which not only goods but also ideas were diffused from one culture to another. The fact that he meets other Buddhists along the way is testament to the diversity of people traveling the Silk Roads. Further, the passage explains that once back in China, the writings were instrumental in the growth of Buddhist scholarship, supporting the idea that the diffusion of ideas occurred through written texts and printing. Printing had only recently been introduced in China through the woodblock technique.

Reflect on the Topic Essential Question, page 14

1. Some topics that students might cover include the continuity of Confucian thought in China, the innovations brought by Buddhism to China and Japan, and the diversity of beliefs in East Asia.

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Topic 1.2 Developments in Dar al-Islam

Questions are on pages 20–21.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Connections	Comparison	GOV	KC-3.2.I	19
2	D	Connection	Comparison	CDI	KC-3.1.III.D.iii	19
3	A	Contextualization	Causation	GOV	KC-3.2.I	16
Short-Answer Questions						
1A	See below.	Developments	Causation	CDI	KC-3.1.III.D.iii	17
1B	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	19
1C	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	17
2A	See below.	Claims	Comparison	CDI	KC-3.1.III.D.iii	7, 18
2B	See below.	Claims	Causation	GOV	KC-3.1.III.A	19
2C	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iii	19

Short-Answer Question Responses

1A. Sufism helped spread Islam by adapting to local cultures and traditions. It sometimes interweaved local religious elements into Islam.

1B. The behavior of the Sufis shows the more mystical and spiritual side of Islam compared to the scholarly and intellectual endeavors of other Muslims.

1C. As the passage demonstrates, diverse people living in close proximity can observe one another's religious practices and other cultural patterns and possibly be influenced by them.

2A. In China, the practice of foot binding restricted women's activities. While Muslim women often practiced hijab, they could study and read, could own property, and could even own their own businesses.

2B. They created a climate of toleration in which Muslims, Christians, and Jews coexisted peacefully. They also promoted trade, allowing goods from China and Southeast Asia to enter Spain and the rest of Europe.

2C. They shared knowledge—of their own development as well as knowledge transferred from India and China—which also reached Europeans and influenced European ideas.

Think As a Historian: Identify Historical Concepts, Developments, and Processes, page 22

1. The concept of cause and effect is a way to explain why one is a result of another. The causes and effects related to the decline of Baghdad are:

   a. (cause) The trade routes shifted north of Baghdad

   b. (effect and then cause) Baghdad lost wealth and population

   c. (effect and then cause) With loss of wealth, Baghdad could not afford to keep up the canals needed for irrigation

   d. (effect) Farmers could not grow enough food so more people left

2. The concept of continuities refers to patterns that remain fairly constant. Muhammad's advice resulted in a continuation of an intellectual tradition as well as paper making techniques.

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3. The process of knowledge transfer is one in which one culture passes its knowledge to another. In this case, the transfer took place with the conduits of the scholars living in al-Andulus. Muslim Ibn Rushd's commentaries on Aristotle influenced the Jewish philosopher Maimonides. Maimonides in turn influenced Christian philosophers, including St. Thomas Aquinas. Islamic scholarship and scientific innovations, along with the knowledge transferred from India and China, laid the groundwork for the Renaissance and Scientific Revolution in Europe. Paper making, developed in China and passed to Europeans by Muslims was essential in spreading ideas in Europe.

Reflect on the Topic Essential Question, page 22

1. Students should mention the rise of the Mamluk Sultanate, the Seljuk Turks, the Abbasids in Baghdad, and the Umayyads in Spain. They should also mention Sufism and the fact that Muslim merchants acted as missionaries, carrying their religion into new territories. They should discuss the fact that "people of the Book" were exempted from slavery, although Christians, Jews, and Zoroastrians were taxed.

Topic 1.3 Developments in South and Southeast Asia

Questions are on pages 30–31.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Sources	Causation	CDI	KC-3.1.III.D.iv	26
2	B	Developments	Continuity/Change	CDI	KC-3.1.III.D.iv	26
3	D	Sourcing	Causation	CDI	KC-3.1.III.D.iv	26
Short-Answer Questions						
1A	See below.	Connections	Comparison	CDI	KC-3.1.III.D.iv	25–26
1B	See below.	Developments	Continuity/Change	CDI	KC-3.1.III.D.iv	27
1C	See below.	Developments	Causation	CDI	KC-3.1.III.D.iv	27
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.B.i	23–24
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.B.i	28
2C	See below.	Developments	Causation	CDI	KC-3.2.I.B.i	26–27, 29

Short-Answer Question Responses

1A. The positions of both women and men in South Asia were determined by the caste system.

1B. The Bhakti Movement in the 12th century did not discriminate against women, in contrast to the limitations imposed on them by traditional Hinduism.

1C. The Bhakti Movement was a Hindu mystical movement that broadened opportunities for women

2A. Both Southern India and Northern India experienced political disunity, although Hinduism provided some cultural unity.

2B. The Srivijaya Empire was sea-based while the Khmer Empire was land-based. The Srivijaya Empire was Hindu, while the Majapahit Kingdom was Buddhist.

2C. The city of Delhi in India is filled with examples of Islamic architecture built during the Delhi Sultanate.

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Think As a Historian: Identify Claims, page 32

The claim is #3, since it is the most general statement. It is based on overgeneralizations and stereotypes about Hindus, though he does point out that the previous generation of Hindus did not have the faults of the current generation.

Reflect on the Topic Essential Question, page 32

1. Students might mention the roles of Hinduism and Islam in South Asia and the roles of Hinduism and Buddhism in Southeast Asia. They might also mention the ways in which Hinduism and Islam differ and the effects those differences had on the cultures of South Asia, and the influence of Hinduism, Buddhism, and Islam in Southeast Asia. They also might mention the role merchants played in society.

Topic 1.4 Developments in the Americas

Questions are on pages 40–41.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	A	Contextualization	Causation	GOV	KC-3.2.I.D.i	37
2	D	Contextualization	Causation	GOV	KC-3.2.I.D.i	38
3	C	Claims	Causation	GOV	KC-3.2.I.D.i	37
Short-Answer Questions						
1A	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	35
1B	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	35
1C	See below.	Claims	Causation	GOV	KC-3.2.I.D.i	34–35
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.D.i	34, 36, 38
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.i	37
2C	See below.	Contextualization	Continuity/Change	GOV	KC-3.2.I.D.i	37

Short-Answer Question Responses

1A. Spence claimed that it was impossible at that time to accurately describe Maya mythology.

1B. Spanish authors had written accounts of Mayan mythology, but they did not agree with representations of gods in the three codices.

1C. It points out that historians have to try to reconstruct Mayan history based on a variety of primary sources that often conflict with each other.

2A. Both cultures used human sacrifices. Both cultures organized their empires into provinces.

2B. The Aztecs forced conquered people to pay tribute. Instead of exacting tribute, the Inca used the mit'a system of mandatory public service.

2C. Conquered people resented the extraction of tribute and sacrifice victims.

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Think As a Historian: Identify Evidence, page 42

Answers will vary. Possible answer: Students might use the expressions on the people's faces and their general sense of participation to support the argument that far from being horrified by the sacrifice, Aztecs were used to it and participated willingly.

Reflect on the Topic Essential Question, page 42

1. Students should describe how the following civilizations developed and changed over time:

   Mississippian, Chaco, Mesa Verde, Maya, Aztec, Inca.

Topic 1.5 Developments in Africa

Questions are on pages 50–51.

Item Number	Answer	Thinking Skill	Reasoning Process	Theme	Historical Developments	Text Pages
Multiple-Choice Questions						
1	B	Developments	Causation	GOV	KC-3.2.I.D.ii	46
2	A	Connections	Continuity/Change	GOV	KC-3.2.I.D.ii	46
3	C	Connections	Comparison	GOV	KC-3.2.I.D.ii	39, 46
Short-Answer Questions						
1A	See below.	Connections	Continuity/Change	GOV	KC-3.2.I.D.ii	45, 46
1B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	46
1C	See below.	Contextualization	Causation	GOV	KC-3.2.I.D.ii	45
2A	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	45-46
2B	See below.	Connections	Comparison	GOV	KC-3.2.I.D.ii	45-46
2C	See below.	Argumentation	Causation	GOV	KC-3.2.I.D.ii	48

Short-Answer Question Responses

1A. The painting shows Mansa Musa holding a gold coin and wearing a gold crown. Both Ghana and Mali used gold as a source of wealth.

1B. It depicts an African ruler but also shows Middle Eastern architecture.

1C. He is wearing a crown, indicating that he is a ruler.

2A. Political structures in inland Africa tended to be noncentralized and dependent on kinship ties, while in East Africa they were kingdoms, some of them centralized.

2B. They were ruled by kings.

2C. Prisoners of war were often enslaved, which would lead to tensions between African states.

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