2023

AP® World History: Modern

Free-Response Questions
Set 2

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WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

> "Late Ottoman society underwent significant modernization, a process that was both caused and accelerated by the state reorganization program, Tanzimat, beginning in 1839. . . . Modern-educated Ottomans soon began to emphasize in their writings the importance of European sciences. . . . Science was seen by many officials and learned figures as the only tool to solve the problems of the empire. . . . This elite group of Westernized Ottoman intellectuals . . . even adopted the belief in the supremacy of science in all aspects of life and proposed to adopt a completely [Westernized] worldview.
>
> However, this [Westernized Ottoman] elite was not the only group that focused on modern European thought. Extreme views . . . sparked opposition, especially among religious circles, but they also kindled a general curiosity among . . . a new generation of modern Ottoman religious scholars who emphasized an alternative approach toward modernization. [These scholars] proposed to combine their traditional heritage with modern ideas and methods . . . [and], while advocating the adoption of industrialization and political reforms, rejected a cultural identification with the West."
>
> M. Sait Özervarli, historian, "Alternative Approaches to Modernization in the Late Ottoman Period," scholarly article, published in 2007

1. Using the excerpt, respond to **parts a**, **b**, and **c**.
   a. Identify ONE nineteenth-century development in the Ottoman Empire that led to the launch of the reform program mentioned in the **first paragraph**.
   b. Identify ONE argument made in the passage concerning the Ottoman elites and modernization in the nineteenth century.
   c. Explain how ONE OTHER non-Western state's attempts to modernize in the nineteenth century led to conflicts among members of the elite similar to those described in the passage.

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"We consider Buddhists to be a direct threat. For over 1500 years, Buddhism has been spreading in our kingdom, yet neither happiness nor profit has been gained. This is recorded in the historical books, which Your Majesty has certainly studied thoroughly. Must you wait for your ministers to tell you?

We think of all the unorthodox teachings, Buddhism is the worst. The Buddhists live alone with their barbaric customs, apart from the common productive population; yet they cause the people to be poor and to steal. What is worse than their crimes? Beasts and birds that damage grain are certainly chased away because they harm the people. Yet even though beasts and birds eat the people's food, they are nevertheless useful to the people. Buddhists, however, sit around and eat, and there has not yet been a visible profit."

Yun Hoe, Korean Confucian scholar and adviser to the Korean Choson monarchy, *On the Harmfulness of Buddhism*, 1424

2. Using the excerpt, respond to **parts a**, **b**, and **c**.

   a. Identify ONE claim the author makes in the passage.

   b. Explain ONE way the author's point of view likely influenced his argument.

   c. Explain ONE way Chinese cultural traditions influenced Asian societies (other than Korea) in the period 1200–1450.

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Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a**, **b**, and **c**.

   a. Identify ONE **technological** development that contributed to Europeans' ability to spread religious ideas in the Americas during the period 1450–1750.

   b. Explain ONE way that religion contributed to the process of state expansion and/or exploration in the Americas during the period 1450–1750.

   c. Explain ONE reason why syncretic belief systems developed in the Americas during the period 1450–1750.

4. Respond to **parts a**, **b**, and **c**.

   a. Identify ONE historical development that contributed to the growth of a global economy during the period circa 1800–1914.

   b. Explain ONE way governments responded to economic crises or depressions during the period circa 1900–1945.

   c. Explain ONE way states changed their economies in response to the shifting global balance of power during the period circa 1945–1990.

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END OF SECTION I

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WORLD HISTORY: MODERN

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.
Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

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1. Evaluate the extent to which Muslim women in the Middle East challenged social norms in the period circa 1850–1950.

Document 1

Source: Aisha al-Taymuriyya, Egyptian woman poet and novelist, essay titled "Family Reform Comes Only Through the Education of Girls," article published in *Al-Adab*, a conservative Egyptian newspaper, 1889

"It is the duty of the male establishment to concern itself with the education of girls and the refinement of families. Take the example of a man in the following situation—his educated wife loves him, comforts him, and expertly manages his household. Despite this, he works to hide her abilities from the rest of society, and fears that by announcing her worth it will be said that she is an educated woman, which will disrupt his peaceful life.

How astounding that our civilization is obsessed with decorating young women in jewelry, and exaggerating their beauty. But this practice casts these girls into a pit of evil; they have earned nothing from these trinkets but vanity. If male authorities strove for the improvement and progress of these girls' behavior through their education, these women would then find themselves adorned with necklaces strung with pearls of wisdom."

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Document 2

Source: Zaynab Fawwaz, Lebanese woman writer, "Fair and Equal Treatment," essay published in an Egyptian newspaper, 1891

"The fact is that we have not seen any law coming from Islam ruling that women are to be prohibited from involvement in the occupations of men. A woman is just as much a human being as a man is, with complete mental faculties and abilities. So many women have ruled over men, participated in government, determined statutes of law and behavior, recruited soldiers, gone forth into battle, and carried out wars—like the many queens who have preceded us and ran their kingdoms well.

Regarding the poor women in Cairo or Alexandria, most of them pursue work just like men. Among these women are merchants, craft workers, and those earning their livelihood with male laborers in construction and in other professions. We find the markets are full of women capable of competing with men in business and many other activities. The intelligent person who examines the world's affairs finds the two sexes equal."

Document 3

Source: Doria Shafik, Egyptian woman feminist, unpublished memoir written in 1960, describing an event from her childhood that occurred circa 1915

"An agitated atmosphere reigned in our house that Monday. The cause of this gloom was the news that a family friend had just learned that her husband had taken a second wife, because she had given birth to twin daughters but failed to produce a male heir. Now faced with a second wife in her household she shouted, 'I want a divorce!'

With that shout an icy silence fell over the room. I was astonished both by the woman's violent reaction as well as the energetic opposition to her decision by the women around her. Grandmother, whose attachment to the past could not be severed so easily, led the campaign. 'I don't understand you women of today insisting on exclusiveness. By taking a second wife the husband reduces the burden on the first woman. When my husband took another wife, I was pleased to have a new friend. And even when he took a third wife we all banded together against him, the common enemy. Never pronounce the word divorce! It brings dishonor for you and your daughters, who will never see a suitor if you act this way,' concluded my grandmother.

My grandmother's words seemed to act as a whip over the other women as the thought of their daughters being old maids sank in and they all rallied around her. 'Forget this idea,' my mother counseled, 'you must fight to regain your husband's love.'"

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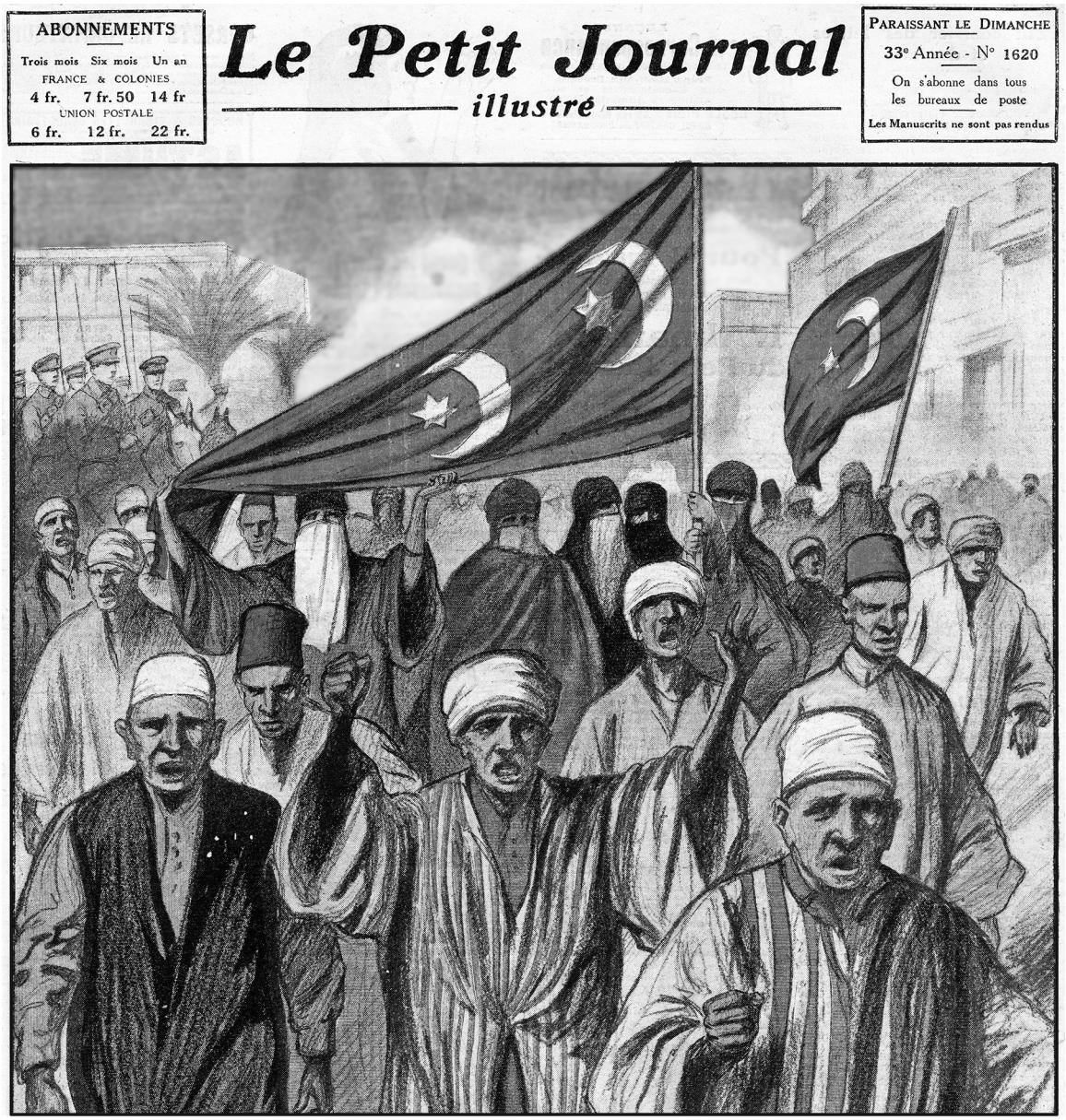
Document 4

Source: "A Feminist Demonstration against British rule in Egypt," cover illustration of the French illustrated news magazine *Le Petit Journal*, 1922



Private Collection Stefano Bianchetti / Bridgeman Images

A caption in French below the image reads, "While in some streets of the city riots broke out, the women of Cairo organized in certain quarters into important processions." A group of British soldiers on horseback is shown in the background (on the left).

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Document 5

Source: Anonymous Turkish woman, interview on the popularity of ballroom dancing, published in the journal *Resimli Ay* (*The Illustrated Monthly*), Istanbul, Turkey, 1924

"When, a few years ago, the dance craze came through I was very hesitant to take it up. My friends would rave about dancing, but I couldn't help thinking that dancing in a man's arms was ridiculous, when just a few years earlier we would not have even been able to sit next to them.

But my social environment gradually led me to embrace dancing. Those who had already taken it up kept accusing me of stupidity for my refusal to join them. So, even though I was naturally inclined to be conservative, I decided that one must accept these new trends to be modern, or at least to avoid being labeled.

In order to be able to go to a party organized by one of my friends, I took dance lessons from a Greek lady for three months.

The dance party was amazing, but my husband's behavior annoyed me to no end. His glances suggested that he did not like seeing me mingle with strange men. That night I danced until morning. I paid no attention to the clumsiness of my feet or to my shyness. I was just excited to be able to punish my husband for his rude behavior."

Document 6

Source: Eastern Women's Congress, an international summit of women from Muslim countries held in Tehran, Iran, under the direction of Princess Ashraf Pahlavi, daughter of the Shah of Iran, resolution, 1932

The Congress supports the following:

1. The right of Eastern women to vote and, when qualified, to be elected to office.
2. Compulsory education for girls and literacy courses for adult women.
3. Equal salaries to men and women in similar employment.
4. Kindergartens, playgrounds, and educational cinemas provided by the government.
5. Measures to improve the morals of Eastern men.
6. Polygamy must be forbidden.
7. Alcohol and narcotics should be prohibited.
8. Hiring female police officers to examine sanitary conditions and improve the lives of mothers and children.

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Document 7

Source: Zaynab al-Ghazali, Egyptian woman political activist, leader of the Muslim Women's Association, a group affiliated with the Islamist organization The Muslim Brotherhood,[1] memoir published in 1986, recalling events in the 1940s

"This was the pact that I made with my husband before entering into our marriage:

'There is something in my life that you need to know about before you become my husband. I have sworn an oath of loyalty to Hassan al-Banna [the founder of the Muslim Brotherhood] and have pledged to live my life in God's path and to call others to Islam. I cannot ask you today to share this calling with me, but it is my right to demand that you not block me from pursuing it. When the day comes that my calling leads me to join the ranks of the fighters for the establishment of the Islamic state, do not ask me what I am doing. And if ever the welfare of our marriage conflicts with God's calling, then know that the marriage will end and the calling will become my whole life. I know that, as husband, it is your right to command me and it is my duty to obey you, but know ahead of time that God is greater than us and our marriage and that His calling must be dearer to ourselves than we are to each other.'"

[1] a group founded in 1928 that advocated for greater influence of Islam in all aspects of Egyptian society

END OF DOCUMENTS FOR QUESTION 1

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Question 2, 3, or 4 (Long Essay)

Suggested writing time: 40 minutes

Directions: Answer Question 2 **or** Question 3 **or** Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

2. Global cross-cultural interactions, including the transfer of knowledge, scientific learning, and technological developments, increased throughout the period 1200 to 1750.

   Develop an argument that evaluates the extent to which ongoing cross-cultural interactions affected trade and/or exploration during the period circa 1450 to 1750.

3. In the period circa 1750 to 1900, revolutions and independence movements such as the American Revolution, the French Revolution, the Haitian Revolution, and Latin American independence movements occurred around the world.

   Develop an argument that evaluates the extent to which Enlightenment ideas were the primary cause of one of the revolutions or independence movements (other than the American Revolution) from the period circa 1750 to 1900.

4. In the twentieth century, revolutionary movements were inspired by a variety of ideologies, including communism, nationalism, and/or religious ideas.

   Develop an argument that evaluates the extent to which a twentieth-century revolutionary movement was inspired by one of these ideologies.

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.

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END OF EXAM

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