

Week 23

AP World History: Modern

Homework bundle for this week

本周作业合集

exercises.lol

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AP World History: Modern

Name: _____ Score: _____

1. The CED's word *however* between 1918 and 1945 marks...
 - ☐ a change of topic
 - ☐ that the same hopes had different outcomes
 - ☐ a date correction
 - ☐ an exception to a rule
2. The CED describes the two superpowers as...
 - ☐ two democracies
 - ☐ the democracy of the United States and the authoritarian communist Soviet Union
 - ☐ two empires
 - ☐ two colonies
3. Select **all** the military alliances the CED names.
 - ☐ NATO
 - ☐ the Warsaw Pact
 - ☐ the League of Nations
 - ☐ the Non-Aligned Movement

Tick every correct option.

4. Select **both** causes the CED gives for the Chinese communists seizing power.
 - ☐ internal tension
 - ☐ Japanese aggression
 - ☐ the Great Depression
 - ☐ the Cold War

Tick every correct option.

5. Select **all** the nationalist leaders and parties the CED names.
 - ☐ the Indian National Congress
 - ☐ Ho Chi Minh
 - ☐ Kwame Nkrumah
 - ☐ Winston Churchill

Tick every correct option.

6. Select **all** the states the CED names as created by redrawn boundaries.

- ☐ Israel
- ☐ Cambodia
- ☐ Pakistan
- ☐ Egypt

Tick every correct option.

7. Select **all** the promoters of nonviolence the CED names.

- ☐ Mohandas Gandhi
- ☐ Martin Luther King Jr.
- ☐ Nelson Mandela
- ☐ Kwame Nkrumah

Tick every correct option.

8. "Extent" in this objective calls for...

- ☐ a list of effects
- ☐ a degree of similarity, argued
- ☐ a date
- ☐ a definition

9. Technological and economic gains by the victorious nations shifted the global balance of _____.

10. The CED's sentence about the Great Leap Forward is parallel to its sentence about...

- ☐ the New Deal
- ☐ the Soviet Five Year Plans
- ☐ the Marshall Plan
- ☐ NATO

AP World History: Modern

1. **that the same hopes had different outcomes**

Explaining the difference is the whole subtopic.

2. **the democracy of the United States and the authoritarian communist Soviet Union**

The CED's wording is precise and worth reproducing.

3. **NATO; the Warsaw Pact**

The League belongs to 7.5; non-alignment is the refusal of both blocs.

4. **internal tension; Japanese aggression**

A combination of internal and external factors, exactly as in 7.1.

5. **the Indian National Congress; Ho Chi Minh; Kwame Nkrumah**

Gamal Abdel Nasser in Egypt completes the CED's list.

6. **Israel; Cambodia; Pakistan**

Egypt appears instead as a state whose government guided economic life.

7. **Mohandas Gandhi; Martin Luther King Jr.; Nelson Mandela**

Nkrumah appears in 8.2 and 8.5, for non-alignment and independence.

8. **a degree of similarity, argued**

Name what was similar, then what differed, then give the degree.

9. **power**

The war changed who was strong, not only who won.

10. **the Soviet Five Year Plans**

Both describe a government controlling the national economy, with the same qualifiers.

8.1 Setting the Stage for the Cold War and Decolonization

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS shifted the global balance of power 全球权力平衡 • technological and economic gains 技术与经济收益
• increasing anti-imperialist sentiment 反帝情绪 • context 背景

Objective

Build the skills to write the **context** 背景 for 1945.

You must be able to:

- state the contrast the CED draws between 1918 and 1945
- state what shifted the global balance of power
- explain what 'largely unfulfilled' claims
- state why the two threads belong in one unit

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The contrast

Hopes for greater self-government were largely unfulfilled following World War I; however, in the years following World War II, increasing anti-imperialist sentiment contributed to the dissolution of empires and the restructuring of states. One sentence with a hinge in the middle.

■ 'Largely unfulfilled'

Not entirely: some demands were met, most were not. The word carries the disappointment that made the postwar sentiment stronger.

■ The balance of power

Technological and economic gains experienced during World War II by the victorious nations shifted the global balance of power. The victors gained more than territory: they gained capacity.

■ Two threads, one unit

Decolonisation and the Cold War share a cause — the wartime shift in capacity — and each shaped the other, since new states were courted by both superpowers.

2 Practice

2.1 State the contrast the CED draws between the two postwar moments. [2]

2.2 State what shifted the global balance of power. [2]

2.3 Two threads share a unit.

(a) State their shared cause. [1]

(b) Explain how each shaped the other. [2]

3 Exam-style questions

3.1 After World War I, hopes for self-government were [1]

- **A** fully met
- **B** largely unfulfilled
- **C** never expressed
- **D** abolished

3.2 The gains that shifted the balance of power were [1]

- **A** technological and economic
- **B** purely territorial
- **C** religious
- **D** demographic only

3.3 A new state emerges into a world with two competing superpowers.

(a) State what this means for its choices. [1]

(b) Explain why decolonisation and the Cold War cannot be separated. [2]

Solutions

2.1 after World War I hopes for greater self-government were largely unfulfilled; after World War II anti-imperialist sentiment contributed to the dissolution of empires.

2.2 technological and economic gains experienced during World War II by the victorious nations.

2.3 (a) the wartime shift in the global balance of power. (b) new states were courted by both superpowers, and superpower rivalry was conducted partly through those states.

3.1 B. the CED's own phrase.

3.2 A. technological and economic.

3.3 (a) its alignment becomes a question with external consequences. (b) the two processes ran in the same years and in the same places, with each supplying the conditions the other acted in.

8.2 The Cold War

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS non-aligned movement 不结盟运动 • cold war 冷战 • ideological struggle 意识形态斗争
• warsaw pact 华沙条约组织 • nato 北约

Objective

Build the skills to explain the **Cold War** 冷战 as an ideological struggle.

You must be able to:

- state the CED's descriptions of the two superpowers
- state what the struggle was between
- state what the Non-Aligned Movement did
- explain why 'across the globe' matters

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two descriptions

The **democracy of the United States** and the **authoritarian communist Soviet Union** emerged as superpowers. The CED characterises each state, and reproducing both is more accurate than naming the countries alone.

■ The struggle

It led to **ideological conflict and a power struggle between capitalism and communism across the globe**. Two things at once: a contest of ideas and a contest for power.

■ Non-Aligned Movement

Groups and individuals, including the Non-Aligned Movement, opposed and promoted alternatives to the existing economic, political and social orders. A third position existed and the CED names it.

■ 'Across the globe'

The conflict was not confined to Europe or to the two states. That is why unit 8 is about decolonisation as well: the struggle was carried out in the newly independent world.

2 Practice

2.1 State the CED's description of each superpower. [2]

2.2 State the two things the struggle involved. [2]

2.3 A third position existed.

(a) Name it and state what it did. [2]

(b) State why “across the globe” matters. [1]

3 Exam-style questions

3.1 The CED describes the Soviet Union as [1]

- **A** a democracy
- **B** authoritarian and communist
- **C** a monarchy
- **D** non-aligned

3.2 The Non-Aligned Movement [1]

- **A** joined NATO
- **B** promoted alternatives to the existing orders
- **C** supported the Warsaw Pact
- **D** did not exist

3.3 A student presents the Cold War as a two-sided contest with no other participants.

(a) State what is missing. [1]

(b) Explain why it matters.

[2]

Solutions

2.1 the democracy of the United States; the authoritarian communist Soviet Union.

2.2 ideological conflict; a power struggle between capitalism and communism.

2.3 (a) the Non-Aligned Movement, which opposed and promoted alternatives to the existing economic, political and social orders. (b) the conflict was global rather than confined to the two states or to Europe.

3.1 B. the CED's own characterisation.

3.2 B. alternatives to the existing orders.

3.3 (a) the Non-Aligned Movement and other alternatives. (b) many states declined both blocs, so a two-sided account misdescribes the choices actually available.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

2. Respond to parts A, B, and C.

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A. Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B. Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C. Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

4. Respond to parts A, B, and C.

- A. Identify one technological development in communication or transportation in the twentieth century.
- B. Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
- C. Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.

8.3 Effects of the Cold War

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS proxy wars 代理人战争 • nuclear proliferation 核扩散 • warsaw pact 华沙条约组织 • nato 北约
• new military alliances 军事同盟

Objective

Build the skills to compare **superpower methods** 超级大国的手段.

You must be able to:

- name the two military alliances the CED gives
- state the two further effects of the Cold War
- state where proxy wars were fought
- explain what a proxy war is and why it was used

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two alliances

The Cold War produced new military alliances, **including NATO and the Warsaw Pact** — one per bloc.

■ Two further effects

It **led to nuclear proliferation and proxy wars**. The first raised the cost of direct war; the second is what the powers did instead.

■ Where

Between and within postcolonial states in Latin America, Africa and Asia. “Within” as well as “between”: a proxy war may be a civil war with external backing.

■ Why proxies

Nuclear weapons made direct war unacceptably costly to both. Competition was displaced onto third countries, which bore the fighting the superpowers avoided.

2 Practice

2.1 Name the two military alliances. [2]

2.2 State the two further effects and how they connect. [2]

2.3 Proxy wars were fought in specific places.

(a) Name the three regions. [3]

(b) State the force of “and within”. [1]

3 Exam-style questions

3.1 Nuclear proliferation made direct war between the superpowers [1]

- **A** more likely
- **B** unacceptably costly
- **C** cheaper
- **D** unchanged

3.2 “Between and within postcolonial states” indicates that some proxy wars were [1]

- **A** civil wars with external backing
- **B** naval wars only
- **C** fought in Europe
- **D** imaginary

3.3 Two powers avoid fighting each other and fund opposing sides elsewhere.

(a) Name the practice. [1]

(b) Explain who bears the cost.

[2]

Solutions

2.1 NATO; the Warsaw Pact.

2.2 nuclear proliferation and proxy wars; proliferation made direct war too costly, so competition was displaced into proxy wars.

2.3 (a) Latin America; Africa; Asia. (b) some were civil wars within a state rather than wars between states.

3.1 B. that is why proxies were used.

3.2 A. “within” covers civil wars.

3.3 (a) proxy war. (b) the postcolonial states in which the fighting occurs, not the superpowers funding it.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
 - B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
 - C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.
-

4. Respond to parts A, B, and C.

- A.** Identify one technological development in communication or transportation in the twentieth century.
 - B.** Explain one way nuclear technologies affected international relations in the second half of the twentieth century.
 - C.** Explain one way the spread of new technologies contributed to increased economic activity in the twentieth century.
-

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.

END OF SECTION I

8.4 Spread of Communism After 1900

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS great leap forward 大跃进 • internal tension 内部矛盾 • japanese aggression 日本侵略
 • movements to redistribute land and resources 土地与资源再分配 • communism's spread 共产主义的传播

Objective

Build the skills to explain **communism's spread** 共产主义的传播.

You must be able to:

- state the causes of the Chinese communist seizure of power
- state how the Chinese government controlled the economy
- state the CED's judgment on that method
- state where redistribution movements developed

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ China's causes

As a result of internal tension and Japanese aggression, Chinese communists seized power. Internal and external again — the same pairing the CED used for the collapse of the old empires.

■ Economic control

In communist China, the government controlled the national economy through the Great Leap Forward, often implementing repressive policies.

■ The judgment

With negative repercussions for the population. The CED uses the same formula it used for the Soviet Five Year Plans, and an accurate answer carries the cost as the source does.

■ Redistribution

Movements to redistribute land and resources developed within states in Africa, Asia and Latin America, sometimes advocating communism or socialism. “Sometimes” — redistribution is a demand, not necessarily a communist one.

2 Practice

2.1 State the causes of the Chinese communist seizure of power. [2]

2.2 State how the Chinese government controlled the economy and the CED's judgment. [2]

2.3 Redistribution movements developed in several regions.

(a) Name them. [3]

(b) State the force of "sometimes advocating communism or socialism". [1]

3 Exam-style questions

3.1 The Chinese government controlled the national economy through [1]

- **A** the Five Year Plans
- **B** the Great Leap Forward
- **C** free markets
- **D** the Marshall Plan

3.2 The CED's causes of the communist seizure of power are [1]

- **A** internal only
- **B** internal tension and Japanese aggression
- **C** external only
- **D** economic only

3.3 A movement demands land redistribution without adopting communism.

(a) State whether this is possible on the CED's account. [1]

(b) Explain what “sometimes” tells you. [2]

Solutions

2.1 internal tension and Japanese aggression.

2.2 through the Great Leap Forward, often with repressive policies; with negative repercussions for the population.

2.3 (a) Africa; Asia; Latin America. (b) redistribution is a demand that did not always take a communist or socialist form.

3.1 B. the Great Leap Forward.

3.2 B. both, as with the empires' collapse.

3.3 (a) yes. (b) the CED qualifies the connection, so redistribution and communism are related but not identical.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

2. Respond to parts A, B, and C.

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

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

- a. Identify ONE **political** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- b. Identify ONE **economic** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- c. Explain ONE reason why postcolonial states in Africa often adopted communist or socialist ideologies.

END OF SECTION I

8.5 Decolonization After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS inherited imperial boundaries 沿袭的帝国边界 • some colonies negotiated their independence 通过谈判

- others achieved it through armed struggle 通过武装斗争
- nationalist leaders and parties 民族主义领袖与政党
- paths to independence 独立的道路

Objective

Build the skills to compare **paths to independence** 独立的道路.

You must be able to:

- state the two routes to independence the CED names
- state what nationalist leaders sought
- explain what 'varying degrees of autonomy' allows
- state what regional, religious and ethnic movements challenged

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two routes

After the end of World War II, some colonies negotiated their independence, while others achieved independence through armed struggle. The CED gives both without ranking them.

■ What was sought

Nationalist leaders and parties in Asia and Africa sought varying degrees of autonomy within or independence from imperial rule. Not everyone sought full independence at the outset.

■ 'Varying degrees'

The demand is a spectrum: autonomy within an empire at one end, full independence at the other. An answer treating every movement as demanding the same thing has flattened it.

■ Two challenges

Regional, religious and ethnic movements challenged colonial rule and inherited imperial boundaries. The second is the harder one: a boundary drawn by an empire may not match any community, and independence does not settle that question.

2 Practice

2.1 State the two routes to independence. [2]

2.2 Explain what “varying degrees of autonomy” allows. [2]

2.3 Movements challenged two things.

(a) Name them. [2]

(b) State why the second is harder. [1]

3 Exam-style questions

3.1 The CED presents negotiation and armed struggle as [1]

- **A** ranked, with one preferable
- **B** two routes, unranked
- **C** the same thing
- **D** unrelated to independence

3.2 Inherited imperial boundaries were challenged by [1]

- **A** regional, religious and ethnic movements
- **B** the United Nations only

- **C** nobody
 - **D** the former colonisers
-

3.3 A colony becomes independent within the borders an empire drew.

- (a) State what question remains open. [1]
- (b) Explain why independence does not settle it. [2]
-
-
-

Solutions

2.1 some colonies negotiated their independence; others achieved it through armed struggle.

2.2 the demand ranged from autonomy within an empire to full independence, so movements cannot be treated as demanding the same thing.

2.3 (a) colonial rule; inherited imperial boundaries. (b) a boundary drawn by an empire may not match any community.

3.1 B. both are given without ranking.

3.2 A. the CED's own list.

3.3 (a) whether the border matches the community it encloses. (b) independence transfers who governs without changing where the line was drawn.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

2. Respond to parts A, B, and C.

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

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

- a. Identify ONE **political** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- b. Identify ONE **economic** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- c. Explain ONE reason why postcolonial states in Africa often adopted communist or socialist ideologies.

END OF SECTION I**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.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

Source: Anthony Pagden, British historian, *Peoples and Empires*, 2003

1. Using the excerpt, respond to **parts a, b, and c**.
 - a. Identify ONE claim that the author makes in the passage.
 - b. Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.
 - c. Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**.

8.6 Newly Independent States

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS new states 新独立国家 • migration of former colonial subjects to imperial metropolises 宗主国

Objective

Build the skills to explain **new states** 新独立国家 after empire.

You must be able to:

- state what the redrawing of boundaries produced
- name the two examples of displacement the CED gives
- state the economic role governments took
- explain what migration to metropolises maintained

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Boundaries

The redrawing of political boundaries after the withdrawal of former colonial authorities led to the creation of new states, and in some cases led to conflict as well as population displacement and/or resettlements.

■ Two examples

Those related to the Partition of India and the creation of the state of Israel. The CED names both and treats them as instances of the same process — boundary change producing displacement.

■ Economic role

In newly independent states after World War II, governments often took on a strong role in guiding economic life to promote development. 7.4's active state, in a new setting and for a different purpose.

■ Metropole migration

The migration of former colonial subjects to imperial metropolises, usually in the major cities, maintained cultural and economic ties between the colony and the metropole even after the dissolution of empires. The relationship outlived the empire.

2 Practice

2.1 State what the redrawing of boundaries produced. [2]

2.2 State the economic role governments often took and its purpose. [2]

2.3 Migration to metropolises had an effect.

(a) State it. [2]

(b) Name the two examples of displacement the CED gives. [2]

3 Exam-style questions

3.1 Governments in newly independent states often guided economic life to promote [1]

- **A** development
- **B** free trade only
- **C** emigration
- **D** colonial rule

3.2 Migration to imperial metropolises usually went to [1]

- **A** rural areas
- **B** major cities
- **C** other colonies
- **D** neutral states

3.3 An empire ends and the movement of people between two countries continues.

(a) State what this shows. [1]

(b) Explain why the tie persists.

[2]

Solutions

2.1 the creation of new states; in some cases conflict, population displacement and resettlements.

2.2 a strong role in guiding economic life to promote development.

2.3 (a) it maintained cultural and economic ties between colony and metropole even after the dissolution of empires. (b) the Partition of India; the creation of the state of Israel.

3.1 A. development.

3.2 B. major cities.

3.3 (a) that the relationship outlived the formal empire. (b) language, education, family and employment links were built during the imperial period and continue to operate afterwards.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

2. Respond to parts A, B, and C.

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

Question 3 or 4

Directions: Answer either Question 3 or Question 4.

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

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

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

- a. Identify ONE **political** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- b. Identify ONE **economic** factor in the period after 1945 that facilitated the establishment of independent postcolonial states in Africa.
- c. Explain ONE reason why postcolonial states in Africa often adopted communist or socialist ideologies.

END OF SECTION I

8.7 Global Resistance to Established Power Structures After 1900

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS martin luther king jr. 马丁·路德·金 • mohandas gandhi 甘地 • nelson mandela 曼德拉
• resistance and nonviolence 非暴力

Objective

Build the skills to explain **resistance and nonviolence** 非暴力.

You must be able to:

- state the CED's balanced claim about the century
- name the three figures the CED gives
- state the two ways conflict was intensified
- explain why the CED reports both directions

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The balance

Although conflict dominated much of the 20th century, many individuals and groups — including states — opposed this trend. Some individuals and groups, however, intensified the conflicts. Both directions in one place.

■ Three figures

Mohandas Gandhi, Martin Luther King Jr. and Nelson Mandela — named as promoters of the **practice of nonviolence as a way to bring about political change**. Nonviolence is called a practice, not a sentiment.

■ Two intensifications

Militaries and militarised states often responded to the proliferation of conflicts in ways that further intensified conflict, and some movements used violence against civilians in an effort to achieve political aims.

■ Both directions

A history recording only nonviolence would misdescribe the century, and one recording only violence would omit the movements that changed states without it. The CED gives both because both occurred.

2 Practice

2.1 State the CED's balanced claim about the century. [2]

2.2 Name the three figures and what they promoted. [2]

2.3 The CED names two ways conflict intensified.

(a) State them. [2]

(b) State why both directions are reported. [1]

3 Exam-style questions

3.1 Nonviolence is described by the CED as [1]

- **A** a sentiment
- **B** a practice
- **C** a treaty
- **D** an ideology

3.2 Those who opposed the century's trend of conflict included [1]

- **A** individuals, groups and states
- **B** individuals only
- **C** states only
- **D** nobody

3.3 A movement changes a state's laws without using force.

(a) State what the CED calls this. [1]

(b) Explain why calling it a practice matters.

[2]

Solutions

2.1 conflict dominated much of the century, but many individuals, groups and states opposed this trend while some intensified the conflicts.

2.2 Mohandas Gandhi, Martin Luther King Jr. and Nelson Mandela; the practice of nonviolence as a way to bring about political change.

2.3 (a) militaries and militarised states responded in ways that intensified conflict; some movements used violence against civilians for political aims. (b) both occurred, and reporting one alone misdescribes the century.

3.1 B. a practice.

3.2 A. the CED includes states.

3.3 (a) the practice of nonviolence. (b) a practice is something organised and learned, not merely an attitude someone holds.

“White folk who want to help Africa must be prepared to work with Africans on the basis of complete racial equality. If the United States...is really worried about Communism taking root in Africa and wants to prevent such a disaster from taking place, [as a former communist] I can offer an assurance against it.¹ This assurance will not only prevent Communism, but endear the people of the great United States forever to the Africans.

Instead of supporting the discredited system of colonialism by propping up the European regimes with military and financial aid, let American statesmen make a bold gesture to the African in the spirit of the anti-colonialist tradition of 1776. This gesture should take the form of an aid package for Africa similar to the Marshall Plan.”²

Source: George Padmore, Afro-Caribbean intellectual, essay published while he lived in London, 1956

1: Padmore spent much of the 1920s and 1930s as a supporter of communism but became disillusioned with Soviet leader Joseph Stalin.

2: an initiative by the United States to provide aid to Western Europe after the end of the Second World War

2. Respond to parts A, B, and C.

- A. Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage.
- B. Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage.
- C. Explain one way the source reflects the political situation in Africa during the second half of the twentieth century.

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.

“The fall of the modern European empires was as rapid as their rise had been, and in most places the reasons for their downfall were similar. Ultimately all [empires] had maintained their rule through [acceptance by conquered peoples] rather than by force or the threat of force. . . . What had applied to the Roman Empire also applied to the British and the French, the German, and, ultimately, even the Russian: subject peoples were only to remain in subjection so long as at least a significant number of them could see some benefit to them in so doing.

Resistance to any kind of rule requires organization and courage. In the case of resistance to colonial rule, however, it also requires some vision of a better future in some postcolonial world. It requires an ideology capable of mobilizing those who might otherwise be prepared to accept the status quo as merely inevitable. Ironically, this ideology was provided by the same refashioning of society that had been the driving force behind most modern imperialism, namely nationalism.”

Source: Anthony Pagden, British historian, *Peoples and Empires*, 2003

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

- a. Identify ONE claim that the author makes in the passage.
- b. Explain how ONE development in the second half of the twentieth century could be used to support the author’s claim about nationalism in the **second paragraph**.
- c. Explain how ONE development from the nineteenth or twentieth century could be used to challenge a claim that the author makes in the **first paragraph**.

8.8 End of the Cold War

Name: _____ Class: _____ Date: _____

Total: 14 marks

KEY WORDS public discontent 公众不满 • costly and ultimately failed invasion of afghanistan 阿富汗战争
• great leap forward 大跃进 • nato 北约

Objective

Build the skills to explain the **end of the Cold War** 冷战的结束.

You must be able to:

- name the three causes the CED gives
- state the two outcomes
- explain why the causes are of different kinds
- state what 'costly and ultimately failed' contributes

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three causes

Advances in U.S. military and technological development; the Soviet Union's costly and ultimately failed invasion of Afghanistan; and public discontent and economic weakness in communist countries.

■ Two outcomes

They led to the end of the Cold War and the collapse of the Soviet Union.
Two distinct events, and the CED names both.

■ Different kinds

One external and technological, one military, one internal and economic. A collapse explained by any single kind of cause is thinner than the CED's account.

■ The qualifiers

"Costly and ultimately failed" does two jobs: it explains the drain on resources and it denies any compensating gain. Both halves matter for the argument.

2 Practice

2.1 Name the three causes. [3]

2.2 State the two outcomes. [2]

2.3 The causes are of different kinds.

(a) Classify each. [3]

(b) State what “costly and ultimately failed” contributes. [1]

3 Exam-style questions

3.1 The invasion the CED names is of [1]

- **A** Afghanistan
- **B** Poland
- **C** Korea
- **D** Cuba

3.2 The CED names as outcomes the end of the Cold War and [1]

- **A** the collapse of the Soviet Union
- **B** the founding of NATO
- **C** the Partition of India
- **D** the Great Leap Forward

3.3 A student explains the Soviet collapse by economic weakness alone.

(a) State what is missing. [1]

(b) Explain why the CED gives three kinds of cause.

[2]

Solutions

2.1 advances in U.S. military and technological development; the costly and failed Soviet invasion of Afghanistan; public discontent and economic weakness in communist countries.

2.2 the end of the Cold War; the collapse of the Soviet Union.

2.3 (a) external and technological; military; internal and economic. (b) it names both the drain on resources and the absence of any compensating gain.

3.1 A. Afghanistan.

3.2 A. both outcomes are named.

3.3 (a) the external technological pressure and the military failure. (b) the three interact — pressure raised the cost of competing while weakness reduced the capacity to meet it, so one alone does not account for the outcome.

8.9 Causation in the Age of the Cold War and Decolonization

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS similarity of effects 影响的相似程度 • non-aligned movement 不结盟运动 • proxy wars 代理人战争
 • warsaw pact 华沙条约组织 • nato 北约

Objective

Build the skills to judge **similarity of effects** 影响的相似程度.

You must be able to:

- state what an 'extent to which effects were similar' question asks
- name a shared effect across hemispheres
- name a difference and its basis
- state a limit on the judgment

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The question

"Explain the **extent to which** the effects of the Cold War were similar in the Eastern and Western Hemispheres" asks for a judgment with a degree, not a list of effects.

■ A shared effect

Both hemispheres saw superpower alignment shape domestic politics, and both saw proxy conflicts — the CED locates proxy wars in Latin America, Africa and Asia, so no hemisphere is exempt.

■ A difference

The presence of the formal alliances. NATO and the Warsaw Pact structured Europe directly, while in much of Asia, Africa and Latin America the same rivalry was conducted through proxy wars within states. The basis of comparison is the form the rivalry took.

■ A limit

The CED does not claim uniformity, and neither should an answer. The Non-Aligned Movement is the CED's own evidence that some states resisted alignment entirely.

2 Practice

2.1 State what this kind of question asks for. [2]

2.2 Name a shared effect across hemispheres. [2]

2.3 Name a difference and limit the judgment.

(a) State the difference and its basis. [2]

(b) State the CED's own evidence for a limit. [1]

3 Exam-style questions

3.1 An “extent to which... similar” answer must contain [1]

- **A** a list of effects
- **B** a judgment with a degree
- **C** a chronology
- **D** a definition only

3.2 The CED's evidence that some states resisted alignment is [1]

- **A** NATO
- **B** the Non-Aligned Movement
- **C** the Warsaw Pact
- **D** the Great Leap Forward

3.3 Write a paragraph judging how similar the Cold War's effects were in two regions. [4]

Solutions

2.1 a judgment with a degree of similarity rather than a list of effects.

2.2 superpower alignment shaped domestic politics in both, and proxy conflicts occurred in Latin America, Africa and Asia.

2.3 (a) formal alliances structured Europe directly while elsewhere the rivalry ran through proxy wars within states; the basis is the form the rivalry took. (b) the Non-Aligned Movement.

3.1 B. a judgment with a degree.

3.2 B. the Non-Aligned Movement.

3.3 a judgment of similarity stated; a shared effect with evidence; a difference with evidence; the judgment limited rather than claiming uniformity.