

# Yeshivah of Flatbush JBHS

## 9<sup>th</sup> Grade Final Exam—June 15, 2018

SUBJECT: Global History STUDENT NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_  
TEACHER'S NAME: Mr. Saadia

### **PART I: Multiple Choice [50 Points]**

**PAGES 1-9**

**DIRECTIONS:** Select the choice that *best* completes the statements below. Blacken your selection on the SCANTRON sheet provided AND circle your answers in this booklet. If you erased an answer on the scantron, CIRCLE your final answer with a pen!

### **PART II: Document-Based Short Answer Questions [25 Points]**

**PAGES 10-11**

**DIRECTIONS:** Answer the questions below based on the documents provided and your knowledge of history.  
*WRITE YOUR ANSWERS FOR THIS PART IN THIS TEST BOOKLET. USE PEN.*

### **Part III: Thematic Essay [25 Points]**

**PAGES 12-15**

**DIRECTIONS:** Write a well-organized essay that includes an introduction, body paragraphs that *explain*/prove your position, and a conclusion.

*WRITE YOUR ANSWER ON THE LINED PAGES IN THIS BOOKLET!!!*



- Made advances in mathematics, science, and medicine
  - Preserved Greek and Roman learning
  - Influenced Spanish architecture and literature

These achievements are most closely associated with the

- Golden Age of Islam
  - Maya Empire
  - Gupta Empire
  - Tang dynasty
- For which achievement is Suleiman the Magnificent best known?
    - building the Dome of the Rock in Jerusalem
    - spreading Christianity into the Balkan Peninsula
    - conquering the Russian capital of Moscow
    - uniting the Ottoman Empire under an efficient government structure
  - The European system of manorialism is most closely associated with
    - promoting social mobility
    - reviving and preserving learning
    - servicing the spiritual needs of society
    - maintaining economic self-sufficiency
  - Which political system is best described in the outline below?
    - \_\_\_\_\_
      - Decentralized government
      - Based on loyalty and service
      - Code of chivalry
      - Military elite
    - Oligarchy
    - Absolutism
    - Feudalism
    - Democracy
  - Which practice in medieval Europe was most similar to a Japanese warrior's code of bushido?
    - indulgences
    - serfdom
    - chivalry
    - tribute

- "The Peace of God declared that feudal warfare could not take place on church property, and it promised sanctuary in churches and abbeys to fugitives from combat. The Truce of God forbade fighting from Wednesday evening until Monday morning, on holidays, and during the religious seasons of Christmas and Lent. . . ."
 

— *Medieval and Early Modern Times*

This quotation implies that

- the church had considerable political power during this time.
  - war was limited to religious holidays
  - religion was dictated by feudal law
  - landlords determined when warfare took place
- Which title best completes the partial outline below?

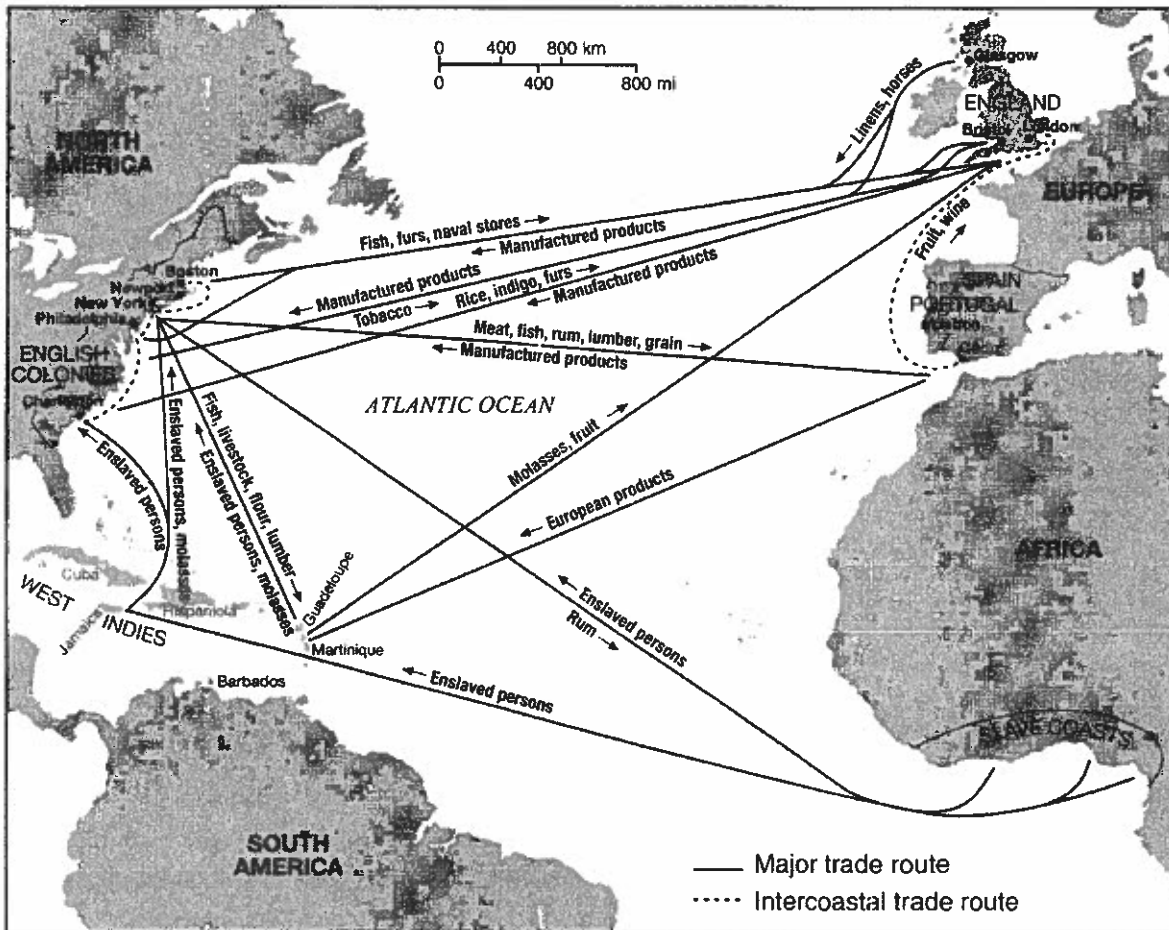
I. _____ A. Archipelago B. Limited arable land C. Rugged mountains D. Earthquakes
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- Physical Features of Korea
  - Geographic Factors of Japan
  - Natural Resources of Cambodia
  - Environmental Conditions in Russia
- One similarity between animism and Shinto is that people who follow these belief systems
    - practice filial piety
    - worship spirits in nature
    - are monotheistic
    - are required to make pilgrimages
  - During the feudal period in Europe, power and position in society were based on the
    - amount of money earned
    - level of education achieved
    - number of slaves owned
    - amount of land possessed

- 
10. What was an impact of Korea's geographic location on the history of East Asia?
- A) isolating Russia from Japan
  - B) protecting China from Mongol invaders
  - C) preventing Europeans from colonizing East Asia
  - D) serving as a cultural bridge between China and Japan
11. One way Japanese feudalism during the Tokugawa shogunate was different from European feudalism is that during this period of Japanese feudalism
- A) political power was more centralized
  - B) foreign missionaries were welcomed
  - C) emperors were overthrown in coups d'etat
  - D) most wealthy merchants were able to attain high social status
12. Which statement about the Mongol Empire is accurate?
- A) The Mongols developed a highly technological society that emphasized formal education.
  - B) European monarchies became a model for the early Mongol governments.
  - C) Pax Mongolia led to regional stability, increasing trade on the Silk Road.
  - D) The Mongols adopted Roman Catholicism as the official religion of the empire.
13. The Mongols played a significant role in Russian history by
- A) supporting Czar Nicholas II during the Russian Revolution
  - B) supporting the rule of Ivan the Terrible
  - C) ending the reign of Catherine the Great
  - D) isolating Russia from western Europe during the early Renaissance
14. Which two major commodities were traded on the trans-Saharan routes by West African kingdoms?
- A) timber and wheat
  - B) silk and cotton
  - C) gold and salt
  - D) petroleum and spices
-

15. Base your answer to the following question on the map below and on your knowledge of social studies.

**Trade Routes Between the Old and New Worlds**



Source: Marvin Perry et al., *Western Civilization: Ideas, Politics & Society*, Houghton Mifflin, 2000 (adapted)

Based on the information shown on this map, most manufactured goods were produced in

- A) the West Indies
- B) Europe
- C) English colonies
- D) Africa

16. What was one of the primary reasons for the spread of the bubonic plague?

- A) increase in trade
- B) colonization of the Americas
- C) development of the manorial system
- D) economic decline

17. A key feature of European Renaissance culture was

- A) an outlook emphasizing classicism, secularism, and individualism
- B) a reliance on the Pope and his knights to maintain political stability
- C) a shift in production from the domestic system to the factory system
- D) a way of thinking stressing humility and Christian faith

18. Which set of historical periods in European history is in the correct chronological order?

- A. Medieval Europe
- B. Italian Renaissance
- C. Golden Age of Greece
- D. Enlightenment

- A) C → A → B → D    B) A → B → D → C  
C) C → B → D → A    D) B → A → C → D

19. A major reason that the Renaissance began in Italy was that

- A) Italian city-states had grown wealthy from trade between Europe and Asia
- B) farmers produced great agricultural surpluses on vast plains
- C) merchants supported the Green Revolution
- D) many European scholars had migrated to this area

20. Base your answer to the following question on the passage below and on your knowledge of social studies.

... I conclude, therefore, with regard to being feared and loved, that men love at their own free will, but fear at the will of the prince, and that a wise prince must rely on what is in his power and not on what is in the power of others, and he must only contrive to avoid incurring hatred, as has been explained. . .

This passage is most closely associated with the ideas of

- A) Pope Urban II
- B) Niccolo Machiavelli
- C) John Calvin
- D) Thomas Malthus

21. Which achievement is most closely associated with Mansa Musa of Mali?

- A) an increase in the influence of Islam and Islamic culture
- B) the discovery of diamonds in the Congo
- C) the defeat and capture of Cairo
- D) an exclusive trade agreement with European merchants

22. In western Europe, a long-term effect of the invention of Gutenberg's printing press was that the

- A) monarchies were restored to absolute power
- B) feudal system declined
- C) literacy rate increased
- D) development of new ideas was discouraged

23. The influence of Greek and Roman culture on some Renaissance art is reflected in

- A) a realistic portrayal of the human body
- B) challenges made to ancient religious ideals
- C) the impact of William Shakespeare's writing in southern Europe
- D) competition promoted between northern and southern European artists

24. The Native American population of Mexico in 1492 has been estimated at 25 million; the population in 1608 has been estimated at 1.7 million. This decrease in population was mainly a result of

- A) crop failures brought on by poor weather conditions
- B) emigration of Native Americans to Europe and Africa
- C) wars between various native groups
- D) diseases introduced by the Spanish

25. Francis Bacon, Galileo, and Isaac Newton promoted the idea that knowledge should be based on

- A) the experiences of past civilizations
- B) experimentation and observation
- C) emotions and feelings
- D) the teachings of the Catholic Church

26. Which situation is considered a cause of the other three?

- A) Religious unity declines throughout Europe.
- B) The Catholic Counter-Reformation begins.
- C) The power of the Roman Catholic Church decreases.
- D) Martin Luther posts the Ninety-five Theses.

27. One similarity between the Magna Carta and the English Bill of Rights is that both documents

- A) set up a two-party political system
- B) placed limits on the power of the monarch
- C) established the right to inherit the throne
- D) guaranteed equal rights for all citizens

28. Base your answer to the following question on the passage below and on your knowledge of social studies.

...In the 1930s, Sylvanus G. Morley of Harvard, probably the most celebrated Mayanist of his day, espoused [argued for] what is still the best-known theory: The Maya collapsed because they overshot the carrying capacity of their environment. They exhausted their resource base, began to die of starvation and thirst, and fled their cities en masse, leaving them as silent warnings of the perils of ecological hubris [overconfidence]...

-Charles C. Mann, 1491: New Revelations of the

*Americas Before Columbus*

According to this passage, what was a major question Morley was trying to answer about the Mayas in the 1930s?

- A) Why did the Mayas abandon their cities?
- B) What was the structure of the Maya governments?
- C) How did religious beliefs affect the Maya economy?
- D) Which neighboring city-state conquered the Mayas?

29. Inca terrace farming and Aztec floating gardens are examples of

- A) the ability of civilizations to adapt to their region's physical geography
- B) slash-and-burn farming techniques
- C) Mesoamerican art forms symbolizing the importance of agriculture
- D) colonial economic policies that harmed Latin American civilizations

30. A study of the Maya, Aztec, and Inca civilizations of Latin America would show that these civilizations

- A) developed advanced and complex societies before the arrival of the Europeans
- B) established extensive trade with Pacific Rim nations
- C) were strongly influenced by their contact with Asian and African civilizations
- D) were relatively large, but not well organized

31. What was a major effect of the Columbian exchange?

- A) economic collapse in Europe
- B) introduction of new food crops to Europe
- C) decrease in European population
- D) expansion of democratic rights throughout Europe

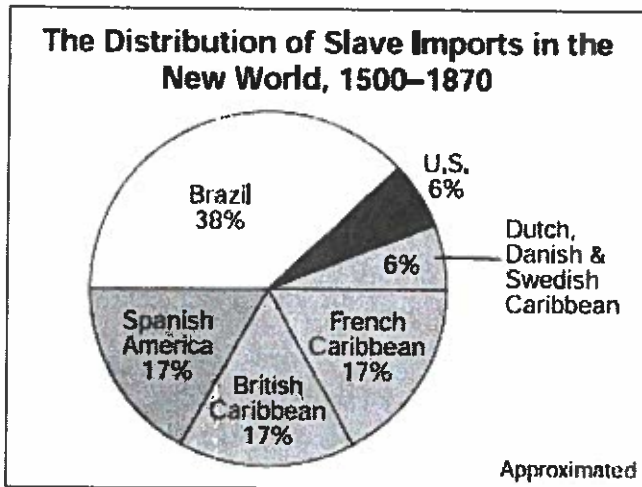
32. The governments of Spain and Portugal sponsored overseas exploration and expansion in the late 1400s and into the 1500s because they

- A) desired spices from the Indies
- B) owed allegiance to Islamic caliphates
- C) militarily defeated the Ottoman Empire
- D) lacked access to northern Africa

33. Which of these events during the Age of Exploration was a cause of the other three?

- A) Europeans brought food, animals, and ideas from one continent to another.
- B) European diseases had an adverse effect on the native populations of new territories.
- C) Warfare increased as European nations competed for land and power.
- D) Advances in learning and technology made long ocean voyages possible.

34. Base your answer to the following question on the graph below and on your knowledge of social studies.



Source: R. W. Fogel and S. L. Engerman, *Time on the Cross: The Economics of American Negro Slavery*, Little, Brown and Company (adapted)

- Which statement is supported by the graph?
- A) Little trade in enslaved Africans took place before the 1500s.
- B) Slavery was most widely practiced in Sweden, Denmark, and Holland.
- C) Conditions of slavery in Brazil were less harsh than those in the United States.
- D) Most enslaved Africans were sent to the Caribbean and Spanish America.
35. What happened in Russia as a result of actions taken by Peter the Great?
- A) Russia was weakened by French invasions.
- B) Catholicism was adopted as the state religion.
- C) The Duma was reformed and the serfs were freed.
- D) Russia borrowed Western ideas and expanded its territories.

36. Base your answer to the following question on the statements below .

Speaker A: "The state of monarchy is supreme on earth: for kings are not only God's lieutenants upon earth and sit upon God's throne, but even by God himself they are called gods."

Speaker B: "If government fails to fulfill the end for which it was established—the preservation of the individual's right to life, liberty, and property—the people have a right to dissolve the government."

Speaker C: "But what if the compact between the ruler and ruled is violated by the ruler? He thus becomes a tyrant, a criminal who forfeits his rights to the obedience of his subjects, who may now exercise their right to rebel and form a new compact."

Speaker D: "The ruling authority in the state, the sovereign, must have supreme power, or society will collapse and the anarchy of the state of nature will return."

Which two speakers would support absolutism?

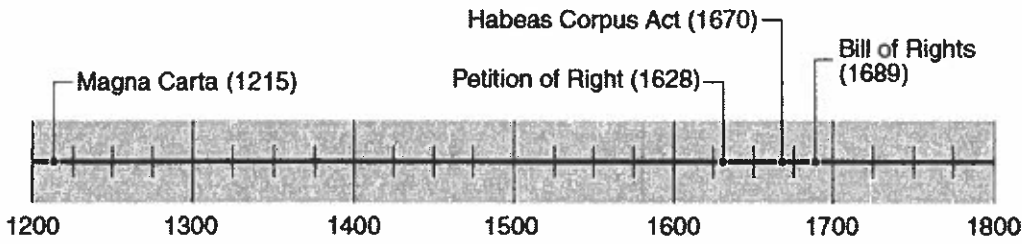
- A) A and D                      B) B and C
- C) C and D                      D) A and B
37. A DEO REX, A REQE LEX — "the king is from God, and law is from the king."  
— James I

This quotation best reflects the concept of

- A) constitutional monarchy
- B) separation of powers
- C) equal representation
- D) divine right rule



38. Base your answer to the following question on the time line below and on your knowledge of social studies.



The events listed on this time line illustrate the development of

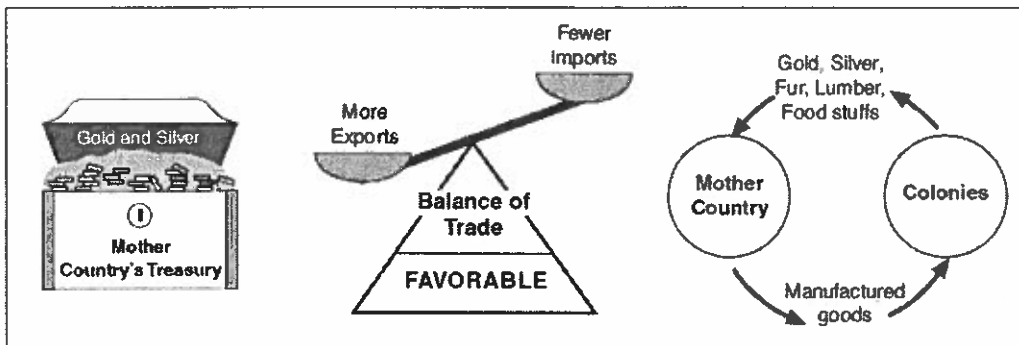
- A) a constitutional monarchy
- B) a divine right monarchy
- C) a totalitarian form of government
- D) universal voting rights

39. Which individual suggested the idea that if a government fails to protect its people's natural rights of life, liberty, and property, the people have the right to overthrow it?

- A) Karl Marx
- B) John Locke
- C) Thomas Hobbes
- D) Niccolo Machiavelli

40. Base your answer to the following question on the illustration below and on your knowledge of social studies.

**A European View**



Which policy is portrayed in this illustration?

- A) nonalignment
- B) laissez-faire capitalism
- C) perestroika
- D) mercantilism

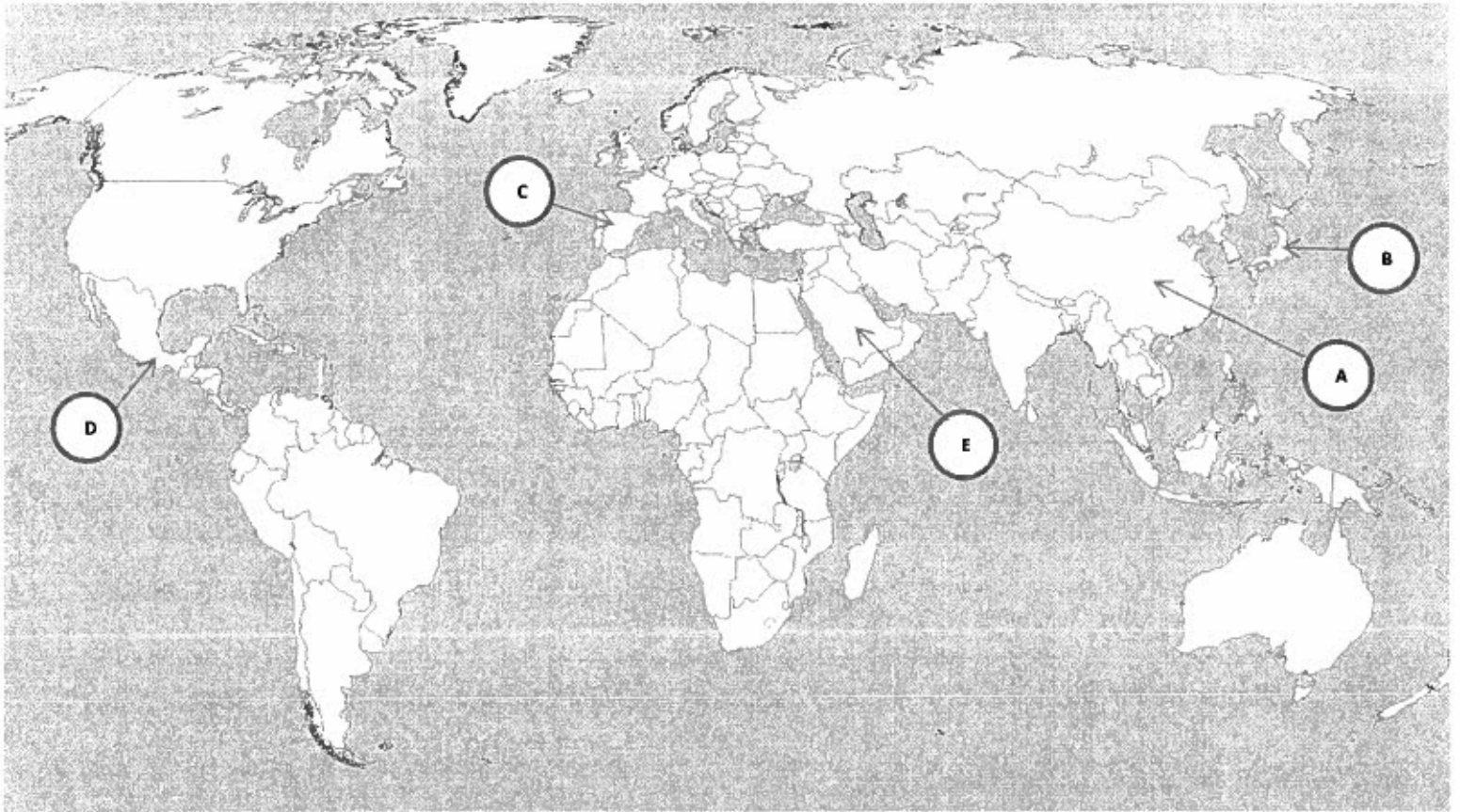
41. On February 7, \_\_\_\_\_ President Andrzej Duda signed the controversial Holocaust Bill into law. This legislation jails people for up to three years for suggesting \_\_\_\_\_ was complicit (conspired) in the Holocaust.
- Germany
  - Russia
  - Poland
  - Turkey
42. On March 19, Russian President \_\_\_\_\_ won reelection for his 3<sup>rd</sup> term. During his speech, he stated that he has no intention to start an arms race and hopes countries can resolve their differences.
- Mikhail Gorbachov
  - Andrzej Duda
  - Dimitry Pavlov
  - Vladimir Putin
43. Marjory Stoneman Douglas High School in Parkland, Florida and Santa Fe High School in Texas shared the following this past year:
- a visit from President Trump
  - a school shooting
  - a 100% graduation rate
  - Islamic terrorist attacks
44. Thousands of Palestinian rioters/protesters demonstrated along the Gaza-Israeli border in mid-May 2018 coinciding with the following event:
- the election victory of Prime Minister Benjamin Netanyahu
  - the assassination of Palestinian President Mahmoud Abbas
  - the U.S. Embassy opening in Jerusalem
  - Israeli invasion of Gaza
45. Who is the person in the image below?



GG

- Michael Jordan
- Will Smith
- Mansa Musa
- LeBron James

MAP: Identify the locations below and mark your answers on the SCANTRON sheet.



- 46. Islam developed here
- 47. Columbus departed from here
- 48. Human sacrifice was common here
- 49. An archipelago
- 50. Foot binding was practiced here

**PART II: Document-Based Short Answer Questions [25 Points]**

*Directions:* Analyze the documents and answer the short-answer questions that follow each document in the space provided.

**Document 1**

In this excerpt, Mohammed gives choice to the leader of a Christian Arab tribe.

Believe or else pay tribute (money)...obey the Lord and His Apostle (Mohammed), and he will defend you...But if ye oppose and displease them...I will fight against you and take captive your little ones and slay the elders...

1. What alternatives does Mohammed offer to the leader of the Christian Arab tribe? [2 Points]

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**Document 2**

This excerpt suggests that there was options to conversion depending on the religion of the people facing conversion. (From J.J. Saunders, "The Caliph Omar: Arab Imperialist," in *History Today*, March, 1961, pp. 180-181.

Quranic revelation commanded them to "Fight in the cause of God against those who fight you, but do not be the aggressors." The early Muslims thus fought their heathen enemies... war against unbelievers was sanctioned by divine revelation and the example of the Prophet.

But many Arabs were Jews or Christians: What was to be done with them? Mohammed respected the older monotheistic faiths... he called them "People of the Book"... they were not forced into Islam but were allowed to retain their ancestral religion on payment of tribute.

1. According to this writer, why was conversion required? [3 points]

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2. How were Jews and Christians to be treated? [3 points]

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**Document 3**

In this excerpt from *The Spirit of Islam*, by a Muslim writer, Syed Ameer Ali (London: Chatto and Windus, 1964), the expansion of Islam is defended and that of Christianity criticized.

Islam never interfered with the dogmas of any moral faith, never persecuted...Islam "grasped the sword" in self-defense; Christianity grasped it in order to stifle freedom of thought and liberty of belief. Wherever Christianity prevailed, no other religion could be followed without molestation. The Muslims, on the other hand, required from others, a simple guarantee of peace, tribute in return for protection, of perfect equality – on condition of the acceptance of Islam...

1. How does this Muslim writer view the expansion of Islam? [3 points]

2. What specific words make you aware of his contrasting view of Christianity? [3 points]

3. How does this writer's viewpoint differ from that of the writer expressed in Document 2? [4 points]

**Document 4**

Philip K. Hitti, in *History of the Arabs* (MacMillan, 1946), offers another explanation for the conquest of different regions by the Muslims.

The passion to go to heaven in the next life many have been operative with some, but the desire for the comforts and luxuries of the civilized regions of the Fertile Crescent was just as strong in the case of many...The campaigns seem to have started as raids to provide new outlets for the warring tribes, the objective in most cases being booty riches and not the the gaining of a permanent foothold...The movement acquired momentum as the warriors passed from victory to victory...the creation of the Arab empire followed inevitably.

1. According to this writer, how is the expansion of Islam explained? [3 points]

2. How does his explanation differ from that of the author expressed in documents 2 & 3? [4 points]

**Part III: Thematic Essay [25 Points]**

**DIRECTIONS:** Write a well-organized essay that includes an introduction, body paragraphs that explain/prove your position, and a conclusion. **WRITE YOUR ANSWER ON THE LINED PAGES IN THIS BOOKLET!!!**

**Theme:** Turning Points: The Crusades

Turning points are major events in history that have led to lasting change.

**Task:**

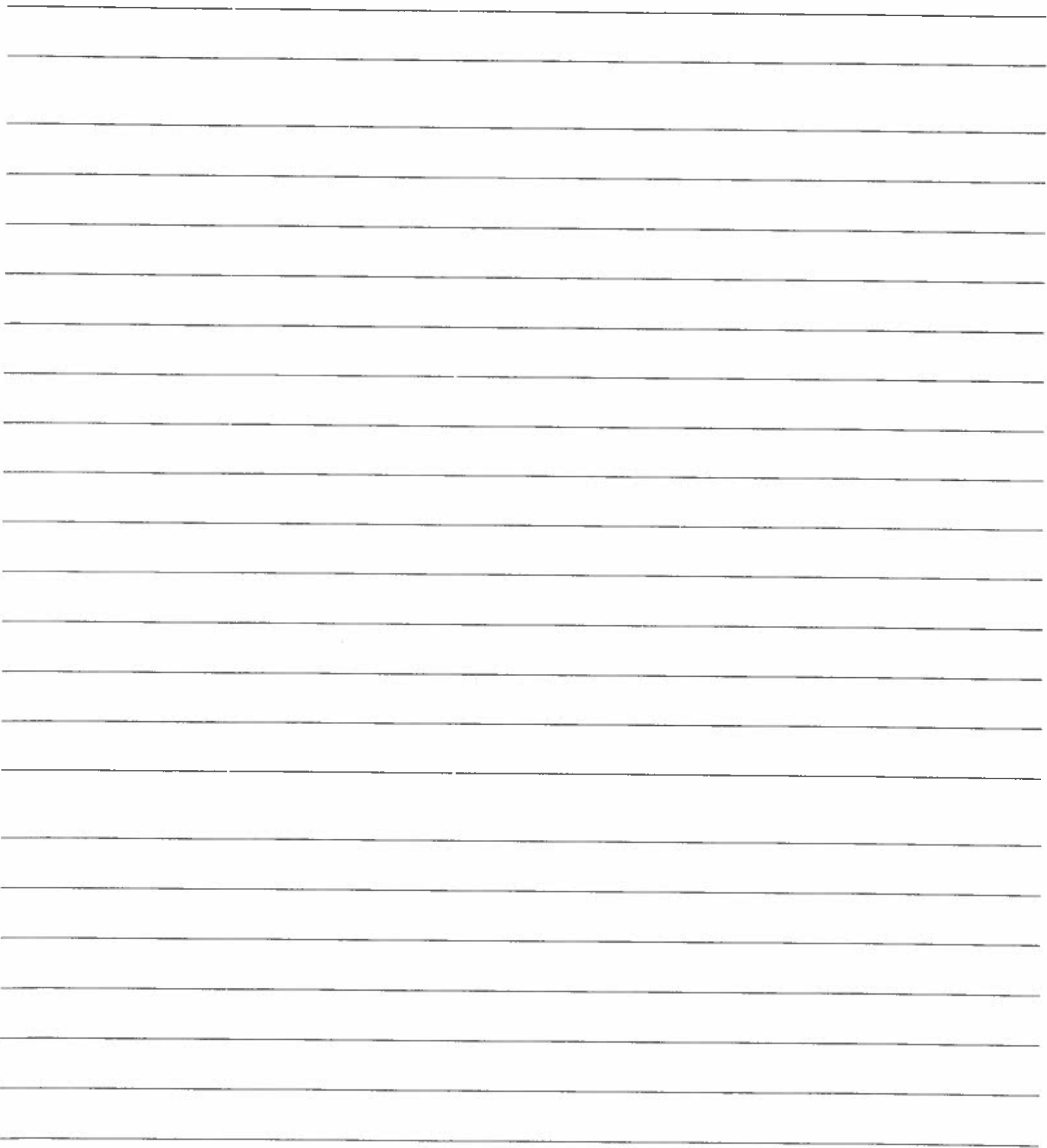
- Define: What were the Crusades?
- Explain the historical circumstance surrounding the Crusades. (Causes/motives)
- Explain how the Crusades were a turning point and how they changed the course of history. (Impacts)

**Guidelines**

In your essay be sure to

- Develop all aspects of the task
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion.







Lined writing area with 20 horizontal lines.



## Spring Final June 2018 Answer Key

### Part I: Multiple Choice & Map

- |       |       |
|-------|-------|
| 1. A  | 26. D |
| 2. D  | 27. B |
| 3. D  | 28. A |
| 4. C  | 29. A |
| 5. C  | 30. A |
| 6. A  | 31. B |
| 7. B  | 32. A |
| 8. B  | 33. D |
| 9. D  | 34. D |
| 10. D | 35. D |
| 11. A | 36. A |
| 12. C | 37. D |
| 13. D | 38. A |
| 14. C | 39. B |
| 15. B | 40. D |
| 16. A | 41. C |
| 17. A | 42. D |
| 18. A | 43. B |
| 19. A | 44. C |
| 20. B | 45. D |
| 21. A | 46. E |
| 22. C | 47. C |
| 23. A | 48. D |
| 24. D | 49. B |
| 25. B | 50. A |

### Part II: DBQ Short Answers

**Document 1:** The Christian Arab tribe could either convert to Islam or pay a tribute. If they converted, the Lord would protect them. If not, they would face a fight.

**Document 2:** 1) The early Muslims fought "their heathen enemies" because war against them was required by the Quran and the example of the Prophet. 2) But Jews and Christians, since they were "People of the Book," or Bible, were not forced to convert to Islam. They could pay a tribute and remain true to their faiths.

**Document 3:** 1) This Muslim views the expansion of Islam as an act of self-defense rather than aggression. They are a peace loving people who provide protection and equality in return for acceptance of Islam. 2) In contrast, he says Christians have "grasped the sword in order to stifle freedom of thought." 3) The Islamic writer is empathetic to the Muslim point of view because it is his religion.

**Document 4:** 1) According to Hitti, for most Muslims it was the desire for the riches of the people of the Fertile Crescent and something for the warring tribes to do that acted as motivation for expansion. 2) He seems to have been less interested in religious factors and more interested in military and economic issues.

**Part III: Thematic Essay:** For the full 25 points, writer wrote an essay (with introduction, body and conclusion) provided relevant, facts, examples, and/or details and clearly:

- Defined what the Crusades were.
- Explained the historical circumstances surrounding the Crusades (Causes/Motives)
- Explained how the Crusades were a turning point and how they changed history (impacts).

