1 Based on this time line, identify two ways that people’s lives changed during the Neolithic Revolution.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each way that people’s lives changed during the Neolithic Revolution as identified on the timeline
  
  Examples: domestication of animals; invention of the plow; use of fertilizers; establishing settlements along Jordan River and in Turkey; first crops grown; looms used to weave; invention of the wheel

Score of 0:
- Incorrect response
  
  Example: end of last Ice Age
- Vague response that does not answer the question
  
  Examples: inventions; food; settlements
- No response
My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .
I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.
One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .
“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .
“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .
I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, Enjoying Global History, AMSCO

2 Identify one way that progress during the Neolithic Revolution helped Ulana and her friends.

Score of 1:
- Identifies one way in which progress during the Neolithic Revolution helped Ulana and her friends
  Examples: steady supply of food; now live in houses; different people do different jobs; steady supply of meat, milk, vegetables, and/or wool

Score of 0:
- Incorrect response
  Examples: life is not dangerous; everyone gave up hunting
- Vague response that does not answer the question
  Example: everything is better
- No response
Then, about 6000 B.C., and somewhere in the Near East (as far as we know), the Neolithic way of life began. It is still called “Neolithic” (New Stone Age, as Mesolithic means Middle, and Paleolithic means Old Stone Age), because the older anthropologists saw everything in the light of stonework, and thought of this “period” as the age of polished stone axes. But it means, rather, a state of culture in which food is planted and bred, not hunted and gathered — in which food is domesticated, not wild. If we had to choose the greatest single change in human history right up to the present, this would be it. I mean, of course, a change by cultural evolution, as distinct from a biological change like standing erect, or gradually becoming able to use culture and language in the first place. And I do not mean that the change was sudden, or dramatic to those who were changing, as though a light were being switched on. It was dramatic, but long after, in its consequences, because everything else we have achieved flowed out of this as a beginning. . . .


3 Based on this document, identify one important result of the Neolithic Revolution.

Score of 1:
- Identifies one important result of the Neolithic Revolution identified in the document
  
  *Examples:* food is now grown not gathered; food is domesticated; food is not wild

Score of 0:
- Incorrect response
  
  *Examples:* food was hunted and gathered; people stood erect; people were able to use culture and language; lights were switched on
- Vague response that does not answer the question
  
  *Examples:* how they processed their food; state of culture changed
- No response
4 According to these maps, how did the early voyages of discovery change European trade routes?

Score of 1:
- Identifies one way the early voyages of discovery changed European trade routes as shown on these maps
  Examples: expanded sea routes beyond the Mediterranean; expanded water routes to include Asia and Africa; Europeans started trading with the West Indies and South America

Score of 0:
- Incorrect response
  Examples: they sailed into the North Sea; Spain had many ports
- Vague response that does not answer the question
  Examples: they were longer; new lands
- No response
The conquest of the New World, beginning in 1492, set in motion complex processes of cultural diffusion and population mixture. The seizure and control of the Americas became so important to Europe economically and politically that it had the long-term consequence of altering European interests worldwide. Before 1492, Europe’s center was the Mediterranean. After 1492, Europe’s orientation shifted radically; it became centered at first around the Atlantic, and much later around the Pacific Ocean.

— Sidney W. Mintz, anthropologist

5 Based on this document, state one way Europe’s focus on the world changed after 1492.

Score of 1
- Identifies one way Europe’s focus on the world changed after 1492 as stated in the document
  
  Examples: European interests changed as the Atlantic and the Pacific became more important; Europe’s orientation became centered at first around the Atlantic and much later around the Pacific Ocean

Score of 0:
- Incorrect response
  
  Examples: complex processes of cultural diffusion; Mediterranean was the center of attention
- Vague response that does not answer the question
  
  Examples: oceans; European interests were a consequence
- No response
Document 6A

6a Based on this document, identify one population change that took place in Mexico during the Age of Exploration.

Score of 1:
- Identifies one population change that took place in Mexico during the Age of Exploration as shown on the document
  
  *Examples:* Native American population of Mexico went down; native population of Mexico dropped by millions

Score of 0:
- Incorrect response
  
  *Example:* native population of Mexico increased
- Vague response that does not answer the question
  
  *Example:* it changed
- No response
6b Based on this document, identify one population change in the Americas that began during the Age of Exploration.

Score of 1:
- Identifies one population change that took place in the Americas during the Age of Exploration as shown in the document
  
  Examples: the number of African slaves in the new world increased; more African slaves went to Brazil than to other places

Score of 0:
- Incorrect response
  Examples: population is up and now it is down; the slave trade slowed down; population in Africa decreased
- Vague response that does not answer the question
  Example: population changed
- No response
GlASNOST and PERESTROIKA

To achieve his overall objective of making the Soviet Union a more open society, Gorbachev has formulated and is in the process of implementing a strategy of radical reform consisting of ten specific strategies:

1. Economy: Decentralization of decision making of state-owned enterprises including such decisions as product mix, prices, output, wages, employment, investment, research and development, domestic and international sales and marketing, and incentives. Creation of new financial institutions to finance the expansion of Soviet enterprises. Authorization of private enterprises in the service sector of the economy.

2. Agriculture: Decentralization of state-owned farms and strengthening of agricultural cooperatives. Greater use of market incentives and an increase in the number of private farms.


7 Based on this document, identify two changes proposed by Gorbachev’s program.

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each change proposed by Gorbachev’s program
  
  Examples: decentralization of state-owned enterprises; decentralization of the Communist Party; decentralization of decision making of state owned enterprises; increased democracy in the workplace; creation of new financial institutions; glasnost (2nd proposed change cannot be an example of glasnost); perestroika (2nd proposed change cannot be an example of perestroika)

Score of 0:
- Incorrect response
  
  Example: economy
- Vague response that does not answer the question
  
  Examples: different programs; emigration; democracy
- No response
The main thing that now worries communists and all citizens of the country is the fate of perestroika, the fate of the country and the role of the Soviet Communist Party at the current, probably most crucial, stage of revolutionary transformation. . . .

The crux [center] of the Party's renewal is the need to get rid of everything that tied it to the authoritarian-bureaucratic system, a system that left its mark not only on the methods of work and interrelationships within the Party, but also on ideology, ways of thinking and notions of socialism. . . .

The platform states clearly what we should abandon. We should abandon the ideological dogmatism [dogma] that became ingrained in past decades, outdated stereotypes in domestic policy and outmoded views on the world revolutionary process and world development as a whole.

We should abandon everything that led to the isolation of socialist countries from the mainstream of world civilisation. We should abandon the understanding of progress as a permanent confrontation with a socially different world. . . .

— Mikhail Gorbachev, speech delivered at the Soviet Communist Party Central Committee Plenary Meeting, Moscow, February 5, 1990

8 Based on Gorbachev’s proposal, state one change that the Communist Party needed to make to achieve perestroika.

Score of 1:
- States one change Gorbachev believed the Communist party needed to make to achieve perestroika
  - Examples: abandon outmoded views; give up stereotypes; abandon isolationist policies; needs to get rid of everything tied to the authoritarian-bureaucratic system; abandon outdated stereotypes in domestic policy

Score of 0:
- Incorrect response
  - Examples: get rid of the platform; main thing that worries Communists is the fate of perestroika
- Vague response that does not answer the question
  - Examples: get rid of ties; need to get rid of everything
- No response
9 According to these cartoons, what were two effects of the collapse of communism in the Soviet Union?

Score of 2 or 1:
- Award 1 credit (up to a maximum of 2 credits) for each effect of the collapse of communism in the Soviet Union as shown in the cartoons
  
  Examples: break-up of the Soviet Union; food shortages in the Soviet Union; new products have been introduced; many republics gained their independence

Score of 0:
- Incorrect response
  
  Examples: new foods; Yeltsin is a good president
- Vague response that does not answer the question
  
  Example: better ships
- No response