

**WORLD HISTORY
SECTION II**

Total Time – 1 hour, 40 minutes

**Question 1 (Document-Based Question)
Suggested reading and writing time: 60 Minutes**

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:

- **Thesis**: Respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Contextualization**: Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Evidence from the Documents**: Accurately describe the content of the documents provided and accurately utilize the content of the documents to support an argument in response to the prompt.
- **Evidence beyond the Documents**: Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. This must use more than a phrase or reference, and has to be different from that is used in contextualization.
- **Sourcing the Documents**: Explain the significance of the author’s point of view, author’s purpose, historical situation, and/or audience for at least three documents.
- **Complex Understanding**: Develop and support a cohesive argument that addresses the prompt. Demonstrate a complex understanding of the historical development that is the focus of the prompt. You may demonstrate a complex understanding in a variety of ways, such as:
 - Explaining nuance of an issue by analyzing multiple variables
 - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect
 - Explaining relevant and insightful connections within and across periods
 - Confirming the validity of an argument by corroborating multiple perspectives across themes
 - Qualifying or modifying an argument by considering diverse or alternative views or evidence

This understanding must be part of the argument, not merely a phrase or reference.

1. Using the documents provided and your knowledge of world history, compare Han and Roman attitudes toward technology.

Document 1

Source: Han government official, writing to local officials concerning flood prevention, early second century B.C.E.

I request that you establish water conservation offices in each district and staff them with people who are experienced in the ways of water. There should be one high official and one deputy with just enough workers to meet the need. For the area on both sides of each river select one person as chief hydraulic engineer. Order inspections of the waterways, the walls of the cities and their suburbs, the dikes and rivers, canals and pools, and government buildings and cottages, and supply enough workers to those who are to carry out the repair work in each district.

Document 2

Source: Huan Guan, Han government official, *Discourses on Salt and Iron*, first century B.C.E.

In earlier times workers were allowed to do both foundry work and salt-boiling as long as they reported the work and paid a tax. Tools manufactured by individual families to do this work were well-made. Today the iron tools that workers are required to use are produced by the state using convict labor; these tools are often crude and not very functional. In previous times the tools manufactured by workers for their own use and for sale were of excellent quality. Now that the state has monopolized the salt and iron trades, most of the tools provided to the workers are hard and brittle and the responsible government officials are often not available to take complaints. Good implements are hard to come by. Salt and iron are now sold at very high prices by the state and many common people cannot afford to buy either. Some of the poorest peasants now have no choice but to till the soil with wooden plows and cannot afford salt to season their food.

Document 3

Source: Huan Tan, upper-class Han philosopher, *New Discourses*, about 20 C.E.

Fuxi* invented the pestle and the mortar. Later on, the pestle and the mortar were cleverly improved in such a way that the whole weight of the body could be used, thus increasing the efficiency ten times. In time, the power of animals — donkeys, mules, oxen and horses — was added. Later, water power was also applied, and the benefit was increased a hundredfold.

*Fuxi is a mythological wise emperor.

Document 4

Source: *History of the Early Han Dynasty* (government-sponsored history), about 200 C.E.

Tu Shih was appointed governor of Nanyang [about 31 C.E.]. He was a generous man and his policies were peaceful. He destroyed evil-doers and established the dignity of his office. Good at planning, Tu Shih loved the common people and wished to save their labor. He invented a water-powered blowing-engine for the casting of iron agricultural implements that allowed people to enjoy great benefit for little labor. His invention has been widely adopted and used.

Document 5

Source: Cicero, upper-class Roman political leader, *On Duty*, first century B.C.E.

Now, as to which crafts and other means of earning a living are suitable for a gentleman to practice and which are degrading, we have been taught more or less the following: Vulgar and unbecoming to a gentleman are all the jobs hired workers take on, whose labor is purchased rather than their skill. All craftsmen spend their time in vulgar occupations; no workshop can have anything enlightening about it.

Document 6

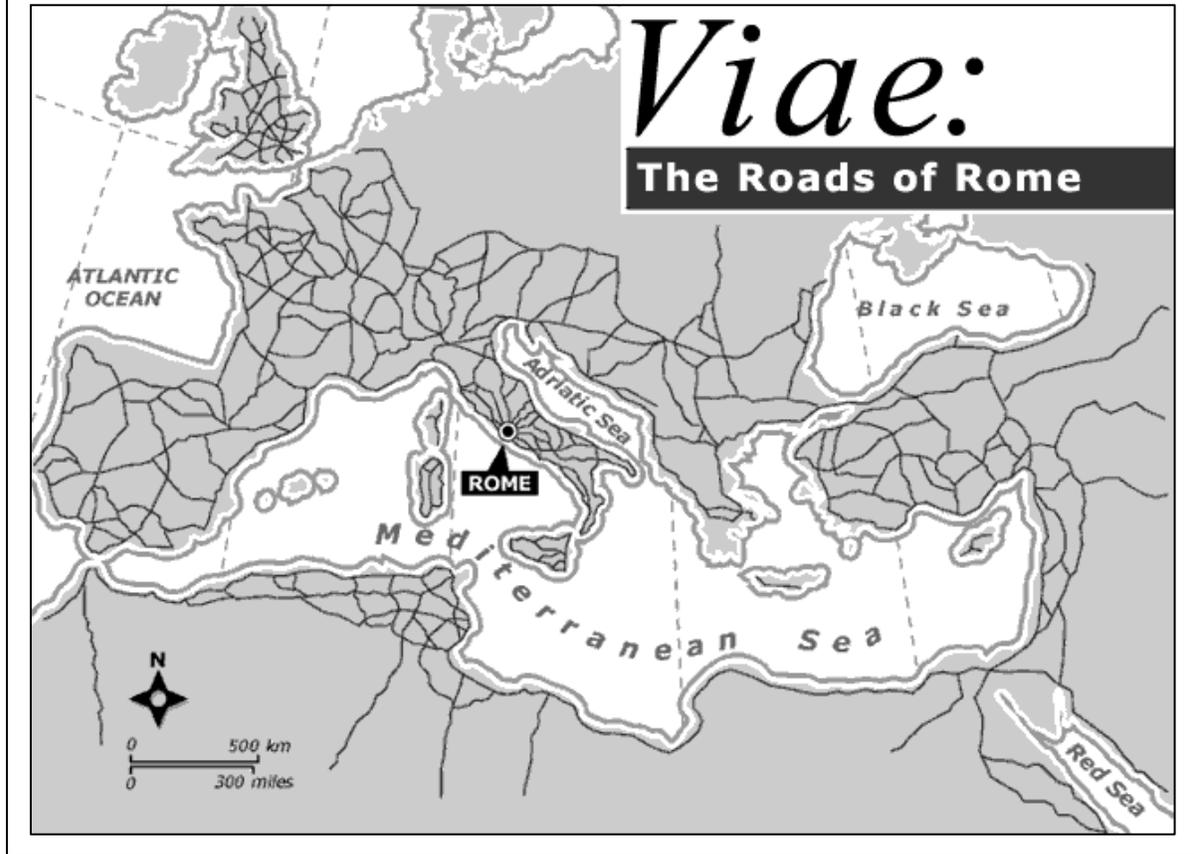
Source: Frontinus, Roman general, governor of Britain, and water commissioner for the city of Rome, first century C.E.

All the aqueducts reach the city at different elevations. Six of these streams flow into covered containers, where they lose their sediment. Their volume is measured by means of calibrated scales. The abundance of water is sufficient not only for public and private uses and applications but truly even for pleasure. The water is distributed to various regions inside and outside the city, to basins, fountains and public buildings, and to multiple public uses.

Compare such numerous and indispensable structures carrying so much water with the idle pyramids, or the useless but famous works of the Greeks.

Document 7

Source: Roads of Rome, built ca. 500s B.C.E. – ca. 200 C.E. Map made by Kentucky Educational Television, 1997.



END OF PART A