

World Studies Semester 2 Common Final

Directions: These 25 final exam questions include World Studies documents such as maps, political cartoons, infographics, secondary and primary sources. Each document is related to one of the units you have studied in World Studies during Semester 2. Look closely and read carefully each of the documents and answer the questions that follow each document.

Document 1: Textbook Infographic “The Makings of a Totalitarian State”

Document 2: Party Representation in the Reichstag of the Weimar Republic

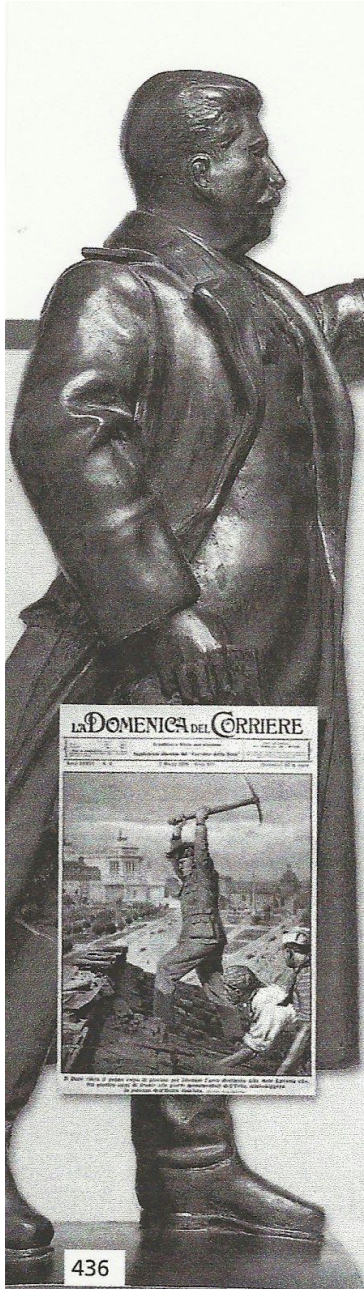
Document 3: Two History Textbook Sources on Nanjing in 1937

Document 4: Political Cartoon and Poster of Hitler

Document 5: Elie Wiesel's Acceptance Speech for the Nobel Peace Prize

Document 6: Cold War Map of Europe

Document 1: Textbook Infographic “The Makings of a Totalitarian State”



INFOGRAPHIC

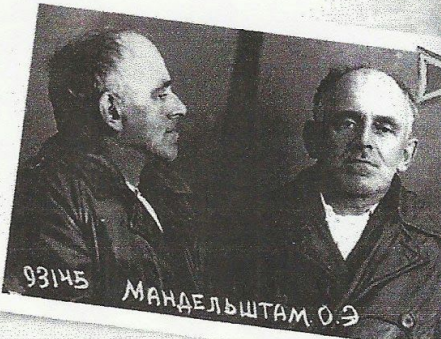
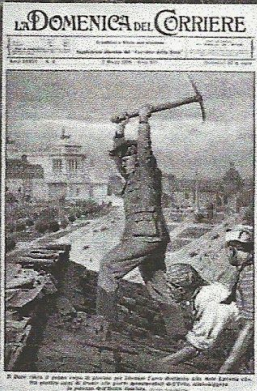
The Makings of a Totalitarian State

As part of a propaganda drive, German mothers received medals for bearing several children.

In totalitarian Italy, Mussolini's government tried to dominate every part of the lives of Italians. Mussolini's totalitarian state became a model for others, although his rule in Italy was not as absolute as that of Stalin in the Soviet Union or Adolf Hitler in Germany. Still, all three governments shared the following basic features: (1) a single-party dictatorship with blind obedience to a single leader, (2) state control of the economy, (3) use of police spies and terror to enforce the will of the state, (4) government control of the media to indoctrinate and mobilize citizens through propaganda, (5) use of schools and youth organizations to spread ideology to children, and (6) strict censorship of artists and intellectuals with dissenting opinions.

◀ The dictators built cults of personality around themselves. At left, a statue of Stalin in a heroic pose, and (inset) Mussolini depicted working alongside Italian builders.

A photo from the Soviet secret police file on Osip Mandelstam, who was sent to the Gulag for writing poems unsympathetic to Stalin. ▶



436

Source: Ellis, Elisabeth and Esler, Anthony, World History the Modern World, Prentice Hall, Boston, 2007, page 436.

Use Document 1 to answer questions #1-4.

1. According to the infographic, which of the following dictators was the first to create a totalitarian state?
 - A. Benito Mussolini
 - B. Joseph Stalin
 - C. Adolph Hitler
 - D. Francisco Franco

2. According to the reading, what do totalitarian states have in common?
 - A. They are always guided by fascist ideology.
 - B. They are always guided by communist ideology.
 - C. They are always led by democratic beliefs.
 - D. They are always ruled by a single party.

3. Which of the following features of a totalitarian government mentioned in the document is illustrated by the use of the photo of Osip Mandelstam in the infographic?
 - A. “state control of the economy”.
 - B. “government control of the media”.
 - C. “strict censorship of artists and intellectuals with dissenting opinions”.
 - D. “blind obedience to a single leader”.

4. Which of the infographics visual or text features supports the totalitarian concept of “cult of personality”?
 - A. The text caption indicating that German mothers received medals for bearing several children.
 - B. The statue of Stalin and the poster of Mussolini working alongside Italian builders.
 - C. The text “state control of the economy.”
 - D. The photo from the secret police.

Document 2: Party Representation in the Reichstag of the Weimar Republic

Party Representation in the Reichstag of the Weimar Republic						
Party	May 1928	Sept. 1930	July 1932	Nov. 1932	Mar. 1933	Nov. 1933
National Socialist (Nazi)	12	108	230	196	288	661
German National Peoples	78	41	37	51	52	
German Peoples	45	30	7	11	2	
Economic	23	23	2	1		
Catholic Center	61	68	75	70	74	
Bavarian Peoples	17	19	22	20	18	
State (Democrats)	25	15	4	2	5	
Social Democrat (Socialist)	153	143	133	121	120	
Communist	54	77	89	100	81	
Other Parties	23	53	9	12	7	
Totals	491	577	608	584	647	661

Use Document 2 answer questions #5-8.

5. The title of the chart and the data indicates that Germany between May 1928 and March of 1933 had which of the following forms of government?
 - A. A Nazi dictatorship.
 - B. A representative democracy.
 - C. A law making group dominated by two parties, much as the U.S. does.
 - D. A Nazi monarchy.

6. In looking at the National Socialist (Nazi) party representation in the Reichstag, what is the trend for May of 1928 until March of 1933?
 - A. Nazi representation in the Reichstag grew rapidly during this five year period.
 - B. Nazi representation in the Reichstag fell slowly during this five year period.
 - C. Nazi representation in the Reichstag remained constant during this five year period.
 - D. Nazi representation in the Reichstag fell rapidly during this five year period.

7. Which German political party below lost representatives from May of 1928 until March of 1933?
 - A. The Catholic Center.
 - B. The Bavarian People's Party.
 - C. The Communist Party.
 - D. State (Democrats).

8. What evidence from the chart best illustrates Hitler's consolidation of power and creation of his dictatorship in Germany?
 - A. The German People's Party had 45 representatives in May of 1928.
 - B. The Communist Party had 81 representatives in March of 1933.
 - C. The National Socialist (Nazi) party had 661 representatives in November of 1933.
 - D. Other Parties had 7 representatives in March of 1933.

Document 3: Two History Textbook Sources on Nanjing in 1937

Nations may look at the same historical event differently. Here are two accounts of an event occurring in Nanjing, China in 1937. One account is an excerpt from the Japanese New History Textbook, and the the second is an excerpt from the Chinese History Textbook. Both are written for high school students. (Note: Nanjing and Nanking are two alternative spellings of the same Chinese city.)

Account A	Account B
<p>“In August 1937, two Japanese soldiers were shot to death in Shanghai (<i>the largest city in China</i>). After this incident, the hostilities between Japan and China escalated (<i>became more intense</i>). Japanese military officials thought Chiang Kai-shek (<i>the Chinese leader</i>) would surrender if they captured Nanking, the nation’s capital. Japanese forces took over that city in December. But Chiang Kai-shek had moved his capital to the remote city of Chongqing. The conflict continued.</p> <p>Note: At this time, many Chinese soldiers and civilians were killed or wounded by Japanese troops. This is known as the Nanking Incident. However, historical evidence has raised doubts about the actual number of victims killed or injured during the incident. No clear evidence has been found showing Japanese military or police officials took Chinese women by force (<i>rape</i>).”</p>	<p>“The Nanjing Massacre: In December 1937, the Japanese military captured Nanjing. The Japanese military committed bloody atrocities against the residents of Nanjing and prisoners of war, killing them in extremely cruel methods including mass execution, burning, burying alive, beheading, and biting by dogs. The Nanjing Massacre was the most horrible event in world history. According to statistics, the estimate of the deaths caused by Japanese atrocities against unarmed Nanjing residents amounted to more than 300,000 just during the six weeks of the occupation by the Japanese military. Between 20,000 and 80,000 Chinese women were raped--and many soldiers did things worse than rape. They disemboweled (remove someone’s guts) women and nailed them alive to walls. The Nanjing Massacre is one of the greatest acts of violence perpetrated by the Japanese aggressors on the Chinese people. The Japanese were so brutal in Nanjing that even their Nazi allies in the city were shocked.”</p>
<p>Source: <i>The New History Textbook</i>, translated by the Japanese Society for History Textbook Reform, published in 2005</p>	<p>Source: <i>Chinese History—Textbook for High School</i>, published 1998.</p>

Use Document 3 to answer questions #9-13.

9. According to source A, *The New History Textbook*, who started the conflict that led to the events in Nanjing?
- A. Japanese soldiers.
 - B. The people who shot Japanese soldiers in Shanghai.
 - C. Chiang Kai-shek.
 - D. Unarmed Nanjing residents.
10. According to source B, *Chinese History—Textbook for High School*, who started the conflict that led to the events in Nanjing?
- A. The Japanese military.
 - B. Chinese soldiers.
 - C. Chinese civilians.
 - D. Unarmed Nanjing residents.
11. Source B, *Chinese History—Textbook for High School*, refers to the historical event as the Nanjing Massacre. How does Source A, *The New History Textbook*, refer to the events in Nanjing?
- A. The Nanjing Massacre.
 - B. The search for Chiang Kai-shek.
 - C. The Shanghai atrocities.
 - D. The Nanking incident.
12. Which of the following lines in Source B, *Chinese History—Textbook for High School*, provides the strongest evidence that people were massacred in Nanjing?
- A. “Nanjing Massacre was the most horrible event in world history.”
 - B. “The Japanese were so brutal in Nanjing that even their Nazi allies in the city were shocked.”
 - C. “According to statistics, the estimate of the deaths caused by Japanese atrocities against unarmed Nanjing residents amounted to more than 300,000 just during the six weeks of the occupation by the Japanese military.”
 - D. “In December 1937, the Japanese military captured Nanjing.”
13. Which of the following best illustrates how the two accounts differ?
- A. Whether or not Japanese troops killed Chinese soldiers.
 - B. Whether or not Japanese soldiers raped Chinese women.
 - C. Whether or not Japanese troops killed Chinese civilians.
 - D. Whether the Japanese captured the city of Nanjing.

Document 4: Political Cartoon and Poster of Hitler



"GERMANY SHALL NEVER BE ENCIRCLED."

Political Cartoon A

"Germany shall never be encircled"



Poster B

"Long Live Germany"

Use Document 4 to answer questions #14-16.

14. Which word *best* describes the depiction of Hitler in Poster B?
- A. Heroic.
 - B. A madman or maniac.
 - C. Scared.
 - D. Weak.
15. What is the point of view of the artist who drew the political cartoon (A)?
- A. Germany should avoid being encircled by its neighbors.
 - B. Hitler seeks world domination.
 - C. The Nazis went on the offense to defend their homeland.
 - D. The Nazis are losing world power.
16. The image and the caption together in poster B indicate the artist's belief that:
- A. Germans should fear the rise of the Nazi Party.
 - B. Hitler is the savior of the German nation.
 - C. The Nazis and Hitler will bring democracy to Germany.
 - D. Hitler will lead to Germany's downfall.

Document 5: Elie Wiesel's Acceptance Speech for the Nobel Peace Prize

It is with a profound sense of humility that I accept the honor you have chosen to bestow upon me. I know: your choice transcends me. This both frightens and pleases me.

It frightens me because I wonder: do I have the right to represent the multitudes who have perished? Do I have the right to accept this great honor on their behalf? ... I do not. That would be presumptuous. No one may speak for the dead, no one may interpret their mutilated dreams and visions.

It pleases me because I may say that this honor belongs to all the survivors and their children, and through us, to the Jewish people with whose destiny I have always identified.

I remember: it happened yesterday or eternities ago. A young Jewish boy discovered the kingdom of night. I remember his bewilderment, I remember his anguish. It all happened so fast. The ghetto. The deportation. The sealed cattle car. The fiery altar upon which the history of our people and the future of mankind were meant to be sacrificed.

I remember: he asked his father: "Can this be true?" This is the twentieth century, not the Middle Ages. Who would allow such crimes to be committed? How could the world remain silent?

And now the boy is turning to me: "Tell me," he asks. "What have you done with my future? What have you done with your life?"

And I tell him that I have tried. That I have tried to keep memory alive, that I have tried to fight those who would forget. Because if we forget, we are guilty, we are accomplices.

And then I explained to him how naive we were, that the world did know and remain silent. And that is why I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.

Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men or women are persecuted because of their race, religion, or political views, that place must – at that moment – become the center of the universe.

Yes, I have faith. Faith in God and even in His creation. Without it no action would be possible. And action is the only remedy to indifference: the most insidious danger of all. Isn't this the meaning of Alfred Nobel's legacy? Wasn't his fear of war a shield against war?

There is much to be done, there is much that can be done. One person...of integrity, can make a difference, a difference of life and death. As long as one dissident is in prison, our freedom will not be true. As long as one child is hungry, our lives will be filled with anguish and shame.

What all these victims need above all is to know that they are not alone; that we are not forgetting them, that when their voices are stifled we shall lend them ours, that while their freedom depends on ours, the quality of our freedom depends on theirs.

This is what I say to the young Jewish boy wondering what I have done with his years. It is in his name that I speak to you and that I express to you my deepest gratitude. No one is as capable of gratitude as one who has emerged from the kingdom of night.

We know that every moment is a moment of grace, every hour an offering; not to share them would mean to betray them. Our lives no longer belong to us alone; they belong to all those who need us desperately.








Thank you, Chairman Aarvik. Thank you, members of the Nobel Committee. Thank you, people of Norway, for declaring on this singular occasion that our survival has meaning for mankind.

Use Document 5 to answer questions #17-21.

17. According to details in his speech, who is Elie Wiesel?
- A. A Holocaust survivor.
 - B. A Holocaust rescuer.
 - C. A person who liberated the concentration camps.
 - D. A member of the Nobel Peace Prize committee.
18. Wiesel says in his speech, “Sometimes we must interfere.” In the context of the speech, what does the word interfere mean?
- A. To get in the way of something.
 - B. To get involved in stopping an injustice.
 - C. To bother a person.
 - D. To be indifferent.
19. What is the main or central idea of this speech by Wiesel?
- A. The Holocaust was a terrible event.
 - B. It is unbelievable that the Holocaust happened in the 20th century.
 - C. We must remember those lost in the Holocaust, and take action against the violation of people’s rights.
 - D. We must forget the past, so that we can forgive and insure that there isn’t a cycle of revenge.
20. Wiesel says “Silence encourages the tormentor, never the tormented.” By this he means that:
- A. Silence is golden.
 - B. People must think carefully before they speak.
 - C. Silence helps the victim heal.
 - D. Oppressors benefit when people don’t speak up.
21. The line in the speech, “No one is as capable of gratitude as one who has emerged from the kingdom of night,” suggests to the reader that Elie Wiesel is a:
- A. bitter person.
 - B. an appreciative person.
 - C. a person who hates the night.
 - D. a person who lost his faith in God.

Document 6: Cold War Map of Europe



- | | |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|  NATO member, 1955 |  Territory USSR gained by 1945 |
|  Warsaw Pact member, 1955 |  National boundary, 1937 |
|  Nonaligned communist nation |  Iron Curtain |
|  Nonaligned nation | |

Use Document 6 to answer questions #22-25.

22. Which is the only non-aligned communist nation on the map?
- A. France
 - B. Poland
 - C. Lithuania
 - D. Yugoslavia
23. Which country was divided by the Iron Curtain?
- A. Austria
 - B. Germany
 - C. Yugoslavia
 - D. Denmark
24. Sweden was a nation that was:
- A. a non-aligned nation.
 - B. part of the Warsaw Pact.
 - C. a member of NATO.
 - D. a territory gained by the Soviet Union in 1945.
25. What do Great Britain, France, and Italy have in common?
- A. They are all members of NATO.
 - B. They are all non-aligned nations.
 - C. They are all members of the Warsaw Pact.
 - D. They were all divided by the Iron Curtain.