

38. Which of the following actions had the most direct impact on the dissolution of the Soviet Union?
- (A) The official unification of Germany and the demolition of the Berlin Wall.
 - (B) Public awareness of the human rights atrocities committed by the regime of Nicolae Ceausescu in Romania.
 - (C) Labor disputes and working-class resistance to communist rule in Poland.
 - (D) The imposition of martial law in Czechoslovakia after the Velvet Revolution.
 - (E) The ill health of several important Soviet officials, including Mikhail Gorbachev.
39. A major difference between industrialization in England and Japan was that
- (A) while England had a well-developed rail system, Japan depended on water transportation.
 - (B) Japan was more dependent than England on foreign imports to establish and operate industrial facilities.
 - (C) working conditions were better in Japan than in England.
 - (D) class tensions between workers and owners were an issue in England but not in Japan.
 - (E) workers in Japan were gender-segregated, while workers in England were entirely integrated.
40. The Congress of Vienna led to which of the following?
- (A) The exile of Napoleon Bonaparte to Elba.
 - (B) The destruction of the Ottoman Empire and independence of its former territories.
 - (C) The division of eastern Europe among Great Britain, Italy, and Germany.
 - (D) The partitioning of Africa into European colonies.
 - (E) The restoration of the monarchy in France and the Netherlands.
41. Japanese feudal society comprised all of the following positions EXCEPT
- (A) shinto
 - (B) daimyo
 - (C) shogun
 - (D) samurai
 - (E) taikan
42. Overt syncretism is an essential feature of which of these religions?
- (A) Legalism
 - (B) Greek paganism
 - (C) Christianity
 - (D) Judaism
 - (E) Islam
43. Jewish Immigration to Poland-Lithuania until 1600



43. The primary catalyst for the Jewish migrations from Germany, Hungary, and Crimea was probably
- (A) the impact of the Crusades on Jewish settlements in eastern Europe
 - (B) more tolerant policies towards immigrants and minorities in Poland and Russia
 - (C) the Ottoman Empire's expansionist policies in western European and Mediterranean lands
 - (D) the development of pogroms and the establishment of ghettos where Jewish people were forcibly sent to live
 - (E) the shrinking of the Pale of Settlement

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framed as troublemaking and the students are disciplined for acting out instead of being rewarded for their intellectual engagement Tadashi Dozono a professor of education and former high school social studies teacher takes seriously the often overlooked critiques that students of color who get labeled as troublemakers direct toward their high school history curriculum He reinterprets troublemaking usually cast as a behavioral deficit as an intellectual asset and form of reasoning that challenges the disciplining reason of classrooms where whiteness is valued over the histories and knowledge of people of color Dozono shows how what are traditionally framed as discipline problems can be seen through a different lens as responses to educational practices that marginalize non white students Discipline Problems reveals how students of color seek out alternate avenues for understanding their world and imagines a pedagogy that champions the curiosity intellect and knowledge of marginalized learners 5 Steps to a 5 AP Human Geography, 2012-2013 Edition Carol Ann

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