

WHAP Summer Assignment 2019

Mrs. Richardson, srichardson@mchs.net
Mr. Williamson, cwilliamson@mchs.net
Ms. Serpe, cserpe@mchs.net

Instructions: Read Ch. 12 sections. Ch 12 Intro, Civilizations of the 15th century: Comparing China and Europe (specifically European Comparisons), The Islamic World, Preview of Coming Attractions, and written and visual sources using Launchpad. **UNDER NO CIRCUMSTANCES ARE ANY OF THESE QUESTIONS TO BE ANSWERED ELECTRONICALLY ON LAUNCHPAD. FAILURE TO COMPLY WITH THESE INSTRUCTIONS WILL RESULT IN THE SUMMER ASSIGNMENT NOT BEING GRADED AND YOU WILL RECEIVE A GRADE OF ZERO.**

*****This is due the first day of class!!!** WE DON'T ACCEPT LATE WORK UNDER ANY CIRCUMSTANCES (except legitimate absences), IF YOU HAVE PROBLEMS OR QUESTIONS EMAIL US. IT IS YOUR RESPONSIBILITY TO MAKE SURE YOU HAVE ACCESS TO A TEXTBOOK/LAUNCHPAD BEFORE THE END OF YOUR FRESHMAN YEAR. DOUBLE-CHECK WITH YOUR HONORS FRESHMAN TEACHER NOW CONCERNING YOUR LAUNCHPAD ACCESS BEFORE YOU LEAVE FOR THE SUMMER BREAK.**

Chapter 12 The Worlds of the Fifteenth Century

Period 3: Regional and Trans-regional Interactions, c. 600 C.E. to 1450 C.E.

Period 4: Global Interactions, c. 1450 C.E. to 1750 C.E.

AP Key Concepts for this Chapter: Read and Highlight the Following:

3.2 Continuity and Innovation of State Forms and Their Interactions

*In some regions, new states were formed and continued, such as the Ming dynasty, the Mughal Empire, and the Aztec Empire.

4.1 Globalizing Networks of Communication and Exchange

*Remarkable new transoceanic maritime reconnaissance occurred in this period.

4.3 State Consolidation and Imperial Expansion

*Rulers continued to use religious ideas to legitimize their rule.

*Land empires expanded dramatically in size, such as the Inca Empire and the Ottoman Empire.

Learning Objectives for Chapter 12: Read and Highlight the Following:

- To step back and consider the variety of human experiences in the fifteenth century
- To compare conditions in China and Europe on the cusp of the modern world
- To encourage students to consider why Europe came to dominate the world in the modern era, and how well this could have been predicted in 1500
- To examine the Islamic world in the fifteenth century
- To provide a preview of important trends to come in the modern world

Answer the questions that follow. Write directly on the packet. Questions 1 through 10 are like taking notes. Do this as you read the book. You don't need full sentences, you can do bullet points, but answer them as fully as possible in order to answer the focus questions. You will notice that each question is identified as a type of HTS or Historical Thinking Skills.

The following questions 1 to 5 can be answered using point-form notes and not full sentences. Please make sure that your answers are complete and address all parts of the question!!

1. Comparison – What differences can you identify among the four major empires in the Islamic world of the fifteenth and sixteenth centuries?

2. Summing Up So Far – In what ways do the civilizations of China, Europe, and the Islamic world seem to be moving in the same direction, and in what respects were they diverging from one another?

3. BRIEFLY identify the following vocabulary/topics:

a. Ottoman Empire

b. Caliph

c. Siege of Constantinople

d. Siege of Vienna

- e. Safavid Empire
- f. Shia/Sunni hostility
- g. Songhay Empire
- h. Mughal Empire
- i. Sonni Ali
- j. Timbuktu
- k. "second flowering of Islam"
- l. Malacca

4. Read **Webs of Connection** pgs. 586-587. Find and record examples of #1. Historical Causation #2. Patterns of Continuity and Change Over Time #3. Comparison #4. Contextualization (These are key **Historical Thinking Skills** or **HTS**)

5. Read **A Preview of Coming Attractions: Looking Ahead to the Modern Era, 1500-2012** on pgs. 588-591 and record below what you think are the most important trends (major ideas, new developments, etc...) in world history after the entry of the Americas into the existing global networks of exchange after 1492.

Considering the Evidence: The Aztecs and the Incas through Spanish Eyes

Documents - Read pages 593 to 597 (Introduction paragraph, and written documents 12.1 and 12.2) During your reading of each document, take notes for each **pink bullet-point question that go with the documents**. Consider these quick “food-for-thought” notes to help you understand and interpret each document. You should not be spending a lot of time on these ‘notes’, don’t use full sentences, etc...

Document 12.1 Pink-Bullet Point “food for thought questions”

1. What do Moctezuma’s laws tell us about the social and moral values of the Aztecs?

2. Based on these two excerpts, how would you describe Aztec society? What distinct social groups or classes can you identify? How were they distinguished from one another? What opportunities for social mobility were available? How might people fall into slavery?

3. What impressed Durán about the markets operating within the Aztec Empire?

4. How was human sacrifice related to war, to market activity, to slavery, and to religious belief and practice?

5. Durán's accounts of Aztec life and history were written more than fifty years after the Spanish conquest of the Aztec Empire. To what extent do you think this compromises his efforts to describe pre-conquest Aztec society?

Document 12.2 Pink-Bullet Point "food for thought questions"

1. How would you describe Cieza's posture toward the Inca Empire? What in particular did he seem to appreciate about it?

2. Based on this account, what difficulties did the Inca rulers face in governing their large and diverse realm?

3. What policies or practices did the Inca authorities follow in seeking to integrate their empire? How do these compare with other empires that you have studied?

4. Some modern observers have described the Inca Empire as "totalitarian" or "socialist." Do such terms seem appropriate? How else might you describe the Inca state?

When you have finished the pink bullet point questions and have read both written documents 12.1 and 12.2, answer using FULL sentences the questions on pg. 599 called **Using the Evidence: The Aztecs and the Incas through Spanish Eyes #1-5**. **These should be detailed answers using several sentences.**

- 1. Assessing documents:** Both Durán and Cieza were outsiders to the societies they described, and they were part of the conquering Spanish forces. In what ways did these conditions affect their descriptions of the Aztec and Inca empires?
- 2. Considering the subtext of documents:** In what ways might these authors have been using their observation of Aztec or Inca society to praise or to criticize their own European homeland?
- 3. Evaluating the credibility of documents:** Which statements in these documents do you find most credible, and which ones might you be inclined to question or challenge? What criteria might you use to assess the evidence in these documents?
- 4. Relating primary documents and text narrative:** How might you use the information in these documents to support the descriptions of the Aztec and Inca empires that are contained in this chapter? (You should have covered this part of chapter 12 at the end of freshman year.) Are there ways the documents might challenge statements in the text?

5. **Making comparisons:** What similarities and differences between Aztec and Inca societies can you glean from these documents?

VISUAL SOURCES: ISLAM AND RENAISSANCE EUROPE

Read pages 600 to 609 (Introduction paragraph, and visual documents 12.1 to 12.5)

During your reading and analysis of each document, take notes for each **pink bullet-point question that go with the documents**. Consider these quick “food-for-thought” notes to help you understand and interpret each document. You should not be spending a lot of time on these ‘notes’, don’t use full sentences, etc...

Visual Source 12.1 Pink-bullet point questions:

1. What overall impression of the sultan does this portrait convey?
2. Why might this Muslim ruler want his portrait painted by a Christian artist from Venice?
3. Why might Bellini and the city government of Venice be willing even eager—to undertake the assignment, less than thirty years after the Muslim conquest of Constantinople?
4. The candelabra decorating the arch were a common feature in Venetian church architecture. Why might the sultan have agreed to this element of Christian symbolism in his portrait?

5. What does the episode surrounding this portrait indicate about the relationship of Venice and the Ottoman Empire in the wake of the conquest of Constantinople?

Visual Source 12.2 Pink-bullet point questions:

1. What impressions of the city and its relationship with Venice does the artist seek to convey?

2. How are the various social groups of Damascus distinguished from one another in this painting? What does the very precise visual description of these differences suggest about Venetian understanding of urban Mamluk society?

3. What does the total absence of women suggest about their role in the public life of Damascus?

4. How would you know that this is a Muslim city? What role, if any, does religion play in this depiction of the relationship between Christian Venice and Islamic Damascus?

Visual Source 12.3 Pink-bullet point questions:

1. What might the possession of such a book say about the social status, tastes, and outlook of its owner?
2. What overall impression of Renaissance thinking about the classical world and the world of Islam does this painting convey?
3. Notice the gestures of the two men at the top as well as the pen in Ibn Rushd's hand and the book at his feet. How might you describe the relationship between them?
4. What made it possible for at least some European Christians of the Renaissance era to embrace both the pagan Aristotle and the Islamic Ibn Rushd?

Visual Source 12.4 Pink-bullet point questions:

1. What posture toward the Islamic world does this painting represent? Does it convey resistance to Ottoman expansion, or does it hold out the hope for the peaceful conversion of that powerful empire?
2. What is the significance of the large Ottoman turban at the foot of the steps?
3. Why might the legend of Saint George provide a potent symbol for European interaction with the Islamic world in the circumstances of the early sixteenth century?

4. Compare this urban scene with that of Visual Source 12.2. What common features do you notice? Apart from any religious meanings, what do these paintings suggest about Venetian interests in the Islamic world?

Visual Source 12.5 Pink-bullet “food for thought” questions:

1. How does this fresco depict hell? What does this larger context of the fresco as a whole suggest about Modena’s view of Muhammad?

2. How does this image differ from that of Visual Source 12.4, particularly in its posture toward Islam?

3. Italian Muslims have long objected to this image, noting that Islam portrays Jesus in a very positive light. In 2002 a radical group linked to al-Qaeda plotted to blow up the church to destroy the offending portrayal of their prophet. What particular objections do you imagine motivated Muslim opposition to this element of the fresco?

When you have finished the pink bullet point questions and have read and analyzed visual sources 12.1 to 12.5, answer using FULL sentences the questions on pg. 609 called **Using the Evidence: Renaissance Europe and the World of Islam #1-4. These should be detailed answers using several sentences.**

Using the Evidence: Renaissance Europe and the World of Islam

1. Making comparisons: What range of postures toward the Islamic world do these images convey? How might you account for the differences among them?

Answer the following wrap-up question in full sentences.

1. Look up the Dictionary definition of renaissance. In a brief paragraph, explain why the fifteenth century represents a renaissance and then make an argument for or against the idea that the Renaissance was a distinctly Western European phenomenon. Provide at least three pieces of specific historical evidence (SHE) from the textbook to illustrate your points.

2. Comparing China and Europe – on the chart below, record both similarities and differences between China and Western Europe in the fourteenth and fifteenth centuries. **Use different colored pencils in each row to differentiate between similarities and differences.**

	China Ming Dynasty (1368-1644)	Europe c. 1500
Government		
Belief Systems		
Disruptions		

Domestic Policy Shifts

Foreign interactions/influences

World History AP

You Tube: Crash Course World History: Renaissance: Was it a Thing?

Directions: Read and highlight the Key Concepts featured in this video. Then answer the questions below:

Key Concept 4.1 Globalizing Networks of Communication and Exchange

The interconnection of the Eastern and Western Hemispheres made possible by transoceanic voyaging marked a key transformation of this period. Technological innovations helped to make transoceanic connections possible. Changing patterns of long-distance trade included the global circulation of some commodities and the formation of new regional markets and financial centers. Increased transregional and global trade networks facilitated the spread of religion and other elements of culture as well as the migration of large numbers of people. Germs carried to the Americas ravaged the indigenous peoples, while the global exchange of crops and animals altered agriculture, diets and populations around the planet. European fragmentation encouraged competition, which in turn spurred exploration and political efforts to find alternative means to acquire resources.

- In the context of the new global circulation of goods, there was an intensification of all existing regional trade networks that brought prosperity and economic disruption to the merchants and governments in the trading regions of the Indian Ocean, Mediterranean, Sahara, and overland Eurasia.
- European technological developments in cartography and navigation built on previous knowledge developed in the classical, Islamic and Asian worlds, and included the production of new tools, innovations in ship designs and an improved understanding of global wind and currents patterns, all of which made transoceanic travel and trade possible.

As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased.

- Innovations in visual and performing arts were seen all over the world.
- Literacy expanded accompanied by the proliferation of popular authors, literary forms and works of literature in Afro-Eurasia

Rulers used a variety of methods to legitimize and consolidate their power.

Visual displays of political power helped legitimize and support rulers, including such Renaissance elements as the following:

- Monumental architecture
- Urban planning
- Courtly literature
- Visual arts
- Humanist study of classical liberal arts

Competition over trade routes provided significant challenges to state consolidation and expansion, rivalries as seen in a variety of conflicts.

Answer the following questions:

1. What are the three more "advanced" ideologies commonly attributed to the Renaissance?
2. How does John Green define the Renaissance?

3. Where do we commonly see the classical influences visually expressed in the Renaissance?
4. Why are the scholars who worked with ancient Greek and Roman texts called humanists? What misconception has this name led to, and how is that misconception debunked by John Green?
5. Which dates are most commonly associated with the Renaissance? Why do we not have a specific series of dates, or beginning and ending point?
6. Why specifically, did Italy become the center of the Renaissance?
7. How and why did the Venetians become so rich?
8. Why were Florentine textiles so valuable? What were the two ways they acquired the means to make these textiles so valuable (be specific).
9. In what way did the Islamic world contribute to the Renaissance? (Include specifics)
10. Why is Copernicus so cool? What did he do?
11. Why does John Green say the Renaissance didn't really happen?

Crash Course World History #19 Venice and the Ottoman Empire – Look Up On YouTube and Watch

Read and Highlight the following Key Concepts featured in this video:

4.I. Rulers used a variety of methods to legitimize and consolidate their power

- a. rulers used *the arts to display political power* and legitimize their rule such as monumental architecture, urban design, and visual arts
- b. rulers continued to use *religious ideas to legitimize their rule*
- c. states *treated different ethnic and religious groups* in ways that utilized their economic contributions while limiting their ability to challenge the state such as the Ottoman relationship with non-Muslims within their empire.
- d. recruitment and use of *bureaucratic elites, as well as development of military professionals*, became common for centralized control such as the Ottoman devshirme.
- e. rulers used *tribute and tax farming* to generate revenue for territorial expansion

4.II. Imperial expansion relied on increased use of gunpowder, cannons, and armed trade to establish large empires in both hemispheres

- a. European *new trading-post empires* in Africa and Asia, profitable for rulers and merchants, affected power of states in interior West and Central Africa
- b. *land empires* expanded dramatically in size such as the Ottoman Empire
- c. European states established new *maritime empires* in the Americas

4.III. Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion.

Answer the following questions:

1. Why was Venice so good at shipbuilding and seafaring?
2. What experiences did Venetians have with the Islamic world?
3. What 2 resources did the Ottomans have that Venice imported and produced?
4. What did Suleiman the Magnificent do for the Ottoman Empire?
5. Even though they controlled little land, why was the Ottoman Empire so powerful?

6. What 2 jobs did the devshirme have?

7. What were the janissary?

8. How did the Ottomans get rich off of the Venetians?

9. What did Venice do with their super richness?

10. What were 2 results of the Venetian / Ottoman trade?

World History Crash Course #217 The Mughal Empire – Look up and watch on YouTube. Read and highlight the following Key Concepts that are covered in this video:

Key Concepts:

- 4.3.II.B Land empires expanded dramatically in size.
- 4.3.III Competition over trade routes, state rivalries, and local resistance all provided significant challenges to state consolidation and expansion
- 4.3.I. A and B Rulers used a variety of methods to legitimize and consolidate their power (ex. monumental architecture – Mughal, Safavid use of Shi'ism)
- 4.3.I.C States treated different ethnic and religious groups in ways that utilized their economic contributions while limiting their ability to challenge the authority of the state
- 4.3.I.D Recruitment and use of bureaucratic elites, as well as the development of military professionals, became more common among rulers who wanted to maintain centralized control over their populations and resources
- 4.3.I.E Rulers used tax farming to generate revenue for territorial expansion.

Answer the following questions:

Who founded the Mughal Empire? Who were his ancestors?

How long did the Empire last?

Why is the Mughal Empire important in India's cultural history?

What techniques were used by the Mughals to build and maintain their empire?

Who were the Zamindars and what was their role in the Mughal Empire?

Contrast Akbar and Aurangzeb.

When did the British East India Company gain control over India?

Give examples of Akbar's "dark side"

Give examples that Aurangzeb wasn't as bad as history would have him portrayed.

What is Shah Jahan's claim to fame?

What factors played into the decline of the Mughal Empire?

On the following page you will find an Era 3 review that asks you to look at the AP World History key concepts and make connections with the content learned during the 2nd semester of freshman year. Use any notes or information that was taught during 2nd semester to give specific historical information in completing the chart and define the terms on the first page as well.

Following the key concept review, you will find a review packet that may also help refresh your memory of various topic and evidence you could use to complete that assignment.

Unit 3: Post-Classical Civilizations (600-1450) Study Guide

Vocabulary you are responsible for understanding the definition and importance of by the end of the unit:

<p>Standard 3.1: Expansion and Intensification of Communication and Exchange Networks</p> <p>General Vocabulary:</p> <p>Interregional monetization commerce Maritime Credit diffusion</p> <p>Historical terms to know:</p> <p>caravanserai astrolabe Hanseatic League Bantu Islam Ibn Battuta Neoconfucianism bubonic plague Dar al-Islam Inca road system Grand Canal in China Berbers Arabic/Islam/Islamic/Muslim (when to use each) steppes</p>	<p>Standard 3.2: Continuity and Innovation of State Forms and Their Interactions</p> <p>General Vocabulary:</p> <p>reconstituted [governmental] legitimacy tributary system feudalism (decentralized gov.)</p> <p>Historical terms to know:</p> <p>Byzantine Empire Caliphates Mongol Khanates Sui Dynasty Tang Dynasty Song Dynasty Mexica (“Aztecs”) Inca Abbasids Admiral Zheng He The Crusades</p>	<p>Standard 3.3: Increased Economic Productive Capacity and Its Consequences</p> <p>General Vocabulary:</p> <p>textiles guilds coerced labor labor taxes Luxury goods v. bulk goods Urban revival Continuities Labor organization</p> <p>Historical terms to know:</p> <p>chinampas Mit'a foot binding serfs</p>
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Directions: Using the content from the chart and what you have learned through reading the chapters, categorize specific historical content as it fits under each theme and objective.

Key Concept 3.1 Expansion and Intensification of Communication and Exchange Networks	
Concept	Content to support
<p>Improved transportation technologies and commercial practices led to an increased volume of trade, and expanded the geographical range of existing and newly active trade networks.</p> <p><i>(Key Concept3.1.I)</i></p>	
<p>The movement of peoples caused environmental and linguistic effects.</p> <p><i>(Key Concept3.1.II)</i></p>	
<p>Cross-cultural exchanges were fostered by the intensification of existing, or the creation of new, networks of trade and communication.</p> <p><i>(Key Concept3.1.III)</i></p>	

<p>There was continued diffusion of crops and pathogens throughout the Eastern Hemisphere along the trade routes.</p> <p><i>(Key Concept 3.1.IV)</i></p>	
<p>Key Concept 3.2 Continuity and Innovation of State Forms and Their Interactions</p>	
<p>Empires collapsed and were reconstituted; in some regions new state forms emerged.</p> <p><i>(Key Concept 3.2.I)</i></p>	
<p>Interregional contacts and conflicts between states and empires encouraged significant <i>technological and cultural transfers, including transfers between Tang China, Persia, transfers during the Crusades, and transfers during Chinese maritime activity led by Ming Admiral Zheng He.</i></p> <p><i>(Key Concept 3.2.II)</i></p>	

<p>Key Concept 3.3 Increased Economic Productive Capacity and Its Consequences</p>	
<p>Innovations stimulated agricultural and industrial production in many regions.</p> <p><i>(Key Concept 3.3.I)</i></p>	
<p>The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.</p> <p><i>(Key Concept 3.3.II)</i></p>	
<p>Despite significant continuities in social structures and in methods of production, there were also some important changes in labor management and in the effect of religious conversion on gender relations and family life</p> <p><i>(Key Concept 3.3.III)</i></p>	