

WHAP Summer Assignment 2017  
Mrs. Richardson, rm. 243 South Campus  
srichardson@mchs.net

Instructions: Read Ch. 12 pgs. 559-560, 560-middle of 580, 586-587, 588-592, and 593-609 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 WHAP class!!!\*\* I DON'T ACCEPT LATE WORK UNDER ANY CIRCUMSTANCES (except legitimate absences), IF YOU HAVE PROBLEMS OR QUESTIONS EMAIL ME. 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. I CANNOT HELP YOU WITH LAUNCHPAD ISSUES OVER THE SUMMER SINCE I DIDN'T SET UP YOUR ACCOUNT. ANY ISSUES YOU NEED TO CONTACT MRS. SZWED OR MR. WILLIAMSON!!!**

## **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:**

#### **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:**

- 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 8 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. Description – How would you define the major achievements of Ming dynasty China?

2. Comparison – What political and cultural differences stand out in the histories of fifteenth century China and Western Europe? What similarities are apparent?



- e. The Temple of Heaven
- f. Civil service exam
- g. Eunuchs
- h. Hundred Years' War
- i. European Renaissance
- j. Islamic world
- k. Humanists
- l. *The Prince*
- m. Christine de Pizan

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



9. 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**)

10. 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 preconquest 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



- 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		
---------------------------------	--	--

Crash Course World History – #21 Explorers – Look up on YouTube

Name: \_\_\_\_\_

Per: \_\_\_\_\_

Directions: View the video as many times as necessary and take detailed notes on the topics below.

**Topic 1 – Zheng He – The Thought Bubble**

**Topic 2 – Why Did China’s Voyages Stop After Zheng He**

**Topic 3 – Vasco da Gama**

**Topic 4 – Portugal's Role In Indian Ocean Trade**

**Topic 5 – Christopher Columbus**

**Topic 6 – The Effects of Columbus**

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?