

AP World History Summer Assignment 2019

Welcome to AP World History! I look forward to a great year with you. My hope is these assignments will assist in the building of your fundamental knowledge of World History. The purpose of this summer assignment is for you to get a sense of what we will do in class this year.

For many of you, this is your first AP class. To be successful, you will need to stay focused and work hard. You should be prepared to spend three to four hours per week outside of class on AP World History. If this does not seem realistic to your schedule, then you may want to reconsider taking this class. It is easier to change before school starts than to jumble your schedule after the start of the school year.

The official name of this class is AP World History: Modern. The global history studied this year will cover c. 1200 – Present. This is a significant change from the previous way AP World History was taught. However, the skills of helping the students learn to think and act like historians remain. The AP World History: Modern exam will be given on **May 14, 2020**.

This assignment is due on the first full day of school – July 31, 2019

There is plenty of space within the packet to complete all the work. All the reading you need is also contained within the packet. There are a few items you might need to do some outside research. The use of Internet and other print sources is expected and encouraged. If you don't know a word, look it up.

The assignments count as a test grade and will be docked 10 points each day they are late. Failure to submit will result in you being dropped from the course.

Should you have questions about this assignment that you cannot answer through your own research, email me at jstone@pcsstn.com. Please do not expect an immediate response; it may take a few days.

Good luck and see you July 31!

Mrs. Jill Stone

A Reminder About Ethics

This assignment is to be done by YOU and YOU ONLY. Copying, sharing, or plagiarizing of any sort will NOT be tolerated. One of the Cookeville High School student responsibilities listed in the handbook states that the student will “complete all work and classwork in accordance with the teachers’ instructions to the best of the individual’s ability.” This is what I expect of the summer assignment, and ALL work turned in to me during the school year.

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Rationale

The activities in this packet reflect the kind of work you will do in class this year – readings, note taking, questions, document analysis, note cards, AP themes, and assessment. Follow all directions carefully. All your work will be contained in the packet. Please write neatly – pencil or blue/black ink pen will be fine. The rubric attached is for your information only. After the packets are turned in on the first day of school, we will continue analyzing documents of the time period. This grade will be posted by the first 4.5 weeks progress report, around the end of August. There are 8 total documents to open for this assignment. Make sure you have ALL parts prepared. **Please understand this work is NOT meant to be done the night before school starts. You will need to pace yourself, perhaps doing a section each day.**

The following is a table of contents with explanations:

1. Unit Introduction

AP World History: Modern is divided into four historical eras. Highlighting triggers for change, the big changes, continuities, and impact on daily life introduce each era. We use the introductions in class to classify the eras, as well as trace the continuities and changes that occur historically.

2. Map

This map includes trade routes and major empires of the era. We will spend the first 9 weeks studying the history of these places.

3. Chapter Reading and Questions

Our textbook is *World Civilizations: The Global Experience, 6th ed.* This is our common resource for the course. Many textbooks are used to teach AP World History, and no one text is promoted by the College Board. But as the common source, you will read, take notes, and answer discussion questions about the text to further your knowledge of world history.

4. AP Objective Questions

The AP course description and course outline drives the pace of AP World History. These questions reflect those specific items from the outline the students are expected to know and understand.

5. PERSIAN Chart

AP World History has five main thematic learning objectives. An easy acronym that I use in AP World History is PERSIAN. (Political, Economic, Religious, Social, Intellectual, Artistic, Near Geographic). The ability to sort information into categories is an essential skill for AP World History students.

6. Document Analysis

Document analysis is skill we work on almost daily. Students will come in contact with visuals as well as written primary sources. Document analysis is the bulk of the AP test.

7. Note Cards

In practicing critical thinking skills, I utilize note cards. The note cards outline particular terms for a chapter/era, as well as explaining the significance of the term to the larger global or regional processes/trends of the era. In explaining significance, the students begin the task of analyzing evidence, which is critical component of AP essays.

8. Sample Assessment

I've provided AP-style multiple choice, as well as questions from the text, and a short answer question. Your tests this year will be a combination of these elements.

1. Unit Introduction – Era III

THE POSTCLASSICAL PERIOD, 500–1450: NEW FAITH AND NEW COMMERCE

The World Map Changes

Two developments stand out in the postclassical period: the further spread of major religions and flourishing trade networks connecting Africa, Asia and Europe. While two of the major religions were established in the previous period, they expanded greatly now. The third, Islam, was new, and spread extremely quickly. These religious developments are especially interesting because they set patterns that essentially dominate today. In the world of international commerce, the old Silk Road proved insufficient for new demands. Instead, the Indian Ocean and the Mediterranean Sea carried the increased traffic. The east-west trade now expanded to include Japan, west Africa and northwestern Europe.

Triggers for Change. Developments in the postclassical period were largely effected by the decline or end of the great empires. Religion became overwhelmingly important in an era when social, economic and political dislocation prevailed. Moreover, regions between the empires took on new roles as borders disappeared. Contacts between world areas increased as a result. Finally, expanding trade itself became a cause of change, as the tools of trade—the compass, maps and more— developed and commercial practices became more sophisticated.

The Big Changes. Contact between conflicting religions brought both intolerance and tolerance. Muslim Spain was the foremost example of the latter. Religion was itself an issue in the postclassical period. Resources were increasingly diverted to fund religious institutions. At the same time, trade networks expanded and became more systematic. Commerce in both raw and finished goods thrived. Less tangible goods also moved along the trade networks. Paper and printing made their way to the west from China. Indian mathematics also began to move west, via the Middle East.

Continuity. As always, focus on change should be balanced with due regard for continuity. Survival of traditions, and looking backward to the classical era, ensured that elements of earlier culture would survive. In the Middle East, although Islam brought changes, links with the Hellenistic past also remained vital. Also, fusion took place, for instance in the ways Buddhism absorbed traditions concerning the family in China. The postclassical period saw no major developments in social or political structures. The merchant class loomed larger, but did not affect the role of the landowner in most of the cultures studied. As a final point, many areas were not affected by international trade. In the Americas and Oceania, developments took place regionally, in relative isolation.

Impact on Daily Life: Women

The place of women in much of Afro-Asia underwent conflicting changes in this period. The religious transformations brought with them new attitudes towards women, and especially the role of women in religious life. At the same time, expanding commerce and the concomitant urbanized world, brought with them a more ornamental role, especially for elite women. Such practices as footbinding in China and *sati* in India arose in this period. In many areas, patterns were established that last to this day.

Trends and Societies in The Early Modern Period

In Chapters 6 and 7, Islam is the focus, as it spread from the Arabian peninsula to neighboring areas. Chapter 8 moves to sub-Saharan Africa, and developments there in trade and civilization. In Europe, two regions developed, both affected by the expansion of Islam and by long-distance trade. In Chapter 9, Eastern Europe and the Byzantine Empire are the focus, while western Europe is the subject of Chapter 10. Chapters 11 and 12 describe developments in the Americas and China, and Chapter 13 focuses on Chinese influence on Japan, Korea and Vietnam. The final chapters of this section deal with the last two centuries of the postclassical period. The spread of the Mongols is the subject of Chapter 14, and Chapter 15 describes the following transitional period.

Directions: Read the introduction, then list the triggers for change, the big changes, the continuities, and impact on daily life on the chart below.

Triggers for Change	Changes	Continuities	Impact

2. Map Outline – Regional and Interregional Interactions, 1200-1450

A 1200 CE start date begins the course with a study of civilizations in Africa, the Americas, Asia, and Europe. The global patterns and processes of the age that are foundational to the modern era shape the organization of the content.

Draw and label the following places on the attached map. Since these are ancient places, some research may be necessary. For a search engine (Google, etc), include the date, 1200-1450 with the items, and that should give you an accurate image of the place you need to represent on this map.

- Trade networks: (Lines on map connecting start/end points, and label)
 - Silk Roads
 - Trans-Saharan
 - Indian Ocean
- States: (Outline the general area, label, and color)
 - Great Zimbabwe (red)
 - Mali (orange)
 - Mexica (yellow)
 - Inca (green)
 - Song China (blue)
 - Seljuk Empire (purple)
 - Khmer Empire (brown)
 - Mongol Empire (pink)

(map on following page))



3. Chapter Reading and Questions - Chapter 10

A New Civilization Emerges in Western Europe

Chapter Summary

Chapter Summary. The postclassical period in western Europe, known as the Middle Ages, stretches between the fall of the Roman Empire and the 15th century. Typical postclassical themes prevailed. Civilization spread gradually beyond the Mediterranean zone. Christian missionaries converted Europeans from polytheistic faiths. Medieval Europe participated in the emerging international community. New tools and crops expanded agricultural output; advanced technologies improved manufacturing. Mathematics, science, and philosophy were stimulated by new concepts.

St. Godric. The life of the Englishman Godric—ultimately canonized as St. Godric—incorporates many aspects of medieval Europe. The son of a farmer, Godric became a merchant, expanding his business to the continent. However, he became dissatisfied with this life devoted to acquiring wealth, feeling it was at odds with the dictates of Christianity. He began to visit holy places, and eventually made the pilgrimage to Rome. Finally, he rejected the material life altogether, and became a hermit. His life reflects the conflicting values in postclassical Europe, which became more apparent as commerce developed. Several themes can be seen in Europe following the collapse of the Roman Empire. Roman, Christian culture spread north, beyond the limits of the former Roman civilization. Christianity was expanded by the newly converted, both in territorial and cultural terms. Europe was increasingly brought into communication with other world areas, resulting in an influx of new technologies and new crops. Contact with the Byzantine and Arab worlds was particularly influential.

Two Images. Viewed by outsiders and by insiders, Europe presented divergent images. According to a Muslim writing in the 1100s, the Crusaders were backwards and uncouth. By comparison, our view of the scholar Thomas Aquinas in his own context is of a brilliant thinker, skillfully bringing the learning of the classical world into harmony with Christian doctrine. How can these two images be reconciled?

Stages of Postclassical Development. Between the 6th and 10th centuries C.E., disorder prevailed in western Europe. Although the Catholic church remained strong, Rome's fall left Italy in economic, political, and intellectual decline. Muslim-controlled Spain maintained a vibrant intellectual and economic life, but only later influenced European development. The postclassical west was centered in France, the Low Countries, and southern and western Germany. England later joined the core. Continual raids by Scandinavian Vikings hindered political and economic development. Intellectual activity sharply diminished; most literate individuals were Catholic monks and priests.

The Manorial System: Obligations and Allegiances. Until the 10th century, most political organization was local. Manorialism was a system of reciprocal economic and political obligations between landlords and peasants. Most individuals were serfs living on self-sufficient agricultural estates (manors). In return for protection, serfs gave lords part of their crops and provided labor services. Inferior technology limited agricultural output until the 9th century—introduction of the moldboard plow and the three-field cultivation system increased yields. Serfs bore many burdens, but they were not slaves. They had heritable ownership of houses and land as long as they met obligations.

The Church: Political and Spiritual Power. The Catholic church in the 1st centuries after 500 was the single major example of firm organization. The popes headed a hierarchy based upon the Roman imperial model; they appointed some bishops, regulated doctrine, and sponsored missionary activity. The conversion of Germanic kings, such as the Frankish Clovis around 496, demonstrated the spiritual and political power of the church. It also developed the monastic movement. In the 6th century, the Italian Benedict of Nursia created the most important set of monastic rules. Monasteries had both spiritual and secular functions. They promoted Christian unity, served as examples of holy life, improved cultivation techniques, stressed productive work, and preserved the heritage of Greco-Roman culture.

Charlemagne and His Successors. The Carolingian dynasty of the Franks ruling in France, Belgium, and Germany grew stronger during the 8th century. Charles Martel defeated Muslim invaders at Tours in

732. Charlemagne built a substantial empire by 800. He helped to restore church-based education and revived traditions of Roman imperial government. His empire fragmented soon after Charlemagne's death in 814. By 843, his grandsons had divided his territory, and their lines proved unable to revive his imperial achievements. Subsequent political history was marked by regional monarchies existing within a civilization with overarching cultural unity initially centered on Catholic Christianity. French, German, English, and other separate languages emerged, forming embryonic national identities. The rulers of Germany and northern Italy initially were the strongest; they called themselves holy Roman emperors, but they failed to create a solid monarchy. Local lords and city-states went their own way in these areas.

New Economic and Urban Vigor. During the 9th and 10th centuries new agricultural techniques—the moldboard plow, the three-field system, and the horse collar—significantly increased production. The use of stirrups confirmed the dominance of those wealthy enough to own horses. Viking incursions diminished as the raiders seized territorial control or regional governments became stronger in response. Both factors allowed population growth and encouraged economic innovation. Expanding towns emerged as regional trade centers with a merchant class and craft production. The need for more food led to exploitation of new lands. The demand for labor resulted in less harsh conditions for serfs. The growing urban centers increased the spread of literacy, revitalized popular culture, and stimulated religious life. By the 11th century, cathedral schools were evolving, to become universities in the 13th century. Students studied medicine and law; later theology and philosophy became important disciplines. Art and architecture reached new peaks.

Feudal Monarchies and Political Advances. From the 6th century, feudalism, a system of political and military relationships, evolved in western Europe. Military elites of the landlord class could afford horses and iron weapons. The greater lords provided protection to lesser lords (vassals) who in return supplied military and other service. Feudal relationships first served local needs, but they later were extended to cover larger regions. Charlemagne is an example of this phenomenon. Later rulers, notably the Capetian kings of France from the 10th century, used feudalism to evolve from regional lords to rulers controlling a larger territory. From local, personal rule they expanded, using bureaucratic administration and specialized officials. William the Conqueror invaded England in 1066 and merged feudal techniques with a more centralized government. English royal officials, sheriffs, supervised local justice. The growth of feudal monarchies independently duplicated developments found in other centralizing societies.

Limited Government. Western Europe remained politically divided. The lands of the Holy Roman Empire in Germany and Italy were controlled by dukes and city-states respectively. The pope ruled in central Italy. Regional units prevailed in the Low Countries. In strong feudal monarchies, power was limited by the church, aristocratic military strength, and developing urban centers. King John of England in 1215 was forced to recognize feudal rights in the *Magna Carta*. Parliaments, bodies representing privileged groups, emerged in Catalonia in 1000. In England a parliament, operating from 1265, gained the right to rule on taxation and related policy matters. Most members of societies were not represented in European parliaments, but the creation of representative bodies was the beginning of a distinctive political process not present in other civilizations. Despite the checks, European rulers made limited progress in advancing central authority. Their weakness was demonstrated by local wars turning into larger conflicts, such as the Hundred Years War of the 14th century between the French and English.

The West's Expansionist Impulse. The ongoing political and economic changes spurred European expansion beyond its initial postclassical borders. From the 11th century, Germanic knights and agricultural settlers changed the population and environmental balance in eastern Germany and Poland. In Spain and Portugal, small Christian states in the 10th century began the reconquest of the Iberian peninsula from Muslim Arab rulers. Viking voyagers crossed the Atlantic to Iceland, Greenland, and Canada. The most dramatic expansion occurred during the Crusades against Muslims in the Holy Land, first called by Pope Urban II in 1095. Christian warriors seeking salvation and spoils established kingdoms in the Holy Land enduring into the 13th century. Their presence helped to expose Europeans to cultural and economic influences from Byzantium and Islam.

Religious Reform and Evolution. The Catholic church went through several periods of decline and renewal. The church's wealth and power often led its officials to become preoccupied with secular

matters. Monastic orders and popes from the 11th century worked to reform the church. Leaders, as Sts. Francis and Clare of Assisi, purified monastic orders and gave new spiritual vigor to the church. Pope Gregory VII attempted to free the church from secular interference by stipulating that priests remain unmarried and prohibiting secular appointment of bishops. Independent church courts developed to rule on religious concerns.

Thinking Historically: Western Civilization. Western civilization is difficult to define. Postclassical western Europe incorporated only some elements of the classical heritage. A lack of political unity prevented the development of common structures. The first definition of the civilization was primarily religious, although individual cultures varied. There was no linguistic unity, but elements of cultural unity and social structure were present. By comparison, the unfolding civilization did not match the coherence of the Chinese system. A common European civilization emerged, one ready to benefit from the advances made in other world societies.

The High Middle Ages. Postclassical Western civilization reached its high point during the 12th and 13th centuries. Creative tensions between feudal political forms, emerging monarchies, and the authority of the church produced major changes in political, religious, intellectual, social, and economic life.

Western Culture in the Postclassical Era. Christianity was the clearest unifying cultural element in Western Europe.

Theology: Assimilating Faith and Reason. Before 1000 C.E., a few church members had attempted to preserve and interpret the ideas of earlier thinkers, especially Aristotle and Augustine. The efforts gradually produced a fuller understanding of the past, particularly in philosophy, rhetoric, and logic. After 1000 the process rose to new levels. Absolute faith in God's word was stressed, but it was held that human reason contributed to the understanding of religion and the natural order. In 12th-century Paris, Peter Abelard utilized logic to demonstrate contradictions in doctrine. Many church leaders opposed such endeavors and emphasized the role of faith for understanding religious mysteries. Bernard of Clairvaux successfully challenged Abelard and stressed the importance of mystical union with God. The debates matched similar tensions within Islam concerning philosophical and scientific traditions. In Europe there were increasing efforts to bridge this gap. By the 12th century, the debate flourished in universities, opening intellectual avenues not present in other civilizations. In China, for example, a single path was followed. The European universities produced men for clerical and state bureaucracies, but they also motivated a thirst for knowledge from other past and present civilizations. By the 13th century, Western thinkers had created a synthesis of medieval learning. Thomas Aquinas of Paris in his *Summas* held that faith came first, but that human reason allowed a greater understanding of natural order, moral law, and the nature of God. Although scholasticism deteriorated after Thomas, new paths for human understanding had opened. Medieval philosophy did not encourage scientific endeavor, but a few scholars, as Roger Bacon, did important experimental work in optics and other fields.

Popular Religion. Although we do not know much about popular beliefs, Christian devotion ran deep within individuals. The rise of cities encouraged the formation of lay groups. The cults of the Virgin Mary and sundry saints demonstrated a need for more humble intermediaries between people and god. Pagan practices endured and blended into Christianity.

Religious Themes in Art and Literature. Christian art and architecture reflected both popular and formal themes. Religious ideas dominated painting, with the early stiff and stylized figures changing by the 14th and 15th centuries to more realistic portrayals that included secular scenes. Architecture initially followed Roman models. In the Romanesque style, rectangular buildings were surmounted by domes, with relatively small windows using rounded arches. During the 11th century, the Gothic style appeared, producing soaring spires and arched windows requiring great technical skills. Literature and music equally reflected religious interest. Latin writings dealt with philosophy, law, and politics. Vernacular literature developed, incorporating themes from the past, such as the English *Beowulf* and the French *Song of Roland*. Contemporary secular themes were represented in Chaucer's *Canterbury Tales*. Courtly poets (*troubadours*) in 14th-century southern France wrote of courtly love.

Changing Economic and Social Forms in the Postclassical Centuries. Apart from the cultural cement framed by the Catholic church, Western society had other common features in economic activity and

social structure. The postclassical West demonstrated great powers of innovation. When trade revived in the 10th century the West became a kind of common commercial zone as merchants moved commodities from one region to another. Urban merchants won increased power.

New Strains in Rural Life. Agricultural improvements after 800 C.E. allowed some peasants to shake off the most severe manorial constraints. Noble landlords continued their military functions, but utilized trade to improve their living styles. The more complex economy increased landlord-peasant tensions. From then until the 19th century there were recurring struggles between the two groups. Peasants wanted more freedom and control of land, while landlords wanted higher revenues. In general, peasant conditions improved and landlord controls weakened. Although agriculture remained technologically backward when compared to other societies, it had surpassed previous levels.

Growth of Trade and Banking. Urban growth promoted more specialized manufacturing and commerce. Banking was introduced by Italian businessmen. The use of money spread rapidly. Large trading and banking operations clearly were capitalistic. Europeans traded with other world regions, particularly via Italian Mediterranean merchants, for luxury goods and spices. Within Europe, raw materials and manufactured items were exchanged. Cities in northern Germany and southern Scandinavia formed the Hanseatic League to encourage commerce. European traders, although entering into many economic pursuits, as demonstrated in the 15th-century career of Jacques Coeur, still generally remained less venturesome and wealthy than their Islamic counterparts. On the other hand, the weakness of Western governments allowed merchants a freer hand than in many civilizations. Many cities were ruled by commercial leagues, and rulers allied with them against the aristocracy. Apart from taxation and borrowing, governments left merchants alone, allowing them to gain an independent role in society. Most peasants and landlords were not part of a market system. In cities, the characteristic institution was the merchant or artisan guild. Guilds grouped people in similar occupations, regulated apprenticeships, maintained good workmanship, and discouraged innovations. They played an important political and social role in cities. Manufacturing and commercial methods in Europe improved, but they did not attain Asian levels in ironmaking and textile production. Only in a few areas, such as clockmaking, did they take the lead. By the late Middle Ages the Western medieval economy contained contradictory elements. Commercial and capitalistic trends jostled the slower rural economy and urban guild protectionism.

Limited Sphere for Women. As elsewhere, increasing complexity of social and economic life limited women's roles. Women's work remained vital to families. Christian emphasis on spiritual equality remained important, while female monastic groups offered an alternative to marriage. Veneration of the Virgin Mary and other female religious figures gave positive role models for women. Still, even though women were less restricted than females within Islam, they lost ground. They were increasingly hemmed in by male-dominated organizations. By the close of the Middle Ages, patriarchal structures were firmly established.

The Decline of the Medieval Synthesis. After 1300 postclassical Western civilization declined. A series of wars embroiled France and England during the 14th and 15th centuries. The sporadic fighting spread economic distress and demonstrated the weaknesses of the feudal order. At the same time, key sources of Western vitality degenerated. Agriculture could not keep up with population growth. Famines followed. Beginning in 1348, the Black Death brought massive mortality. Tensions intensified between landlord and peasants, and artisans and their employees.

Signs of Strain. There were increasing challenges to medieval institutions. The landowning aristocracy, the ruling class, lost its military role as professional armies and new weapons transformed warfare. Aristocrats retreated into a ceremonial style of life emphasizing chivalry. The balance of power between church and state shifted in favor of the state. As the church leaders struggled to retain secular authority, they lost touch with individual believers who turned to popular currents emphasizing direct experience of god. Intellectual and artistic synthesis also declined. Church officials became less tolerant of intellectual daring and retreated from Aquinas's blend of rationalism and religion. In art, styles became more realistic.

The Postclassical West and Its Heritage. The Middle Ages has been regarded as a backward period between the era of Greece and Rome and the emergence of modern Europe. But the period was at the same time an age of dynamic growth. Significant changes occurred in the relations between Europe and

surrounding regions. Europeans benefited from their readiness to incorporate advances made in other civilizations.

GLOBAL CONNECTIONS: Medieval Europe and the World. During the earlier centuries Europeans were subject to invasions from Vikings and nomadic peoples. They recognized the superior power of the Islamic world. The Europeans reacted by absorbing influences from other civilizations. As other civilizations weakened, Europeans became more active beyond their home region.

Directions: Use the reading to answer the following questions. Write in complete sentences.

1. Define the postclassical period in western Europe.

2. Define manorialism and feudalism.

3. Trace the developments in ninth- and tenth-century western Europe that pointed the way to political and economic recovery.

4. Identify the link of theology to classical rationalism during the Middle Ages.

5. Identify the crises of the later Middle Ages.

4. AP Objective Questions

Directions: Use all the previous information to answer the following questions. Write in complete sentences.

1. Explain how the functions and institutions of governments have changed over time.

2. Explain the economic role of cities as centers of production and commerce.

3. Explain the causes and effects of the spread of epidemic diseases over time.

5. PERSIAN Chart

Directions: Use internet or other sources, and analyze each of the following civilizations. Include specific and general information with a minimum of 3 bullet statements per topic.

Explanation of PERSIAN categories:

Political • having to do with gaining or seeking power • events related to the function of government: making laws, enforcing laws and interpreting laws

Economic • having to do with how people meet their basic material needs • the production, distribution and consumption of goods and services • including such issues as domestic and international trade, monetary policies and taxation

Religious • having to do with religious beliefs, whether organized or traditional • the religious institutions of culture

Society • having to do with people in groups, their living together and relations with one another • includes such issues as gender, economic status and ethnicity

Art and Architecture • having to do with art (visual, musical and written) and architecture as well as the intellectual movements/philosophy

Intellectual • Who are the thinkers? • What groups are given the chance to learn? • What technology and/innovations are developed. • Also look at philosophy, math, science, and education

Near Geographic • Having to do with how the environment shaped human societies and how humans shaped the environment • environmental technology

PERSIAN CHART

Culture/Civilization: Byzantine Empire Dates: 330-1453 CE

<p><i>Political</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaders, Elites <input type="checkbox"/> State Structure <input type="checkbox"/> War <input type="checkbox"/> Diplomacy, Treaties <input type="checkbox"/> Courts, Laws 	
<p><i>Economic</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Type of System <input type="checkbox"/> Technology, Industry <input type="checkbox"/> Trade, Commerce <input type="checkbox"/> Capital/Money <input type="checkbox"/> Types of Businesses 	
<p><i>Religious</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Holy Books <input type="checkbox"/> Beliefs, Teachings <input type="checkbox"/> Conversion <input type="checkbox"/> Sin/Salvation <input type="checkbox"/> Deities 	
<p><i>Social</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Gender Relations <input type="checkbox"/> Social Classes <input type="checkbox"/> Inequalities <input type="checkbox"/> Lifestyles 	
<p><i>Intellectual</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy <input type="checkbox"/> Math, Science <input type="checkbox"/> Education 	
<p><i>Artistic</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Writing, Literature 	
<p><i>Near: Geography</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Location 	

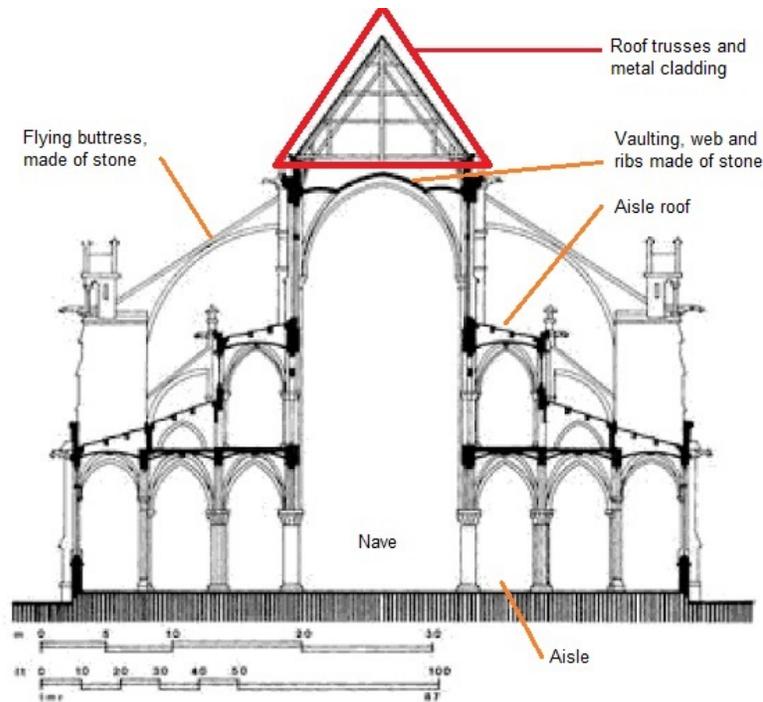
PERSIAN CHART

Culture/Civilization: Abbasid Empire Dates: 750-1258 CE

<p><i>Political</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaders, Elites <input type="checkbox"/> State Structure <input type="checkbox"/> War <input type="checkbox"/> Diplomacy, Treaties <input type="checkbox"/> Courts, Laws 	
<p><i>Economic</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Type of System <input type="checkbox"/> Technology, Industry <input type="checkbox"/> Trade, Commerce <input type="checkbox"/> Capital/Money <input type="checkbox"/> Types of Businesses 	
<p><i>Religious</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Holy Books <input type="checkbox"/> Beliefs, Teachings <input type="checkbox"/> Conversion <input type="checkbox"/> Sin/Salvation <input type="checkbox"/> Deities 	
<p><i>Social</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Gender Relations <input type="checkbox"/> Social Classes <input type="checkbox"/> Inequalities <input type="checkbox"/> Lifestyles 	
<p><i>Intellectual</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Philosophy <input type="checkbox"/> Math, Science <input type="checkbox"/> Education 	
<p><i>Artistic</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Art <input type="checkbox"/> Music <input type="checkbox"/> Writing, Literature 	
<p><i>Near: Geography</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Location 	

6. Document Analysis

A. GOTHIC ARCHITECTURE



Notre-Dame de Paris. Cross section of the nave, showing the flying buttresses used to transmit the lateral forces of the roof and vaults down to the outer buttresses.

*Drawing by: L. M. Roth after B. Fletcher
Excerpted from: A History of Architecture. New York 1931*

In the Middle Ages, some of the greatest examples of the religious feelings were found in churches like Notre Dame. These churches were built in the new Gothic style. Gothic churches were both taller and brighter than earlier churches had been. The design of Gothic churches was made possible by advances in engineering. The most important of these advances was a new type of support called the flying buttress. Earlier churches had used interior columns and braces to support the roof, which meant that ceilings were low. Flying buttresses supported a church's walls from the outside, allowing much higher ceilings and largely eliminating the need for columns. This gave churches a much more [wide-open] feeling.... Church builders were [also] able to include much larger windows than ever before. In order to take advantage of this light, church officials hired artists to create panels of stained glass for the windows.

Source: Susan Ramirez et al., World History: Human Legacy, Holt 3.

Question: What were two ways that the flying buttresses on Gothic cathedrals improved the appearance of the building?

B. WOMEN AND POWER IN BYZANTIUM



Source: Istanbul, St. Sofia, Mosaic in the South Tribune: Christ with the Empress Zoe, who is presenting him with a scroll listing her donations to the church, and her consort, Monomachus, who is offering him a purse containing gold coins.

The mosaic, developed between 1034-1042, portrays the Empress Zoe, her consort, Christ (in the center). Zoe would later rule jointly with her sister, Theodora, despite their earlier struggle for power.

Questions: A. What evidence does this mosaic provide about the political relationship between Zoe and her husband?

B. What does it suggest about the relationship between church and state in Byzantium and about ways religion might be used to bolster political power? (Interpreting the haloes is a good start in answering this question.)

7. Note Cards (Following Pages)

Chapter 1 Note Cards (not on cards, but on the following pages, *this time*)

1. Byzantine Empire
2. Charlemagne
3. Feudalism
4. Magna Carta
5. Crusades

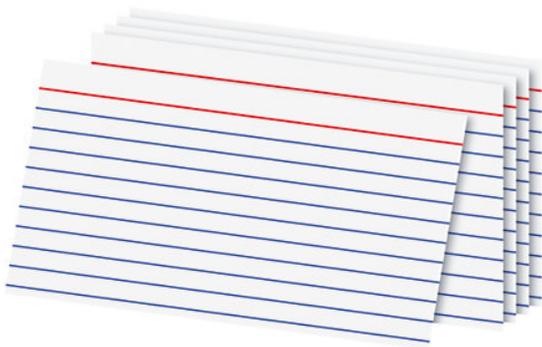
Note Card guidelines:

1. Who – Who is involved?
2. What – What is this?
3. When – When did this take place?
4. Where – Where did this take place?
5. Why – Why is this important?

*Who/what will generally be a definition and may be interchangeable for a person. You can say WHO the person was and WHAT they did.

**Be as specific as possible.

--Typically our notecards will be on index cards, but for the sake of simplicity, just do the assignment on the following pages --



Directions: Complete the following chart for your note cards. For the summer, this activity will replace using index cards.

Term:	Information:
1.	<ol style="list-style-type: none">1. Who2. What3. When4. Where5. Why
2.	<ol style="list-style-type: none">1. Who2. What3. When4. Where5. Why
3.	<ol style="list-style-type: none">1. Who2. What3. When4. Where5. Why

4.	<ol style="list-style-type: none">6. Who7. What8. When9. Where10. Why
5.	<ol style="list-style-type: none">1. Who2. What3. When4. Where5. Why

8. Sample Assessment

Directions: Answer the following questions. You may use your resources, but remember, AP style questions are pretty general, and based on document analysis and comprehension.

World Civilizations: The Global Experience, AP Edition, Chapter 10

Multiple-Choice Questions

1. How did the spread of Christianity affect the polytheistic religions already extant in northern Europe?
 - A) All traces of those earlier religions were eradicated.
 - B) Conversion produced a religious amalgam of Christianity and beliefs in magic and supernatural spirits.
 - C) Many areas of Europe retained purely polytheistic religions.
 - D) Christianity achieved few conversions, and most of Europe retained polytheistic religions.
2. Following the fall of Rome, where was the center of the postclassical West?
 - A) In the former Roman colony of Spain
 - B) In Italy, particularly Rome
 - C) In the central plain of northern Europe
 - D) Greece
3. Manorialism was the system that
 - A) described economic and political relations between landlords and their peasant laborers.
 - B) secular authorities utilized to name bishops.
 - C) defined relationships between members of the military elite.
 - D) united the traditions of classical rationalism with medieval Christianity.
4. Which of the following statements concerning the manorial system is NOT true?
 - A) It was comprised of essentially self-sufficient manors.
 - B) It had originated in the Roman Empire.
 - C) Its obligations bore heavily on serfs.
 - D) It was technologically sophisticated.
5. Vassals were
 - A) grants of land given to lesser members of the military elite in return for military service.
 - B) agricultural laborers.
 - C) members of the military elite who received land in return for military service.
 - D) greater lords within the military elite who commanded military bands.

6. Clovis was the Frankish king responsible for the

- A) defeat of the Muslims.
- B) conversion of his people to Christianity.
- C) creation of a substantial empire.
- D) establishment of the Carolingian dynasty.

7. What monk was responsible for the creation of a set of rules for Western monasteries in the 6th century?

- A) Basil
- B) Bernard of Clairvaux
- C) Benedict of Nursia
- D) Boniface VIII

8. What Frankish monarch was able to establish a substantial empire in 800?

- A) Clovis
- B) Charles Martel
- C) Pepin III
- D) Charlemagne

9. The imperial title formerly held by the Carolingians was later claimed by:

- A) France
- B) Italy
- C) England
- D) The Holy Roman Empire

10. What institutions were responsible for the regulation of apprenticeship, guarantee of good workmanship, and admission to various trades?

- A) Guilds
- B) Monasteries
- C) Feudal monarchies
- D) Serfs

AP Style Questions

Questions 1-3 refer to the passage below.

“At that time, great disturbances erupted among the lower ranks of people, by which England was nearly ruined. Never was a country in such jeopardy, and all because some commoners sought to claim liberties to which they were not entitled. It is customary in England, as in other countries, for the nobility to have great privileges over the commoners, who are bound by law and custom to plow the lands of nobles, harvest the grain, carry it to the barn, and perform various other services for their lords.

The evil-disposed in these districts began to rise, saying they were too severely oppressed; at the beginning of the would there were no unfree people, and that no one ought to be treated as such, unless he had committed treason against his lord, as Lucifer had done against God: they had done no such thing, for they were men formed after the same likeness as their lords, who treated them like beasts. They could no longer bear this, and wanted to be free. And if they were to do any work for their lords, they demanded to be paid for it.”

Jean Froissart, French chronicler, late 1300s

1. The events described in the passage represent a reaction against which of the following forms of coerced labor?
 - a. Slavery
 - b. Military conscription
 - c. Indentured servitude
 - d. Serfdom
2. English nobles resisted peasant demands such as those described in the passage because agricultural labor in many parts of the 14th century Afro-Eurasia had become scarce as a result of which of the following developments?
 - a. The migration of peasants to cities in search of industrial employment.
 - b. Significant increase in mortality due to the spread of epidemic diseases.
 - c. The development of wage based economies with the emergence of capitalism.
 - d. Widespread famine resulting from rising global temperatures.
3. All of the following statements are factually accurate. Which most likely explains Froissart’s view of the peasants’ grievances discussed in the passage?
 - a. Even though he was French, Froissart traveled to England to collect information for his chronicles.
 - b. Peasant revolts were fairly common in Medieval Europe.
 - c. History writing in Medieval Europe was aimed primarily at elite audiences.
 - d. In addition to his chronicles, Froissart wrote a work of romance based on the legend of King Arthur.

Short Answer

For a short-answer question, a good response should:

- *accomplish all three tasks set by the question*
- *it should answer each task with complete sentences and must show some specific knowledge of history to receive credit*

a) Identify ONE development in 9th- and 10th-century western Europe that pointed the way to political recovery.

b) Identify ANOTHER development in 9th- and 10th-century western Europe that pointed the way to economic recovery.

c) Identify the crises of the later Middle Ages in western Europe.