

Name: _____

AP World History Summer Assignment

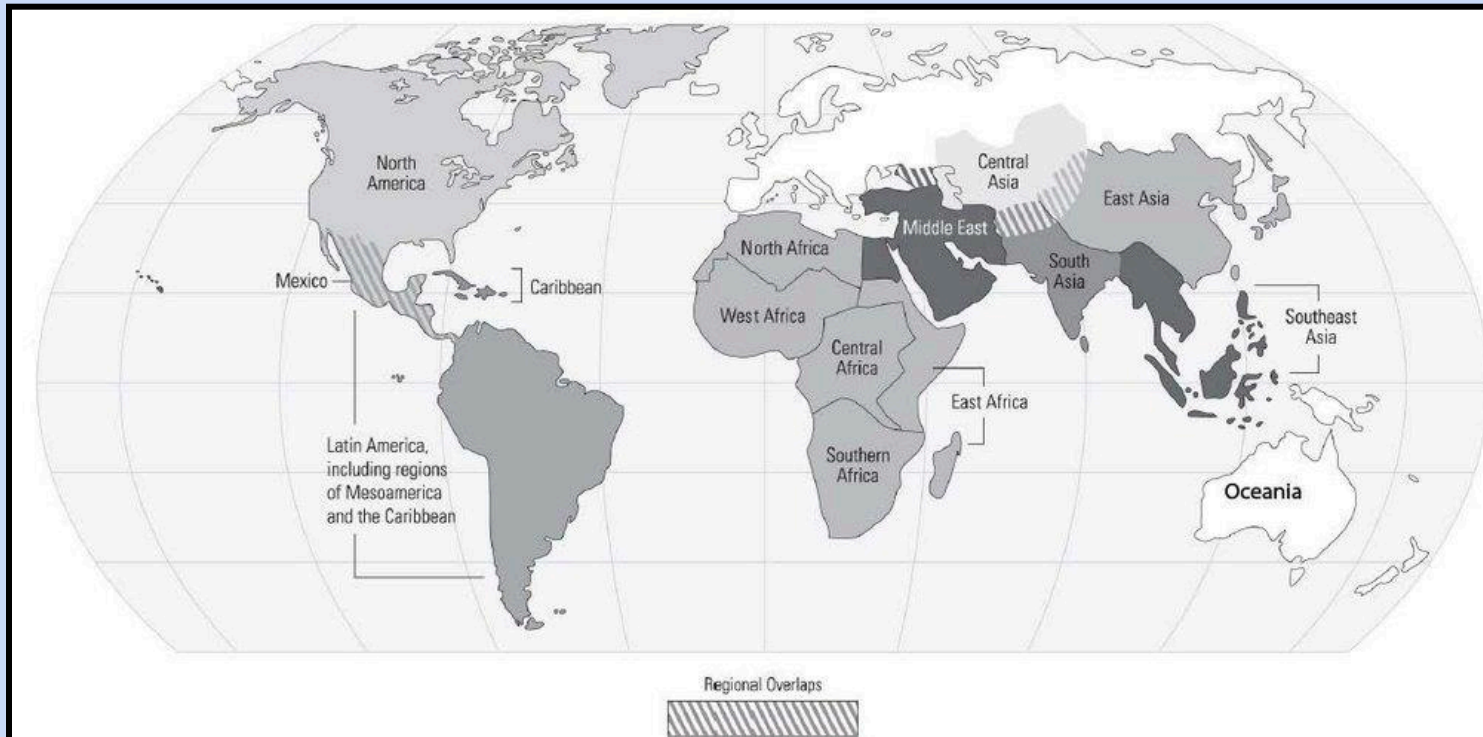
Please make sure to complete the following summer assignment and submit to your AP World History Classroom page on Google Classroom under “Summer Assignment,” and it is **due at the beginning of the 3rd day of class.** The assignment will be graded for accuracy, effort, and completion. There is more information under “Final Notes” on the last page. NDA Email Address: cerimelem@ndapandas.org.

Learning Outcomes:

- LO 1: Identify the major AP World History regions of the world.
- LO 2: Identify people, products, and ideas throughout East Asia, South Asia, the Middle East, and East Africa and their places of origin.
- LO 3: Identify the places that major people, products, and ideas moved to between AD 1200-1450 (Time Period A).
- LO 4: Explain how people, products, and ideas move by learning about these *Buzzwords: Zheng He, Chen Zuyi, Yongle Dynasty, Products around the Indian Ocean, Tribute, Technology, Cultural Diffusion, Chingghis Khan, Mongol Warfare, Mongol World War, Ortugh, Pastoral Nomad, Mongol Women, Causes of Mongol Conquest, and Effects of Mongol Conquest.*
- LO 5: Write an SAQ (Short Answer Question) in the correct AP format.

Part 1: Learning Outcome 1

Directions: Examine the map and write your answers in **1-3 complete sentences.**



Name: _____

AP World History Summer Assignment

- Question 1. What AP World History region of the world do you live in? What is one political, religious, intellectual, economic, social, or technological feature of this region that you observe or interact with?
- Question 2: What different AP World History region have you traveled to or want to travel to? What is one political, religious, intellectual, economic, social, or technological feature of this region that you have interacted with or think you may interact with?

Part 2: Learning Outcome 2

- Question 3; **Directions:** Read the “Southernization” article by Lynda Shaffer and complete the diagram below as you read **by listing the CAPITALIZED NAMES of 5 of the people, products, or ideas from the WORD BANK ON THE NEXT PAGE into the CORRECT PLACES OF ORIGIN ON THE MAP.** You do not need to write these in complete sentences, but list your answers. These are important people, products, ideas, and places to know throughout the course.



Name: _____

WORK BANK		
People	Products	Ideas and Technologies
BUDDHIST MISSIONARIES ENSLAVED PERSONS	COTTON TEXTILES (clothes) SILK SUGARCANE PLANT (edible) SUGAR CRYSTALS BLUE-BLACK GARB (shirt) COTTON CANVAS CHAMPA RICE SPICES (pepper, cinnamon) COMPASS BLOCK PRINTING CITRUS FRUITS (oranges, lemons, grapefruit)	LUG SAILS NAVIGATING WITH STARS MATHEMATICS (Algebra) INVENTION OF "0" BUDDHISM

Part 3: Learning Outcome 3

Name: _____

Directions: As you continue to read the “Southernization” article by Lynda Schaffer, answer the following questions **in 2-4 complete sentences.**

- Question 4: In your own words, what is Southernization?
- Question 5: Summarize what is happening to all of these different people, products, ideas and technologies between the time periods of 2300 BCE (2300 BC) and 1300 CE (AD 1300).

Name: _____

- Question 6: **Directions:** **First**, pick 3 of the items from the Product Column and make a Grocery List of which ones you would want to buy and rank them as 1, 2, and 3 respectively based on Number 1 being the highest. When ranking them, consider which product you like the most, think is the most interesting, think would be the tastiest, OR which one (after looking it up online) would be the most valuable, important, expensive to the world. **Secondly**, DRAW each of the 3 items in the correct area of the chart.

- 1)

- 2)

- 3)

Name: _____

- **Question 9 (Technology):** Did Zheng He travel to **East Africa** by traveling through open ocean or along the coastlines?
- **Question 10 (Products of the Indian Ocean):** When Zheng He got to **East Africa**, what did he trade for in the East African city of Mogadishu, and what did he give in return?
- **Question 11 (Cultural Diffusion):** What is 1 particular story that Chinese traders had of the civilizations in **East Africa** that they traded with?

Part 5: Learning Outcome 4

Directions: Starting on the next page, read these pages from Chapter 4 of *Ways of the World* (4th Edition) by Robert W. Strayer and Eric W. Nelson of the book about the Mongols and answer the questions below **in 1-3 complete sentences.**

CHAPTER

4

The Mongol Moment
and the Re-Making
of Eurasia

1200–1450

Breakout: The Mongol Empire

From Temujin to Chinggis Khan:
The Rise of the Mongol Empire
Explaining the Mongol Moment

Encountering the Mongols

China and the Mongols
Persia and the Mongols
Russia and the Mongols

**The Mongol Empire as a Eurasian
Network**

Toward a Eurasian Economy
Diplomacy on a Eurasian Scale
Cultural Exchange in the Mongol
Realm
The Plague: An Afro-Eurasian
Pandemic

**Reflections: Assessing Historical
Change****« AP Analyzing Evidence**

How does this Indian artist convey to his audience the grandeur and power of Chinggis Khan? What elements of Chinggis Khan's life and accomplishments are absent from this image?

In late 2012, the Central Asian nation of Mongolia celebrated a "Day of Mongolian Pride," marking the birth of the country's epic hero Chinggis Khan 850 years earlier. Officials laid wreaths at a giant monument to the warrior leader; wrestlers and archers tested their skills in competition; dancers performed; over 100 scholars made presentations; traditional costumes abounded. For this small and somewhat remote country, seeking to navigate between its two giant neighbors, China and Russia, it was an occasion to express its own distinctive identity. And Chinggis Khan is central to that identity.

The 2012 celebrations marked a shift in Mongolian thinking about Chinggis Khan that has been under way since the 1990s. Under the country's earlier Soviet-backed communist government, the great Mongol leader had been regarded in very negative terms. After all, his forces had decimated Russia in the thirteenth century, and resentment lingered. But as communism faded in both Russia and Mongolia at the end of the twentieth century, the memory of Chinggis Khan made a remarkable comeback in the land of his birth. "He is like a god to us," said Bat-Erdene Batbayar, a Mongolian historian and political figure. "He is the founder of our state, the root of our history. The communists very brutally cut us off from our traditions and history. . . . Now we are becoming Mongols again."¹

Increasingly, Chinggis Khan's bloody conquests were played down, and he was celebrated as a unifier of the Mongolian peoples, the creator of an empire tolerant of various faiths, and a promoter of economic and cultural ties among distant peoples. Vodka,

cigarettes, a chocolate bar, two brands of beer, the country's most prominent rock band, and the central square of the capital city all bore his name, while his picture appeared on Mongolia's

stamps and money. Rural young people on horseback sang songs in his honor, and their counterparts in urban Internet cafés constructed websites to celebrate his achievements. ■

All of this is a reminder of the enormous and surprising role that the Mongols played in the Eurasian world of the thirteenth and fourteenth centuries and of the continuing echoes of that long-vanished empire. The Mongols drew regions of Eurasia more closely together than ever before, toppled well-established political regimes in China and the Islamic world, and dominated the steppes of Central Asia and the relatively new civilization of the Rus. But Mongol rule was relatively short-lived and had only a limited impact on the cultures of conquered peoples. The Mongols brought no new language, religion, or civilization to their conquered lands. Instead, the collapse of their empire left a political vacuum into which numerous new political regimes based on older patterns emerged—the Ming dynasty in China, the Ottoman and Safavid empires in the Middle East, and an expansive Russian state in Eastern Europe.

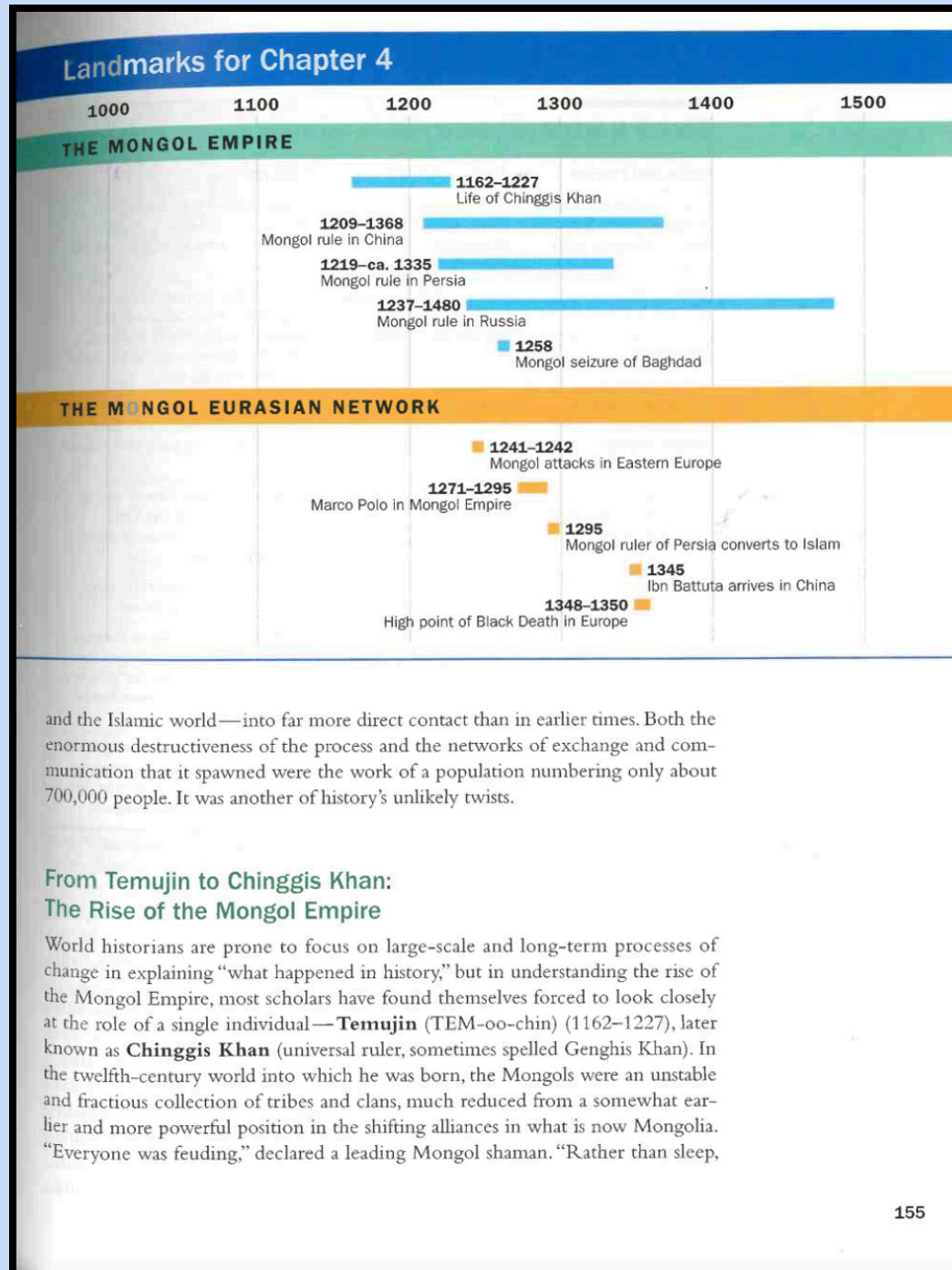
Breakout: The Mongol Empire

The Mongol invasions of the thirteenth century were just the latest in a long but intermittent series of incursions into agricultural civilizations by pastoralists from the steppes and deserts of Eurasia and Africa. For 2,000 years or more before the Mongols burst upon the scene, pastoralists—the Xiongnu, Arabs, Turks, Berbers—had played a major role in Afro-Eurasian history and represented a standing challenge to and influence upon the agrarian civilizations on their borders. What enabled pastoral peoples to repeatedly build powerful empires despite their small numbers was their lifestyle, which was centered on herding animals in regions where farming was difficult or impossible (see Chapter 1). Their embrace of horseback and camel riding as they hunted and tended their itinerant flocks and herds provided the foundation for their mastery of mounted warfare based on mobility. (See Snapshot: Varieties of Pastoral Societies.)

AP® EXAM TIP

The social, economic, and political effects of the Mongol Empire are important details for the AP® exam.

Of all the pastoral peoples who took a turn on the stage of world history, the Mongols made the most stunning entry. Their thirteenth-century breakout from Mongolia gave rise to the largest land-based empire in all of human history, stretching from the Pacific coast of Asia to Eastern Europe (see Map 4.1). This empire joined the pastoral peoples of the inner Eurasian steppes with the settled agricultural civilizations of outer Eurasia more extensively and more intimately than ever before. It also brought the major civilizations of Eurasia—Europe, China,



SNAPSHOT Varieties of Pastoral Societies

Region and Peoples	Primary Animals	Features
Inner Eurasian steppes (Xiongnu, Yuezhi, Turks, Uighurs, Mongols, Huns, Kipchaks)	Horses; also sheep, goats, cattle, Bactrian (two-humped) camel	Domestication of horse by 4000 B.C.E.; horseback riding by 1000 B.C.E.; site of largest pastoral empires
Southwestern and Central Asia (Seljuks, Ghaznavids, Mongol il-khans, Uzbeks, Ottomans)	Sheep and goats; used horses, camels, and donkeys for transport	Close economic relationship with neighboring towns; pastoralists provided meat, wool, milk products, and hides in exchange for grain and manufactured goods
Arabian and Saharan deserts (Bedouin Arabs, Berbers, Tuareg)	Dromedary (one-humped) camel; sometimes sheep	Camel caravans made possible long-distance trade; camel-mounted warriors central to early Arab/Islamic expansion
Grasslands of sub-Saharan Africa (Fulbe, Nuer, Turkana, Masai)	Cattle; also sheep and goats	Cattle were a chief form of wealth and central to ritual life; little interaction with wider world until nineteenth century
Subarctic Scandinavia, Russia (Sami, Nenets)	Reindeer	Reindeer domesticated only since 1500 C.E.; many also fished
Tibetan plateau (Tibetans)	Yaks; also sheep, cashmere goats, some cattle	Tibetans supplied yaks as baggage animals for overland caravan trade; exchanged wool, skins, and milk with valley villagers and received barley in return
Andean Mountains	Llamas and alpacas	Andean pastoralists in a few places relied on their herds for a majority of their subsistence, supplemented with horticulture and hunting

All data derived from Thomas J. Barfield, "Pastoral Nomadic Societies," in *Berkshire Encyclopedia of World History* (Great Barrington, MA: Berkshire, 2005), 4:1432–37.

they robbed each other of their possessions. . . . There was no respite, only battle. There was no affection, only mutual slaughter."²

The early life of Temujin showed few signs of a prominent future. The boy's father had been a minor chieftain of a noble clan, but he was murdered by tribal rivals before Temujin turned ten, and the family was soon deserted by other members of the clan. As social outcasts without livestock, Temujin's small family, headed by his resourceful mother, was forced to abandon pastoralism, living instead by hunting, fishing, and gathering wild foods. It was an enormous and humiliating drop in their social status. In these desperate circumstances, Temujin's remarkable character came into play. His personal magnetism and courage and his inclination



MAPPING HISTORY

Map 4.1 The Mongol Empire

Encompassing much of Eurasia, the Mongol Empire was divided into four khanates after the death of Chinggis Khan.

READING THE MAP: Which of the four khanates included the traditional Mongol homeland?

MAKING CONNECTIONS: What does a comparison of this map with Map 3.1 in Chapter 3, The Silk Roads, suggest about the limits of Mongol expansion?

AP[®] Contextualization

Based on this map, what geographic features prevented Mongol conquests from expanding even farther?

AP[®] Causation

What were the primary influences on the process of Mongol state building?

to rely on trusted friends rather than ties of kinship allowed him to build up a small following and to ally with a more powerful tribal leader. This alliance received a boost from Chinese patrons, always eager to keep the pastoralists divided. Soon Temujin was recognized as a chief in his own right with a growing band of followers.

AP® EXAM TIP

You must know the methods that empires, such as the Mongol Empire, used to maintain control over their subjects.

Temujin's rise to power within the complex tribal politics of Mongolia was a surprise to everyone, as it took place amid shifting alliances and betrayals. Temujin achieved a mounting string of military victories, aided by the indecisiveness of his enemies, a reputation as a leader generous to friends and ruthless to enemies, and the incorporation of warriors from defeated tribes into his own forces. In 1206, a Mongol tribal assembly recognized Temujin as Chinggis Khan, supreme leader of a now unified Great Mongol Nation. It was a remarkable achievement, but one little noticed beyond the highland steppes of Mongolia. That would soon change.

The unification of the Mongol tribes raised an obvious question: what was Chinggis Khan to do with the powerful army he had assembled? Without a common task, the new and fragile unity of the Mongols would surely dissolve into quarrels and chaos; and without external resources to reward his followers, Chinggis Khan would be hard-pressed to maintain his supreme position. Both considerations pointed in a single direction—expansion, particularly toward China, long a source of great wealth for pastoral peoples.

In 1209, the first major attack on the settled agricultural societies south of Mongolia set in motion half a century of a **Mongol world war**—military campaigns, massive killing, and empire building without precedent in world history. In the process, Chinggis Khan, followed by his sons and grandsons (Ogodei, Mongke, and Khubilai), constructed an empire that contained China, Central Asia, Russia, much of the Islamic Middle East, and parts of Eastern Europe (see Map 4.1, page 157). “In a flash,” wrote a recent scholar, “the Mongol warriors would defeat every army, capture every fort, and bring down the walls of every city they encountered. Christians, Muslims, Buddhists, and Hindus would soon kneel before the dusty boots of illiterate young Mongol horsemen.”³

Various setbacks marked the outer limits of the Mongol Empire—the Mongols' withdrawal from Eastern Europe (1242), their defeat at Ain Jalut in Palestine at the hands of Egyptian forces (1260), the failure of their invasion of Japan owing to a typhoon (1281), and the difficulty of penetrating the tropical jungles of Southeast Asia. But what an empire it was! How could a Mongol confederation, with a total population of less than 1 million people and few resources beyond their livestock, assemble an imperial structure of such staggering dimensions?

Explaining the Mongol Moment

The Mongol realm grew of its own momentum without any grand scheme or blueprint for world conquest. Each fresh victory brought new resources for making war and new threats or insecurities that seemed to require further expansion. But as the empire took shape and certainly by the end of his life, Chinggis Khan had come to see his career in terms of a universal mission. “I have accomplished

a great work," he declared, "uniting the whole world in one empire."⁴ Thus the Mongol Empire acquired its ideology as it was being constructed.

What made this "great work" possible? The odds seemed overwhelming, for China alone outnumbered the Mongols 100 to 1 and possessed incomparably greater resources. Furthermore, the Mongols did not enjoy any technological superiority over their many adversaries. They did, however, enjoy the luck of good timing in their encounters with both China and the Islamic Middle East. China was divided between the Song dynasty ruling the south and the pastoral Jurchen people in control of much of the north. In the Middle East, the decrepit Abbasid caliphate, once the center of the Islamic world, had shrunk to a fraction of its earlier size. But clearly, the key to the Mongols' success lay in their army. According to one scholar, "Mongol armies were simply better led, organized, and disciplined than those of their opponents."⁵ In an effort to diminish a divisive tribalism, Chinggis Khan reorganized the entire social structure of the Mongols into military units of 10, 100, 1,000, and 10,000 warriors, an arrangement that allowed for effective command and control. Conquered tribes, especially, were broken up, and their members were scattered among these new units, which enrolled virtually all men and supplied the cavalry forces of Mongol armies. A highly prestigious imperial guard also recruited members across tribal lines.

An impressive discipline and loyalty to their leaders characterized Mongol military forces, and discipline was reinforced by the provision that should any members of a unit desert in battle, all were subject to the death penalty. More positively, loyalty was cemented by the leaders' willingness to share the hardships of their men. "I eat the same food and am dressed in the same rags as my humble herdsmen," wrote Chinggis Khan. "I am always in the forefront, and in battle I am never at the rear."⁶ Such discipline and loyalty made possible the elaborate tactics of encirclement, retreat, and deception that proved decisive in many a battle. Furthermore, the enormous flow of wealth from conquered civilizations benefited all Mongols, though not equally. Even ordinary Mongols could now dress



A Mongol Warrior Horseback-riding skills, honed in herding animals and adapted to military purposes, were central to Mongol conquests, as illustrated in this Ming dynasty Chinese painting of a mounted Mongol archer. (Victoria & Albert Museum, London, UK/Bridgeman Images)

AP Analyzing Evidence

What does this image show about Mongol military techniques?

AP® EXAM TIP

It is important to know how empires used military forces to gain and maintain control.

in linens and silks rather than hides and felt, could own slaves derived from the many prisoners of war, and had far greater opportunities to improve their social position in a constantly expanding empire.

To compensate for their own small population, the Mongols incorporated huge numbers of conquered peoples into their military forces. “People who lived in felt tents”—mostly Mongol and Turkic pastoralists—were conscripted en masse into the cavalry units of the Mongol army, while settled agricultural peoples supplied the infantry and artillery forces. As the Mongols penetrated major civilizations, with their walled cities and elaborate fortifications, they quickly acquired Chinese techniques and technology of siege warfare. Some 1,000 Chinese artillery crews, for example, took part in the Mongol invasion of distant Persia. Beyond military recruitment, Mongols demanded that their conquered people serve as laborers, building roads and bridges and ferrying supplies over long distances. Artisans, craftsmen, and skilled people generally were carefully identified, spared from massacre, and often sent to distant regions of the empire where their services were required. A French goldsmith captured by Mongol forces in Hungary wound up as a slave in the Mongol capital of Karakorum (kah-rah-KOR-um), where he constructed an elaborate silver fountain that dispensed wine and other intoxicating drinks.

A further element in the military effectiveness of Mongol forces lay in a growing reputation for a ruthless brutality and utter destructiveness. City after city was utterly destroyed. Chinggis Khan’s policy was clear: “Whoever submits shall be spared, but those who resist, they shall be destroyed with their wives, children and dependents . . . so that the others who hear and see should fear and not act the same.”⁷⁷ (See Working with Evidence, Source 4.3, page 187.) One scholar explained such policies in this way: “Extremely conscious of their small numbers and fearful of rebellion, Chinggis often chose to annihilate a region’s entire population, if it appeared too troublesome to govern.”⁷⁸ These policies also served as a form of psychological warfare, a practical inducement to surrender for those who knew of the Mongol terror. Historians continue to debate the extent and uniqueness of the Mongols’ brutality, but their reputation for unwavering harshness proved a military asset.

Beyond the purely military dimensions of the Mongols’ success was an impressive ability to mobilize both the human and material resources of their growing empire. Elaborate census-taking allowed Mongol leaders to know what was available to them and made possible the systematic taxation of conquered people. The beginnings of a centralized bureaucracy with various specialized offices took shape in the new capital of Karakorum. There scribes translated official decrees into the various languages of the empire, such as Persian, Uighur, Chinese, and Tibetan. An effective system of relay stations, about a day’s ride apart, provided rapid communication across the empire and fostered trade as well. The Italian traveler Marco

Polo's admiration for the relay system, which he witnessed first hand, is apparent in his description:

And at each of those stations used by the messengers there is a large and handsome building for them to put up at, in which they find all the rooms furnished with fine beds and all other necessary articles in rich silk, and where they are provided with everything they can want. If even a king were to arrive at one of these, he would find himself well lodged. At some of these stations, moreover, there shall be posted some 400 horses standing ready.⁹

Other policies appealed to various groups among the conquered peoples of the empire. Interested in fostering commerce, Mongol rulers often offered merchants 10 percent or more above their asking price and allowed them the free use of the relay stations for transporting their goods. In administering the conquered regions, this Mongol support for commerce was especially important in China, where merchants had traditionally been granted only a rather low status. This support found expression in the creation of *Ortughs*, state-approved associations of merchants that allowed them to pool their resources and limit their losses in the event that a particular caravan failed. Low interest loans were provided to merchants who belonged to an *Ortugh*. In both China and Persia, merchants also received substantial tax breaks and financial backing for their caravans.

Mongols held the highest decision-making posts in the empire, but Chinese and Muslim officials held many advisory and lower-level positions in China and Persia, respectively. In religious matters, the Mongols welcomed and supported many religious traditions—Buddhist, Christian, Muslim, Daoist—as long as they did not become the focus of political opposition. This policy of religious toleration allowed Muslims to seek converts among Mongol troops and afforded Christians much greater freedom than they had enjoyed under Muslim rule. One of Chinggis Khan's successors, Mongke, arranged a debate among representatives of several religious faiths, after which he concluded: "Just as God gave different fingers to the hand, so has He given different ways to men."¹⁰ Such economic, administrative, and religious policies provided some benefits and a place within the empire—albeit subordinate—for many of its conquered peoples.

Encountering the Mongols

The Mongol moment in world history represented an enormous cultural encounter between pastoralists and the settled civilizations of Eurasia. The process of conquest, the length and nature of Mongol rule, the impact on local people, and the extent of Mongol assimilation into the cultures of the conquered—all this and more varied considerably across the Eurasian domains of the empire. Everywhere,

AP® EXAM TIP

Be able to compare Mongol techniques of imperial management with those of other empires in this period.

AP® Causation

What accounts for the political and military success of the Mongols?

AP® EXAM TIP

Study these comparisons of Mongol rule in different countries as a guide for good essay construction.

Name: _____

- **Question 11: (Genghis Khan):** Who is Chinggis [Genghis] Khan, and what are 3 important details about him?

- **Question 12: (Mongol World War):** What is the Mongol World War?

Name: _____

- **Question 13 (Mongol Warfare):** What are 2 reasons why the Mongols were successful at conquering East Asia, Central Asia, the Middle East, and parts of Eurasia?
- **Question 14 (Ortugh):** What is an Ortugh?

Name: _____

Part 5; Learning Outcome 4

Directions: Watch the film about the Mongols from TEDEd (<https://www.youtube.com/watch?v=wUVvTqvjUaM>) and answer the following questions **in 1-3 complete sentences.**

- **Question 15 (Pastoral Nomad):** Based on the details on the video (with videos, please get into the habit of looking closely at the actions in the video first and the objects in the video second to help you answer the question), what is a pastoral nomad?
- **Question 16 (Noble Mongol Women):** What are the responsibilities of noble Mongol women?

Name: _____

- **Question 17 (Causes of Mongol Conquest):** What was Genghis Khan's reason for conquering most of Asia and Europe?
- **Question 18 (Effects of Mongol Conquest):** After conquering most of Asia and Europe, what were Genghis Khan's policies towards religion and workers who possess special skills?

Name: _____

AP World History Summer Assignment

Part 6: Learning Outcome 4

Question 19: **Directions: WRITE A 1-3 sentence description** of Genghis Khan and what you think ONE of his prized possessions would be. **Or, DRAW an image of Genghis Khan** with what you think would be ONE of his prized possessions.

Part 7: Learning Outcome 5

Directions: Examine the SAQ (Short Answer Question) models below and answer the 3 SAQ Questions at this end of this document about what you learned about trade throughout Asia between 1200-1450 and about the Mongols.

- **What is an SAQ (Short Answer Question)?**

- An SAQ is a Free-Response question about history in which you write down an answer with 1-3 clear, brief sentences about the historical topic given in the question using one of the historical thinking skills.
- **Examples are:**
 - Identify one continuity in the political system of China in the period 1200-1750.
 - Explain ONE way in which political continuities in China influenced the development of the global economy in the period 1200-1750.

- **What do I need to be able to do to answer the question?**

- Each question will ask you to complete one or more of these different historical thinking skills. The types of questions are defined and illustrated below.

- **Here are the definitions of each Historical Thinking Skill.**

- CAUSE: Causes of historical events.
- EFFECT: Effects of historical events on other parts of history
- CONTINUITY: How historical ideas remain the same over time.
- CHANGE: How historical ideas may change or appear different than they did before over time.
- COMPARISON: How historical ideas are similar and different from each other.

- **Here are examples of each Historical Thinking Skill.**

- CAUSE (underlined): Because the population of the community increases, a community builds more housing.
- EFFECT (underlined): Because the community builds more houses, more land is cleared to build them, leading to animals moving to another location.
- CHANGE: In the 1980's, many families had one large computer that stayed in their homes. Today, many people have personal computers that are portable, whether they are through their laptops, ipads, or phones.
- CONTINUITY: In the 1980's, many students wore official uniforms to school. Today, many students still wear official uniforms to school.
- COMPARISON: Today, at Notre Dame Academy, school starts at 8 AM on Monday, Tuesday, Thursday, and Friday, but school starts at 9 AM on Wednesday. However, today, at Notre Dame Academy, school ends close to 3 PM every day.
 - *** You will notice these two things in this response. (1) I had to talk about the time at Notre Dame Academy for both the similarities and differences. I must cover the same topics for all comparisons. (2) I had to cover both similarity and difference together. That will be important for later ***

- **How do I write an SAQ (Short Answer Question) answer that requests me to “Describe” or “Explain”?**
 - Writing an SAQ Response should be broken into 3 parts that may be put together as one sentence or broken into 2 sentences.
 - I prefer that the response be broken into 2 sentences because it may be clearer to write and stay on track in which the FIRST SENTENCE shares your TOPIC and EVIDENCE, and the SECOND SENTENCE shares your ANALYSIS.
 - **Here is how to do it.**
 - 1. Topic: Restate the major details of the question.
 - It is HIGHLY RECOMMENDED that you start off with the most appropriate of these phrases in your answer when you are able.
 - One historical example is ...
 - One way ...
 - One historical example that ...
 - One similarity is ...
 - One difference is ...
 - One example of a cause is ...
 - One example of an effect is ...
 - One example of continuity is ...
 - One example of a change is ...
 - 2. Evidence: Answer the question with a key historical fact written down in your own words. It should be a specific name of a person, place, event, item, object, concept, movement, belief, idea, etc.
 - Throughout the course, I will be referring to these key historical facts as “BUZZWORDS.” These are the items that show up often in your textbook and are looked for by the graders of the exam.

- If you are using an idea from a Primary or Secondary Source (Stimulus) as your evidence, it must be paraphrased in your own words. For the sake of this assignment, there is no Stimulus. We will be practicing these during the class.
- 3. Analysis: Briefly explain how in your own words how the evidence you gave supports the question.
 - When you are writing this sentence in your response, it is HIGHLY RECOMMENDED that you start off with the most appropriate of these phrases in your answer.
 - This shows that ...
 - This is due to the fact that ...
 - This is because ...
- **How do I write an SAQ (Short Answer Question) answer that requests me to just “Identify”?**
 - If the question just asks you to “Identify,” all you need to do is write 1 sentence where you complete the Topic and Evidence steps ONLY - WITHOUT the Analysis part.
 - In other words, just repeat the main parts of the question and answer the question with a key historical fact. You do NOT need to explain your historical fact all.
- **Videos that describe how to write an SAQ and show examples of SAQ Questions and Answers.**
 - Practice SAQ Questions and Answers: <https://www.youtube.com/watch?v=JuKEp64eqxc>
 - Structure of an SAQ Response (Spill the TEA!!!): <https://www.youtube.com/watch?v=xoM4tDOEQ-k>
 - Tips on how to write an SAQ: https://www.youtube.com/watch?v=l0842_d6Bjs

Models of SAQ Responses that EARNED CREDIT.

(A) Identify ONE continuity in the political system of China in the period 1200–1750. **1 point**

Examples that earn this point include the following:

- China was ruled by an imperial system for the entire period.
- Chinese government depended on Confucian principles.
- The civil service exam continued to be used throughout this time period.
- China's government had a professional bureaucracy.
- Chinese governments continued to follow the dynastic cycle throughout this period.

(B) Identify ONE change in the political system of China in the period 1200–1750. **1 point**

Examples that earn this point include the following:

- The Ming dynasty overthrew the Mongols.
- The Qing dynasty overthrew the Ming dynasty.
- China was ruled by multiple non-Chinese dynasties, such as the Jin, Yuan, and Qing.
- The Mongols sometimes used the traditional examination system but did not allow Chinese officials to obtain high positions in government.
- The Qing dynasty organized its military and administration according to the banner system.

Name: _____

(C) Explain ONE way in which political continuities in China influenced the development of the global economy in the period 1200–1750. **1 point**

Examples that earn this point include the following:

- The relative stability of Chinese governments helped make China a major producer of luxury goods for export to Afro-Eurasia.
- Chinese imperial policies encouraged the import of silver, first from Japan and then from the Americas.
- China's stability and productivity encouraged the growth of trade routes such as the Silk Roads and the Indian Ocean that connected China with other parts of Afro-Eurasia.
- Chinese dynasties continued to demand recognition of their political superiority through the tribute-trade system, which restricted the trading activities of Asian and European merchants.

Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do **NOT** write outside the box. Do not skip lines.

a) one continuity of the political system of China was Confucianism. This is because it was the principle of its imperial bureaucracy, and even when the Manchus took over, the civil service exam and Confucianism is still there. This shows how China continued to be an imperial bureaucracy even when new people came to power.

b) one change in China's political system was the brief stoppage of the civil service exam. While this didn't stick for long, in a series of reforms by an empress, the civil service exam wasn't required. This changed China's long standing tradition of meritocracy.

c) the political continuity of China's involvement in the global economy was state-sponsored exploration. This can be seen with Zheng He's explorations, in which he traveled much of the world, which led to global connections and trade. ^{later,} This type of movement is also seen through their protection of the Silk Road and building of the Grand Canal. These things all helped facilitate trade and make China prosperous during this period. This shows how state-sponsored activity allowed China to become economically wealthy through trade.

Explanation from AP College Board About Why A, B, and C Earned Credit.

Overview

Students were asked to identify one continuity in the political system of China in the period 1200–1750. They then were asked to identify one change in the political system of China in the period 1200–1750. And, lastly, they were asked to explain one way in which political continuities in China influenced the development of the global economy in that same period. The question primarily addressed Topics 1.1., 2.1., and 4.4. of the AP World History: Modern Course and Exam Description.

Sample: 3A

Score: 3

- a) The response earned 1 point for identifying Confucianism as a political continuity in the period 1200–1750.
- b) The response earned 1 point for identifying the brief stoppage of the civil service exam in China due to reforms in the period 1200–1750.
- c) The response earned 1 point for explaining that state-sponsored activity such as the Chinese government's involvement in the voyages of Zheng He, the protection of the Silk Roads, and the construction of the Grand Canal influenced the development of the global economy.

Models of SAQ Responses that DID NOT EARN CREDIT.

Write your answer to **SHORT-ANSWER QUESTION 3 or 4** on this page only. Do NOT write outside the box. Do not skip lines.

a. One continuity in the political system of China in 1200-1750 is the use of the civil service exam. This exam would determine one's capability of work in the government. This used continued over time as a way to select new government officials.

b. One change in the political system of China in the period 1200-1750 is Mao's use of totalitarianism during his reign. Mao Zedong implemented many economic, cultural, and political reforms at this time. The cultural revolution would silence critics as he made changes in attempt to restore China.

c. One way political continuities in China influenced the development of the global economy in the period 1200-1750 is China's contribution to production. During the period of immense trade, China was exporting as many goods as possible to contain mass amounts of silver. This would give China great wealth and would later influence the economy by the use of banks and new currency.

Explanation From AP College Board About Why Responses B, C did NOT earn credit.

Sample: 3C

Score: 1

- a) The response earned 1 point for identifying the civil service exam as a political continuity in the period 1200–1750.
- b) The response did not earn a point because the explanation refers to Mao Zedong, whose rule falls outside the time period.
- c) The response did not earn a point because the explanation does not address a political continuity that influenced China's role in global trade.

- Question 20: Identify one product that Zheng He brought back to China during the Yongle Dynasty between 1402-1424.

Name: _____

- Question 21: Identify one way that Yongle Emperor, an emperor of the Ming Dynasty, showed off or displayed his power over other states between 1402-1424.
- Question 22: Explain one effect that the Mongols conquest had on the economic conditions of Asia in the period 1200-1450.

Name: _____

AP World History Summer Assignment

Final Notes

To summarize, the purpose of this assignment is to learn about the people, products, and ideas that moved during 1200-1450 as well as the civilizations involved.

Please make sure to complete the following summer assignment and submit to your AP World History Classroom page on Google Classroom under “Summer Assignment” before the beginning of your AP World History class on the 3rd day of classes.

- **If it is submitted after your AP World History class begins on the 3rd day of classes, the assignment is late.**

The assignment will be graded for accuracy, effort, and completion.

- There are a range of correct answers for Questions 1, 2, 6, 16, 19, 20-22.

If you need more room to write your answers to the questions, you may add pages to this document using “Goodnotes” and write the Question Number and the additional parts of your answers on these added pages.

- You may NOT leave this document blank and complete all the questions on a separate document or sheet of paper unless given particular, written permission by the teacher.

After the assignment is submitted to Google Classroom on the **3rd day of classes**, we will be going over the answers that day and discussing the assignment together as a class.