1. Summarize the origins and the progress of the bubonic plague of the 14th century. Which regions were hit the hardest? Which regions were largely spared?

2. What were the social and economic outcomes of the plague?

3. How did the Ming dynasty rebuild the economy of China?

4. New states emerged in the fifteenth century in northern Italy, France, England, and Spain. Which was the most powerful state at this time and why?

5. What were some of the distinctive elements of the artistic Renaissance of western Europe in the fifteenth century?

6. How were the Ming Chinese able to establish a forceful presence in the Indian Ocean in the 15th century? How did the Ming dynasty rebuild the economy of China? When and why did this presence cease?

7. What were the Portuguese objectives in the exploration of the coast of west Africa? What did they accomplish?

8. What did Columbus hope to accomplish when he set forth across the Atlantic in 1492? What did he achieve?

9. What are some of the common elements in the process of European state building? What specific measures did the national monarchies take in order to establish and maintain their authority?

10. What were some of the common concerns of the Renaissance humanists?
Contextualization = the historical circumstances surrounding a particular event

EXTRA IMPORTANT:
to consider the context of events as more and more interregional contact and diffusion occurs.
REMINDERS:

• **ANYONE** owe me SAQ extra credit due to my absence or your absence?

• C 22 Q/A/V due TUESDAY 1/31
• Field Trip Tues 3/7

• TEST C 20-21-22
  2 SAQs
  TUES 2/7

AP Registration
2/1-2/13 ONLY
"Trade and exchange across cultural lines have played a crucial role in human history, being perhaps the most important external stimuli to change. . . . External stimulation has been the most important single source of change and development in art, science, and technology. Perhaps this goes without saying, since no human group could invent by itself more than a small part of its cultural and technical heritage."

-Philip Curtin, historian, *Cross-Cultural Trade in World History*, 1984

a) Identify and explain ONE change or development prior to 600 c.e. that would support the author’s assertion in the passage above.

b) Identify and explain TWO changes or developments prior to 600 c.e. that
What Good Responses Will Include

A good response will identify and explain **one** significant change or development in cultural practice and/or technology that was a consequence of trade and crosscultural exchange prior to 600 C.E. For example, students might identify and briefly explain how the spread of crops (e.g., rice and cotton from South Asia to the Middle East) encouraged changes in farming and irrigation techniques, or they might identify and briefly explain how religious practices and beliefs (in Buddhism or Christianity, for example) were transformed as they spread across regions.

In challenging Curtin’s assertions, a good response must also identify and explain **two** significant changes or developments in cultural practice and/or technology that emanated from independent local circumstances without initial connection to trade and cross-cultural exchange. For example, students might first identify and briefly explain the independent development of agriculture in places such as the Fertile Crescent, Sub-Saharan Africa, Mesoamerica, or the Andes. Students might provide an appropriate second example of an independently created cultural practice by identifying and explaining the origins of Confucianism in China.
Economic Organization: Terraced Farming? Mita service?
(conquered people did NOT have to pay tribute)
Role of government in trade?
Surplus? Draft animals?

DID NOT recognize personal property
**Waru Waru farming:**

The technique consists in combining raised beds with irrigation channels so as to prevent damage due to soil erosion during flooding.

Since 300 BCE
Recently revived...
Human Sacrifice?

**Inti? Viracocha?** Sin understood as disruption of divine order - priestly class...

**Tupac Amaru**: mummy bundles
Considered the creator god he was the father of all other Inca gods and it was he who formed the earth, heavens, sun, moon and all living beings.
Social Organization: Language? Ayllu?
Class system: (aristocrats, priests, peasants)
Population of empire: **11.5 million**
Inca gold and silver
Why more long distance trade at this time (Causes)?

- After stabilizing period, Mongols created a political foundation for this interaction
- Diplomacy (Marco Polo, Ibn Battuta, Rabban Sauma)
- Islamic scholars encouraged to relocate as dar-al-Islam grew
- Missionary activity (Sufis and Christians) (John Montecorvino)

Effects of this long distance trade?

- Exchange of technology (gunpowder technologies, paper making technologies, navigational technologies) (by mid 13th C: Europeans had gunpowder rockets that could blow holes in walls)
- Cultural exchange (art, music, science, medicine, math)
- Crops (cotton, rice, sugarcane = slaves)
- (Little Ice Age 1300 CE) and the Bubonic Plague =
  (population decline: Europe 79 → 60 million; China 85 → 75 million)
- From SW China → Europe (Caffa)
  1346 Black Sea Ports,
  1347 Mediterranean ports,
  1348 Western Europe
- Labor shortages/ no social class immune
- (60-70% mortality rate)
- Demands for higher wages lead to riots

Population decline in millions: but offset by better nutrition
- trade requires diplomatic relations after 1000 CE
- Mongols, Christians recognize Muslims as common enemy, 13th C
- Pope approaches Mongols to convert/ Mongol counter offer?
- argument becomes moot when the Ilkan converts to Islam
Ibn Battuta (1304-1369)

- He journeyed more than 75,000 miles (121,000 km), a figure unsurpassed by any individual explorer until the coming of the Steam Age some 450 years later.

- Travelled to more than 44 modern countries.

- His journeys lasted for a period of almost thirty years. This covered nearly the whole of the known Islamic world and beyond, extending from North Africa, West Africa, Southern Europe and Eastern Europe in the West, to the Middle East, Indian subcontinent, Central Asia, Southeast Asia and China in the East, a distance readily surpassing that of his predecessors.
Rabban Sauma = a Turkish/Mongol monk turned Nestorian Christian diplomat

Traveled to Jerusalem from China- ended up spending Years in Baghdad and recorded his observations

“The narrative is unique for its observations of medieval Europe during the end of the Crusading period, through the eyes of an observant outsider from a culture thousands of miles away”
1. Summarize the origins and the progress of the bubonic plague of the 14th century. Which regions were hit the hardest? Which regions were largely spared?

2. What were the social and economic outcomes of the plague?

What areas of the world are in the best position to recover from the negative effects of the Little Ice Age and the Plague?

FIND the SAQ you were supposed to answer on FRIDAY about the Bubonic Plague
a) One cause of the spread of disease indicated on the map was the diffusion of the bubonic plague along popular and well traveled overland and maritime trade routes. For example, fleas that carried the disease were carried by rats that boarded ships in key trading ports like Caffa in 1346 and traveled to Venice, the most important trading city in the Mediterranean and from there infected all of Western Europe.

b) One demographic effect of the spread of disease would be widespread death and depopulation. China and Western Europe were especially affected, losing approximately 2/3 of their population because no cure was found for the plague.

c) One social effect of the spread of disease was a big drop in the available labor pool. There was a great demand for labor and those that did survive could demand higher wages, which the business owners could not afford to pay due to the failed economy. This led to unrest and riots on the part of the workers which only added to the general chaos brought on by the plague.
3. How did the Ming dynasty rebuild the economy of China?

6. How were the Ming Chinese able to establish a forceful presence in the Indian Ocean in the 15th century? How did the Ming dynasty rebuild the economy of China? When and why did this presence cease?

Give us EVIDENCE for this.

FIND the charts you were supposed to finish on FRIDAY

C 20-21-22 TEST on T 2/7
2 SAQs
COMPARISONS = SIMILARITIES AND DIFFERENCES

- Made across different time periods, across different geographical locations and between different historical events or developments within the same time period/geographical location

- MUST be comparable things! Can’t compare apples and oranges.....

- SO: How is one development like/unlike another development from the same time or a different time?
  - Why did an event or development affect different groups in similar/different ways?
  - How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?

CCOT = changes AND continuities!
CONTINUITY = NO CHANGE
• Connecting historical events and processes to specific circumstances of time and place as well as broader regional, national or global processes that INFLUENCED the event in question.....

• SO: What contemporaneous events might have affected the author’s viewpoint or message?
• How does the context affect the reliability of the source?
• What was happening at the time the event happened? In the country? In the region? In the world?
SYNTHESIS =

• Develop an understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connection between a given historical issue/ historical contexts/ periods, themes or disciplines

• SO: How can your event/historical figure connect to something in a different time period? How would looking at another discipline help you understand your event/historical figure?
PERIODIZATION=

- The evaluation of a particular event as a turning point between different definable historical periods, when considered in terms of particular historical evidence.

- SO: why 1450? And NOT 1492?

- In the development of your argument, explain what changed and what stayed the same from the period immediately before the turning point date and immediately following it.

LEQ tests ONE HTS.
You choose one of two questions to answer.

CAUSATION
CCOT
PERIODIZATION
COMPARISON
RECOVERY: China
Ming Dynasty 1368-1644
- Re-establish immediate centralization (Forbidden City)
  (Direct rule by emperor: Hongwu)
  - Confucian educational system reliance on Mandarins (emissaries)
  - Eunuchs (Zheng He)
  - centralized structure established here lasts until 1911
- promoted industry (porcelain, silk)
  - repaired irrigation systems, factories, internal trade, Great Wall, Navy
- cultural revival (Yongle dictionary)
- Mongols
Zheng He’s treasure ship (400 ft) and Columbus’ St. Maria (85 ft)
• Imperial palace from Ming to end of Qing dynasty
• 980 buildings/ 7,800,000 sq feet
4. New states emerged in the fifteenth century in northern Italy, France, England, and Spain. Which was the most powerful state at this time and why?

9. What are some of the common elements in the process of European state building? What specific measures did the national monarchies take in order to establish and maintain their authority?

5. What were some of the distinctive elements of the artistic Renaissance of western Europe in the 15th century?

10. What were some of the common concerns of the Renaissance humanists?

Give us EVIDENCE for this.
RECOVERY: Western Europe

State Building (by late 15th C)
- Regional states rather than centralized authority
- HRE in name only: power falls to German princes
- standing armies established (except England) (FR: 15,000)
- ability to levy (taxes and to keep the nobility in check
- asserted authority of central govt over nobility
- Spain united by marriage of Fernando of Aragon and Isabel of Castile (= *reconquista*)
- technology strengthened power of the states
- Grand Prince Ivan III declared independence from Mongol Khan (Golden Horde)

City States
- Began in Italy: Milan, Florence, Venice Rome, Papal States
- levied direct taxes, issued long term bonds

Hundred Years’ War (1337-1453)
- England vs. France
- Regional monarchies assert their power (FR)

FR: salt and sales tax
GB: hearth tax, head tax, plow tax

Cross bow/gunpowder/cannon =
RECOVERY: Western Europe
The Renaissance

- “Rebirth” (Greek bible)
- Art, Architecture, Scholarship and Literature
  - **Humanism** = (literature, history, moral philosophy: committed to Christianity)
- Linear Perspective
- John Gutenberg (1439)
  - (paper from Arabs, who learned from the Chinese)
- the Medici family

Possible to live a virtuous life and not be a monk

**Michaelangelo (1475-1564)**
The Sistine Chapel, Vatican City 1473
Raphael: 1483-1520
“The School of Athens”
Sandro Botticelli: 1444-1510
“Birth of Venus”
Filippo Brunelleschi (1377-1446)
El Duomo: 142 feet high, 4 million bricks
Leonardo da Vinci: 1452-1519

“The Last Supper” 1498

“Mona Lisa”
Jan van Eyck: 1395-1441
“Arnolfini Wedding”
Chinese and European Exploration: 1405-1498

- motives = profit (sugarcane, slavery), missionary activity, show of power
- Portuguese excel: Prince Henry the Navigator (Gibraltar 1415)
- wanted to avoid Muslim “middlemen” in trade with the East
- 1488: Bartolomeu Dias sailed around Cape of Good Hope
- 1497-1499 Vasco de Gama: sailed to India and back
- 1492: Columbus: sailed to the “Indies” (a.k.a San Salvador)
The *Ambassadors* (1533) is a painting by Hans Holbein the Younger.
7. What were the Portuguese objectives in the exploration of the coast of west Africa? What did they accomplish?

8. What did Columbus hope to accomplish when he set forth across the Atlantic in 1492? What did he achieve?

Give us EVIDENCE for this.
Find a partner and fill out the SPICE chart on the back of your C 21 HW

Come up with at least two pieces of evidence for EACH box.

Be prepared to share.