Dear Students —

Welcome to AP World History for the 2020-21 school year! Advanced Placement World History is a thematic, college-level course designed to familiarize you with the broad patterns of the human experience. You will concentrate on change and continuity over time, the unique aspects of social, economic and political institutions, and the common characteristics that tie them together. You are now charged with the role of a historian and will engage in activities that encourage critical thinking and hone your ability to debate established historical interpretations and express your educated views using primary source documents. Throughout the year, you will actively compare cultures and look for historical patterns that stretch across time periods and tie all human populations together through history.

The primary purpose of this summer assignment is to help you acquire an understanding for the type of assessments that you will be required to take for both the course and for your AP World Exam in May of 2021. The content in all 4 components of this assignment should be familiar to you, as you have already learned them in Global 9. There will be FOUR items you are turning in:

1. DBQ Essay... please refer to the DBQ Rubric
2. Long Essay... please refer to the Long Essay Rubric
3. Short answer question
4. Group of stimuli-based multiple-choice questions

**THIS SUMMER ASSIGNMENT IS DUE ON THE FIRST DAY OF SCHOOL**
Rubrics for AP Histories
+ History Disciplinary Practices and Reasoning Skills

Effective Fall 2017
# AP History DBQ Rubric (7 points)

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Decision Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A THESIS/CLAIM</strong></td>
<td>1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</td>
</tr>
<tr>
<td><strong>B CONTEXTUALIZATION</strong></td>
<td>1 pt. Describes a broader historical context relevant to the prompt.</td>
<td>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</td>
</tr>
<tr>
<td><strong>C EVIDENCE</strong></td>
<td><strong>Evidence from the Documents</strong></td>
<td>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents. To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</td>
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<tr>
<td><strong>(0–3 pts)</strong></td>
<td>1 pt. Uses the content of at least three documents to address the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using at least six documents.</td>
<td>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</td>
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<tr>
<td></td>
<td><strong>Evidence beyond the Documents</strong></td>
<td>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</td>
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<tr>
<td></td>
<td>1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</td>
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<tr>
<td><strong>D ANALYSIS AND</strong></td>
<td>1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</td>
<td>A response may demonstrate a complex understanding in a variety of ways, such as:</td>
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<tr>
<td><strong>REASONING</strong></td>
<td></td>
<td>• Explaining nuance of an issue by analyzing multiple variables</td>
</tr>
<tr>
<td><strong>(0–2 pts)</strong></td>
<td></td>
<td>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</td>
</tr>
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<td></td>
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<td>• Explaining relevant and insightful connections within and across periods</td>
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<td>• Confirming the validity of an argument by corroborating multiple perspectives across themes</td>
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<td>• Qualifying or modifying an argument by considering diverse or alternative views or evidence</td>
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<td></td>
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<td>This understanding must be part of the argument, not merely a phrase or reference.</td>
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# AP History LEQ Rubric (6 points)

<table>
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<th>Scoring Criteria</th>
<th>Decision Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A  THESIS/CLAIM</strong> (0–1 pt)</td>
<td>1 pt.</td>
<td>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</td>
</tr>
<tr>
<td><strong>B  CONTEXTUALIZATION</strong> (0–1 pt)</td>
<td>1 pt.</td>
<td>Describes a broader historical context relevant to the prompt.</td>
</tr>
</tbody>
</table>
| **C  EVIDENCE** (0–2 pts)           | 1 pt.                             | Provides specific examples of evidence relevant to the topic of the prompt.                                                                 | To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.  
To earn two points the response must use specific historical evidence to support an argument in response to the prompt.                                                                 |
|                                     | OR 2 pts.                          | Supports an argument in response to the prompt using specific and relevant examples of evidence.                                        |
| **D  ANALYSIS AND REASONING** (0–2 pts) | 1 pt.                             | Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.                    | To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.  
To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:  
- Explaining nuance of an issue by analyzing multiple variables  
- Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects  
- Explaining relevant and insightful connections within and across periods  
- Confirming the validity of an argument by corroborating multiple perspectives across themes  
- Qualifying or modifying an argument by considering diverse or alternative views or evidence  
This understanding must be part of the argument, not merely a phrase or reference. |
|                                     | OR 2 pts.                          | Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. |  |
1. In your response, you will be assessed on the following. (Long Essay)

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change) to frame or structure an argument that addresses the prompt.

In the period 1500–1750, Europeans established colonial empires that transformed the global economy and the economy of the Americas.

Develop an argument that evaluates the extent to which colonial economies in the Americas in this period relied on the introduction of new systems of labor.

 liberté Please respond on separate paper, following directions from your teacher.

2. Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century. (DBQ Essay)

Note: The map below shows some of the locations mentioned in the documents and is provided as a reference. The map is NOT one of the seven documents. The documents are listed below.
Document 1

Source: Advice given in 1500 by the Muslim merchants of Calicut to the Hindu ruler of Calicut concerning the arrival of the second Portuguese expedition to the city. Recorded in the History of the Discovery and Conquest of India by the Portuguese by Fernão Lopes de Castanheda, a Portuguese historian, published in 1551.

Your Majesty: we are astonished that you should lower yourself by receiving these Portuguese enemies into your kingdom, who seem to be pirates rather than merchants. We, your Muslim subjects, have always been loyal to you and have brought valuable foreign merchandise to this country and have exported its native products to increase your revenue greatly. You appear to forget all this, by receiving those newcomers into your favor as if your own numerous and faithful subjects were incompetent for the purpose. In this you dishonor yourself, and embolden these strangers to hold your power in contempt.

The true intent of the Portuguese in coming into these seas is to take possession of your city, and not to trade for spices as they pretend. The place you have given them for a trading post, they will convert into a fort, from where they will make war on you when you least expect it. We say these things to you out of good will rather than out of any desire for profit; for if you do not listen to our advice, there are other cities on India’s Malabar Coast from which we can conduct our trade in spices.

Document 2
Draft Quiz created June, 05, 2020

Source: Duarte Barbosa, government official employed in a Portuguese trading-post on the Malabar Coast, travel narrative published in Portugal in 1516.

The Muslims in Calicut are rich, and live well, and they used to control all the sea trade from that town. Indeed, if the king of Portugal had not discovered India, Malabar would already have been in the hands of the Muslims.

In addition to the local Muslims, there are also foreign Muslims in Calicut such as Arabs, Persians, and Gujaratis. They are great merchants, sail to all parts of the world with their goods, and have their own Muslim leader who rules over them and disciplines them as necessary, without the Hindu king of Calicut meddling with them. And before the king of Portugal discovered the country, the Muslim traders were so numerous and powerful in the city of Calicut that the Hindus did not dare to enter into disputes with them.

And after the king of Portugal made himself master there, and these Muslims saw that they could not defend their position there, they began to leave Calicut, so that very few of them remain today.

Document 3

Source: Anonymous Portuguese court official's letter of advice to King Sebastian of Portugal regarding a proposal to conclude a peace treaty and establish free trade with the Ottoman Empire, mid-1560s.

If the Turks were allowed to travel freely to India, and establish their own trading-posts, and trade in merchandise wherever they wished, Your Majesty's own profits would suffer greatly. If that were to happen, all of the business handled by our merchants would immediately fall to the Turks because their empire is much closer to India. The duration of their voyages, their transportation costs, the risks they would face, and the damage they would sustain to their ships and their merchandise would be less than half of that suffered by our own ships.

Portugal's state monopoly in pepper and other controlled spices would also be threatened by allowing the Turks to establish trade in India. Even now, when they have not been able to openly compete against us, it is known that they conduct trade in secret, carrying spices to Persia, Bengal, Southeast Asia, and China, and especially to their own markets, despite our efforts to stop them.

Thus, if the Turks are allowed to operate freely, their ties with local Muslims would make them even better informed and better organized than us, so that they could send as much pepper as
they wanted by means of the Red Sea and Persian Gulf, and become masters of the lion’s share of the trade in spices.

Document 4

Source: Alauddin Riayat Syah al-Kahar, ruler of the Sultanate of Aceh, a Muslim state on the island of Sumatra, Indonesia, letter to the Ottoman sultan Suleiman I, 1566.

It is our firm belief that if your Majesty better understood the circumstances of Aceh and our long struggle against the miserable Portuguese infidels, your Imperial compassion would be awakened. As you know, the pilgrim and merchant vessels from all the ports of Indonesia must pass through the Maldives Islands on their way to Mecca and the Red Sea, and between all 24,000 Maldives Islands, there are just four channels where a ship can pass safely. The infidel Portuguese wait around the entrances of these channels. When our ships arrive there, the Portuguese stop and take possession of as many as they can. Any ship they cannot capture they sink with cannon fire, either leaving the Muslims aboard to drown, or capturing and enslaving them.

The Portuguese have even dared attack Ottoman ships belonging to your Majesty. For example, in the year 1566, your officials came to Aceh and left for Istanbul loaded with pepper, silk, cinnamon, cloves, and other products from Indonesia. Portuguese vessels intercepted the ship at the Maldives and sank it. Five hundred Muslims drowned and the rest were enslaved.

So, we request that your Imperial Majesty grant us siege cannons and ask that you instruct the Ottoman governors of Egypt and Aden to allow our representatives to come to your Majesty’s illustrious court and obtain all the horses, armor, and other weapons that we will need for our defense against the Portuguese.

Document 5

Source: Zainudeen Makhdoom Al Sageer, Muslim religious scholar and historian from Calicut, southern India, address to southern Indian Muslims, written circa 1570.

After the Portuguese had established themselves in Cochin on the Malabar Coast, they forced every vessel, however small, to carry a safe conduct pass, which was issued for a certain fee. The Portuguese, in imposing this toll, claimed that it would improve commerce. To enforce the toll, they seized the cargo and crew of any ship that did not have its pass!
Draft Quiz created June, 05, 2020

In addition to this system of persecution, the Portuguese deployed ships all over the Indian Ocean to lie in wait and intercept vessels. In this way, they unjustly acquired vast wealth and captured countless prisoners.

Soon, as a result of his lengthy conflict with the Portuguese, the ruler of our city of Calicut almost entirely exhausted his treasure and resources and his kingdom became strained to the limit. Because he was tired of war, the prince entered into a treaty in 1515 allowing the Portuguese to build a fort in Calicut in exchange for allowing his subjects to send four ships every year to Arabian ports. Afterward, the Portuguese set about building their fortifications, while the merchants of Calicut prepared four ships loaded with pepper and ginger for dispatch to the Arabian coast and, at the same time, resumed trading with Gujarat and other foreign ports while carrying with them the passes from the Portuguese.

Document 6

Source: Cesare Federici, Venetian trader, The Voyage and Travel to East India, published in Venice, 1587.

In the city of Cambay in northwestern India, Hindu brokers of great authority have traditionally handled all transactions at the port, and the Portuguese merchants observe this custom. Every foreign merchant who does business in the country has his own broker who works with him in buying and selling his merchandise. When a new fleet of ships sails into port at Cambay, the brokers come to the dock and the foreign merchants give them all their cargo. The merchants carefully note all the bundles and packs of goods that they are giving to the brokers, and the brokers command their servants to take the merchants and lodge them in one of the many houses kept for this purpose; the broker says to the merchant, “Go and take your rest, while I conduct your trade.”

After Goa, Cochin is the most important base the Portuguese have in southwestern India. Much of the merchandise destined for the kingdom of Portugal originates there. Inland from Cochin is the pepper-producing region. But the pepper that goes to Portugal from Cochin is not as good as the pepper that goes to Arabia and Persia because the Portuguese had made a contract with the king of Cochin to buy the pepper at a very low price. Because of that, the Indian pepper growers bring their worst produce to the Portuguese and sell them pepper that is green and full of filth.
Document 7

Source: Inlaid box made in Gujarat, India, for export to Portugal, circa 1600. Teak, ebony, and other precious hardwoods, with ivory details.

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Please respond on separate paper, following directions from your teacher.

3. In your response, be sure to address all parts of the question. Use complete sentences; an outline or bulleted list alone is not acceptable.

Use the passage below to answer all parts of the question that follows.

"On behalf of the king and queen of Spain, we notify you that the pope has donated to them these islands and lands and all who have received this notice should receive and serve their Highnesses as subjects ought to do.

We ask that you acknowledge the Church and the pope as the ruler of the whole world. We ask further that you acknowledge that the king and queen of Spain shall rule as lords and kings of these islands and lands by virtue of the pope's donation. If you obey your king and queen, you
will do well and we shall receive you with all love and charity and shall leave you, your wives, your children, and your lands free without servitude.

But, if you do not obey, we shall powerfully enter into your country, and shall make war against you and shall subject you to the yoke and obedience of the Church and the king and queen of Spain. We shall take you, your wives, and your children and make all of you slaves and we shall take away your goods. We assert that the deaths and losses that would accrue from this are your fault, and not that of their Highnesses, or ours, nor of these soldiers who come with us."

"The Demand" (Requerimiento), document issued by the Spanish royal council of Castile in 1510. Spanish conquistadors were legally required to read the document aloud to indigenous Americans before taking their land.

a) Describe ONE way in which the document reflects the specific historical situation of Spain's maritime exploration and colonization in the late fifteenth and early sixteenth centuries.

b) Explain ONE political development in the fifteenth and early sixteenth centuries that would likely explain why the king and queen of Spain highlighted the donation mentioned in the first and second paragraphs.

c) Explain ONE instance in which the Spanish resorted to the type of actions threatened in the third paragraph.

Please respond on separate paper, following directions from your teacher.

The following questions refer to the passage below.

"[In the 1500s and 1600s] maize, manioc, sweet potatoes, peanuts, squash and cacao quickly became staples of West African agriculture. The first three spread rapidly over wide stretches of the continent. Presumably, the resemblance of the African climate to that of Central and South America facilitated the rapid acceptance of these new crops. So did the shifting 'garden' type of cultivation prevailing in Africa. In Africa, no fixed system of crop rotation or established agricultural routine inhibited experimentation with these new plants."

4. All the following statements are factually accurate. Which most strongly supports McNeill’s hypothesis about the factors enabling the rapid spread of New World crops in West Africa?

A. Compared to the crops originating in other world regions, the combination of American crops described by McNeill afforded a more varied and nutritious diet.

B. Compared to Central and South America, West Africa had fewer large urban centers prior to the adoption of American crops in the 1500s and 1600s.

C. Compared to farmers in pre-Columbian Central and South America, West African farmers in the 1500s and 1600s had greater access to metal tools for various purposes.

D. Compared to their spread in West Africa, American crops spread more slowly in northern Europe, where many peasants had rigidly defined labor and payment obligations to landowners.

"In the course of the fifth year [1519] the terrible pestilence began. First there was a cough, then blood. The number of deaths at this time was truly terrible.

In 1520 the pestilence spread. Truly, the number of deaths among the people was terrible and the people could not escape from the pestilence.

In 1521 my father, King Hunyg, died. The elders and the priests died alike from the pestilence. Half the people threw themselves into the ravines to escape it. The oldest son of the king died at the same time as well as his young brother. Thus, our people became poor.

In 1524 the Spanish arrived in our country and destroyed our people. The Spanish conquered all the towns.

In 1542 Dominican friars arrived from Mexico, and they taught us the Doctrine of Christ in our language. Until that time we had been ignorant of the word and the commandments of God.

In 1560 the pestilence that had formerly raged among the people returned again. It was truly terrible when this death was sent among us by the great God. Many families disappeared. All here were soon attacked, and I was also attacked with the disease."

Historical chronicle of the Maya Kaqchikel people, composed and edited by different members of the Maya political elite in the Kaqchikel language, circa 1571–1604
5. All of the following pieces of evidence in the passage directly support the author's claim that the "pestilence" was "terrible" EXCEPT:

A. The Maya king died in the epidemic.
B. Fear of the disease drove Maya people to commit suicide.
C. The disease killed members of the Maya elite, including elders and priests.
D. The disease led to the arrival of Dominican friars.

6. Which of the following pieces of evidence does the author use to support his claim that the arrival of the Spanish “destroyed our people”?

A. The Spanish spread infectious disease among the Maya.
B. The Spanish conquered all Maya towns.
C. Maya people became poor.
D. The Spanish assassinated the king's eldest son.

7. Which of the following pieces of evidence does the author use to support his implicit argument that Maya society underwent a dramatic cultural change in the sixteenth century?
Draft Quiz created June, 05, 2020

A. Dominican friars knew the Maya language.
B. The Maya were converted to Christianity.
C. The Maya nobility lost its social status.
D. Maya people before the conquest were illiterate.