NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Technological advancements such as the ***combined use of the bow and the stirrup by the Mongols***, ***the use of the caravel by the Spanish***, and ***the use of the railroad in India*** have affected how certain civilizations and societies have interacted with each other. Changes have resulted from these interactions.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select ***two*** technological advancements mentioned in the historical context and for ***each***

- Explain how this technological advancement affected the interactions of a specific civilization or society with another group
- Discuss changes that resulted from these interactions

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) <u>explain</u> means "make plain or understandable; to give reasons for or causes of; to show the logical development or relationships of"

(b) <u>discuss</u> means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1a



Source: Mou-Sien Tseng, painting, New Masters Gallery online (adapted)

Document 1b

… The Mongols had developed a composite bow made out of sinew and horn and were skilled at shooting it while riding, which gave them the upper hand against ordinary foot soldiers. With a range of more than 350 yards, the bow was superior to the contemporaneous [co-existing] English longbow, whose range was only 250 yards. A wood-and-leather saddle, which was rubbed with sheep's fat to prevent cracking and shrinkage, allowed the horses to bear the weight of their riders for long periods and also permitted the riders to retain a firm seat. Their saddlebags contained cooking pots, dried meat, yogurt, water bottles, and other essentials for lengthy expeditions. Finally, a sturdy stirrup enabled horsemen to be steadier and thus more accurate in shooting when mounted. A Chinese chronicler recognized the horse's value to the Mongols, observing that "by nature they [the Mongols] are good at riding and shooting. Therefore they took possession of the world through this advantage of bow and horse."…

Source: Morris Rossabi, "All the Khan's Horses," *Natural History*, October 1994

1*a* Based on these documents, what advantage did the stirrup give to Mongol warriors? [1]

Score

b Based on these documents, what did the combined technology of the composite bow and the stirrup enable the Mongols to do? [1]

Score

Document 2

> … Though much of what the Mongols wrought [brought about] on their westward march was destructive, some benefits were reaped from their forays [raids] into Europe and conquests in Muslim areas. By example, they taught new ways of making war and impressed on their Turkic and European enemies the effectiveness of gunpowder.
>
> As we have seen, Mongol conquests facilitated [aided] trade between the civilizations at each end of Eurasia, making possible the exchange of foods, tools, and ideas on an unprecedented scale. The revived trade routes brought great wealth to traders such as those from north Italy, who set up outposts in the eastern Mediterranean, along the Black Sea coast, and as far east as the Caspian Sea. Because the establishment of these trading empires by the Venetians and Genoese provided precedents [examples] for the later drives for overseas expansion by peoples such as the Portuguese and English, they are of special significance in global history.…

Source: Robert Guisepi, "The Last Great Nomadic Challenges – From Chinggis Khan to Timur," *The Mongols,* International World History Project online

2 According to Robert Guisepi, what was ***one*** change that resulted from the interaction between Europeans and Mongols? [1]

_____

_____

Score

Document 3

> … Diplomatic exchanges between Christian Europe and Mongol Asia led to the emergence of the first Western eye-witness accounts of far-off East Asia. For the first time, Western Europeans were exposed to the true size and scope of the Eurasian landmass; they were exposed to different cultures, beliefs, values, attitudes, and institutions; the papacy and Europe were thus forced out of their narrow religious-geographic perspective; they began to realize that they had to deal with and relate to the non-Christian world with its many different peoples, religions, and cultures. The Europeans gradually assigned the Mongols and other Asians a permanent place in the natural order of things; they no longer tried to force all peoples into a specific Biblical niche or role as they initially did during Europe's narrow Christian view of the world and all people in it. The Westerners realized that they could not refuse to recognize and deal with the rest of the world simply because it was non-Christian [and] that they could not ignore and pretend that all non-Christian peoples and cultures did not exist. Thus the Mongols and Asians were incorporated into the West's intellectual framework in the thirteenth and fourteenth centuries.…

Source: Gregory Guzman, "Christian Europe and Mongol Asia: First Medieval Intercultural Contact Between East and West," *Essays in Medieval Studies, Volume 2*, Proceedings of the Illinois Medieval Association online

3 According to Gregory Guzman, what was ***one*** effect the Mongols had on the European view of the world? [1]

Score

Document 4a

Caravel



Source: George R. Schwarz,
Center for Maritime Archaeology and Conservation,
Texas A & M University (adapted)

Document 4b

Advantages of Caravel	Uses of Caravel
• Fast • Maneuverable • Easy to sail in shallow waters • Able to sail downwind using square sails	• Carrying cargo • Fighting wars • Pirating • Exploring the Americas

4 Based on these documents, what were ***two*** ways the caravel affected European interaction with other groups? [2]

(1) _____

_____

Score

(2) _____

_____

Score

Document 5

> … It all began in Española [Hispaniola] with sugar, which was already a profitable plantation crop in the Canaries and Portugal's Atlantic islands in the fifteenth century. Columbus himself had shipped sugar from Madeira to Genoa in 1478, and the mother of his first wife owned a sugar estate on that island. He brought sugar cane with him to Española in 1493, and the cane grew well in American soil. But the growth of the sugar industry was painfully slow until Charles V intervened, ordering that sugar masters and mill technicians be recruited from the Canaries, and authorizing loans to build sugar mills on Española. There were thirty-four mills on the island by the late 1530s and sugar was one of the two staples of the island's economy (the other being cattle ranching) until the latter part of the sixteenth century.…

Source: Alfred W. Crosby Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Publishing (adapted)

5 According to Alfred W. Crosby, what was ***one*** effect of Spanish colonization on the island of Española? [1]

_____

_____

Score

Document 6

> … Growing sugar cane became a large business. At first, Native Americans were forced to work on sugar plantations, large estates run by an owner or overseer. They were treated cruelly, and many died. The Spanish then brought slaves from Africa to do the work.
>
> A new social structure developed. People born in Spain made up the highest social class. Those of European descent born in the colonies were next. People of mixed European and Indian or African descent were in the middle. Native Americans and people of African descent were in the lowest classes.…

Source: *Guide to the Essentials of World History*, Prentice Hall

6 Based on this document, what were ***two*** changes in the Americas that resulted from interactions with the Spanish? [2]

(1) _____

_____

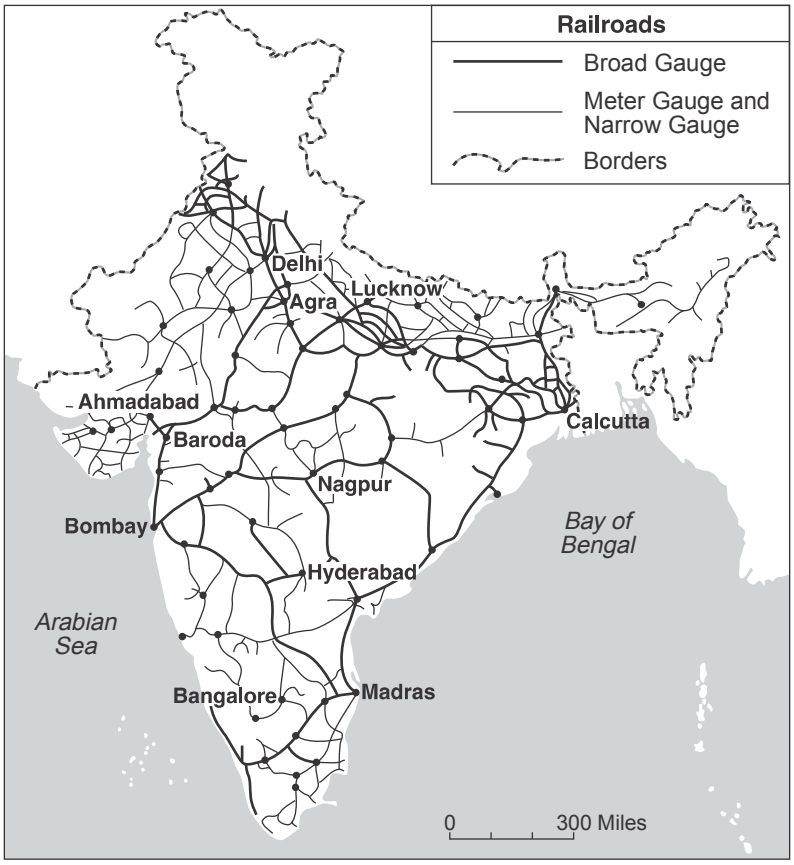
Score

(2) _____

_____

Score

Document 7a



Source: Ashok K. Dutt et al., *India in Maps*, Kendall/Hunt Publishing Company (adapted)

Document 7b

The age of railroads played a role in and supported the growth of a new period of imperialism.

> … Thus, colonial railways were part of this process of the spread of empire, its economic patterns, its ideas and its institutions. The process was essentially the same throughout the world: production of new commodities to feed the burgeoning [quickly growing] industries of the West; new populations to produce them; new patterns of land ownership, often involving the dispossession of previous inhabitants; new legal codes to make the conquered lands safe for investment and exploitation. Such was the story everywhere empires expanded.…

Source: Robert Lee, "Potential Railway World Heritage Sites in Asia and the Pacific," Institute of Railway Studies and Transport History, The University of York

7 Based on these documents, what do railroads enable colonial powers to do? [1]

Score

Document 8

This excerpt analyzes the Indian railway system from the Indian nationalist point of view between 1880 and 1905.

> … A review of the existing railway policy led them [Indian nationalist leaders] to conclude that it was not primarily regulated in the interests of the Indian people; and that it largely ignored Indian needs, particularly industrial needs, and was mainly meant to serve British economic and political interests. They noted that railways played an important role in imparting colonial character to the Indian economy. They were even able to glimpse the growing connection between railway development in a backward country and the growing power of finance in the advanced metropolitan country and the consequent political complications.
>
> They wanted railways to serve national economic interest by stimulating economic development, which was in turn seen as consisting of industrial and agricultural growth. To them the proper railway policy was one that promoted Indian industry and a proper public works policy one that gave priority to irrigation and agriculture. They desired railway policy to give due weight to the state of Indian finances and Indian economy.…

Source: Bipan Chandra, "Economic Nationalism and the Railway Debate, circa 1880–1905," in *Our Indian Railway*, Foundation Books (adapted)

8 According to Bipan Chandra, what is ***one*** concern the Indian nationalist leaders had regarding British railway policy? [1]

_____

_____

Score

Document 9

> … The railroads facilitated, linked, and coordinated a wide variety of socioeconomic processes and cooperated with other large-scale transportation and communication systems. For example, the railroads enabled national markets with converging prices for food grains [to reduce the gap between prices] to emerge in the 1880s; the same railroads made it possible for peasant villagers to undertake quick pilgrimages (within a few days or less) during their brief respites [relief] from the demands of agriculture. The hard backbone of British colonial rule in India, the British soldier and his weaponry, could be quartered in fewer places in the knowledge that the railroads could transport troops rapidly to trouble spots. The publications of what became the outpourings of many presses owned by Indians and printed in Indian languages and in English found profitable markets. The railroads synergistically [mutually] cooperating with the post office facilitated the inexpensive, bulk shipments of books, magazines, and newspapers, among which many came to have nationalist orientations.…

Source: Ian J. Kerr, *Engines of Change: The Railroads That Made India*, Praeger

9 According to Ian Kerr, what were ***two*** changes that resulted from the British building railroads? [2]

(1) _____

_____

Score

(2) _____

_____

Score

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least* ***four*** documents in your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Technological advancements such as the ***combined use of the bow and the stirrup by the Mongols, the use of the caravel by the Spanish,*** and ***the use of the railroad in India*** have affected how certain civilizations and societies have interacted with each other. Changes have resulted from these interactions.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

Select ***two*** technological advancements mentioned in the historical context and for ***each***

- Explain how this technological advancement affected the interactions of a specific civilization or society with another group
- Discuss changes that resulted from these interactions

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least* ***four*** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

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