Pd. \_\_\_\_\_ Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Units 1&2: Interactions & Diffusion Document-Based Question (DBQ)**

**Directions:** Please use the rubric below as a guide and type your response after the prompt at the end of the documents. Also, please use the graphic organizer below if it helps you to plan your writing. It is not required.

**1. Evaluate the extent to which increasing interactions among societies during the period 1200 to 1450 contributed to diffusion.**

|  |  |  |
| --- | --- | --- |
| Contextualization | describe a broader historical context relevant to the prompt; 3-4 sentences of background information to start your response | 1 pt. |
| Thesis w/ Line of Reasoning | respond to the prompt w/ a historically defensible claim that establishes a line of reasoning; 1-2 sentences; place at end of intro paragraph after context | 1 pt. |
| Evidence from the Documents to Support an Argument | support an argument in response to the prompt using at least 4 documents  - describe content from 2 docs = 1 pt.  - use content from 2 docs to support an argument = +1 pt.  - describe & use content from 4 docs to support an argument = +1 pt. | 3 pts. |
| Additional Outside Evidence | use at least 2 additional pieces of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt  - use 1-2 sentences to describe an additional piece of evidence = 1 pt.  - use 1-2 sentences to describe a second additional piece of evidence = + 1 pt. | 2 pts. |
| Source Analysis & Evaluation | for at least 2 documents, explain how or why the document’s point of view, historical context, purpose &/or audience is relevant to the argument  - use 1-2 sentences to analyze/evaluate the sourcing of 1 doc = 1 pt.  - use 1-2 sentences to analyze/evaluate the sourcing of a 2nd doc = + 1 pt. | 2 pts. |
| Complexity | use evidence to corroborate, qualify, or modify an argument that addresses the prompt | 1 pt. |

**Optional Planning Graphic Organizer**

|  |  |  |  |
| --- | --- | --- | --- |
| **Prompt (determine the time period & historical thinking skill)** | | | |
| Time Period  (19th c. = 1800s) | Compare/Contrast | Cause/Effect | Change & Continuity Over Time (CCOT) |
| **Document Analysis** | | | |
|  | Main Ideas & Arguments | Additional Outside Evidence | Sourcing (POV, context, purpose, audience) |
| Document 1 |  |  |  |
| Document 2 |  |  |  |
| Document 3 |  |  |  |
| Document 4 |  |  |  |
| Document 5 |  |  |  |

|  |  |
| --- | --- |
| **Document Themes/Groupings** | |
| Theme:  Document #s:  Topic Sentence: | Theme:  Document #s:  Topic Sentence: |
| **Thesis Statement With Line of Reasoning (1-2 sentences):** | |
| **Contextualization (3-4 sentences that situate your thesis in a broader historical context):** | |
| **Additional Evidence Beyond the Documents (identify, explain & connect the evidence to the prompt)** | |
| Evidence #1: | Evidence #2: |
| **Sourcing (explain how the POV, context, purpose or audience of the source might influence its use)** | |
| Sourcing #1: | Sourcing #2: |
| **Complexity (3-4 sentences that present a different perspective related to the prompt):** | |

**1. Evaluate the extent to which increasing interactions among societies during the period 1200 to 1450 contributed to diffusion.**

**Document 1**

|  |
| --- |
| Source: Thomas Allsen, historian, *Culture and Conquest*, 2001.  “Inner [and Central] Asia have long been seen as a zone of contact and transmission, a lengthy conveyor belt on which commercial and cultural wares traveled between the major civilizations of Eurasia. The nomads had an essential but largely unacknowledged role in this cultural traffic. While nomadic empires had as their primary objective the control and exploitation of sedentary subjects, their secondary effect was the creation of numerous opportunities for cross-cultural contact, comparison, and exchange.  Indeed, although nomads are normally included in the analysis of the political context of trans-Eurasian exchange, they are typically left out of the cultural equation. Here the great sedentary civilizations are placed at center stage, particularly when scientific and cultural transfers are under consideration. But, as we have seen, pastoral nomads were the chief initiators, promoters, and agents of this exchange between  East and West [in the thirteenth and fourteenth centuries].” |

**Document 2**

|  |
| --- |
| Source: Abd-al-Razzak Samarqandi, Muslim ambassador, historical chronicle written circa 1442.  “In pursuance of the orders of God, I received orders from Shah Rukh\* to depart for India. His majesty provided me with provisions and post horses and I began my journey from southern Khurasan, arriving at the port of Bandar Abbas in southern Iran before departing by ship to the port city of Hormuz.  Hormuz is a port situated in the middle of the Persian Gulf and does not have an equal on the surface of  the globe. Merchants from Egypt, Syria, Anatolia, Iraq, Iran, Central Asia, China, India, and Southeast Asia bring rare and precious articles by sea. Bargains are made either by money or by exchange. Persons of all religions are found in this city, and no injustice is permitted toward any person whatsoever. I stayed here for two months until the favorable time came for departing by sea.  We then sailed from Hormuz to Calicut along the southwestern coast of India. Like Hormuz, Calicut brings together merchants from every city and every country, and precious articles are brought there from maritime countries, especially from East Africa. From time to time, ships arrive from Mecca and other parts of Arabia. The town is inhabited mostly by Hindus, but it hosts a considerable number of Muslims who are permanent residents and have built two mosques in which they meet every Friday to pray.”  \*a Muslim ruler who governed parts of Iran and Central Asia from 1405–1447 |

**Document 3**

Illustration showing astronomers employed by the Mongol Ilkhans of Persia making calculations, charting their observations, and using astronomical instruments, early 14th century

The illustration was included in a world history manuscript that was produced for the Mongol court.



**Document 4**

|  |
| --- |
| Source: Ibn Battuta, Muslim traveler from North Africa, account of his journey to China, circa 1345.  “After leaving India, we arrived in Sumatra. It is a fertile area, in which coco-palm, clove, Indian aloe, mango, and sweet orange trees grow. Local commerce is facilitated by tin and Chinese gold. The sultan was informed of our visit and sent the judge and experts on Islamic law to meet me. The sultan is an illustrious and generous ruler and a patron of religious scholars. He is constantly waging war against the non-Muslims of Sumatra, but is a humble man who walks on foot to Friday prayers. The non-Muslims of the area must pay a poll-tax to obtain peace.  One Friday after leaving the mosque, the sultan mounted an elephant and we and his entourage rode with him on horses until we reached the palace. Male musicians came into the audience hall and sang before him, after which they led horses into the hall. The horses were embroidered in silk and wore golden anklets and danced before the sultan. I was astonished, even though I had seen the same performance at the court of the Delhi sultan in India\*. My stay at the sultan’s court lasted fifteen days, after which I asked his permission to continue my journey to China because it is not possible to sail to China at all times of the year.  We then traveled to a kingdom on the Malay Peninsula aboard a Chinese ship. This kingdom is inhabited by non-Muslims and contains great quantities of aromatic spices and aloes. The merchants sell Indian  aloe for a roll of cotton cloth, which is dearer to them than silk. The ruler is a non-Muslim. We then left the Malay Peninsula and sailed to another non-Muslim kingdom in Southeast Asia. After seventeen days at sea, with a favorable wind and sailing with maximum speed and ease, we reached the land of China.”  \*The Delhi Sultanate was a Muslim state in northern India that was ruled by a Turkic elite. |

**Document 5**

|  |
| --- |
| Source: Eric Ross, Canadian historian, article included in a book, published in 2011.  “A strongly held misconception about the Sahara, both in popular culture and in academia, is that this desert constitutes both a physical barrier and a fundamental cultural divide between northern Africa—a constituent part of the Mediterranean and Middle Eastern historical realms—and ‘sub-Saharan’ Africa, a world apart. . . . [I argue] that the Sahara has far more often served as a link than as a barrier. . . .  Prior to the end of the 16th century c.e., [the Sahara] was essential to world trade as it afforded nearly continuous communication between China, the Indian subcontinent, the Middle East, Russia, the Mediterranean and West Africa. Trade, travel and communications between these world regions was assured by a system of caravans. . . . The 12th through the 16th centuries mark the ‘golden age’ of this trade. Demand for West African gold was at its height as the economies of the Mediterranean Sea, the Middle East, Central Asia, the Indian Ocean and Ming China expanded. . . . [In addition], the rise of the Malian and then the Songhay empires [made] the trade routes and trading cities of the African continent relatively secure, and therefore prosperous.” |

**1. Evaluate the extent to which increasing interactions among societies during the period 1200 to 1450 contributed to diffusion.**