



# Kittatinny Regional High School

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2005 Governor's School of Excellence



June 2018

## World History Honors Summer Assignment 9<sup>th</sup> Grade

Welcome to World History Honors!

Throughout the upcoming school year, we will study World History from 1450 until the present. During this time, you will study the continuity and change in world societies due to the development of trade and technology. You will learn how global trade has had a profound effect on world governments, cultures, and economics throughout history.

We will use a textbook, *World Civilizations*, but we will also learn to think and read like historians by studying various primary and secondary source documents including letters, journals, maps, art, music, and other first-hand, primary source accounts of history. You will do a lot of writing in a variety of formats. This writing will help you become prepared for the types of writing assignments you will see in AP classes including document-based questions (DBQ), long-essay questions (LEQ), and free-response questions (FRQ).

This summer assignment will introduce you to the type of work we will be performing throughout the year. This course involves a heavy workload, but you will also be rewarded with a deeper interest and understanding of history along with the historical thinking skills needed to better understand history. I am very excited to work with you this year.

Please reach out if you have any questions using my [mhoffman@krhs.net](mailto:mhoffman@krhs.net) email address. As I do not check my email every day over the summer, please wait a few days for a response.

### **Part 1 – Chapter 10 and 15 Vocabulary and Reading Guides – Due July 27**

Complete the reading guide questions for Chapter 10 and 15. Please answer in complete sentences using evidence from the text. You do not need to write more than is needed to answer the questions. You will need to email the responses to me. Please use your KRHS Google account and share a copy using the school-issued Google Drive. If you have technological issues, I will accept attachments to an email. Please send from your KRHS-issued goggle account.

### **Part 2 – Document-Based Question and Response – Due August 10**

**Please ask all questions about the assignment via email by August 1.**

Complete the attached Document-Based Question activity. Complete both Part A and Part B. Part B should be a five-paragraph essay. Please be sure to refer to the attached rubric for scoring information. Make sure to address each document provided in your response as per the rubric. Responses should be typed and shared using your Google account.

### **Part 3 – Multiple Choice Exam – September 7**

There will be a multiple-choice exam during the first week of school based on the first three parts of this assignment. Questions will come from the textbook reading and the documents in the document-based question.

**Thank you, and have a wonderful summer.**

Mr. Michael Hoffmann  
Social Studies Teacher

*Kittatinny Regional Board of Education*  
*"Imparting Knowledge That Works for Our Children" - Sussex County's First Star School*

## **Summer Assignment - World History Honors**

### **Chapter 10 Vocabulary**

Black Death	Holy Roman Emperors	Moldboard	Three-Field System
Charlemagne	Magna Carta	Parliaments	Urban II
Gothic	Manorialism	Serfs	Vassals
Guilds	Middle Ages	Three Estates	Vikings

### **Chapter 10 Reading Questions**

**Pages 220 - 241**

1. What problems did Europe face from 550 until 900?
2. What two main social classes were a part of the manorial system? Describe each and describe the manorial system.
3. Why was production low under the manorial system? What changes increased production?
4. In what ways did serfs have more freedom than slaves?
5. What role did the Catholic Church play in medieval Europe? How did monasteries help to spread Christianity? (The Church: Political and Spiritual Power)
6. What were three new sources of strength in European culture and economy by the year 900? How did this new economy change cultural life? (New Economic and Urban Vigor)
7. How did serfdom become less harsh during this time? (New Economic and Urban Vigor)
8. How was the feudal system structured in medieval Europe? (Feudal Monarchies and Political Advances)
9. How did the Magna Carta limit the power of the monarchy in England? (Limited Government)
10. How did Pope Urban II entice Christians to join the Crusades? (The West's Expansionist Impulse)
11. In what ways does Gothic architecture represent the ideals of the Postclassical period? (Religious Themes in Art and Literature)
12. What type of goods we traded in Europe during this period? Where did these goods come from? (Changing Economic and Social Forms in the Postclassical Centuries)
13. How did guilds improve the manufacturing of goods during this period? (Growth of Trade and Banking)
14. Describe three ways the medieval period declined after the 1300's? (The Decline of Medieval Synthesis)

### **Chapter 15 Vocabulary**

Aragon	Vasco de Gama
Castille	Vivaldis
Henry the Navigator	Zheng He
Renaissance	

### **Chapter 15 Reading Questions**

**Pages 336 - 349**

1. According to the text, what was the profound transition which the world was undergoing in 1400?
2. Which region was the most dynamic new contender for leadership in international trade during this time? Why?
3. Summarize the changes in the Middle East according to the text?
4. Who was Zheng He? What was his legacy in China?
5. How did the changes in Chinese exploration affect (or not affect) European exploration?
6. Describe two ways in which Europe was in disarray in the 14<sup>th</sup> Century.
7. What were the two major commercial problems facing Europeans during this period?
8. How did the Renaissance help lead to the Age of Discovery?
9. Were the new leaders in the Iberian Peninsula accepting of other (Muslim and Jewish) cultures?
10. In 1430, what technological barriers existed to prevent Europeans from exploring further? How & why did this change?
11. Who was Henry the Navigator? What effect did he have on exploration?
12. Briefly describe the economic system set up by the Portuguese in the Azores, Canaries, and Madeira in the middle of the 15<sup>th</sup> Century.
13. How was this different than the economic system, dependent on trade with Asia and the Middle East?

## **Summer Assignment - World History Honors**

**DBQ3:**  
**The Middle Ages: Dark Ages, Age of Faith, Age of Feudalism  
 or a Golden Age?**

### **Historical Context**

The Middle Ages in Europe, a period of time from approximately A.D. 500 to 1400, have been referred to by a variety of terms—the Age of Faith, the Dark Ages, the Age of Feudalism, and even a Golden Age. The medieval era began with the destruction of the Roman Empire and the disorder that followed, which led to the rise of feudalism. During this period of darkness, the Roman Catholic Church provided spiritual direction as well as many nonreligious functions for the people of the times. Many literary, artistic, and architectural advances occurred.

**Directions: The following question is based on the accompanying documents in Part A. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:**

1. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
2. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes. Answer the questions which follow each document.
3. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
4. Organize supportive and relevant information into a brief outline.
5. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your own knowledge outside the documents

**QUESTION:**

***Which labels for the Middle Ages best describe the era between 500 and 1400 in Europe: The Dark Ages, Age of Feudalism, Age of Faith, or Golden Age of Europe? You must discuss three labels.***

**PART A: The following documents provide information about the Middle Ages in Europe. Examine each document carefully, and answer the questions that follow.**

### **Document 1**

In *The Middle Ages*, historian Frantz Funck-Brentano made use of previously published texts to describe Europe in the ninth and tenth centuries (Heinemann, 1922, pp. 1-3).

The barbarians have broken through the ramparts. The Saracen [Moors] invasions have spread in successive waves over the South. The Hungarians swarm over the Eastern provinces ... they sacked town and village, and laid waste the fields. They burned down the churches and then departed with a crowd of captives... There is no longer any trade, only unceasing terror ... The peasant has abandoned his ravaged fields to avoid the violence of anarchy. The people have gone to cower in the depths of the forests or in inaccessible regions, or have taken refuge in the high mountains ... Society has no longer any government. ..

According to the author, what were conditions like in Europe during the 800's?

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## Summer Assignment - World History Honors

### Document 2

This excerpt is from the Homage Oath taken by John of Toul.

I, John of Toul, make known that I am the liege man of the (count and countess of Champagne) . . . I will aid the count of Champagne in my own person, and will send to the count and countess of Champagne the knights whose service I owe to them for the fief which I hold of them . . . ”

What are the obligations John is promising to uphold?

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### Document 3

The Anglo-Saxon Chronicle tells of invasions of England.

842     In this year there was a great slaughter in London and Quentavic and in Rochester.

846     According to their custom the Northmen plundered . . . and burned the town of Dordrecht . . . the Northmen, with their boats filled with immense booty, including both men and goods, returned to their own country . . .

According to this Chronicle, what is happening at this time (842 –846)?

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### Document 4 FEUDAL OBLIGATIONS

Vassal to lord:

*Obligation:*

Loyalty  
Military service  
Ransom, if needed



Lord to vassal:

*Obligation:*

Protection  
Land (fief)

Explain the mutual obligations as illustrated in the above diagram.

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**Summer Assignment - World History Honors**

**Document 5**

A Church council calls for the observance of the Truce of God, 1083.

... That from the first day of the Advent of our Lord through Epiphany ... and throughout the year on every Sunday, Friday, and Saturday, and on the fast days of the four seasons ... this decree of peace shall be observed ... so that no one may commit murder, arson, robbery, or assault, no one may injure another with a sword, club, or any kind of weapon... On ... every day set aside, or to be set aside, for fasts or feasts, arms may be carried, but on this condition, that no injury shall be done in any way to anyone ... If it shall happen that any castle is besieged during the days which are included within the peace, the besiegers shall cease from attack unless they are set upon by the besieged and compelled to beat the latter back ...

According to this document, what is the Church trying to accomplish?

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**Document 6**

This excerpt describes the Middle Ages (From Gray C. Boyce, "The Medieval Period" in *The 34<sup>th</sup> Yearbook of the National Council for the Social Studies*, 1964, pp. 69 - 70.)

... we learn that an age once traditionally described as "dark" had remarkable vitality and exuberance. Even at its worst it performed the function of guarding, frequently by accident and chance, the knowledge and treasures of what had come before, but even more it was creative and inventive, and transmitted to later ages great riches of its own.

What functions were provided during the Middle Ages according to this author?

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**Document 7**

This description of the positive aspects of the Middle Ages was taken from *Medieval Europe* by H. C. Davis, Oxford University Press, 1946, p. 79.

... Medieval culture was imperfect, was restricted to a narrow circle of superior minds ... Measure it, however, by the memories and the achievements that it has bequeathed to the modern world, and it will be found not unworthy to rank with those of earlier and later Golden Ages. It flourished in the midst of rude surroundings, fierce passions, and material ambitions ... we must judge of them by their philosophy and law, by their poetry and architecture...

How does this author describe the era?

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**Summer Assignment - World History Honors**

**Document 8**

This excerpt is from the monastic vows of Brother Gerald.

I hereby renounce my parents, my brothers and relatives, my friends, my possessions ... the vain and empty glory and pleasure of this world. I also renounce my own will, for will of God. I accept all the hardships of the monastic life, and take the vows of purity, and poverty, in the hope of heaven; and I promise to remain a monk in this monastery days of my life.

What is Gerald promising to do when he becomes a monk?

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**Document 9**

In 1095, Pope Urban II issued a call for a holy crusade – a war to recapture the Holy Land.

... Your brethren who live in the [Middle] East are in urgent need of your help... For, as most of you have heard, the Turks and the Arabs have attacked them and have conquered the territory of Romania [the Byzantine Empire] ... They have occupied more and more of the lands of those Christians ... They have killed and captured many, and have destroyed the churches and devastated the Empire ... All who die by the way, whether by land or sea, or in battle against the pagans, shall have immediate remission of sins.

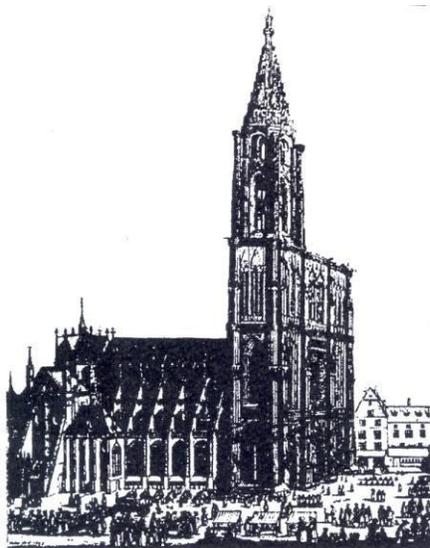
How does this call for a crusade demonstrate the power of the Pope and the Catholic Church?

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**Document 10**



Examine this picture of a Gothic cathedral. How does it illustrate the power of the Catholic Church?

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**PART B: ESSAY**

**QUESTION:**

*Which labels for the Middle Ages best describe the era between 500 and 1400 in Europe: The Dark Ages, Age of Feudalism, Age of Faith, or Golden Age of Europe? You must discuss three labels.*

## Document-Based Question Rubric with Scoring Notes

<b>A. THESIS AND ARGUMENT DEVELOPMENT</b> 2 Points	<b>TARGETED SKILL: Argumentation (E1, E4, and C1)*</b>
	<b>1 Point</b> Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or conclusion. <b>Scoring Note:</b> <i>Neither introduction nor conclusion is necessarily limited to a single paragraph.</i>
	<b>1 Point</b> Develops/supports a cohesive argument that recognizes/accounts for historical complexity by explicitly illustrating relationships among historical evidence, e.g., contradiction, corroboration, and qualification.
<b>B. DOCUMENT ANALYSIS</b> 2 Points	<b>TARGETED SKILL: Analyzing Evidence: Content and Sourcing (A1 and A2) and Argumentation (E2)</b>
	<b>1 Point</b> Utilizes content of at least six documents to support the stated thesis or relevant argument.
	<b>1 Point</b> Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four documents.
<b>C. USING EVIDENCE BEYOND THE DOCUMENTS</b> 2 Points	<b>TARGETED SKILL: Contextualization and Argumentation (C3 and E3)</b>
	<b>CONTEXTUALIZATION: 1 Point</b> Situates the argument by explaining broader historical events, developments, or processes immediately relevant to the question. <b>Scoring Note:</b> <i>Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i>
	<b>EVIDENCE BEYOND THE DOCUMENTS: 1 Point</b> Provides an example or additional piece of specific evidence beyond those found in the document to support or qualify the argument. <b>Scoring Notes:</b> <ul style="list-style-type: none"> <li>▪ <i>This example must be different from evidence used to earn other points on this rubric.</i></li> <li>▪ <i>This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument.</i></li> </ul>
<b>D. SYNTHESIS</b> 1 Point	<b>TARGETED SKILL: Synthesis (C4, C5 or C6)</b>
	<b>1 Point</b> Extends the argument by explaining the connections between the argument and ONE of the following: <ul style="list-style-type: none"> <li>a) A development in a different historical period, situation, era or geographical area.</li> <li>b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> <li>c) A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology). (Note: For European and World History only.)</li> </ul> <b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is not awarded for merely a phrase or reference.</i>

**On Accuracy:**

The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.

**On Clarity:**

These essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge and skills described above.