

# AP World History Summer Assignment

**ALL FOUR ESSAYS ARE DUE ON THE FIRST DAY OF SCHOOL: THURSDAY, SEPTEMBER 7, 2017**

## Part A: Document-Based Question

Suggested writing time: 60 minutes (includes 15-minute reading period)

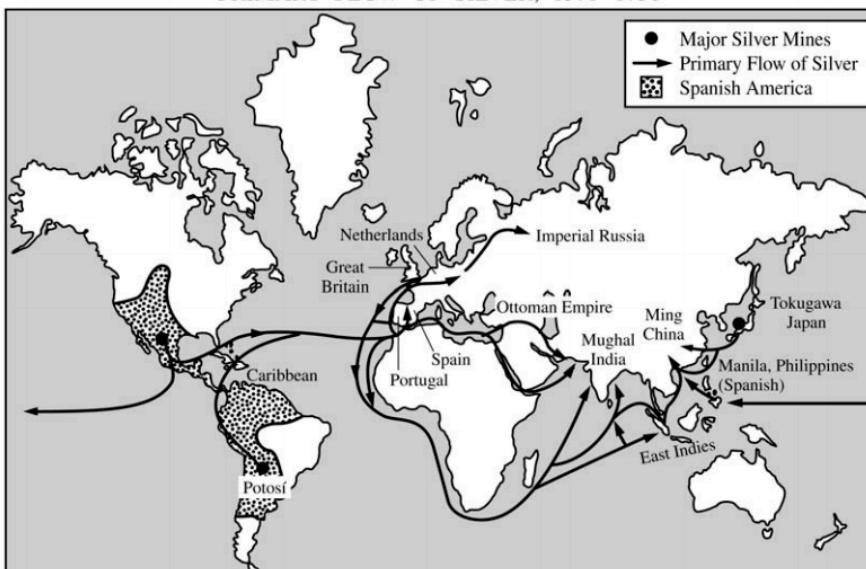
### A good response should:

- Respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- Describe a broader historical context immediately relevant to the question that relates the topic of the question of historical events, developments, or processes that occur before, during, or after the time frame of the question. This description should consist of more than merely a phrase or a reference.
- Explain how at least one additional piece of specific historical evidence, beyond those found in the documents, relates to an argument about the question. (This example must be different from the evidence used to earn the point for contextualization.) This explanation should consist of more than merely a phrase or a reference.
- Use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addresses the entirety of the question. In addition, a good response should utilize the content of at least six documents to support an argument about the question.
- Explain how the documents' point of view, purpose, historical situation, and/or audience is relevant to the argument for at least four of the documents.

**Question 1:** Using the documents, analyze the social and economic effects of the global flow of silver from the mid-sixteenth century to the early eighteenth century.

### Historical context map (not part of the document set):

PRIMARY FLOW OF SILVER, 1570–1750



### Document 1

Source: Ye Chunji, county official during the Ming dynasty, order issued to limit wedding expenses, 1570's.

The frugal man with only one bar of silver currency can have something left over, whereas the extravagant man with a thousand can still not have enough.

### Document 2

Source: Tomás de Mercado, Spanish scholar, *Manual of Deals and Contracts*, Seville, 1571.

High prices ruined Spain as the prices attracted Asian commodities and the silver currency flowed out to pay for them. The streets of Manila in the Spanish territory of the Philippines could be paved with granite cobblestones brought from China as ballast\* in Chinese ships coming to get silver for China.

\*A heavy substance used to improve the stability of a ship.

### Document 3

Source: Wang Xijue, Ming dynasty court official, report to the emperor, 1593.

The venerable elders of my home district explain that the reason grain is cheap despite poor harvests in recent years is due entirely to the scarcity of silver coin.

The national government requires silver for taxes but disburses little silver in its expenditures. As the price of grain falls, tillers of the soil receive lower returns on their labors, and thus less land is put into cultivation.

### Document 4

Source: Ralph Fitch, British merchant, an account of his travels to the East Indies, published in 1599.

When the Portuguese go from Macao, the most southern port city in China, to Japan, they carry much white silk, gold, perfume, and porcelain and they bring from Japan nothing but silver. They have a great ship that goes to Japan every year, and brings back more than 600,000 coins' worth of Japanese silver. The Portuguese use this Japanese silver to their great advantage in China. The Portuguese bring from China gold, perfume, silk, copper, porcelain, and many other luxury goods.

### Document 5

Source: Xu Dunqiu Ming, writer, in his essay in *The Changing Times*, about the commercial city of Hangzhou, 1610.

In the past, the dye shops would allow customers to have several dozen pieces of cloth dyed before settling accounts and charging the customers. Moreover, customers could pay for dyeing the cloth with rice, wheat, soybeans, chickens, or other fowl. Now, when you have your cloth dyed you receive a bill, which must be paid with silver obtained from a moneylender.

### Document 6

Source: Antonio Vázquez de Espinosa, a Spanish priest, *Compendium and Description of the West Indies*, 1620's.

The ore at Potosí silver mine is very rich black flint, and the excavation so extensive that more than 3,000 Indians worked away hard with picks and hammers, breaking up that flint ore; and when they have filled their little sacks, the poor fellows, loaded down with ore, climb up those ladders or rigging, some like masts and others like cables, and so trying and distressing that even an empty-handed man can hardly get up them.

So huge is the wealth that has been taken out of this range since the year 1545, when it was discovered, up to the present year of 1628, that merely from the registered mines, according to most of the accounts in the Spanish royal records, 326,000,000 silver coins have been taken out.

This does not count the great amount of silver taken secretly from these mines to Spain, paying no 20 percent tax or registry fee, and to other countries outside Spain, including the Philippines and China.

### Document 7

Source: He Qiaoyuan, Ming dynasty court official, report to the emperor on the possibility of repealing the 1626 ban on foreign trade, 1630.

The Spanish have silver mountains, which they mint into silver coins. When Chinese merchants trade in Southeast Asia and the Indian Ocean, they trade the goods we produce for the goods of others. But when they go to Luzon (Philippines) they only return with silver coins. Chinese silk yarn worth 100 bars of silver can be sold in the Philippines at a price of 200 to 300 bars of silver there. Moreover, porcelain from the official pottery works as well as sugar and fruit from my native province, are currently desired by the foreigners.

### Document 8

Source: Charles D'Avenant, an English scholar, "An Essay on the East-India Trade" regarding the debate on a bill in Parliament to restrict Indian textiles, 1697.

Since we were supplanted in the spice-trade by the Dutch, our chief investments or importations from the East Indies have been in dyed cotton cloth, silks, drugs, cotton-yarn, and wool; part of which commodities are for our own use, but a much greater part, in times of peace, were brought to London for sale to France, Germany, the Netherlands, Spain, Italy, and our colonies.

For Europe draws from Asia nothing of solid use; only materials to supply luxury, and only perishable commodities, but sends to Asia gold and silver, which is there buried and never returns.

But since Europe has tasted of this luxury, since the custom of a hundred years has made Asian spices seem necessary to all degrees of people, since Asian silks are pleasing everywhere to the better sort, and since their dyed cotton cloth is useful wear at home, and in our own colonies, and for the Spaniards in America, it can never be advisable for England to quit this trade, and leave it to any other nation.

# AP World History Summer Assignment

## Part B: Long Essay Questions

Suggested writing time: 40 minutes for each question

### A good response should:

- Respond to the question with an evaluative thesis that makes a historically defensible claim. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. Neither the introduction nor the conclusion is necessarily limited to a single paragraph.
- Explain how a relevant historical context influenced the topic addressed in the question. It should also relate the topic of the question to broader historical events, developments, or processes that occur before, during, or after the time frame of the question. This explanation should consist of more than merely a phrase or a reference.
- Use historical reasoning to explain relationships among the pieces of evidence provided in the response and how they corroborate, qualify, or modify the argument, made in the thesis, that addressed the entirety of the question.

**Question 2:** Evaluate the extent to which new transportation technologies changed economic activity in the period before 600 B.C.E. (*Historical thinking skill: Patterns of Continuity and Change Over Time*)

**Question 3:** Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E. (*Historical thinking skill: Causation*)

**Question 4:** Using specific examples, compare the spread of epidemic diseases in the Americas in the sixteenth century with the spread of epidemic diseases in Eurasia during the fourteenth century. (*Historical thinking skill: Comparison*)