

Arts High School  
**Modern World History**  
**Summer Assignment**  
2019-2020 School Year

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## World History Summer Assignment



Welcome to World History at Arts High School!

Your summer assignment for this course is due the FIRST DAY OF SCHOOL, on paper, to your teacher. It will count as a grade first marking cycle.

This type of assignment is known as a Document Based Question (DBQ for short). A DBQ assignment usually has the following format:

- A series of documents, usually with short response questions that follow each. The point of the short response questions is to direct your attention to certain aspects of the document and to aid in your understanding of it.
- An essential question which must be answered in an essay (usually 1-3 pages) in which you refer to specific documents in the packet to support your viewpoint.

YOUR ASSIGNMENT is to:

1. Answer the questions on page 2 of this packet (this part is mandatory).
2. Analyze the DBQ documents and answer the short response questions for each document in this packet (this part is mandatory).
3. For extra credit you may choose to write a 1-2 page essay responding to the essential question of the DBQ. (This part is optional)

Typed responses are preferred, neatly written responses are acceptable.

**You must be prepared to take a quiz on the Middle Ages within the first week of school.**

### Grading Rubric:

\_\_\_\_\_ / Vocab 22pts Total: 11 Vocabulary question x 2pts each (1pt correctly addressing the term, 1pt for using complete sentence in your own words)

\_\_\_\_\_ / DBQs 27pts Total: 9 Constructed responses DBQ questions x 3pts each

\_\_\_\_\_ / 1pt assignment is fully completed including student name and class block.

\_\_\_\_\_ / 50pts Final Grade

**Part 1.**

**Historical Context:** The Middle Ages is the name given to the time period between 400 and 1500 AD. In Europe, this is the time of knights, lords, the black plague and the Catholic Church. This is also the time when Europe, Africa and Asia collided because of a series of wars known as the Crusades.

**Directions:** You are to answer the following questions by conducting research in legitimate historical references (internet or books). You may not "copy and paste", write answers in your own words and complete sentences.

1. What is a lord?
2. What is a vassal?
3. What is clergy?
4. What is a knight?
5. What is a Monarch?
6. What is the feudal system?
7. What is a manor?
8. What is a Fief?
9. Who fought in the Crusades?
10. Why were the Crusades fought?
11. Who won the Crusades?

**Part 2.**

**Historical Context:** The Middle Ages in Europe, a period of time from approximately 400 and 1500 A.D., 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 age began with the destruction of the Roman Empire and the disorder that followed.

**Directions:** You are to answer the questions that accompany each of the nine (9) documents that follow. Be sure to:

1. Carefully read each document based question prior to reading the accompanying document.
2. Now, read each document carefully and underline key phrases and words that address the document based question. Use a dictionary to look up words that are unfamiliar to you. You may also make brief notes to assist you.
3. Based on the information found in each document, answer the questions that follow the documents.

**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. . . .

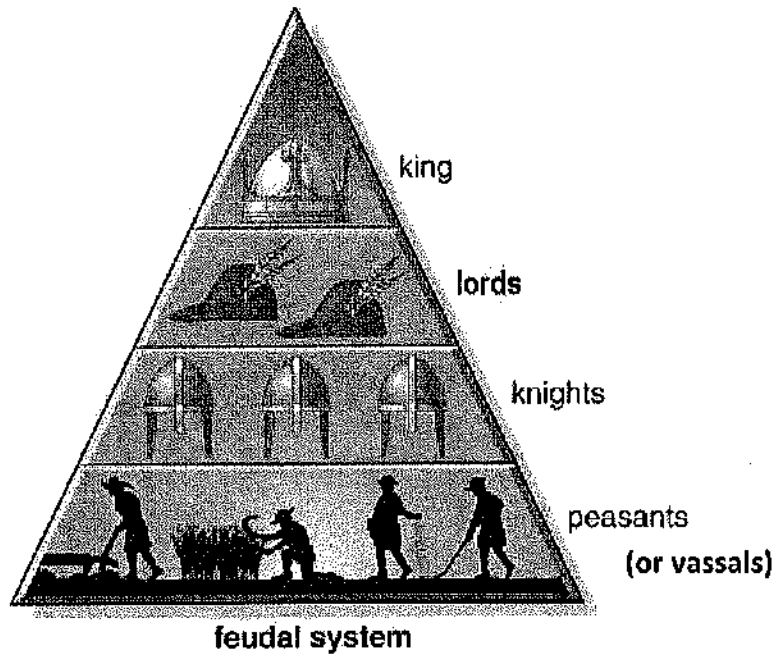
According to the author, what were conditions like in Europe during the 800's?

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## Document 2

The social rankings of the feudal system in Middle Age Europe, top is highest bottom is lowest.



According to the diagram, which class in the feudal system seems the largest and what is their profession?

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## Document 3

## 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 this diagram.

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## Document 4

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 any one ... 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 5

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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## Document 6

**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)? \_\_\_\_\_

\_\_\_\_\_

**Document 7**

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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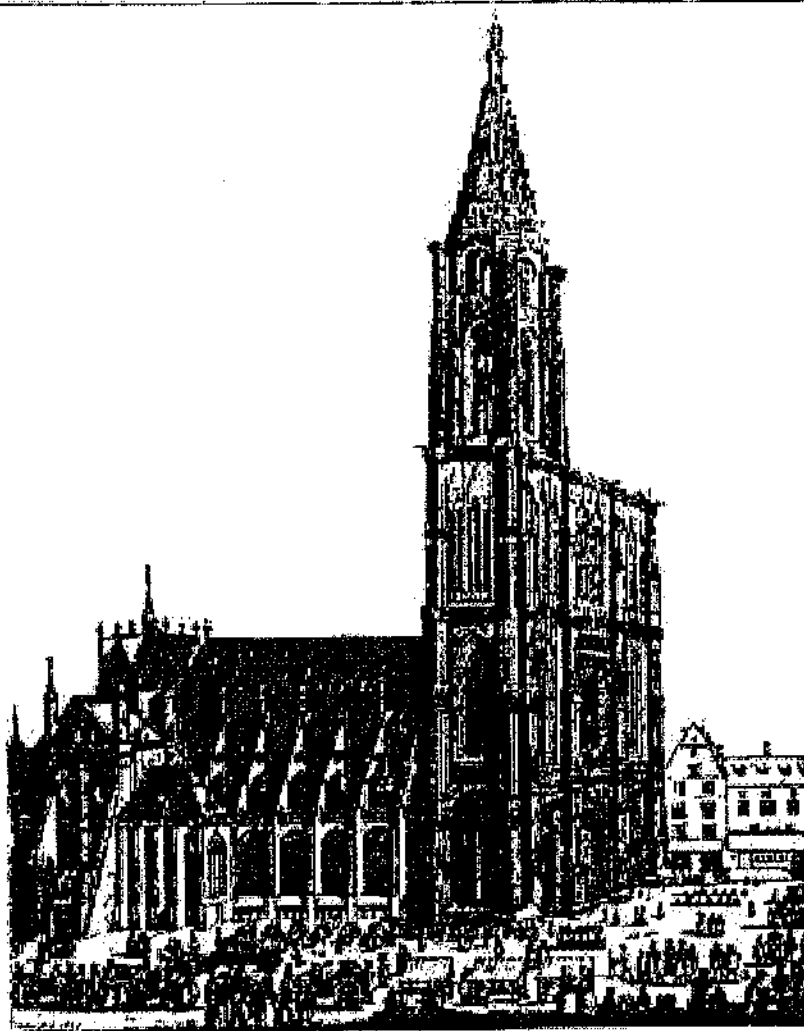
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\_\_\_\_\_

**Document 8**

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



**Document 9**

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? \_\_\_\_\_



**Part 3. OPTIONAL EXTRA CREDIT**

**Directions:** 1. Based on your knowledge and on the information found in the documents, formulate a thesis that directly answers the following question:

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

**NOTE:** A thesis statement is included towards the beginning of your paper and is a summary of the main point of a paper, a summary of the argument a paper contains, or a summary of the position that the paper is going to take.

2. Organize supportive and relevant information into a brief outline.
3. Write a well-organized 1-2 page essay proving your thesis. The essay should be logically presented and should include information from the documents and from your own outside knowledge.

Essay rubric on next page

## Essay Rubric:

	0 pts.	1pt	2pts	3pts
Thesis 0-1 pt.	- Thesis does not address all parts of the question - Thesis simply restates the question	- Thesis addresses all parts of the question - Thesis sets up the argument - Thesis addresses the targeted skill		
Analysis of historical evidence & support of argument 0-3 pts.	- Only describes or paraphrases documents (inadequate analysis) - May use <50% of documents  - ( <6 Documents)	- Analyzes 70% of documents to support or prove argument/ thesis  ( 6/8 Documents)	- Analyzes 70% of documents to support or prove argument/ thesis AND Does one of the following for 70 % of documents - Historical context - Purpose - Point of view ( 6/8 Documents)	- Analyzes at least 80% of documents to support or prove argument/ thesis AND - Does one of the following for 80 % of documents - Historical context - Purpose - Point of view ( 7/8 Documents)
Outside Evidence 0-1 pt.	- Does not include any outside evidence - Has outside evidence but does not use it to advance the argument of the essay; simply lists information	- Uses and applies substantial outside information to support or prove thesis/ argument		
Context 0-1 pt.	Has only limited connections between the question and the time period	- Accurately and explicitly works the essay into the larger story or history <u>within</u> the time period - Makes links between some of the documents (topical and chronological)		
Synthesis 0-1pt.	<b>Response synthesizes the argument, evidence, analysis of documents, and context into a coherent and persuasive essay by accomplishing ONE or more of the following as relevant to the question.</b>  <b>You can get up to ONE point for demonstrating 1+ of the following skills.</b> ✓ Appropriately extends or modifies the stated thesis or argument (ex provides the counter arguments) OR ✓ Effectively integrates contradictory evidence from docs in crafting coherent argument OR ✓ Appropriately connects question to <u>other</u> modifies the stated contradictory evidence from Historical periods, geographical areas, contexts or circumstances (understands the bigger picture)			
Conventions 0-3pts.	Many errors, informal/unrefined language, essay organized ineffectively	Many minor errors, informal language, essay organization does not further develop the essay	Few, minor grammatical errors, academic language, use of structure progresses essay	Excellent grammar, with no errors, sophisticated language, advanced use of structure to develop the essay

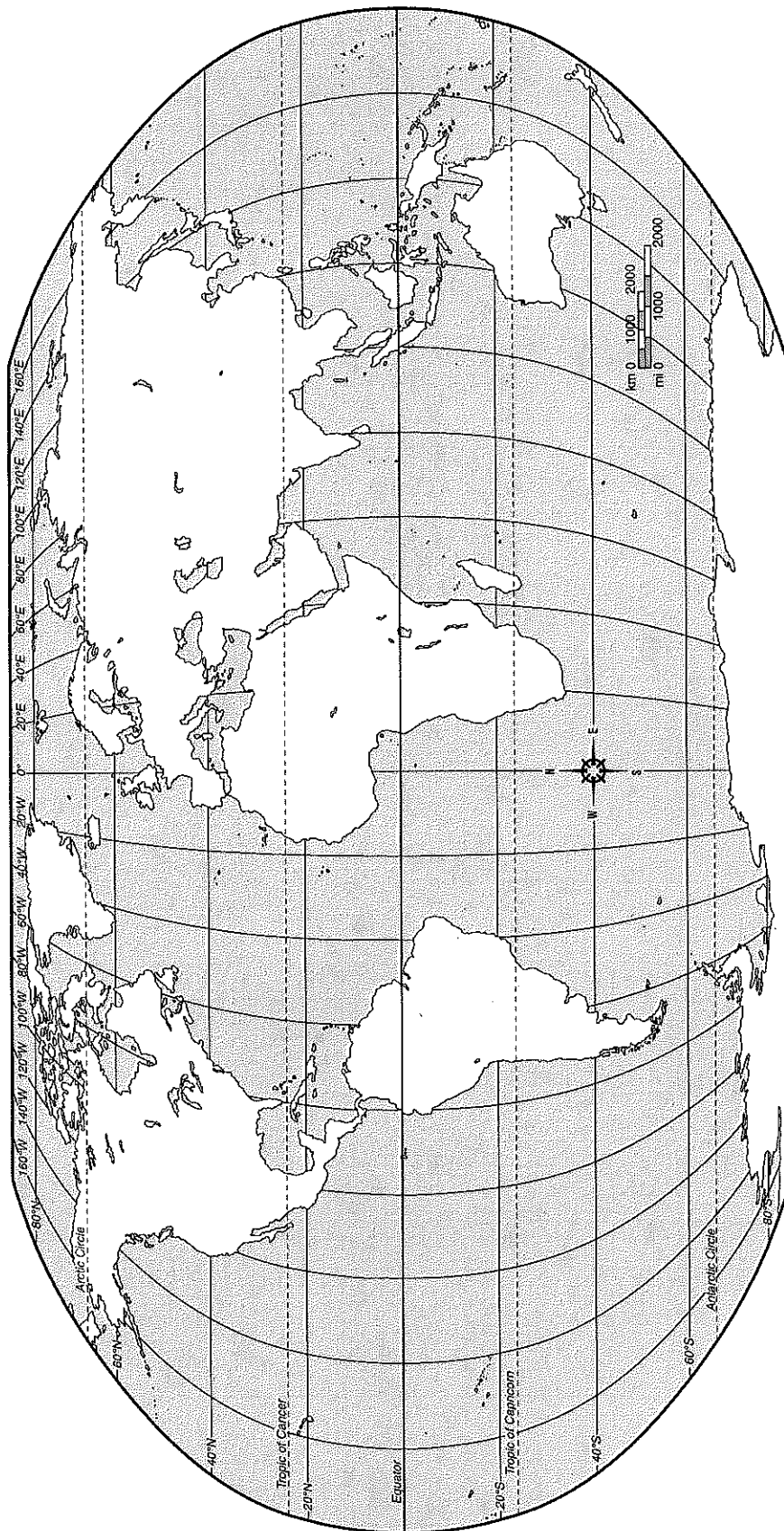
#### **Part 4. Map Skills Mandatory!!!**

1. Color and label the map of the United States
2. Color and label the map of The Continents and Ocean
3. During the first week of school you will have a quiz on both maps so be sure to study the Maps.

Name \_\_\_\_\_

Date \_\_\_\_\_

# World Continents



Name \_\_\_\_\_

Date \_\_\_\_\_

# United States of America

