World History Volume 2 - from 1400 1st edition Kordas Solutions Manual

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INSTRUCTOR ANSWER GUIDE



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World History

Volume 2

World History Volume 2 - from 1400 1st edition Kordas Solutions Manual

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Chapter 1: Understanding the Past

Review Questions

1. What is an example of a primary source?
    a. a diary entry by a person who lived in the period under discussion
    b. a modern biography of a person in the period under discussion
    c. an account of a nineteenth-century battle in a twenty-first century textbook
    d. an article in an academic journal

[Answer: A]

2. Whom do the Chinese view as the father of history?
    a. Homer
    b. Santayana
    c. Herodotus
    d. Sima Qian

[Answer: D]

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3. What interpretation of history assumes that history can be viewed primarily through the lives and choices of leaders?
   a. great man theory
   b. progressive interpretation
   c. gender interpretation
   d. Marxist interpretation

[Answer: A]

4. The belief that history is moved primarily by class struggle is the _____ of history.
   a. social interpretation theory
   b. revisionist view
   c. progressive interpretation
   d. Marxist interpretation

[Answer: D]

5. What is the most immediate motivator of a historical event?
   a. tertiary cause
   b. primary cause
   c. action of a great man
   d. social construct

[Answer: B]

6. Our perspectives are deeply rooted in _____, which we learn from our upbringing and environment.
   a. education
   b. social constructs
   c. historical empathy
   d. causation

[Answer: B]

Check Your Understanding Questions

1. What does it mean to be a global citizen?

[Answer: A global citizen sees themselves as a member of, and responsible to, a world community rather than a single nation.]

2. What are the features of this textbook, and how will they enhance your learning experience?

[Answer: This text uses a chronological approach, maps, and feature boxes focused on documents and images in order to actively engage in interpreting events in the past.]

3. Define causation as it is used in the study of history.

[Answer: Causation is the “why” behind events, that is, the immediate contributing factors and long-term reasons why an event occurred. Causation helps historians make sense of the past.]

4. Describe the process you would go through to establish the primary, secondary, and tertiary causes of a historical event.

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[Answer: Gather the facts and then arrange items in order of importance. Evaluate which causes were close to the event in time and which ones provide the background.]

Application and Reflection Questions

1. How do you see your knowledge of world history helping you achieve life goals? What do you hope to learn from this text?

[Answer: Answers may vary.]

2. Why is it important to consider competing sources about the same topic?

[Answer: Answers may vary.]

3. What primary source materials do you think you will leave behind for later generations? How would you want them to be interpreted?

[Answer: Answers may vary.]

4. If you could suggest a revisionist addition to the history you have been taught so far, what would it be? Why?

[Answer: Answers may vary.]

5. Provide three examples of social constructs that affect the way you view the world and explain why.

[Answer: Answers may vary.]

6. Which historical interpretation interests you most? Why?

[Answer: Answers may vary.]

7. Choose a recent event you have followed in the news or on social media and establish a history of that event. In a few short paragraphs, tell the story and rank the causes in order of importance. Then write the history again, using one of the major interpretive theories in the chapter (progressive, intellectual, gender, etc.). Your goal is to produce a different viewpoint on the same story.

[Answer: Answers may vary.]

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Chapter 2: Exchange in East Asia and the Indian Ocean

Review Questions

1. Who founded the Mughal Empire?
    a. Babur
    b. Humayun
    c. Akbar
    d. Shah Jahan

[Answer: A]

2. What was Din-i Ilahi?
    a. a palace built by Jahangir
    b. a law code written by Babur
    c. a religion created by Akbar
    d. a ceremony for Hindu brides who married Mughal rulers

[Answer: C]

3. Which group was not found in large numbers in Gujarat before the arrival of Europeans?
    a. Jewish people
    b. Parsis
    c. Muslims
    d. Roman Catholics

[Answer: D]

5. Aurangzeb executed the guru Tegh Bahadur. What religion was Bahadur a leader of?
    a. Sikh
    b. Muslim
    c. Hindu
    d. Buddhist

[Answer: A]

6. Which port city was the base of the Portuguese State of India?
    a. Surat
    b. Goa
    c. Diu
    d. Mumbai

[Answer: B]

7. In which region did the British compete intensely with the French?
    a. the Sultanate of Gujarat
    b. Kerala
    c. the Deccan Plateau
    d. Bengal

[Answer: D]

8. Parameswara, the founder of the Malaccan Sultanate, was descended from the rulers of the _____.

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a. Chola Empire
b. Majapahit Empire
c. Srivijayan Empire
d. Ayutthaya Empire

[Answer: C]

9. What was the *Undang-Undang Laut Melaka*?
   a. an elite order of knights who served the sultan of Melaka
   b. a Malaccan maritime law code that governed the conduct of sailors and traveling merchants
   c. a codification of Islamic law produced in the Malaccan Sultanate
   d. a famous poem about a Malaccan folk hero

[Answer: B]

10. What was the result of Portugal's effort to Christianize the subjects of the Sultanate of Ternate?
    a. The Muslims of Ternate began a holy war against the Portuguese and drew closer to the Muslim world.
    b. The Portuguese successfully converted the majority of the population, who drove out their Muslim rulers.
    c. The people of Ternate allied with the Muslims in Majapahit and Ayutthaya to drive out the Portuguese.
    d. The Spanish allied with the Portuguese to kill all the residents of Ternate who refused to become Christian.

[Answer: A]

11. For what reason did China go to war with Japan in the sixteenth century?
    a. Japan invaded China's vassal state of Korea.
    b. Japan refused to stop Japanese pirates from raiding the coast of China.
    c. Japan invaded Taiwan, which was claimed by China.
    d. Japan allied with the Portuguese in their plans to interfere with China's trade with Spain.

[Answer: A]

12. The Qing dynasty incorporated all the following areas into China except _____.
    a. Xinjiang
    b. Taiwan
    c. Tibet
    d. Cambodia

[Answer: D]

13. What was the goal of the *Silhak* movement?
    a. to improve trade with Japan
    b. to convert Chinese to Christianity
    c. to solve social problems by studying science and technology
    d. to overthrow King Sejong

[Answer: C]

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Check Your Understanding Questions

1. How did geography contribute to the wealth of the Sultanate of Gujarat?

[Answer: The Sultanate of Gujarat was located on the western coast of India on the Arabian Sea. It was close to the Arabian Peninsula and to Persia. Monsoon winds blew merchant ships from these areas and from the east coast of Africa in the direction of Gujarat.]

2. What actions of Aurangzeb may have led Hindus to support the Marathas instead of the Mughal Empire?

[Answer: Aurangzeb gave better administrative posts to Muslim immigrants than he did to Indian Hindus. He also imposed a tax on Hindu pilgrims and a special tax on non-Muslims.]

3. How did internal conflict help Europeans to gain control of Ceylon?

[Answer: The Buddhist kings of Kotte and Sitawaka, who were brothers, fought with one another for control of the island. The king of Kotte turned to the Portuguese for help in this effort, and, in gratitude for their assistance, bequeathed the kingdom to the king of Portugal upon his death.]

4. How did the geographic location of the Malaccan Sultanate contribute to its prosperity?

[Answer: The Malaccan Sultanate was located on both the northern part of the island of Sumatra and the tip of the Malay Peninsula. It thus lay on both sides of the Malaccan Straits, the route taken by trading ships sailing between the Indian Ocean and the Pacific.]

5. What effect did the Portuguese attack on Malacca have on trade?

[Answer: As a result of the Portuguese attack on Malacca, Muslim merchants stopped trading in Malacca. Instead, they carried on trade through Muslim trading ports.]

6. How did the wreck of the *San Felipe* affect Japanese attitudes toward Christians?

[Answer: The claim by crew members from the *San Felipe* that converting people to Christianity had helped the Spanish conquer the Americas alarmed the samurai Toyotomi Hideyoshi. He interpreted their statement to mean they intended to conquer Japan with the help of Japanese Christians, so he subsequently ordered the arrest and execution of Christian missionaries.]

7. What did the samurai Tokugawa Ieyasu do to protect Japan from the effects of what he considered dangerous foreign ideas?

[Answer: Tokugawa Ieyasu prohibited the practice of Christianity and forbade the Portuguese and Spanish to enter Japan. Dutch and Chinese merchants were allowed to trade, but they had to remain isolated from the Japanese population. In 1635, Ieyasu prohibited Japanese citizens from traveling abroad except on government missions.]

8. How did foreign trade affect the Chinese economy during the Ming dynasty China?

[Answer: Ordinary people prospered. Farmers and artisans produced goods like silk and porcelain. Some people became wealthy and could afford to buy goods like fine furniture, art, and books and to travel.]

9. During the reign of Hongwu, how did the Ming dynasty try to prevent foreign trade?

[Answer: Harbors were filled with rocks and wooden poles so they could not be used. Ships were left to rot. Patrols along the coast arrested anyone attempting to engage in foreign trade, which was punishable by death.]

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10. What was the difference between the Ming dynasty's interactions with Asian lands that bordered China and its interactions with other countries?

[Answer: In the fourteenth and fifteenth centuries during the Ming dynasty, the Hongwu emperor prohibited the Chinese from engaging in private foreign trade. Only tributary exchanges could take place, though China continued to intervene in the affairs of countries that bordered it. For example, it invaded Vietnam in the fifteenth century when the Tran emperor was usurped and fought against invading Japanese forces in Korea in the sixteenth century.]

11. What scientific and technological advances were made in Korea during the fifteenth century?

[Answer: Korean scientists invented devices for measuring how much rain fell and the direction and velocity of the wind. They conducted astronomical observations and developed sundials and water clocks. They also invented devices to measure the elevation of land.]

Application and Reflection Questions

1. How did Akbar transform the Mughal Empire? What steps did he take to create a hybrid Indo-Islamic culture in his realm?

[Answer: Answers may vary.]

2. How ethnically and religiously diverse was the Sultanate of Gujarat, and how did diversity contribute to its success?

[Answer: Answers may vary.]

3. Why was the late fifteenth century known as the Golden Age of Malacca? What contributed to making it a golden age?

[Answer: Answers may vary.]

4. If the Portuguese and Spanish had not been interested in converting people to Christianity, do you believe they would have been more successful in achieving their commercial goals? Why or why not?

[Answer: Answers may vary.]

5. What cultures interacted in the Malaccan Sultanate and elsewhere in the Indian Ocean? Why did Islam become a dominant cultural influence?

[Answer: Answers may vary.]

6. How did interactions with Europe affect the lives of Chinese of different social classes during the Ming and Qing dynasties?

[Answer: Answers may vary.]

7. To what extent did Tokugawa Japan and Ming and Qing dynasty China attempt to close themselves off to foreign influences? Why did they do this? To what extent were they successful at eliminating foreign influences?

[Answer: Answers may vary.]

8. What types of economic, political, and cultural exchanges took place in Tokugawa Japan and Qing dynasty China? How did these societies respond to those changes?

[Answer: Answers may vary.]

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Chapter 3: Early Modern Africa and the Wider World

Review Questions

1. Why was the camel important to trans-Saharan trade?
    a. Its obstinate nature makes it hard for handlers to control.
    b. It produces a fine wool that can be spun into luxurious textiles.
    c. Its milk is used to produce cheese, an important source of protein.
    d. Its biological advantages made regular long-distance trade in the Sahara possible.

[Answer: D]

2. How did the widespread adoption of Islam help facilitate trans-Saharan trade?
    a. by giving Muslim merchants, traders, and caravanners a shared set of customs, laws, traditions, and language
    b. by making the caravan trade the exclusive vocation of Tuareg Berber nomads
    c. by opening the markets of the pilgrimage route between Niani and Kilwa
    d. by causing conflict between dissident Muslim groups, thereby opening competing markets for new manufactured goods

[Answer: A]

3. In addition to gold and salt, what two other types of goods were regularly exported from Africa?
    a. obsidian and cobalt
    b. hides and cotton
    c. textiles and enslaved people
    d. ivory and sugar

[Answer: C]

4. In the mid-fifteenth century, who purchased enslaved people from Mali on the Senegambia coast?
    a. French
    b. Portuguese
    c. British
    d. Dutch

[Answer: B]

5. What were some of the key exports from Songhai?
    a. kola nuts, salt, and gold
    b. hides, jewels, and enslaved people
    c. ceramics, cloth, and horses
    d. enslaved people, pottery, and weapons

[Answer: A]

6. What were Timbuktu and Djenné renowned as?
    a. centers of religious pilgrimage
    b. river port cities at the confluence of the Senegal and Gambia Rivers
    c. types of calligraphy used by Islamic clerics

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d. centers of Islamic learning and religious scholarship, as well as trans-Saharan trade

[Answer: D]

7. What was the capital of the Songhai Empire?
   a. Kano
   b. Djenné
   c. Gao
   d. Taghaza

[Answer: C]

8. Why didn't the trading ports of the Swahili coast extend along the full length of the coast of Africa?
   a. Hostile tribes in the south kept merchants from establishing cities.
   b. Tropical diseases in the south made it too dangerous for people to live there.
   c. The southern part of the coast had been colonized by the French.
   d. The seas there were too rough for the dhows and the monsoon winds too weak.

[Answer: D]

9. What trade item was produced in the Swahili city-states?
   a. glassware
   b. gold
   c. pottery
   d. silverware

[Answer: C]

10. What was the source of most of the enslaved people who were traded on the Swahili coast?
    a. the interior of the African continent
    b. Eastern Europe
    c. the Arabian Peninsula
    d. the Swahili city-states

[Answer: A]

11. Which Swahili city-state came to dominate the southern part of the coast, trading in gold with Sofala?
    a. Mogadishu
    b. Kilwa
    c. Mombasa
    d. Zanzibar

[Answer: B]

12. The Kanem-Bornu Empire was able to maintain its control over the slave trade partly through military innovations, including weapons imported from _____.
    a. North Africa
    b. Portugal
    c. the Slave Coast
    d. the Songhai Empire

[Answer: A]

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13. By the eighteenth century, what was the main slave trading center on the West African coast?
    a. Timbuktu
    b. Bornu
    c. Whydah
    d. Gao

[Answer: C]

14. Located in modern-day Ghana, ____ was a flourishing center of the ____ trade beginning in the sixteenth century.
    a. Benin, sugar
    b. Togo, salt
    c. Elmina, slave
    d. São Tomé, copper

[Answer: C]

Check Your Understanding Questions

1. In what way(s) did Islam provide a sense of cultural unity and protection to caravans?

[Answer: As commerce expanded, Islam gradually spread along the trans-Saharan trade routes and created a network of believers who trusted each other thanks to a common language—Arabic—and shared values, traditions, and customs such as regular daily prayer. Other African traders and merchants recognized the benefits of conversion, which included guarantees afforded by contract law, the extension of credit and promissory notes, and an increasingly extensive information network.]

2. How did sub-Saharan African rulers respond to the arrival of Islam?

[Answer: Sub-Saharan rulers, even those who were not Muslim, often welcomed the arrival of Islam. Their languages often did not have alphabets, so they made use of Muslim scholar-merchants who were literate in Arabic as counselors and advisors. Their support for Islam, in turn, increased its prestige.]

3. What role did Islam play in helping the rulers of Songhai consolidate their control?

[Answer: Islam was crucial to Askia the Great's consolidation of control. Not ethnically Songhai and thus unable to rely on traditional institutions and rituals to legitimate his rule, he instead based his authority on Islam. In 1498, he declared a holy war against the non-Muslim Mossi to justify his incursions into their territory. Askia also convinced the caliph of Egypt to recognize him as caliph of the whole of Sudan.]

4. In what ways did civil war affect the Songhai Empire after the reign of Askia the Great?

[Answer: In 1528, Askia the Great's sons revolted, deposed him, and declared one of their own, Musa, king. Musa himself fell victim to family strife and was killed by his brothers in 1531, further destabilizing the state. As Songhai weakened, other states, particularly the Saadi dynasty of Morocco, began eyeing an opportunity to seize control of the lucrative trans-Saharan trade in salt and gold.]

5. How did the Swahili coast city-states take advantage of wind patterns in the Indian Ocean?

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[Answer: In the summer, the winds blew ships in the direction of Arabia and the west coast of India. In the winter, these winds blew ships back in the direction of the East African coast. This led to the development of a seasonal trade.]

6. What African commodities entered the Indian Ocean trade through the Swahili city-states?

[Answer: Gold, iron, copper, salt, valuable hardwoods such as ebony and sandalwood, ivory, tortoise shells for making decorative objects like combs, and animal hides were brought from the interior. The artisans of the city-states also made textiles and pottery that were sold in the Indian Ocean.]

7. Where did enslaved Africans sold in the Swahili coast city-states primarily go, and for what kinds of labor were they used?

[Answer: Enslaved Africans sold in the Swahili coast city-states were taken to North Africa, the Arabian Peninsula, elsewhere in the Middle East, India, and European colonies in the Indian Ocean. Some might be sold as far away as India or China. Women and children were used as domestic servants. Men might become soldiers, sailors, or agricultural laborers.]

8. In what ways did Islam shape the slave trade?

[Answer: Islamic law forbade the enslavement of Muslims by other Muslims. However, Muslims could enslave non-Muslims. Islamic states often characterized war against their non-Muslim neighbors as holy wars, enabling them to expand their states and capture prisoners of war who could be enslaved.]

9. What position did the kingdom of Dahomey take regarding the slave trade with Europe, and how and why did it change?

[Answer: At first the kingdom of Dahomey, which conquered the Slave Coast in the early eighteenth century, did not wish to participate in the business of selling captured Africans to Europeans. The kingdom of Oyo, however, profited from the trade and wished it to continue. Fighting between Dahomey and Oyo disrupted the commerce of both kingdoms to such an extent that Dahomey later agreed to participate in the trade.]

10. To what extent did Africans benefit from the slave trade with Europe?

[Answer: Those who sold the people they had captured benefited, as did the leaders of caravans and merchants who provided supplies like food to slave traders. The Akan gold mines also made use of enslaved laborers provided by the Portuguese.]

Application and Reflection Questions

1. In what ways might trans-Saharan trade have actually benefited from the physical environment of the Sahara?

[Answer: Answers may vary.]

2. Of all the factors that led to the collapse of the Empire of Mali, which would you argue was the most important? Why?

[Answer: Answers may vary.]

3. Consider the responsibility of political leaders toward intellectual centers like Timbuktu and Djenné. Do governments have an obligation to promote culture and learning or just to ensure economic and political stability? Explain your answer.

[Answer: Answers may vary.]

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