Updated for Course Redesign

Program Overview and Sample Guide
Welcome to AP® World History

It’s an exciting time in the history of Advanced Placement (AP). First, the availability of AP course opportunities has resulted in nearly double the number of students with access to AP classes. Also, the AP World History Curriculum redesign reflects the changing nature of the study of history.

At McGraw-Hill Education, we understand the challenges an AP World History teacher encounters. To meet these challenges, we provide a respected, foundational AP text coupled with digital tools and resources to help students develop the historical thinking skills and enduring knowledge to critically understand the themes and documents significant to master world history.

- A robust collection of advanced teaching resources allow you to customize your AP® World History course your way.
- *Traditions & Encounters UPDATED AP Edition* provides a comprehensive text that prepares students for the new AP World History redesigned course and exam.
- The *AP Teacher’s Manual* provides teaching strategies, suggested activities, and more.
- The *AP advantage*, an effective, online, easy-to-use solution for implementing your course with fidelity, providing personalized support for every student, and ensuring AP World History Exam success.

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AP® advantage Overview

The AP advantage gives you 3 digital AP solutions on one powerful platform with a single sign-on. It’s all grounded in a core scientific curriculum you can trust.

Simply point and click to access diverse supplemental resources for teaching AP World History your way while helping students develop the skills for tackling the AP Exam and college coursework.

Follow these 3 steps to help your students earn a 5:

**STEP 1**

*Start with ONboard™*

ONboard teaches historical thinking skills and reinforces background knowledge to help prepare students for the rigors of their AP course.

**STEP 2**

*Support with Connect®*

Connect is your AP World History course management solution providing teachers with program support, tools, and resources all in one convenient online location.

**STEP 3**

*Succeed with SCOREboard™*

Using SCOREboard, students have Advanced Placement Exam preparation that truly adapts to their learning needs to deliver a personalized learning path to AP Exam success.
Start with **ONboard™**

Reinforce students’ background knowledge for more effective instruction from day one

**ONboard** for AP World History presents students with a series of self-paced, interactive modules for refining and mastering the skills necessary for success in AP World History coursework and the AP Exam.

**ONboard** prepares students and informs teachers with:

- A Pre-Test and Comprehensive Final Assessment with robust reporting features that show growth and identify skill gaps.
- Check Points and Quizzes with immediate feedback for gauging student comprehension.
- Animations and Interactivities to engage students with diverse learning styles.

**What’s Covered**

**Pre-Test**
Introduction to ONboard for AP World History

**Module 1: Introduction to AP World History Themes**

**Module 2: Gathering and Organizing Information**

**Module 3: Reading and Interpreting**

**Module 4: Analyzing Skills**

Comprehensive Assessment
Support with Connect®

Manage your class your way with digital, print, or hybrid course management tools

Connect® is your solution for AP World History curriculum support and course management. It provides teachers with a range of useful resources and access to online presentation, assignment, and assessment solutions. Students also get an adaptive, interactive AP SmartBook™ powered by LearnSmart™ that will help them study smarter, not harder.

Connect® also contains:

- AP REDESIGNED Test Banks. Each chapter bank contains stimulus-based multiple choice, new-style short answer, long essay, and document-based questions. These questions are correlated to the AP Curriculum Framework and help provide students with an excellent opportunity to practice answering AP-style questions.

- UPDATED AP Teacher Manual
  Teach students to think like historians using your AP Teacher Manual. This powerful resource includes:
  - Chapter assessment answers
  - Historical thinking skills activities
  - Thematic topics
  - Historical terms and concepts review
  - Pacing guide

- Teacher Presentation Tools. The presentation tools give teachers access to photos, maps, and other media that can be used to create customized lectures, visually enhanced tests and quizzes, or attractive printed support materials.

SmartBook® is the first and only adaptive reading experience designed to improve the way students read and learn. Powered by the intelligent diagnostic and adaptive LearnSmart® engine, this AP Edition SmartBook uses assessments that consider both confidence level and responses to content questions to identify what a student knows and doesn’t know.

As the student reads, the material constantly adapts to ensure the student is focused on the content he or she needs the most to close any knowledge gaps. The result is that students learn faster, study more efficiently, and retain more knowledge, allowing teachers to focus valuable class time on higher-level concepts.
Traditions & Encounters UPDATED AP Edition

Guided Tour

Traditions & Encounters UPDATED AP Edition contains many outstanding features designed to support the AP student and teacher as they transition to the new AP World History course and exam.

AP themes and test practice questions are integrated throughout every part and chapter of the book.

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The ACCELERATION OF CROSS-CULTURAL INTERACTION, 1000 TO 1500 C.E.

Theme 1: Interaction Between Humans and the Environment
Theme 2: Development and Interaction of Cultures
Theme 3: State Building, Expansion, and Conflict
Theme 4: Creation, Expansion, and Interaction of Economic Systems
Theme 5: Development and Transformation of Social Structures

These next chapters, 17 through 21, explore the same themes and ideas that were introduced in Part 3 (chapters 13 through 16) and conclude the time period from ca. 600 to ca. 1450. After you read this opener for Part 4, look back to the opener for Part 3 to get a clearer picture of how both of these parts complete AP Period 3 and come together on the AP exam.

You’ve just finished reading about regions in which new classical empires replaced the old. In Part 4, significant new types of states emerge. Nomadic Mongols conquered Song China, Sassanid Persia, and Kievan Russia, and created an interconnected Mongol empire. Ruled by related khans (emperors), these lands made up the largest empire in world history. The nomadic Mexica (also known as Aztec) moved into Mesoamerica and created a new powerful, rich, tributary empire. A small group of Inca conquered the Andean region of South America and also built an enormous tributary empire. Three new kingdoms and five significant city-states arose on the African continent. Europeans were finally able to build good-sized kingdoms. Part 4 also details how and why people on the east African, south Asian, and southeast Asian coasts functioned as a broad coastal community around the Indian Ocean basin. After you assemble all this information, you will have the knowledge to compare how nomadic peoples ruled settled empires, to identify the advantages and disadvantages of tributary empires in Eurasia and the Americas, and to analyze the commonalities of people who share a life and economy based on maritime trade routes.

Business along the established routes intensified so markedly that new cities had to be established to facilitate all the trade and accommodate all the people. Modern transportation technologies such as the magnetic compass, stern-post rudders on ships, and camel saddles contributed to this increase of land-based and maritime trade. To keep track of complicated profits and losses, new forms of banking, accounting, and money were invented across Eurasia and the Americas. States became more actively involved in trade and its profits. The imperial governments of China, Byzantium, Mongol, Caliphate, Mexica, and Inca used roads to move military forces, merchandise, and merchants safely and effectively. The Chinese, Byzantine, and Islamic empires (and, for a while, the Mongols) also built navies for the same purposes. Study the maps to learn where the key trading cities and trade routes (land-based and maritime) were located. These are certain to appear on the AP exam.
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Guided Tour  continued

PART 4
THE ACCELERATION
OF CROSS-CULTURAL
INTERACTION, 1000 TO 1500 C.E.

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Each part opener has been revised to address the needs of the AP student.

The revised AP Course Themes are given prominence with color-coded explanations and coverage at the theme and sub-theme level.

Focus on Themes

Theme 1: Interaction Between Humans and the Environment
Theme 2: Development and Interaction of Cultures
Theme 3: State Building, Expansion, and Conflict
Theme 4: Creation, Expansion, and Interaction of Economic Systems
Theme 5: Development and Transformation of Social Structures
Traditions & Encounters

Initially, it was one thing to know where the trade routes were, but quite another to know who and what traveled on those routes. There were numerous consequences of intensified trade and charted routes. The Mongols, Mexico, and Inca used well-traveled routes to invade and conquer. The Polynesians and the Swahili states on the east coast of Africa used their sailing and navigational skills to trade and to set up “diaporic” communities. Merchants, especially around the Indian Ocean basin, had communities along the coasts where they would live until the monsoon winds blew in the return direction. In their international travels and dealings, military men, merchants, missionaries, and migrants also played important roles in spreading Hinduism, Buddhism, Christianity, and neo-Confucianism from their homelands. Some of these intrepid travelers kept diaries of their experiences that bestow a great deal of information about how much or how little intercultural knowledge and understanding there was at the time. Many of these fascinating travelers’ accounts regularly appear on the AP exam.

There was a significant increase in the cross-fertilization of linguistic and cultural traditions in this period. Indian Ocean basin merchants combined the Bantu and Arabic languages to create the new language of Swahili on the east coast of Africa. Turkic and Arabic languages spread to conquered or converted lands. Mongols brought gunpowder weapons and the technologies of paper-making and the printing press from China to dar al-Islam, and from there into western European kingdoms. Indian, Persian, Arab, and Greek scientific math—as well as technologies in universities and science—within dar al-Islam—slowly trickled into western Europe through merchants and scholars, and formed the backbone of the Renaissance. FLOODS, animals, and diseases were transmitted by merchants from their places of origin to new lands, dramatically changing agriculture and frequently altering birth and death rates.

Although World History often focuses on the considerable forces of change and continuity in whole societies, regions of the world, it’s important not to forget the people who experienced the impact of change or the consequences of continuity. Pay attention to those who work in the business world, on the farms, and at home. When farming techniques improved and new crops were brought to a new region, the “more food — more people” scenario was encountered again. When there was an escalation in farming, more and different kinds of labor was needed for different kinds of crops. Historians use the terms “free labor” and “unfree” or “forced labor” when they analyze the organization of labor. “Free labor” refers to those who were free to quit their jobs at any given time if they wanted to; “unfree or forced labor” refers to those who could not quit even if they wanted to. Forced labor organization varied from place to place and from economy to economy. In this period there was serfdom in western Europe and Japan, and slave labor in African communities, dar al-Islam, Mexico, and Inca societies.

Women have played divergent roles throughout history, and historians carefully scrutinize how women fared in each of these postclassical societies by asking questions such as: What was considered “women’s work” in a particular society? How much influence or power did women of different classes or caste have on the work that men performed? Roles and characterizations of women within societies is a topic brimming with material for comparison. Southeast Asian women, for example, had much more authority in the business world than did women of European or east Asian descent. Why might that have been the case, and did it influence how international business was conducted? When new people, new ideas, and religions drift into a city or community, historians look to see the effect on women and their influence in what were mostly patriarchal societies.

Chapter 21 highlights the transition from hemispheric to global trade. AP students need to understand and appreciate that the successes of the Columbian voyages were based on technologies acquired from the sophisticated East and a great deal of luck. The consequences of these voyages will be examined during the remainder of the course.

THINKING ABOUT THEMES

1. What were some of the positive and negative effects of the nomadic invasions that occurred after 1000 C.E.?
2. What might have been some of the long-term effects of European mariners linking Afro-Eurasia with the Americas?
Expanding Horizons of Cross-Cultural Interaction

**Chapter 21**

**KEY CONCEPTS**

3.1.IV: There was continued diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

3.2.I: Empires collapsed and were reconstituted; in some regions new state forms emerged.

3.3.I: Innovations stimulated agricultural and industrial production in many regions.

3.3.II: The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization buoyed by rising productivity and expanding trade networks.

4.1.VII: As merchants' profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.

**Updated chapter-level AP Key Concept correlations ensure proper focus by students and teachers.**
Expanding Horizons of Cross-Cultural Interaction

chapter 21

KEY CONCEPTS

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HISTORICAL THINKING

Historical Argumentation: Describe the long-term effects of the outbreak of the plague in western Europe and the extent to which regional and interregional factors contributed to the pandemic.

Chronological Reasoning: Analyze the changes in social class structures in the postclassical period.

Comparison: Compare the degree of government centralization in western Europe and Ming China in this period.

Contextualization: Cite the Islamic and Byzantine cultures on the western European Renaissance.

Historical Interpretation: Argue whether the maritime explorations of the fifteenth century should be interpreted as natural consequences of long-term interest in interregional trade and state consolidation or whether their results were so new that they belong at the beginning of a new era of global trade.

CHAPTER FOCUS

Interregional travelers tell the story of expanding Afro-Eurasian horizons in the postclassical era, and north African born Ibn Battuta is the most important traveler for you to know. Historians use the observations in his diaries to analyze the cultural unity of dar al-Islam. Study the major Afro-Eurasian trade routes—the Silk Roads, the trans-Saharan routes, the Indian Ocean basin network, and the Mediterranean—and note that Ibn Battuta traveled by land and sea on all of them. This chapter presents the end of the postclassical era in western Europe. From the fall of the western Roman empire to Marco Polo’s voyages to China and back, western Europeans slowly rebuilt their agricultural productivity and urban-based societies, and significantly reengaged with Afro-Eurasian trade after the debacle of the crusades. Both the cultural flowering of the Renaissance and the maritime explorations were based on the prosperity, ideas, and technologies generated from interacting with east Asia and dar al-Islam and the network of trade routes in between.

After the Mongol Yuan dynasty was deposed in China, the Ming (“brilliant”) dynasty took over. This is the last postclassical imperial reconstruction, so note what the rulers did to assert their Chinese ethnicity and culture after almost a century of...
Traditions & Encounters

**UDATED AP Edition**

Guided Tour continued

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**Expanding Horizons of Cross-Cultural Interaction**

**chapter 21**

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**KEY CONCEPTS**

3.1.I: There was continuous diffusion of crops and pathogens, including epidemic diseases like the bubonic plague, throughout the Eastern Hemisphere along the trade routes.

3.2.I: Empires collapsed and were reconstituted in some regions new state forms emerged.

3.3.I: Innovations stimulated agricultural and industrial production in many regions.

3.3.II: The fate of cities varied greatly, with periods of significant decline, and with periods of increased urbanization.

4.1.IV: As merchants’ profits increased and governments collected more taxes, funding for the visual and performing arts, even for popular audiences, increased along with an expansion of literacy.

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**CHAPTER FOCUS**

Interregional travelers tell the story of expanding Afro-Eurasian horizons in the postclassical era, and North African born Ibn Battuta is the most important traveler for you to know. Historians use the observations in his diaries to analyze the cultural unity of dar al-Islam. Study the major Afro-Eurasian trade routes—the Silk Roads, the trans-Saharan routes, the Indian Ocean basin network, and the Mediterranean—and note that Ibn Battuta traveled by land and sea on all of them. This chapter presents the end of the postclassical era in western Europe. From the fall of the western Roman empire to Marco Polo’s voyages to China and back, western Europeans slowly re-built their agricultural productivity and urban-based societies, and significantly re-engaged with Afro-Eurasian trade after the decade of the crusades. Both the cultural flowering of the Renaissance and the maritime explorations were based on the prosperity, knowledge, and technology of interacting with east Asia trade routes in between. The Mongols, a land-based culture, did not.

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**HISTORICAL THINKING**

**Historical Argumentation**

Describe the long- and short-term effects of the outbreak of the plague in western Europe, and the extent to which regional and interregional trade contributed to the pandemic.

**Chronological Reasoning**

Analyze the changes and continuities in social class structures in the postclassical period.

**Comparison**

Compare the degree of government centralization in western Europe and Ming China in this period.

**Contextualization**

Cite the Islamic and Byzantine influences on the western European Renaissance.

**Historical Interpretation**

Argue whether the maritime explorations of the fifteenth century should be interpreted as natural consequences of long-term interest in interregional trade and state consolidation or whether their results were so new that they belong at the beginning of a new era of global trade.

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Updated chapter-level **AP Key Concept** correlations ensure proper focus by students and teachers.

**AP Chapter Focus** explains to students in a friendly, approachable tone, the core **AP concepts** they will learn in each chapter.

**AP Historical Thinking** provides guided study as students learn to view history through the lenses of the historical thinking skills.
The battle depicted in the image best reflects warfare influenced by which of the following?

A. Medieval feudal armies and weaponry
B. Traditional siege methods against defensive fortifications
C. Cross cultural influx of military technology and tactics
D. The use of professional mercenary soldiers

MULTIPLE CHOICE Use the image on page 457 and your knowledge of world history to answer questions 1–3.

1. The battle depicted in the image best reflects warfare influenced by which of the following?
   A. Medieval feudal armies and weaponry
   B. Traditional siege methods against defensive fortifications
   C. Cross cultural influx of military technology and tactics
   D. The use of professional mercenary soldiers

2. The protracted conflict of the Hundred Years’ War led most directly to which of the following developments among the English and French populations?
   A. Political fragmentation and feuds among the nobility
   B. Profits based on industrial production and trade
   C. Collection of tribute from conquered territories
   D. Creation and selling of treasury bonds

3. Identify ONE way in which long-distance trade provided continuity in the societies of Afro-Eurasia.
   A. Extreme demographic changes due to plague and warfare
   B. Ideals and emotions of a patriotic nature
   C. Interactions and exchange that followed from those interactions rank among the most prominent themes of modern world history.
Traditions & Encounters
UDATED AP Edition
Guided Tour continued

AP Chapter Summaries tie chapter content to the AP Themes laid out in the part openers.

AP Test Practice for each chapter allows students the opportunity to answer the NEW AP-style multiple choice, short answer, and long essay questions using stimuli from within the chapter.

CHAPTER SUMMARY

As European mariners ventured into the Indian and Atlantic Ocean basins, they unwittingly inaugurated a new era in world history. For millennia, peoples of different societies had traded, communicated, and interacted, but improvements in transportation technologies allowed peoples to travel at increasingly greater distances. By 1500 the Indian Ocean served as a highway linking peoples from China to east Africa, and overland traffic kept the Silk Roads busy from China to the Mediterranean Sea (AP World History Theme 1: Interaction Between Humans and the Environment). Trade goods, diplomatic missions, religious faiths, technological skills, agricultural crops, and disease pathogens all moved readily over the sea lanes and the Silk Roads, and they profoundly influenced the development of societies throughout the eastern hemisphere. In the western hemisphere (AP World History Theme 2: Development and Interaction of Cultures), trading networks linked lands as distant as Mexico and the Great Lakes region, while Pacific islanders regularly traveled and traded between island groups (AP World History Theme 4: Creation, Expansion, and Interaction of Economic Systems).

Never before, however, had peoples of the eastern hemisphere, the western hemisphere, and Oceania dealt with one another on a regular and systematic basis. The voyages of European mariners during the fifteenth and following centuries initiated a long-term process—one that continues in the present day—that brought all regions and peoples of planet earth into permanent and sustained interaction (AP Theme 2: Development and Interaction of Cultures). The formation and reconfiguration of global networks of power, communication, and exchange that followed from these interactions rank among the most prominent themes of modern world history.

Part 4 The Acceleration of Cross-Cultural Interaction, 1000 to 1500 c.e.

2. The protracted conflict of the Hundred Years War led most directly to which of the following developments among the English and French populations?
   A. Ideals and emotions of a patriotic nature
   B. Political fragmentation and feuds among the nobility
   C. Rising anti-war and pro-peace sentiments
   D. Extreme demographic changes due to plague and warfare

3. In order to maintain armies, such as those depicted in the image, rulers of both England and France developed which of the following?
   A. Profits based on industrial production and trade
   B. Centralized authority to levy taxes
   C. Collection of tribute from conquered territories
   D. Creation and selling of treasury bonds

SHORT ANSWER Use your knowledge of world history to answer questions 4-5.

4. Use the map on pages 450–451 to answer parts A, B, and C.
   A. Explain ONE factor that dictated the routes traveled by Marco Polo or Ibn Battuta in their careers.
   B. Identify ONE effect that the writings of travelers, such as Marco Polo and Ibn Battuta, had on intercultural knowledge and understanding.
   C. Provide ONE piece of historical evidence to support your answer in part B.

5. Identify ONE way in which long-distance trade provided an opportunity to answer the NEW AP-style multiple choice, short answer, and long essay questions using stimuli from within the chapter.

**AP Test Practice**

Questions assume cumulative knowledge from this chapter and previous chapters.

MULTIPLE CHOICE Use the image on page 457 and your knowledge of world history to answer questions 1–3.

1. The battle depicted in the image best reflects warfare influenced by which of the following?
   A. Medieval feudal armies and weaponry
   B. Traditional siege methods against defensive fortifications
   C. Cross cultural influx of military technology and tactics
   D. The use of professional mercenary soldiers
Traditions & Encounters
UDATED AP Edition
Guided Tour  continued

Chapter 21 ■ Expanding Horizons of Cross-Cultural Interaction

LONG ESSAY   Develop a thoughtful and thorough historical argument that answers the question below. Begin your essay with a thesis statement and support it with relevant historical evidence.

6. Causation  Using specific examples, analyze the effects of the bubonic plague, or Black Death, on society in Afro-Eurasia during the period circa 1300 C.E. to circa 1500 C.E.

1. How did the intensification of trade routes facilitate the spread of new foods, agricultural techniques, and diseases within the eastern hemisphere?
2. How did diasporic merchant communities foster cross-cultural interactions along trade routes in this period?
3. What political, social, and economic conditions present in this period encouraged or allowed the formation of new types of governments?
4. In what ways did the expansion of trade routes promote the growth of powerful new trading cities?
5. How do the writings of international travelers illustrate both the extent and limitations of cross-cultural knowledge and understanding?

ASSESSING THEMES

The thought provoking AP Assessing Themes questions at the end of each part, help students see the "big picture" and make connections to the themes addressed in the AP Part Openers.
Traditions & Encounters
UDATED AP Edition
Guided Tour

The UPDATED Edition contains hundreds of maps, images, and primary texts for student analysis and interpretation.

Connecting the Sources

Individual experiences of the bubonic plague

The problem: The rapid spread of bubonic plague from China to most of Eurasia in the fourteenth century was a disaster that had profound and lasting effects on historical developments in China, central and southwest Asia, North Africa, and Europe, from massive population decline to economic disruption to social and political unrest. Although historians and scientists continue to dispute exact mortality rates, it is clear that the plague killed many millions of people, reducing populations wherever it struck by at least 25 percent, and sometimes much more. When exploring the history of disasters like the plague, it can be easy to forget that each individual who lived through the event—or died from it—had his or her own story, feelings, and family. In world history, while it is important to understand the “big picture,” it is also important to remember that the “big picture” is always composed of millions of individual stories. These individual stories remind us that experiencing terrible events was not easier for individuals just because many suffered similar fates, or because they occurred a long time ago.

The documents: Read the documents below, and consider carefully the questions that follow.

Document 1: Francesco Petrarcha (1304–1374) was an Italian scholar and early humanist who lived through the plague that struck Italy in 1348. Scholars believe he wrote the following letter, known as the Metrva, to himself in about 1348.

O what has come over me? Where are the violent fates pushing me back to? I see passing by, in headlong flight, time which makes the world a fleeting place. I observe about me dying throngs of both young and old, and nowhere is there a refuge. No haven beckons in any part of the globe, nor does any hope of salvation be seen. Wherever I turn my frightened eyes, their gaze is troubled by continual funerals: the churches groan encompassed with tears, and, without last respects, the corpses of the noble and the commoner lie in confusion alongside each other. The last hour of life comes to mind, and, obliged to recollect my misfortunes, I recall the flocks of dear ones who have departed, and the conversations of friends, the sweet faces which suddenly vanished, and the balled ground now insufficient for repeated burials. This is what the people of Italy bemoan, weakened by so many deaths; this is what France laments, exhausted and stripped of inhabitants; the same goes for other peoples, under whatever skies they reside. Either it is the wrath of God, for certainly I would think that our misdeeds deserve it, or it is just the harsh assault of the stars in their perpetually changing conjunctions. . . . Dark shadows have covered me with fear. For whoever thinks they can recall death and look upon the moment of their passing with fearless face is either mistaken or mad, or, if he is fully aware, then he is very courageous.

Document 2: Ibn al-Wardi (ca. 1290–1349) was a Muslim writer who lived and worked in Aleppo (modern Syria). He wrote the following “Essay on the Report of the Pestilence” after the plague struck his region in the spring of 1348. The next year, in March 1349, al-Wardi himself died of the plague.

Source Citations:


TEST PRACTICE

1. Which conclusion about contemporary understanding of the bubonic plague is best supported by Documents 1 and 2?
   A. Efforts to wipe out the disease’s main cause achieved the opposite effect by forcing carriers to leave home.
   B. Knowing the causes of bubonic plague helped Europeans control its spread better than Muslims.
   C. Trade declined greatly as people sought to halt the spread of plague by traveling merchants.
   D. People in affected areas struggled to halt the disease’s diffusion because they were unable to trace its source.

   2. What social effect did the bubonic plague have on those individuals living in Afro-Eurasia during this period?
   A. Beliefs that the plague was sent to punish heretics led to a surge in forceful religious conversions.
   B. Fears over the plague, and sorrow over the deaths it caused, resulted in immense personal suffering.
   C. Heightened distrust weakened traditional family bonds.
   D. High death tolls caused people to value survival of the group over their own personal health.

   Source Citations:
The UPDATED Edition contains hundreds of maps, images, and primary texts for student analysis and interpretation.

### Ibn Battuta on Customs in the Mali Empire

Long-distance travelers often encountered unfamiliar customs in foreign societies. The Moroccan traveler Ibn Battuta approved heartily when staying with hosts who honored the values of his own Muslim society, but he had little tolerance for those who did not. Here he describes what he witnessed at the sultan’s court in the Mali empire.

The Blacks are the most respectful of people to their king and abase themselves most before him. They swear by him, saying Mansa Sulaiman [the law of Mansa Sulaiman, the Mali sultan]. If he summons one of them at his session in the cupola . . . the man summoned removes his robe and puts on a shabby one, takes off his turban, puts on a dirty skull-cap and goes in with his robe and his trousers lifted half way to his knees. He comes forward humbly and abjectly, and strikes the ground hard with his elbows. He stands as if he were prostrating himself in prayer, and hears what the Sultan says like this. If one of them speaks to the Sultan and he answers him, he takes his robe off his back, and throws dust on his head and back like someone making his ablutions with water. I was astonished that they did not blind themselves.

When the Sultan makes a speech in his audience those present take off their turbans from their heads and listen in silence. Sometimes one of them stands before him, recounts what he has done for his service, and says: “On such and such a day I did such and such, and I killed so and so on such and such a day.” Those who know vouch for the truth of that and he does it in this way. One of them draws the string of his bow, then lets it go as he would do if he were shooting. If the Sultan says to him: “You are right” or thanks him, he takes off his robe and pours dust on himself. That is good manners among them . . . .

Among their good practices are their avoidance of injustice; there is no people more averse to it, and their Sultan does not allow anyone to practice it in any measure; [other good practices include] the universal security in their country, for neither the traveler nor the resident has to fear thieves or bandits . . . their punctiliousness in praying, their perseverance in joining the congregation, and in compelling their children to do so; if a man does not come early to the mosque he will not find a place to pray because of the dense crowd; it is customary for each man to send his servant with his prayer-mat to spread it out in a place reserved for him until he goes to the mosque himself. . . . They dress in clean white clothes on Fridays; if one of them has only a threadbare shirt he washes it and cleans it and wears it for prayer on Friday. They pay great attention to memorizing the Holy Qur’an. . . .

Among their bad practices are that the women servants, slave-girls and young daughters appear naked before people, exposing their genitals. I used to see many like this in [the fasting month of] Ramadan, for it is customary for the farars (commanders) to break the fast in the Sultan’s palace, where their food is brought to them by twenty or more slave-girls, who are naked. Women who come before the Sultan are naked and unveiled, and so are his daughters. On the night of the twenty-seventh of Ramadan I have seen about a hundred naked slave-girls come out of his palace with food; with them were two daughters of the Sultan with full breasts and they too had no veil. They put dust and ashes on their heads as a matter of good manners. [Another bad practice] Many of them eat carrion, dogs and donkeys.

**For Further Reflection**

- Discuss the various ways in which Islamic influences and established local customs came together in the Mali empire.


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**How did Chinese culture continue to influence the Japanese?**

**Click the correct answer.**

- All Japanese learned to speak Chinese and adopt Chinese dress and diet.
- Japanese elite culture adopted Confucianism over the Shinto religion.
- The formal education for Japanese males involved study of Chinese.

**Do you know?**

- During postclassical times, Chinese society greatly influenced neighboring regions. Since Chinese armies periodically invaded Korea and Vietnam, they were able to establish commercial relations with the two regions in addition to Japan.
- Although the Chinese never invaded Japan like they did Korea and Vietnam, Chinese society still deeply influenced the cultural development of Japan.
Contact Your Specialist

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