

Week 4

AP World History: Modern

Homework bundle for this week

本周作业合集

exercises.lol

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AP World History: Modern

Name: _____ Score: _____

1. Select **all** the commercial innovations the CED names here.

- ☐ the caravanserais
- ☐ forms of credit
- ☐ money economies
- ☐ the compass

Tick every correct option.

2. The CED's mechanism for how imperial expansion helped trade is that...

- ☐ empires built new roads only
- ☐ new people were drawn into their conquerors' economies and networks
- ☐ taxes were abolished
- ☐ merchants were forced to move

3. The monsoon winds mattered because they...

- ☐ blow constantly in one direction
- ☐ reverse twice a year, so a ship sails out on one season and home on the other
- ☐ prevent long voyages
- ☐ only affect coastal waters

4. Select **all** the transportation innovations the CED names here.

- ☐ the camel saddle
- ☐ caravans
- ☐ the astrolabe
- ☐ paper money

Tick every correct option.

5. Select **all** the categories the CED says cross-cultural interaction diffused.

- ☐ literary and artistic traditions
- ☐ cultural traditions
- ☐ scientific and technological innovations
- ☐ systems of taxation

Tick every correct option.

6. Select **all** the crop diffusions the CED names.

- ☐ bananas in Africa
- ☐ new rice varieties in East Asia
- ☐ citrus in the Mediterranean
- ☐ maize in Europe

Tick every correct option.

7. Select **all** the features shared by all three networks.

- ☐ growth from improved technologies and practices
- ☐ promoting cities or states that taxed them
- ☐ carrying religion, disease and crops
- ☐ a single ruling empire

Tick every correct option.

8. What changed about the Silk Roads after 1200 was mainly...

- ☐ their location
- ☐ the volume moving along them
- ☐ who invented them
- ☐ the languages spoken

9. Mali's position mattered because it sat where...

- ☐ two rivers met
- ☐ gold from the south met salt from the north
- ☐ the desert ended
- ☐ the Nile began

10. Crops and pathogens diffused along the same trade routes.

- ☐ True ☐ False

AP World History: Modern

1. **the caravanserai; forms of credit; money economies**

The compass belongs to the Indian Ocean subtopic, 2.3.

2. **new people were drawn into their conquerors' economies and networks**

A bigger network moves more, and one authority means fewer borders.

3. **reverse twice a year, so a ship sails out on one season and home on the other**

The CED counts environmental knowledge as a cause of trade growth.

4. **the camel saddle; caravans**

The astrolabe is maritime; paper money is a commercial, not transport, innovation.

5. **literary and artistic traditions; cultural traditions; scientific and technological innovations**

Taxation is not on the CED's list here.

6. **bananas in Africa; new rice varieties in East Asia; citrus in the Mediterranean**

Maize crosses the Atlantic in the Columbian Exchange, unit 4.

7. **growth from improved technologies and practices; promoting cities or states that taxed them; carrying religion, disease and crops**

Only the Silk Roads had a single authority, and only for a time.

8. **the volume moving along them**

The routes were old; the CED's causal claim is about commercial practices.

9. **gold from the south met salt from the north**

It taxed the meeting — the Srivijaya logic on land.

10. **True**

The CED puts them in one sentence — both are biological and both move with people.

2.1 The Silk Roads

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS credit 信贷 • money economies 货币经济 • silk roads 丝绸之路 • improved commercial practices 商业
• caravans 商队

Objective

Build the skills to explain the **Silk Roads** 丝绸之路.

You must be able to:

- state the CED's causal chain from practices to cities
- name the three commercial and transport innovations
- state which regions expanded production for export
- explain why the causes are commercial rather than political

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The chain

Improved commercial practices led to an increased volume of trade and expanded the geographical range of existing trade routes — including the Silk Roads — **promoting the growth of powerful new trading cities**. Practice → volume → range → cities.

■ Three innovations

The caravanserai, forms of credit, and the development of money economies. Two are financial and only one is physical.

■ Production for export

Chinese, Persian and Indian artisans and merchants **expanded their production of textiles and porcelains for export**; manufacture of iron and steel expanded in China. Demand at one end changed production at the other.

■ Commercial causes

The CED's causes are credit, money and lodging, not conquest. An answer explaining the Silk Roads by empire has substituted a different cause for the one given.

2 Practice

2.1 State the CED's causal chain in order. [3]

2.2 Name the three innovations and say which is physical. [2]

2.3 Demand in one region changed production in another.

(a) Name the goods and regions the CED gives. [2]

(b) State what this shows about trade routes. [1]

3 Exam-style questions

3.1 Two of the three named innovations are [1]

- **A** military
- **B** financial
- **C** agricultural
- **D** religious

3.2 The CED says the expanded routes promoted the growth of [1]

- **A** powerful new trading cities
- **B** new religions
- **C** new empires only
- **D** nothing

3.3 A merchant can deposit money in one city and draw it in another.

(a) Name the innovation. [1]

(b) Explain why it increases the volume of trade.

[2]

Solutions

2.1 improved commercial practices; increased volume and expanded geographical range; the growth of powerful new trading cities.

2.2 the caravanserai, forms of credit, money economies; the caravanserai is the physical one.

2.3 (a) textiles and porcelains from Chinese, Persian and Indian producers; iron and steel in China. (b) that they changed what was produced, not only what was carried.

3.1 B. credit and money economies.

3.2 A. the CED's own phrase.

3.3 (a) forms of credit. (b) the merchant need not carry valuables across the route, which lowers the risk and cost of each journey.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c.**

- a. Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- b. Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

2.2 The Mongol Empire and the Making of the Modern World

Name: _____ Class: _____ Date: _____

Total: 11 marks

KEY WORDS mongol empire 蒙古帝国

Objective

Build the skills to explain the **Mongol Empire** 蒙古帝国.**You must be able to:**

- state what happened to empires in this period
- explain how imperial expansion facilitated trade
- state the CED's claim about transfers
- explain why 'making of the modern world' is a claim about connection

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Collapse and replacement

Empires collapsed in different regions and **in some areas were replaced by new imperial states, including the Mongol khanates**. "In some areas" — not everywhere.

■ Expansion and trade

The expansion of empires — including the Mongols — facilitated Afro-Eurasian trade and communication **as new people were drawn into their conquerors' economies and trade networks**. The mechanism is incorporation.

■ Transfers

Interregional contacts **and conflicts** between states and empires, including the Mongols, encouraged significant technological and cultural transfers. Conflict is a channel of transfer, not only an interruption of it.

■ The title

The subtopic's title claims world-historical significance. The CED's grounds are not conquest as such but the connection conquest produced — a single political zone across Eurasia through which goods, techniques and ideas travelled.

2 Practice

2.1 State the mechanism by which imperial expansion facilitated trade. [2]

2.2 State what the CED includes alongside contacts as a channel of transfer. [2]

2.3 The subtopic claims world-historical significance.

(a) State the CED's grounds. [1]

(b) State what those grounds are not. [1]

3 Exam-style questions

3.1 Empires collapsed and were replaced by new imperial states [1]

- **A** everywhere
- **B** in some areas
- **C** nowhere
- **D** only in Europe

3.2 The CED names as channels of transfer contacts and [1]

- **A** isolation
- **B** conflicts
- **C** treaties only
- **D** migration only

3.3 A technique known in one region is in use across Eurasia within a century.

(a) State what made this possible. [1]

(b) Explain why conquest can spread knowledge.

[2]

Solutions

2.1 conquered peoples were drawn into their conquerors' economies and trade networks.

2.2 conflicts; the CED treats conflict as a channel of transfer, not only an interruption.

2.3 (a) the connection conquest produced across Eurasia. (b) conquest or destruction as such.

3.1 B. the CED qualifies it.

3.2 B. conflicts are named explicitly.

3.3 (a) a single political zone across Eurasia through which goods and techniques travelled. (b) conquest moves people — craftsmen, scribes, prisoners — between regions, and what they know moves with them.

Answer either Question 3 or Question 4.

3. Respond to parts A, B, and C.

- A.** Identify one development that contributed to the spread of gunpowder technologies in the period before circa 1500.
- B.** Explain one way the use of military technologies affected the development of land-based empires in the period circa 1450 to 1750.
- C.** Explain one way navigational technologies contributed to economic change in the period circa 1450 to 1750.

Question 3 or 4

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- c. Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

2.3 Exchange in the Indian Ocean

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS diasporic communities 侨居社群 • indian ocean 印度洋 • fostered the growth of states 促进国家成长
 • monsoon winds 季风 • astrolabe 星盘

Objective

Build the skills to explain the **Indian Ocean** 印度洋 network.

You must be able to:

- name the three transport and navigation innovations
- state what the network did to states
- explain what a diasporic community is and its two-way effect
- state the environmental knowledge the network depended on

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Three innovations

The compass, the astrolabe, and larger ship designs. Two are instruments of navigation and one is a change in the vessel itself.

■ Effect on states

The Indian Ocean trading network **fostered the growth of states**. Trade did not merely serve existing states; it helped make them.

■ Diasporic communities

In key places along important trade routes, merchants set up diasporic communities where they **introduced their own cultural traditions into the indigenous cultures and, in turn, indigenous cultures influenced merchant cultures**. The CED insists on both directions.

■ Environmental knowledge

The expansion and intensification of long-distance trade routes often depended on **advanced knowledge of the monsoon winds**. A predictable wind is a schedule, which is what makes long-distance trade routine rather than exceptional.

2 Practice

2.1 Name the three innovations and classify each. [3]

2.2 State the two-way effect of diasporic communities. [2]

2.3 The network depended on environmental knowledge.

(a) Name it. [1]

(b) Explain why it mattered. [2]

3 Exam-style questions

3.1 The Indian Ocean network is said to have [1]

- **A** destroyed states
- **B** fostered the growth of states
- **C** had no effect on states
- **D** replaced states

3.2 The CED describes cultural influence in diasporic communities as [1]

- **A** one-way from merchants
- **B** two-way
- **C** absent
- **D** one-way from indigenous cultures

3.3 A wind reverses direction predictably twice a year.

(a) State what this allows a merchant to do. [1]

(b) Explain the effect on the volume of trade.

[2]

Solutions

2.1 the compass and the astrolabe are navigation instruments; larger ship designs change the vessel.

2.2 merchants introduced their traditions into indigenous cultures; indigenous cultures influenced merchant cultures in turn.

2.3 (a) advanced knowledge of the monsoon winds. (b) a predictable wind gives a schedule, which makes long-distance voyages routine rather than exceptional.

3.1 B. the CED's own verb.

3.2 B. "in turn" makes it mutual.

3.3 (a) plan an outward and return voyage in a known season. (b) risk falls and journeys can be repeated annually, so volume rises.

2.4 Trans-Saharan Trade Routes

Name: _____ Class: _____ Date: _____

Total: 13 marks

KEY WORDS mali 马里帝国 • trans-saharan trade 跨撒哈拉贸易

Objective

Build the skills to explain **trans-Saharan trade** 跨撒哈拉贸易.

You must be able to:

- state the CED's cause of trans-Saharan growth
- name the empire the CED gives and its effect
- explain why the route is an achievement of technology and organisation
- connect this subtopic to 1.5

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ The cause

The growth of interregional trade was encouraged by **innovations in existing transportation technologies**, and improved transportation and commercial practices increased volume and range, **including the trans-Saharan trade network**.

■ Mali

The expansion of empires — **including Mali in West Africa** — facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

■ Why an achievement

Crossing a desert requires an animal that can do it, a route with water, and an organisation that can finance and protect the caravan. The CED's 'innovations in existing technologies' covers all three.

■ Link to 1.5

1.5 said African state systems expanded in scope and reach. 2.4 shows one way that happened: an empire astride a trade route grows with the traffic it protects.

2 Practice

2.1 State the CED's cause of trans-Saharan growth. [2]

2.2 State the effect of Mali's expansion. [2]

2.3 Crossing a desert requires more than a route.

(a) Name three requirements. [3]

(b) State the link to 1.5. [1]

3 Exam-style questions

3.1 The CED attributes the growth to innovations in [1]

- **A** entirely new technologies
- **B** existing transportation technologies
- **C** military technologies
- **D** agricultural technologies

3.2 Mali is located in [1]

- **A** East Africa
- **B** West Africa
- **C** North Africa
- **D** Southern Africa

3.3 An empire sits astride a trade route.

(a) State what it can supply. [1]

(b) Explain how this makes the empire and the route grow together. [2]

Solutions

2.1 innovations in existing transportation technologies, which increased volume and geographical range.

2.2 it facilitated Afro-Eurasian trade and communication as new people were drawn into the economies and trade networks.

2.3 (a) an animal able to cross; a route with water; an organisation able to finance and protect the caravan. (b) 1.5's claim that African state systems expanded in scope and reach.

3.1 B. existing technologies, improved.

3.2 B. the CED specifies West Africa.

3.3 (a) protection, water access and a market. (b) traffic makes the route valuable and the empire richer, and the richer empire can protect more traffic.

2.5 Cultural Consequences of Connectivity

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS diffusion 传播 • travellers 旅行者 • cultural effects 文化影响

Objective

Build the skills to explain the **cultural effects** 文化影响 of exchange.

You must be able to:

- name the four kinds of thing the CED says diffused
- state the CED's claim about the fate of cities
- explain what travel writing is evidence of
- state why 'varied greatly' resists a single story

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Four diffusions

Increased cross-cultural interactions resulted in the diffusion of **literary, artistic and cultural traditions, as well as scientific and technological innovations**. Two aesthetic, one broad, one technical.

■ Cities

The fate of cities **varied greatly**, with periods of significant decline and periods of increased urbanisation, **buoyed by rising productivity and expanding trade networks**. Decline and growth in the same claim.

■ Travel writing

As exchange networks intensified, **an increasing number of travellers within Afro-Eurasia wrote about their travels**. The writing is both a consequence of connection and the evidence historians use for it.

■ 'Varied greatly'

The CED declines a single trajectory for cities. An answer saying urbanisation simply rose has replaced a careful claim with a simpler one.

2 Practice

2.1 Name the four kinds of thing that diffused. [2]

2.2 State the CED's claim about the fate of cities. [2]

2.3 Travellers wrote about their journeys.

(a) State the two things this writing is. [2]

(b) State what “varied greatly” refuses. [1]

3 Exam-style questions

3.1 Urbanisation in this period is described as [1]

- **A** steadily rising
- **B** varying greatly, with decline and growth
- **C** steadily falling
- **D** unchanged

3.2 Rising urbanisation is attributed to productivity and [1]

- **A** expanding trade networks
- **B** military conquest
- **C** falling population
- **D** religious revival

3.3 A traveller's account survives from the fourteenth century.

(a) State what its existence indicates. [1]

(b) Explain the historian's double use of it.

[2]

Solutions

2.1 literary traditions; artistic traditions; cultural traditions; scientific and technological innovations.

2.2 their fate varied greatly, with periods of decline and periods of increased urbanisation buoyed by productivity and trade.

2.3 (a) a consequence of connection and evidence of it. (b) a single trajectory for cities across the period.

3.1 B. the CED's own phrase.

3.2 A. trade networks, alongside productivity.

3.3 (a) that travel across long distances was possible and worth recording. (b) as evidence of what the traveller saw and as evidence that such travel was becoming more common.

WORLD HISTORY: MODERN**SECTION I, Part B****Time—40 minutes**

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

Write your responses in the Section I, Part B: Short-Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your responses, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

“[A]lready well before the twelfth and thirteenth centuries, an enormous amount of [history] had been written, and Muslims were well on their way to generating a tradition that outstripped in size and quality anything written by . . . Jews or Christians. The impulse [for so much history writing] was two-fold. [First], the spectacular success of empire building during the seventh and eighth centuries created a market of readers hungry for historical narrative, . . . which offered lessons and models to rulers, their courts, and urban elites. . . . Second, . . . many were enthusiastic about those forms [of history writing] that reinforced traditional religious institutions . . . and attitudes. In practice, this meant that they wrote a great many [biographies] of religious figures and of the Prophet [Muhammad]. . . .

Muslim states had a stake in learning in general and [history writing] in particular. Nearly all states [sponsored history writing and art creation] that legitimized their exercise of power, and large-scale learning depended on urban networks of knowledge—reading, teaching, writing—that states cultivated and defended. It is this—the mutual attraction of historians and ambitious states—that explains the [development of Islamic history writing].”

Chase F. Robinson, historian, *Islamic Historiography*, book written in
2003

1. Using the excerpt, respond to **parts a, b, and c**.

- Identify ONE argument that the author makes in the **first paragraph**.
- Identify ONE piece of evidence that the author uses to support an argument in the passage.
- Explain how ONE development in the period 1200–1750 could be used to support the author’s argument in the **second paragraph** about history writing and art creation legitimizing states’ exercise of power.

Question 3 or 4

Directions: Answer **either** Question 3 **or** Question 4.

3. Respond to **parts a, b, and c**.

- Identify ONE development in the period circa 1200–1300 that facilitated the establishment of the Mongol Empire.
- Identify ONE development in the period circa 1200–1300 that enabled the Mongol Empire to facilitate Afro-Eurasian trade and/or communications.
- Explain ONE reason why the Mongol khanates often facilitated the spread of cultural or religious practices.

2.6 Environmental Consequences of Connectivity

Name: _____ Class: _____ Date: _____

Total: 12 marks

KEY WORDS travellers 旅行者 • diffusion of crops and pathogens 作物与病原体的传播 • environmental consequences 环境影响
• diffusion 传播

Objective

Build the skills to explain **environmental consequences** 环境影响 of exchange.

You must be able to:

- state what the CED says diffused along trade routes
- explain why crops and pathogens appear in one sentence
- name the disease the CED specifies
- explain why this is the unit's least intended consequence

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ What diffused

There was **continued diffusion of crops and pathogens**, with epidemic diseases, including the bubonic plague, along trade routes.

■ One sentence, two effects

A route that carries a crop carries a pathogen. The CED puts them together because they travel by the same mechanism, with opposite consequences for the population.

■ The disease

The bubonic plague is the CED's named example — a consequence of connection that no participant in the network wanted or foresaw.

■ Unintended

Every other consequence in unit 2 was sought by someone: merchants wanted profit, empires wanted revenue, travellers wanted knowledge. This one was sought by nobody, which is why it belongs in a unit about networks rather than about intentions.

2 Practice

2.1 State what the CED says diffused along trade routes. [2]

2.2 Explain why crops and pathogens appear together. [2]

2.3 This consequence was intended by nobody.

(a) State what everyone else in unit 2 sought. [2]

(b) State why this one still belongs in the unit. [1]

3 Exam-style questions

3.1 The CED's named epidemic disease is [1]

- **A** smallpox
- **B** the bubonic plague
- **C** malaria
- **D** cholera

3.2 Crops and pathogens travelled by [1]

- **A** different mechanisms
- **B** the same mechanism
- **C** no mechanism
- **D** deliberate transport only

3.3 A network built to move goods also moves a disease.

(a) State what this shows about networks. [1]

(b) Explain why the consequence cannot be designed out.

[2]

Solutions

2.1 crops and pathogens, with epidemic diseases including the bubonic plague.

2.2 a route carrying a crop carries a pathogen; they travel by the same mechanism with opposite consequences.

2.3 (a) merchants sought profit; empires sought revenue; travellers sought knowledge.
(b) the unit is about what networks do, not what participants intend.

3.1 B. the CED names it.

3.2 B. the same routes and vessels.

3.3 (a) that their effects exceed their purpose. (b) the carriage of goods and of pathogens use the same ships, roads and people, so one cannot be permitted and the other refused.

2.7 Comparison of Economic Exchange

Name: _____ Class: _____ Date: _____

Total: 14 marks**KEY WORDS** compare networks 比较交换网络 • silk roads 丝绸之路 • diffusion 传播 • credit 信贷

Objective

Build the skills to **compare networks** 比较交换网络.**You must be able to:**

- state the two key concepts this subtopic gathers
- name a similarity across the Silk Roads, Indian Ocean and trans-Saharan networks
- name a difference and its basis
- state what the CED says changes in trade networks stimulated

1 Worked examples

Study these first. Each one shows the method for a task used later.

■ Two key concepts

KC-3.1: a deepening and widening of networks of human interaction contributed to cultural, technological and biological diffusion. **KC-3.3:** changes in trade networks resulted from **and stimulated** increasing productive capacity.

■ A similarity

All three networks grew through innovations in **existing** transportation and commercial technologies, and all three promoted new trading cities or fostered states.

■ A difference

The environment each had to solve. The Indian Ocean network depended on monsoon knowledge; the trans-Saharan on desert crossing; the Silk Roads on overland lodging and credit. The basis of comparison is the obstacle each network overcame.

■ Both directions

Trade networks **resulted from and stimulated** productive capacity. Production and exchange each cause the other, so an answer that makes one purely the effect of the other has flattened the CED's claim.

2 Practice

2.1 State the CED's two-directional claim about trade and production. [2]

2.2 Name a similarity across the three networks. [2]

2.3 Compare the three networks on the obstacle each overcame.

(a) State each obstacle. [3]

(b) State the basis of comparison. [1]

3 Exam-style questions

3.1 The CED says trade networks resulted from and [1]

- **A** prevented production
- **B** stimulated productive capacity
- **C** ignored production
- **D** replaced production

3.2 KC-3.1's diffusion is cultural, technological and [1]

- **A** military
- **B** biological
- **C** legal
- **D** artistic only

3.3 Write a comparison of the Indian Ocean and trans-Saharan networks. [4]

Solutions

2.1 changes in trade networks resulted from increasing productive capacity and stimulated it.

2.2 all grew through innovations in existing transportation and commercial technologies and promoted new trading cities or fostered states.

2.3 (a) Indian Ocean: the monsoon and open water; trans-Saharan: the desert crossing; Silk Roads: overland distance requiring lodging and credit. (b) the obstacle each network had to overcome.

3.1 B. both directions.

3.2 B. biological diffusion is 2.6's material.

3.3 a basis of comparison stated; a similarity with evidence; a difference with evidence; a sentence relating them rather than describing each in turn.

WORLD HISTORY: MODERN

SECTION I, Part B

Time—40 minutes

Directions: Answer Question 1 **and** Question 2. Answer **either** Question 3 **or** Question 4.

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