PARK EAST HIGH SCHOOL
Purpose, Preparation, Pride

Name: _____ Date: _____ Period: _____

Global History and Geography II: Unit 1
The World in 1750 CE Assessment

Name: _____ Date: _____

Context: This end of unit assessment is designed to demonstrate your ability to cite evidence as you analyze primary documents, including developing historical context, determining point of view and purpose, and identifying and explaining comparisons between two different global empires or kingdoms c. 1750 CE. The format of this assessment is modeled after the Regents Exam in Global History & Geography II.

Task: Use the two sets of primary source documents to write a comparative paragraph discussing the similarities and differences between the empires or kingdoms that you think best illustrate characteristics and conditions that favored the development of empire c. 1750.

Historical Question: How were global kingdoms and empires built during the period 1600-1750? What conditions and characteristics favored empire building during this period?

Materials:

- *Document SET A*
  - *Silver Rupee of Sa'adat, Nawab of Oudh*
  - *Effects of Transatlantic Slaving on Dahomey*
- *Document SET B*
  - *The Palace of Versailles*
  - *Laws of Military Households (Buke Shohatto)*
- *Unit 1: The World in 1750 CE Part 2*
- *Unit 1 Summative Assessment Rubric (Part I and Part 2)*

Directions: Compare global empires and kingdoms c. 1750 by reading and analyzing primary source documents and completing the following two parts:

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PART 1 – For BOTH Document Set A and Document Set B, answer the questions that accompany each document and the third question that asks for a comparison of information from both documents.

PART 2 – Write a paragraph, using evidence from both documents, that develops a comparative analysis of two cases associated with the events or ideas found in Documents 1 and 2. Your paragraph should:

- Follow the Structured Historical Paragraph that you have used throughout the unit (Topic sentence, Historical context, Introduce evidence 1, Evidence 1, Discussion 1, Introduce evidence 2, Evidence 2, and Discussion 2).
- Provide a topic sentence(s) that identifies and briefly defines or describes the cases you are comparing and what characteristic or condition you are analyzing.
- Establish accurate historical context for each case study you are analyzing.
- Directly and accurately cite evidence from both documents.
- Incorporate appropriate and accurate outside historical facts and evidence.
- Explain how this comparison illustrates how empires were built during the period 1600–1750.

SET A - Document 1:
Silver Rupee of Sa'adat, Nawab of Oudh

by Unknown

As Mughal power declined in India during the eighteenth and nineteenth centuries, local princes who had taken control of their own districts began to issue their own silver rupees. This is a coin issued by one of the nawabs (rulers) of the region of Oudh (Awadh) in the Gangetic Plain of northern India. Many local rulers continued to acknowledge the Mughal emperor by featuring his name on their coins, long after their states had achieved independence from Mughal authority. This coin of Sa'adat, for example, has the name of the Mughal emperor Shah Alam II (reigned 1759–1806). It is dated AH 1226 (AD 1811).

The coins were distinguishable as local, independent issues by their mint names and by the mint symbols appearing on them. On this coin, the stylized mint symbols of a fish, a triangular flag, a star and an ear of wheat, and the fixed date, 'Year 26', identify the mint as Lucknow. These symbols helped the state authorities and money changers recognize where the coins were made.



Citation: Silver rupee of Sa'adat, nawab of Oudh, 1811 (AH 1226), silver, Weight: 11.13 grammes, London, The British Museum.

Historical Context: refers to the historical circumstances that led to an event/idea/historical development.

QUESTION 1: Explain the historical context surrounding the creation of the Silver Rupees.

SET A – Document 2:
Effects of Transatlantic Slaving on Dahomey

by The British Government

The rise of the nation of Dahomey (present-day Bénin) in the 1600s was due mostly to the growth of the Transatlantic slave trade. As the slave trade expanded, however, so did tensions with neighboring regions. Dahomey constantly warred with smaller coastal nations in order to monopolize trade relations with Europeans. The major port of Ouidah, re-conquered in 1728 by Dahomey, thrived economically during the period, but also was forced to cope with the consequences of intra-African warfare and a reliance on Transatlantic slavery. After the U.S. slave trade was abolished in 1807, the region fell into economic turmoil. But, even before abolition, the region suffered from its dependency on slavery. The following British report on Ouidah, written in 1737, depicts the impact of the Transatlantic slave trade in Dahomey.

> **The soil is uncultivated, having been for these last twelve years a continual Seat of War. Heretofore reports assure us, that while the Whydahs owned it, the Land produced as great if not greater Quantities of Corn etc. than any of the Guinea Countries along the Coast. It is almost from this Time too that the Trade has gradually decreased, at least so soon after as the King of Dahomey began to find the Value of the Commodities, which he at first in the Gayety of his Conquests so luxuriantly Bartered for anything that bore the Stamp of Europe: insomuch that it is now Confined only to the Slave Trade, which declines too in proportion with the power of the King of Dahomey, which is at present at so low an Ebb, that it has been lately employed and even often without Success, upon his own, or his Tributary Subjects. These disappointments have made him so fond of Gold, that he will not only not part with any himself, but forbids on Pain of Death, his Subjects to Trade with it for any Commodity whatsoever. However as the Slave Trade is still left open to the Natives, there is always something going on, by its being almost the only part of the Coast, which produces such Slaves as suit the Delicacy of the Portuguese, who undoubtedly bring the greatest part of the Gold that is to be met with here….**

Citation: *A Description of the Castle's Forts and Settlements Belonging to the Royal African Company of England on the Gold Coast and Whydah*, U.K. National Archives at Kew, 1737.

Historical Context: refers to the historical circumstances that led to an event/idea/historical development.

QUESTION 2a: Based on this excerpt from *Effects of Transatlantic Slaving on Dahomey*, identify the point of view (perspective) concerning the kingdom of Dahomey.

QUESTION 3a: Identify a similarity or difference regarding the conditions or characteristics that affected empires and kingdoms c. 1750 presented in Documents 1 and 2.

QUESTION 3b: Explain a similarity or difference regarding the conditions or characteristics that affected empires and kingdoms c. 1750 presented in these documents. Be sure to use evidence from both Documents 1 and 2 in your response.

Set B - Document 1: The Palace of Versailles

by Pierre Patel

The Palace of Versailles was originally built in 1624 by King Louis XIII of France as a hunting lodge. In 1661, work began to renovate and embellish the chateau. Over the next two decades at great cost to the French government, the lodge would transform into an ornate palace. In 1682, the Palace at Versailles become the seat of government in France and official residence of the Royal Court. Louis XIV intended the renovated Versailles to be the symbolic representation of his rule and France's power.



Citation: Pierre Patel, The Palace of Versailles, c. 1668, Museum of the History of France.

Historical Context: refers to the historical circumstances that led to an event/idea/historical development.

QUESTION 1: Explain the historical context surrounding the creation of the Palace at Versailles.

SET B - Document 2: Laws of Military Households (Buke Shohatto), 1615

The unification of Japan and the creation of a lasting national political entity in the late sixteenth and early seventeenth centuries required more than just military exploits. Japan's "three unifiers," especially Toyotomi Hideyoshi (1536–1598) and Tokugawa Ieyasu (1543–1616), enacted a series of social, economic, and political reforms in order to pacify a population long accustomed to war and instability and create the institutions necessary for lasting central rule.

Although Hideyoshi and Ieyasu placed first priority on domestic affairs — especially on establishing authority over domain lords, warriors, and agricultural villages — they also dictated sweeping changes in Japan's international relations. Although the Tokugawa shogunate proved a durable political system, it lacked the elaborate legal codes and sophisticated bureaucratic structure of the Chinese imperial state. One of the most important Tokugawa legal documents, the Laws of Military Households (Buke Shohatto), was issued in 1615, only one year before Tokugawa Ieyasu's death, and provided basic regulations on the behavior of lords and warriors.

3. Anyone who violates the law must not be harbored in any domain. Law is the foundation of social order. . . Anyone who violates the law must be severely punished.

6. The castles in various domains may be repaired, provided the matter is reported without fail. New construction of any kind is strictly forbidden. A castle with a parapet exceeding ten feet in height and 3,000 feet in length is injurious to the domain. Steep [defensive walls] and deep moats are causes of great rebellion.

7. If innovations are being made or factions are being formed in a neighboring domain, it must be reported immediately. Men have a proclivity toward factions, but seldom do they obtain their goals. . . .Why must one engage in [meaningless] innovations, instead of obeying old examples?

9. The daimyō's visit (sankin) to Edo must follow the following regulations, . . . "Unless entrusted with some official duty, no one is permitted to assemble his clansmen at his own pleasure. Furthermore no one is to have more than twenty horsemen as his escort within the limits of the capital. . . ." Hence it is not permissible to be accompanied by a large force of soldiers.

Citation: David J. Lu, ed., *Japan: A Documentary History: The Dawn of History to the Late Tokugawa Period*, (Armonk, New York: M. E. Sharpe, 1997), 206-208. Headnote published by Asia for Educators, "1450-1750: The Emergence of the First Global Age," Columbia University.

QUESTION 2a: Based on this excerpt from *Laws of Military Households*, identify the purpose for writing these laws

QUESTION 3a: Identify a similarity or difference regarding the conditions or characteristics that affected empires and kingdoms c. 1750 presented in Documents 1 and 2.

QUESTION 3b: Explain a similarity or difference regarding the conditions or characteristics that affected empires and kingdoms c. 1750 presented in these documents. Be sure to use evidence from both Documents 1 and 2 in your response.

Unit 1: The World in 1750 CE
Part 2

Directions: Pick either Document Set A or Document Set B. Use evidence from both documents in the set you selected to write a paragraph that develops a comparative analysis of two cases associated with the events or ideas found in the set's documents. Your paragraph should follow the format that you have used throughout the unit.

QUESTION: How were global kingdoms and empires built during the period 1600–1750 and what conditions and characteristics favored their growth?

Grade 10 | Unit 1

The World in 1750 CE Assessment Rubric (Part 1)

		4 Exceeds Standards	3 Meets Standards	2 Approaches Standards	1 Below Standards	0
Contextualization		■ Applies prior and new knowledge to determine the historical context for a source and how it affected the source's creation ■ Analysis of sources is addressed through the scope of multiple lenses or comprehensively through one lens (e.g., intellectual, socio-economic, political, geographic).	■ Applies prior and new knowledge to determine the historical context for a source and how it affected the creation of the source. ■ Analysis of sources is addressed through the scope of a single lens I (e.g., intellectual, socio-economic, political, geographic).	■ Applies minimal prior or new knowledge to determine the historical context for a source and how it affected the creation of a source. ■ May attempt an interpretation of some sources with a limited, vague, or inaccurate application of the historical context with attempts to address the analysis through the scope of a single lens (e.g., intellectual, socio-economic, political, geographic).	■ Applies minimal new knowledge gleaned from the source to establish historical context for a source. ■ May mix or conflate past and present context or analyze a source with a present-day perspective.	NO EVIDENCE
Sourcing	**Identifying Point of View/ Perspective**	■ Clearly identifies the author's point of view/ perspective using ample source and context-embedded cues from the text (or painting, photo, etc.) itself. ■ Explains sources by considering two or more aspects of speaker, occasion, author, purpose, subject, and tone in detail and supporting inferences with evidence.	■ Identifies the author's point of view/perspective using source and context-embedded cues from the text (or painting, photo, etc.) itself. ■ Explains sources by identifying speaker, occasion, author, purpose, subject, and tone	■ Identifies the author's point of view/perspective using limited source and context-embedded cues from the text (or painting, photo, etc.) itself. ■ Attempts to evaluate sources through limited, vague, or inaccurate understanding of some elements of speaker, occasion, author, purpose, subject, and/or tone.	■ Identifies the little or no and few original dates of primary and/or secondary sources. ■ Does not adequately evaluate source for point of view or purpose.	
	Reliability	■ Evaluates the reliability of sources by considering author's perspective, source origin, implications, raising questions, about where the text leaves matters uncertain.	■ Evaluates the reliability of sources based on the author's perspective and source origin.	■ Attempts to evaluate the reliability of sources may be limited or vague.	■ Does not adequately examine reliability.	
Use of Historical Language		■ Sophisticated language for perspective, contextualization, and historical change is used consistently and clearly to discuss evidence from the two cases.	■ Language for perspective, contextualization, and comparison is used appropriately to discuss applicable evidence.	■ Language of perspective, contextualization and comparison is attempted in order to discuss evidence but may be inappropriate in places	■ Language of perspective, contextualization, and comparison is not used to discuss evidence	
Comparison		■ Identifies the most relevant similarity or difference regarding a characteristic or condition that supported the development of empires c. 1750; linked directly to the explanation ■ Explains the most relevant similarity or difference regarding a characteristics or conditions that supported the development of empires c. 1750; linked directly to the identification	■ Identifies a similarity or difference regarding a characteristics or conditions that supported the development of empires c. 1750; linked directly to the explanation ■ Explains a similarity or difference regarding a characteristics or conditions that supported the development of empires c. 1750; linked directly to the identification	■ Identifies a similarity or difference regarding a characteristics or conditions that supported the development of empires c. 1750; may not be linked directly to the similarity or difference in the explanation ■ Explains a similarity or difference regarding a characteristics or conditions that supported the development of empires c. 1750; may not be linked directly to the similarity or difference in the identification	■ Vague or unclear identification of a similarity or difference; is not linked directly to the similarity or difference in the explanation ■ Vague or unclear explanation of a similarity or difference; is not be linked directly to the similarity or difference in the identification	
Historical Accuracy and Reliability		■ Accurate and reliable factual and narrative information is introduced and explained to help support the analysis of the documents. ■ Specific, accurate, and reliable factual and narrative information is provided to support the analysis of sources with minimal or no error. ■ Factual connections are made to larger historical events using evidence from the unit.	■ Specific, accurate, and reliable information is introduced and explained with some error. ■ Factual information is introduced and may be superficially explained; up to two pieces of evidence may be misinterpreted or misapplied due to inaccurate historical understanding. ■ Factual connections are made to larger historical events using evidence from the unit	■ Accurate and reliable information about the topic is mostly introduced with some errors. ■ Factual and non-factual information is introduced but may not be explained; three or more pieces of evidence may be misinterpreted or misapplied due to inaccurate historical understanding. ■ Factual connections may not be made to larger historical events or factual evidence from the documents provided, or the assessment may be misapplied.	■ Does not accurately introduce or use information from the documents provided during the unit. ■ Often misuses narrative and factual information and evidence from the unit in writing.	