

Name:

Date:

Block:

# Asian Empires Unit Questions

**Directions:** In order to prove your understanding of the unit objectives, you will be required to complete this assessment along with a multiple choice and essay unit test. Each question will be graded for accuracy. This packet is due completed \_\_\_\_\_ (the same day as your unit test!)

<p>Students can compare the role of religion in the Ottoman, Safavid, and Mughal Empires</p>	<p>Skill: Students will be able to compare.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"><li>• Role of religion in state politics</li><li>• religious toleration</li><li>• Islamic law</li><li>• Differences between Sunni &amp; Shi'a Islam</li></ul>	<table><tr><td><b>10/10</b></td><td><b>8/10</b></td><td><b>5/10</b></td><td><b>2/10</b></td><td><b>0/10</b></td></tr><tr><td><b>Got it!</b></td><td><b>Almost!</b></td><td><b>Kind of, Redo</b></td><td><b>Finish</b></td><td><b>Finish</b></td></tr></table> <p>List and Describe TWO similarities and TWO differences between Sunni and Shi'a Islam. Use at least 4 sentences.</p> <p>Define Religious Toleration.</p> <p>Which empire was most tolerant? Defend your answers. Use at least 3 sentences.</p>	<b>10/10</b>	<b>8/10</b>	<b>5/10</b>	<b>2/10</b>	<b>0/10</b>	<b>Got it!</b>	<b>Almost!</b>	<b>Kind of, Redo</b>	<b>Finish</b>	<b>Finish</b>
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<b>Got it!</b>	<b>Almost!</b>	<b>Kind of, Redo</b>	<b>Finish</b>	<b>Finish</b>								

Students can identify and describe important artistic contributions of the Islamic gunpowder empires.

Skill: Students will describe.

Key Ideas :

- Taj Mahal
- Blue domes
- Mosaic arches
- Hagia Sophia

10/10 Got it! 8/10 Almost! 5/10 Kind of, Redo 2/10 Finish 0/10 Finish

Identify the following architectural contributions and the Empires who built them.



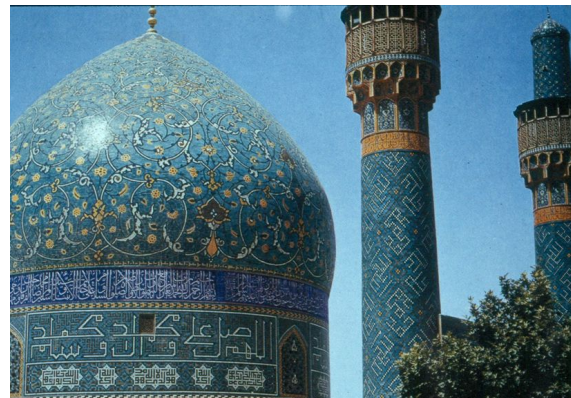
Acritechectral Contribution:

Empire:



Acritechectral Contribution:

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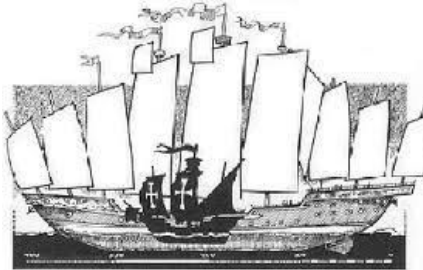
Acritechectral Contribution:

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Acritechectral Contribution:

Empire:

<p>Students can compare the Ottoman, Safavid, and Mogul empires politically, socially, and economically.</p>	<p>Skill: Students will be able to compare.</p> <p>Key Ideas: :</p> <ul style="list-style-type: none"> <li>● Shah</li> <li>● Sultan</li> <li>● Vizier</li> <li>● Janissary</li> <li>● Suleiman</li> <li>● Shah Abbas</li> <li>● Akbar</li> </ul>	<p><b>10/10</b>    <b>8/10</b>    <b>5/10</b>    <b>2/10</b>    <b>0/10</b>  <b>Got it!</b>   <b>Almost!</b>   <b>Kind of, Redo</b>   <b>Finish</b>   <b>Finish</b></p> <p>Compare the empires Politically in the chart below. Be sure to include important leaders and political structure. You will need at least three bullets in each column.</p> <table border="1" data-bbox="743 326 1986 1032"> <thead> <tr> <th data-bbox="743 326 1157 391">Ottoman Empire</th> <th data-bbox="1157 326 1570 391">Safavid Empire</th> <th data-bbox="1570 326 1986 391">Mughal Empire</th> </tr> </thead> <tbody> <tr> <td data-bbox="743 391 1157 1032"></td> <td data-bbox="1157 391 1570 1032"></td> <td data-bbox="1570 391 1986 1032"></td> </tr> </tbody> </table>	Ottoman Empire	Safavid Empire	Mughal Empire			
Ottoman Empire	Safavid Empire	Mughal Empire						
<p>Students can explain how Zheng He's expeditions were both a cause and an effect of the rise of Ming Dynasty.</p>	<p>Skill: student will be able to explain a connection between two topics</p> <p>Key Ideas: :</p> <ul style="list-style-type: none"> <li>● Zheng He</li> <li>● Junk</li> <li>● Ming Dynasty</li> </ul>	<p>The illustration above shows which of the following about the fifteenth century?</p> <ul style="list-style-type: none"> <li>A. The relative number of ships produced by the Hangzhou and Genoese shipyards.</li> <li>B. The beginning of a long period of Chinese domination of Indian Ocean trade</li> <li>C. The meeting of Vasco da Gama and Zheng He</li> <li>D. The relative size of the European caravel and the Ming treasure ship</li> <li>E. The use of the lateen sail.</li> </ul> 						

	<ul style="list-style-type: none"> <li>• Tribute System</li> </ul>	<p>What is a tribute system? How did the Chinese use this system as a motivation for exploration? Use at least 2 sentences.</p> <p>How did Zheng He's Indian Ocean expeditions lead to the rise of the Ming Dynasty? Use at least 3 sentences.</p> <p>How did the rise of the Ming Dynasty lead to Zheng He's Indian Ocean expeditions? Use at least 3 sentences.</p>
<p>Students can analyze the impact of Confucianism on Chinese culture during the Ming and Qing Dynasties.</p>	<p>Skills: student will be able to analyze the impact of an ideology.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> <li>• Ming Dynasty</li> <li>• Confucianism</li> <li>• Filial piety</li> <li>• Civil Service</li> <li>• Foot binding</li> </ul>	<p><b>10/10</b>    <b>8/10</b>    <b>5/10</b>    <b>2/10</b>    <b>0/10</b>  <b>Got it!</b>    <b>Almost!</b>    <b>Kind of, Redo</b>    <b>Finish</b>    <b>Finish</b></p> <p>Analyze how Confucianism impacted Chinese Culture during the Ming and Qing Dynasty. Use at least 5 complete sentences and specific details from your notes.</p>

Students can define feudalism and examine the feudal government of the Tokugawa Shogunate.

Skills: Students will be able to examine a societal structure.

Vocabulary:

- Feudalism
- Daimyo
- Samurai
- Tokugawa Shogunate

10/10 Got it!    8/10 Almost!    5/10 Kind of, Redo    2/10 Finish    0/10 Finish

Define Feudalism.

Fill in the Blanks on the Pyramid Below.

