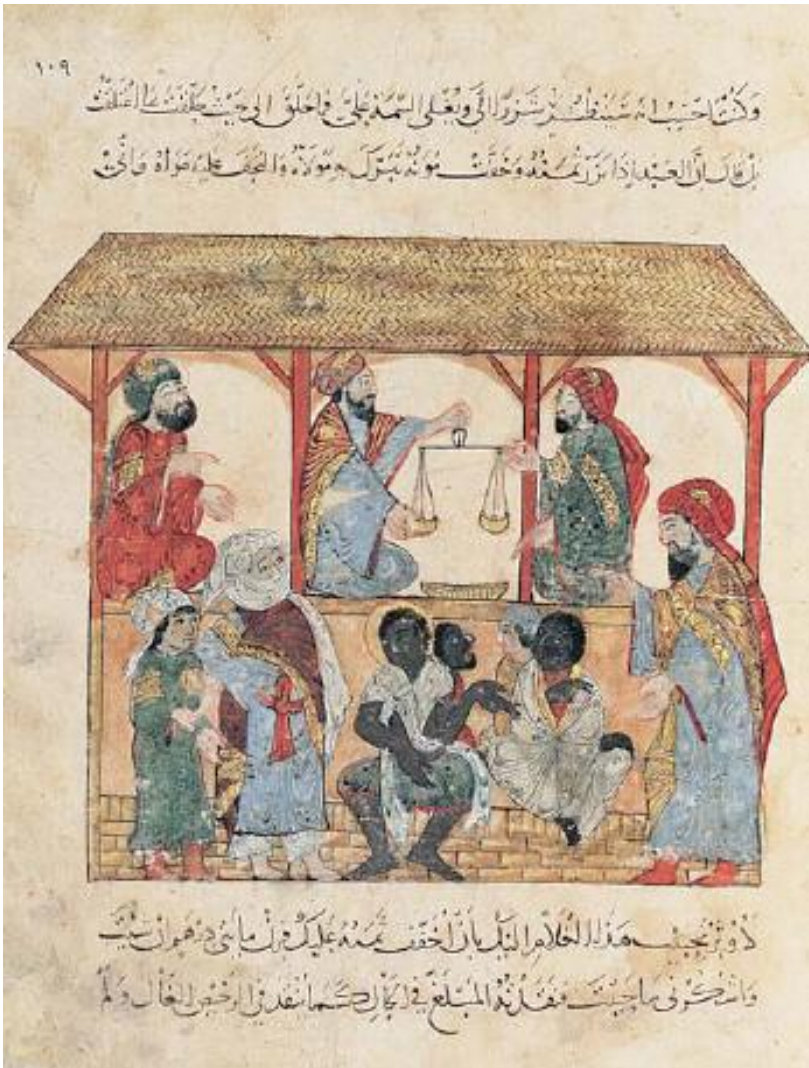
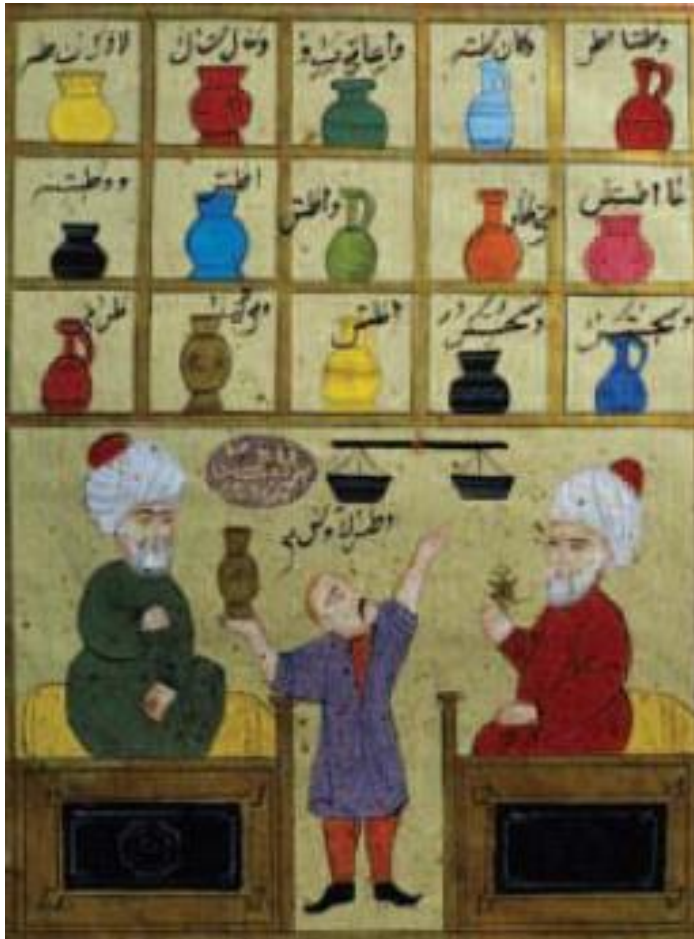


Period 3 Image Analysis



1. Looking at the image, what does it tell us about the scope and extent of the slave trade in the postclassical Islamic world?



2. Look at the image. What does it indicate about the level of sophistication of Arab and Islamic medical and pharmaceutical knowledge in the Islamic world?

3. Using the image and the text, explain how trade and knowledge contacts between the Islamic world and other cultures benefited Islamic medical and pharmaceutical learning.



4. Using the image and the text, discuss the significance of the Chinese examination system within Chinese imperial history.



5. Look at the image and identify different groups present at the spring festival in twelfth-century Kaifeng.



6. Looking at the image, describe the scene it depicts and discuss what it indicates about *samurai* military tactics.

7. Using the image and the text, describe the role of the *samurai* in postclassical Japan.



8. Look at the image of Shiva and discuss its important features.



9. Look at the image of Khwaja Khidr and identify its important features.

10. Using the image and the text, discuss the role of Sufi missionaries in spreading Islam throughout India.



11. Look at the image of the Angkor Wat temple complex and describe its features using the image and the text.



12. Look at the depiction of Justinian within this mosaic. What features identify the emperor? How do the other officials depicted indicate the powerful groups within Justinian's empire?



13. What is the meaning of the translation of the Hagia Sophia's name, and what is the building's significance?



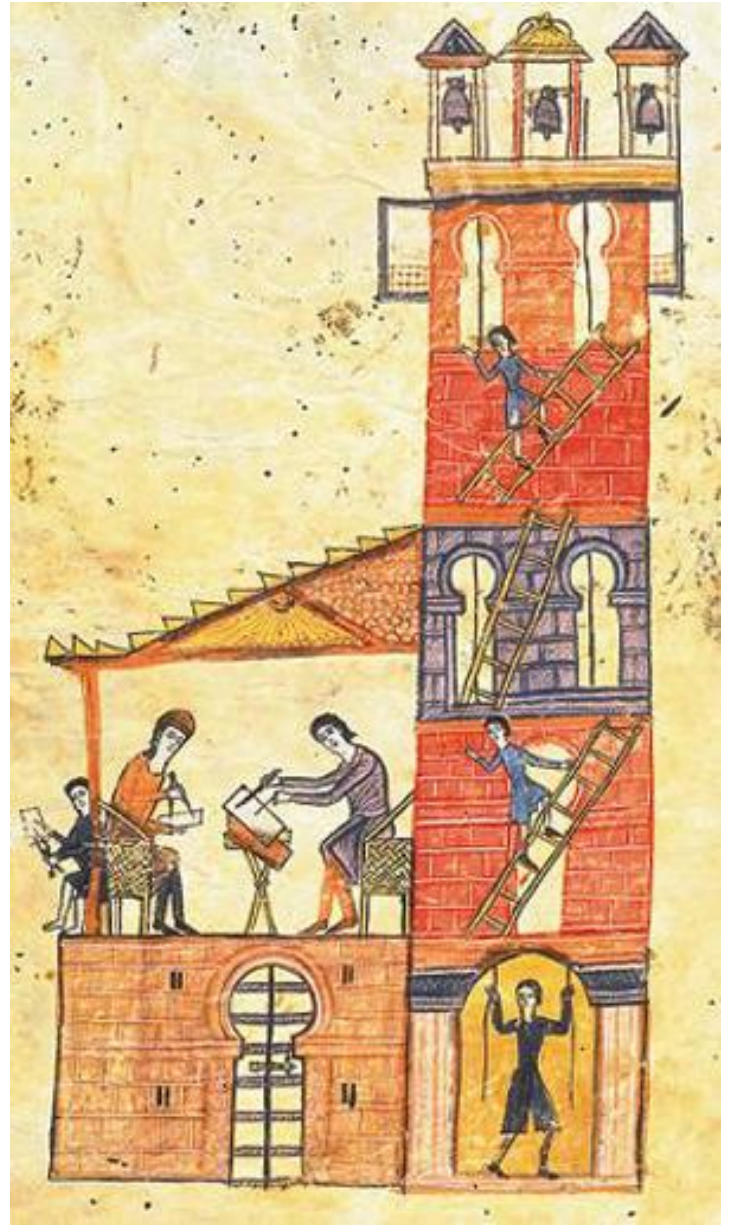
14. Looking at the two images above, what can be discerned about social and gender relationships during the early and high medieval periods?

15. How do these two images of European peasantry demonstrate the differences between the western European and Byzantine agricultural economies during the medieval era?

Peasants—probably sharecroppers—receive seeds and tend to vineyards in this painting from a Byzantine manuscript.



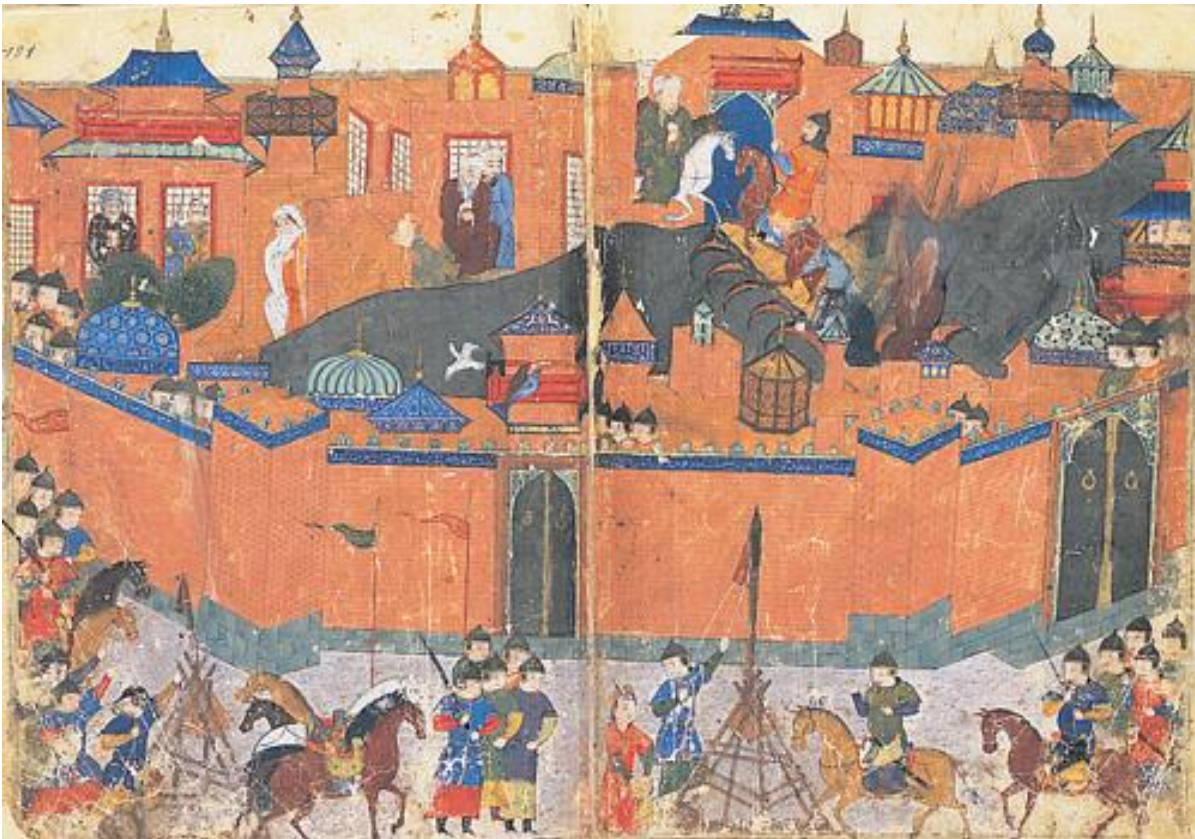
In this twelfth-century manuscript illustration, a peasant guides a heavy, wheeled plow while his wife prods the oxen that pull the plow.



16. Look at the two images of monasteries above. How do they demonstrate the links between monasteries and literacy during the medieval period?



17. Looking at the image above, identify important features of nomadic life.

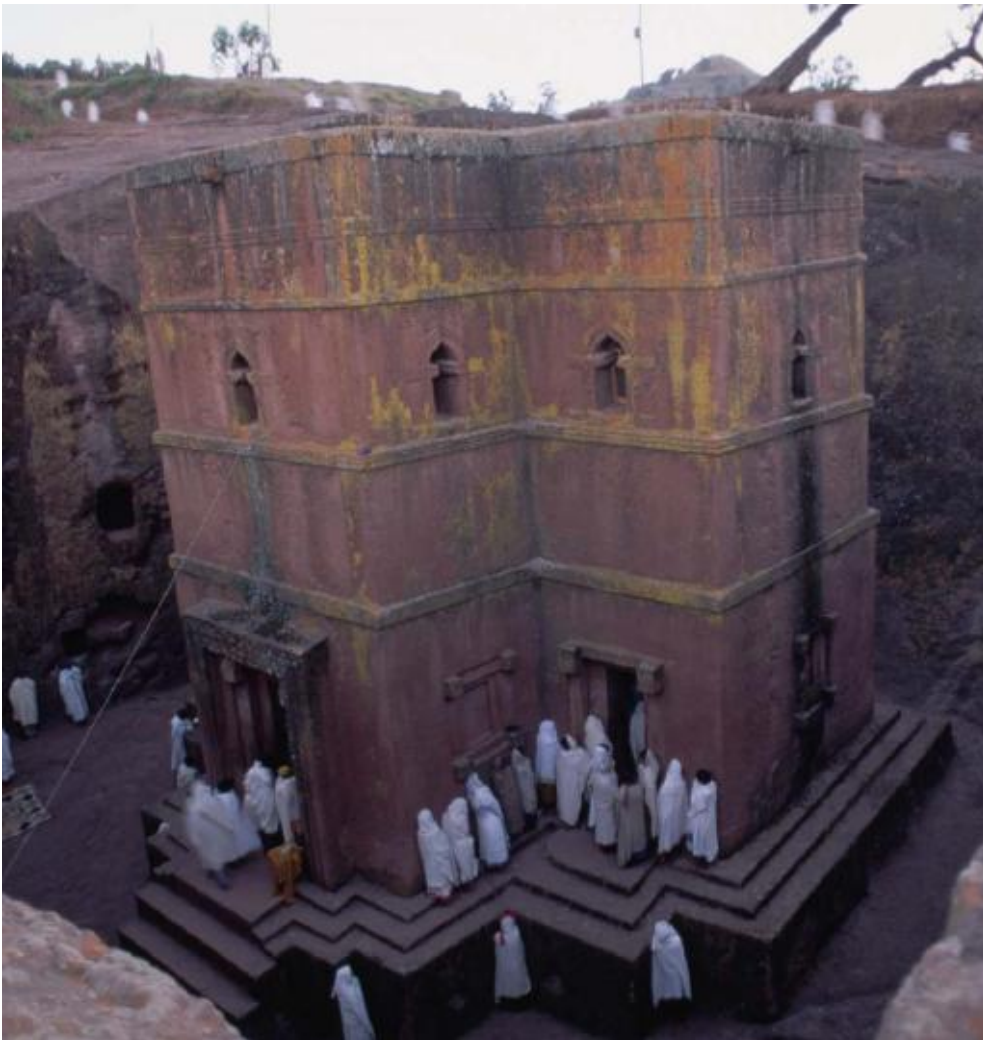


18. Using the image and the text, discuss Mongol military tactics when dealing with cities such as Baghdad.

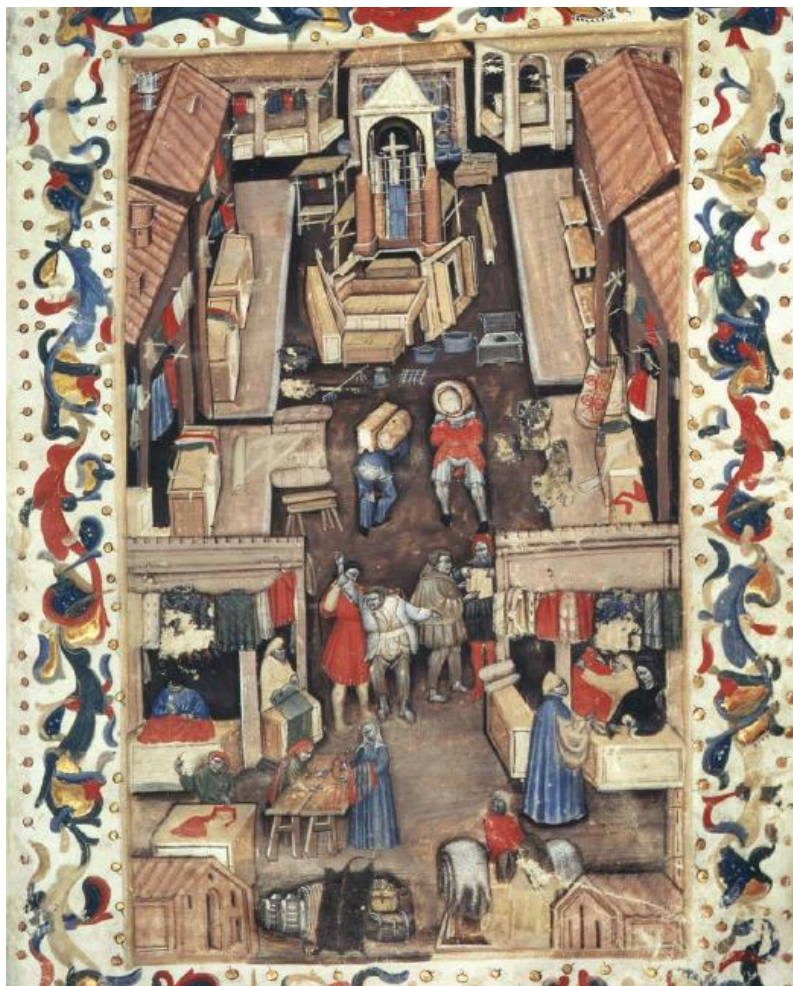


19. Looking at the image, explain why the defenders in Constantinople were able to hold out against superior numbers of Ottoman attackers for more than two months.

20. Look at the image of Constantinople during its siege by Muslim forces, and identify its important features.



23. Looking at the image, what features of this church in Ethiopia demonstrate the adaptation of Christianity to local conditions in East Africa? Why did the builders construct it in the way they did?



24. Using this image and the text, discuss how cities such as Venice contributed to a revival of urban areas and trade across Europe during the late postclassical period.





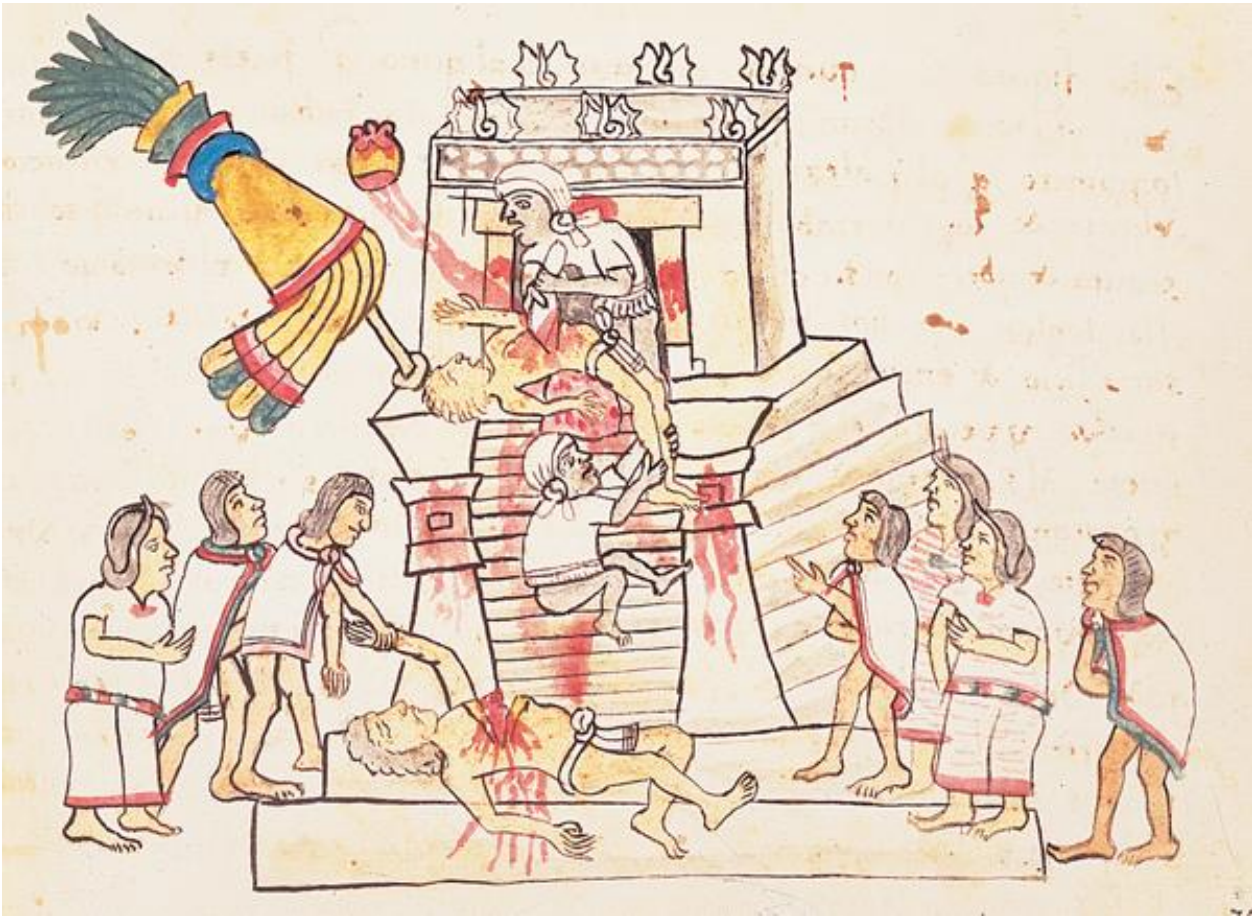
25. Looking at the image of King Louis IX, what does it suggest about the nature of medieval justice and the consolidation of royal authority during this era?



26. Looking at these two images, what do they suggest about the nature of conflict between Christian and Muslim forces during the crusades?



27. Looking at the images, why do you think that both sides practiced these kinds of atrocities? What was it about the crusades that generated this kind of action by both sides?



28. Using the image and the text, explain the connections between human sacrifice and the Mexican religious worldview.



29. Looking at the image and the text, discuss the role of tribute in the Aztec economy.



30. Looking at the image and the text, discuss how these man-made fishponds compared with farming and livestock techniques elsewhere in the world.



31. Look at the image above, and identify important features that indicate the impact of bubonic plague on European society.

32. Using the image and the text, discuss the social and economic effects of bubonic plague in Europe.



33. Looking at the image and the text, discuss how the image reflects increasing European involvement in the larger world.



34. Looking at the map, what can be deduced about the contemporary knowledge of world geography in Europe in the early sixteenth century?