

The Impact of the Printing Press in China and Europe

Each society mastered this technology early, but the impact of printing on each varied substantially. Why?



Debating the DOCUMENTS

Interpreting Alternative Viewpoints
in Primary Source Documents

The Impact of the Printing Press in China and Europe

The 2017 World History Course and Exam Description of the College Board Advanced Placement Program* lists five themes that it urges teachers to use in organizing their teaching. Each World History *Debating the Documents* booklet focuses on one or two of these five themes.

The Five Themes

- 1. Interaction between humans and the environment.** (demography and disease; migration; patterns of settlement; technology)
- 2. Development and interaction of cultures.** (religions; belief systems, philosophies, and ideologies; science and technology; the arts and architecture)
- 3. State-building, expansion, and conflict.** (political structures and forms of governance; empires; nations and nationalism; revolts and revolutions; regional, transregional, and global structures and organizations)
- 4. Creation, expansion, and interaction of economic systems.** (agricultural and pastoral production; trade and commerce; labor systems; industrialization; capitalism and socialism)
- 5. Development and transformation of social structures.** (gender roles and relations; family and kinship; racial and ethnic constructions; social and economic classes)

This Booklet's Main Theme:

2 Development and interaction of cultures.

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Teacher Introduction

★ Using Primary Sources

Primary sources are called “primary” because they are first-hand records of a past era or historical event. They are the raw materials, or the evidence, on which historians base their “secondary” accounts of the past.

A rapidly growing number of history teachers today are using primary sources. Why? Perhaps it's because primary sources give students a better sense of what history is and what historians do. Such sources also help students see the past from a variety of viewpoints. Moreover, primary sources make history vivid and bring it to life.

However, primary sources are not easy to use. They can be confusing. They can be biased. They rarely all agree. Primary sources must be interpreted and set in context. To do this, students need historical background knowledge. *Debating the Documents* helps students handle such challenges by giving them a useful framework for analyzing sources that conflict with one another.



*“Multiple,
conflicting
perspectives are
among the truths
of history.
No single
objective or
universal account
could ever put an
end to this endless
creative dialogue
within and
between the past
and the present.”*

From the 2011 Statement on Standards
of Professional Conduct of the Council of
the American Historical Association.

★ *The Debating the Documents Series*

Each *Debating the Documents* booklet includes the same sequence of reproducible worksheets. If students use several booklets over time, they will get regular practice at interpreting and comparing conflicting sources. In this way, they can learn the skills and habits needed to get the most out of primary sources.

Each *Debating the Documents* Booklet Includes

- **Suggestions for the Student and an Introductory Essay.** The student gets instructions and a one-page essay providing background on the booklet's topic. A time line on the topic is also included.
- **Two Groups of Contrasting Primary Source Documents.** In most of the booklets, students get one pair of visual sources and one pair of written sources. In some cases, more than two are provided for each. Background is provided on each source. *Within each group, the sources clash in a very clear way.* (The sources are not always exact opposites, but they do always differ in some obvious way.)
- **Three Worksheets for Each Document Group.** Students use the first two worksheets to take notes on the sources. The third worksheet asks which source the student thinks would be most useful to a historian.
- **One DBQ.** On page 20, a document-based question (DBQ) asks students to write an effective essay using all of the booklet's primary sources.

★ *How to Use This Booklet*

1. Have students read “Suggestions for the Student” and the Introductory Essay.

Give them copies of pages 5–7. Ask them to read the instructions and then read the introductory essay on the topic. The time line gives them additional information on that topic. This reading could be done in class or as a homework assignment.

2. Have students do the worksheets.

Make copies of the worksheets and the pages with the sources. Ask students to study the background information on each source and the source itself. Then have them take notes on the sources using the worksheets. If students have access to a computer, have them review the primary sources digitally.

NOTE: If you are using these materials with an AP world history class, an honors class, or some other group of advanced and/or more knowledgeable students, you may want to make more written sources available to them on this topic. Do a basic Internet search for sources that provide additional perspectives and then add to the sources provided here.

3. “Debate the documents” as a class.

Have students use their worksheet notes to debate the primary source documents as a class. Urge students to follow these ground rules:

- Use your worksheets as a guide for the discussion or debate.
- Try to reach agreement about the main ideas and the significance of each primary source document.
- Look for points of agreement as well as disagreement between the primary sources.
- Listen closely to all points of view about each primary source.
- Focus on the usefulness of each source to the historian, not merely on whether you agree or disagree with that source’s point of view.

4. Have students do the final DBQ.

A DBQ is an essay question about a set of primary source documents. To answer the DBQ, students write essays using evidence from the sources and their own background knowledge of the historical era. (See the next page for a DBQ scoring guide to use in evaluating these essays.)

The DBQ assignment on page 20 includes guidelines for writing a DBQ essay. Here are some additional points to make with students about preparing to write this kind of essay.

The DBQ for this Booklet (see page 20):

“The invention of a printing press using movable type was a truly revolutionary development.” Do you agree or disagree? Why?

- Analyze the question carefully.
- Use your background knowledge to set sources in their historical context.
- Question and interpret sources actively. Do not accept them at face value.
- Use sources meaningfully to support your essay’s thesis.
- Pay attention to the overall organization of your essay.

★ *Complete DBQ Scoring Guide*

Use this guide in evaluating the DBQ for this booklet. Use this scoring guide with students who are already familiar with using primary sources and writing DBQ essays.

Excellent Essay

- Offers a clear answer or thesis explicitly addressing all aspects of the essay question.
- Does a careful job of interpreting many or most of the documents and relating them clearly to the thesis and the DBQ. Deals with conflicting documents effectively.
- Uses details and examples effectively to support the thesis and other main ideas. Explains the significance of those details and examples well.
- Uses background knowledge and the documents in a balanced way.
- Is well written; clear transitions make the essay easy to follow from point to point. Only a few minor writing errors or errors of fact.

Good Essay

- Offers a reasonable thesis addressing the essential points of the essay question.
- Adequately interprets at least some of the documents and relates them to the thesis and the DBQ.
- Usually relates details and examples meaningfully to the thesis or other main ideas.
- Includes some relevant background knowledge.
- May have some writing errors or errors of fact, as long as these do not invalidate the essay's overall argument or point of view.

Fair Essay

- Offers at least a partly developed thesis addressing the essay question.
- Adequately interprets at least a few of the documents.
- Relates only a few of the details and examples to the thesis or other main ideas.
- Includes some background knowledge.
- Has several writing errors or errors of fact that make it harder to understand the essay's overall argument or point of view.

Poor Essay

- Offers no clear thesis or answer addressing the DBQ.
- Uses few documents effectively other than referring to them in “laundry list” style, with no meaningful relationship to a thesis or any main point.
- Uses details and examples unrelated to the thesis or other main ideas. Does not explain the significance of these details and examples.
- Is not clearly written, with some major writing errors or errors of fact.

Suggestions to the Student

★ *Using Primary Sources*

A primary source is any record of evidence from the past. Many things are primary sources: letters, diary entries, official documents, photos, cartoons, wills, maps, charts, etc. They are called “primary” because they are first-hand records of a past event or time period. This *Debating the Documents* lesson is based on two groups of primary source documents. Within each group, the sources conflict with one another. That is, they express different or even opposed points of view. You need to decide which source is more reliable, more useful, or more typical of the time period. This is what historians do all the time. Usually, you will be able to learn something about the past from each source, even when the sources clash with one another in dramatic ways.

★ *How to Use This Booklet*

1. Read the one-page introductory essay.

This gives you background information that will help you analyze the primary source documents and do the exercises for this *Debating the Documents* lesson. The time line gives you additional information you will find helpful.



2. Study the primary source documents for this lesson.

For this lesson, you get two groups of sources. The sources within each group conflict with one another. Some of these sources are visuals, others are written sources. With visual sources, pay attention not only to the image’s “content” (its subject matter) but also to its artistic style, shading, composition, camera angle, symbols, and other features that add to the image’s meaning. With written sources, notice the writing style, bias, even what the source leaves out or does not talk about. Think about each source’s author, that author’s reasons for writing, and the likely audience for the source. These considerations give you clues as to the source’s historical value.

3. Use the worksheets to analyze each group of primary source documents.

For each group of sources, you get three worksheets. Use the “Study the Document” worksheets to take notes on each source. Use the “Comparing the Documents” worksheet to decide which of the sources would be most useful to a historian.

4. As a class, debate the documents.

Use your worksheet notes to help you take part in this debate.

5. Do the final DBQ.

“DBQ” means “document-based question.” A DBQ is a question along with several primary source documents. To answer the DBQ, write an essay using evidence from the documents and your own background history knowledge.

The Impact of the Printing Press

“It’s revolutionary!” This phrase is overworked in our day, to say the least. Whether it is some new electronic gadget, the latest fashion statement, a diet fad sweeping the nation, or an innovative TV series, we often are told that “it’s revolutionary.” New forms of technology are often said to be revolutionary. And it is true that a single technological breakthrough may change life for millions. Still, it is safe to say that most of the things that get called “revolutionary” today are nothing of the sort.

Yet many historians do use this term for one technological breakthrough—printing. Or to be precise, the printing press with movable type. Printing is the process of rapidly producing many copies of a written document or any drawing or design. In 1436, Johannes Gutenberg of Germany adapted the heavy screw of an olive press to force an inked block onto a piece of paper. Later, he created small pieces of metal type for the letters of the alphabet. These could be arranged on a printing plate to print a sheet of paper, then removed and rearranged to be used again. Suddenly, a book that once took months or years to copy by hand could now be copied over and over in days.

In Europe, Gutenberg’s press came as the Renaissance was inspiring thinkers, writers and artists in Italy and elsewhere. A few decades later, Martin Luther launched the Reformation, which would transform Europe’s religious and political life. Then *On the Revolutions of the Celestial Spheres* by Nicolaus Copernicus was printed in 1543. It was followed by observations, theories, and mathematical analyses of moving objects on Earth and in the heavens. This string of breakthroughs together launched the era of modern science. Finally, an age of exploration began, opening up whole new regions and continents to merchants, settlers, map-makers, and writers.

Did the printing press cause all this revolutionary change? It certainly gave it a huge boost. It

allowed Luther to spread his ideas via books and pamphlets, and it made possible the widespread access to the Bible so strongly stressed by the Reformation. Printing enabled scientists to share and check one another’s findings far more carefully and rapidly than in the past. It spread the news of the New World widely, thereby exciting interest in and support for exploration and colonization. Without the printing press, it is hard to image these momentous changes unfolding as quickly or spreading as widely as they did.

Yet if printing was so revolutionary in Europe, what about China? After all, it was actually China that first invented paper, printing, and movable type. Yet China experienced no cultural upheaval of the sort that accompanied movable type in Europe in the sixteenth and seventeenth centuries and beyond. China invented paper in the second century CE. By the ninth century, it was using woodblock printing to produce entire books. In woodblock printing, an entire page is carved in relief on a woodblock, which is then inked and pressed against a sheet of paper. Sometime after 1041, Pi Sheng then created movable pieces of type out of clay.

Of course, movable type was not as useful for Chinese writing, given the thousands of individual characters it uses, as compared with European languages based on an alphabet of just twenty-six letters. Whether for this reason or others, no great cultural upheavals accompanied the development of printing in China. China was inventive and prosperous during these centuries. Yet its Confucian values and imperial political system continued to guide it for most of this time.

So why was the impact of printing so different in China and in Europe? The sources for this lesson will help you think about, debate, and discuss this in greater depth.

The Printing Press Time Line

104 CE

• • • The Chinese invent paper by this date, at least.

618–906

• • • Tang Dynasty, China. Carved wooden blocks are inked and pressed onto paper, enabling the printing of many copies of a document.

868

• • • *The Diamond Sutra*, a Buddhist scripture, is printed. It is the first dated example of a book produced by block printing.

1023

• • • The Song Dynasty issues true paper money.

1041

• • • Artisan Pi Sheng in China invents movable type made out of clay.

1241

• • • Books are printed in Korea using movable type.

1309

• • • Europeans manufacture paper for the first time. Invented in China centuries earlier, paper probably first enters Europe via the Muslim world.

1377

• • • Block-printed playing cards appear in Europe. Such cards had long been produced in China.

1392

• • • Foundries that can produce bronze type are opened in Korea.

1423

• • • In Europe, the first recorded use of block printing.

1436

• • • Johannes Gutenberg begins work on a printing press.

1440

• • • Gutenberg completes his wooden press, which uses movable metal type.

1454

• • • Gutenberg prints indulgences, which are notes sold by the Pope that reduce punishment in purgatory for sins committed in this life.

1455

• • • Gutenberg's famous 42-line Bible is available for sale.

1476

• • • William Caxton sets up his printing press in Westminster, England.

1499

• • • Printing is established in at least 250 European cities. Some estimate that 15 million copies of 30,000 book titles are printed.

1517

• • • Luther posts his "95 Theses" on the cathedral door at Wittenberg, launching the Protestant Reformation.

1543

• • • Nicolaus Copernicus's *On the Revolutions of the Celestial Spheres* is printed. It depicts the universe with the Earth and other planets revolving around the sun. Efforts to confirm this "heliocentric" theory led to the work of Kepler, Galileo, Newton, and a scientific revolution.

Visual Primary Source Documents 1 & 2

Document 1



The Granger Collection, New York

Document 2



The Granger Collection, New York

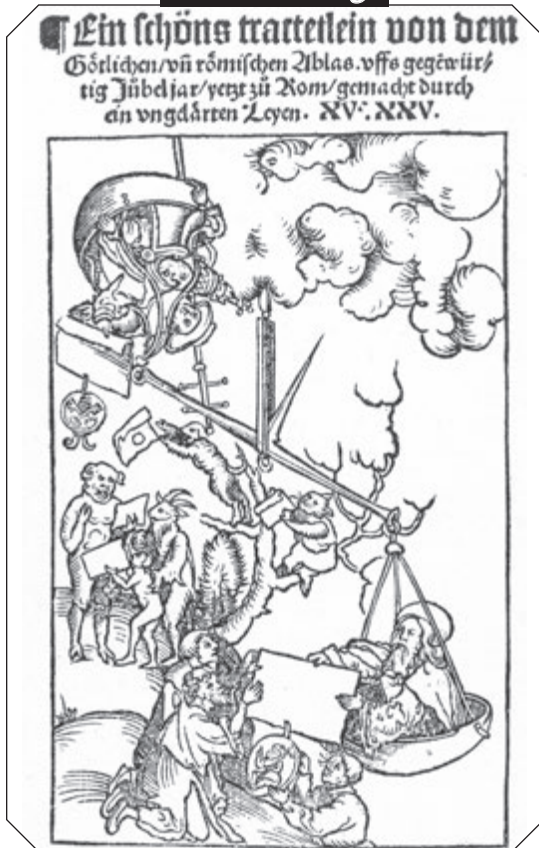
Information on Documents 1 & 2

Document 1. This is *The Diamond Sutra*, the earliest known example of a complete book produced using block printing. A sutra is a Buddhist document recording what is said to be a discourse by Buddha. *The Diamond Sutra* was first translated from Indian Sanskrit into Chinese around 400 CE; this particular version of it was block printed in 868 CE. It is a long scroll, not a book with separate pages as we are used to. It was found in 1907 in a cave in northwest China, along the Silk Road. Although not the first example of block printing, it is the first dated, block-printed book.

Document 2. This Chinese painting on silk shows young Confucian scholars awaiting the posting of the results of their civil service examinations. Confucius stressed filial piety, obedience to superiors, decorum, and order. The classics attributed to him became the core of China's civil service exams used to select young scholars for the imperial government's vast central bureaucracy. Because of China's printing technology, copies of this classical literature became widely available, giving many individuals a chance to advance in careers in government service.

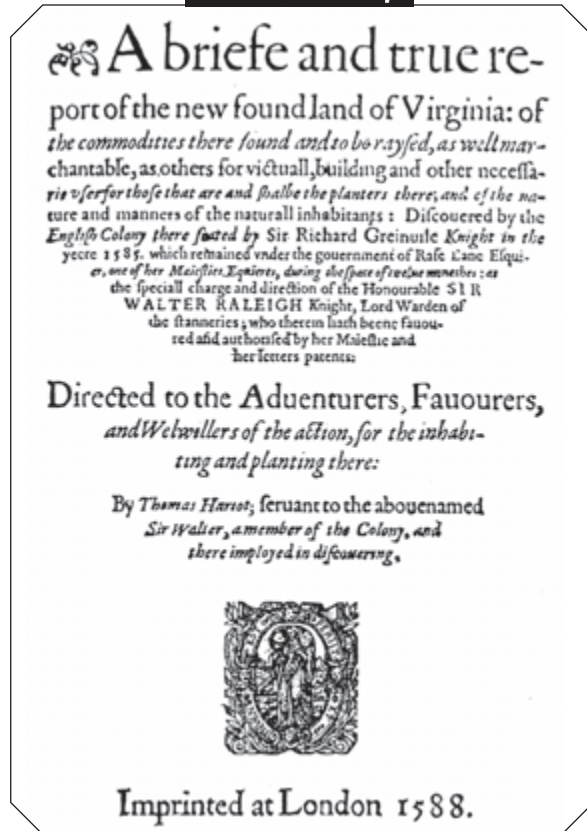
Visual Primary Source Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Information on Documents 3 & 4

Document 3. Indulgences were among the first items Gutenberg printed. The Popes sold indulgences as pledges to release the purchaser (or someone else) from punishment in the next life for sins committed in this one. Luther's anger about this led to his break with the Catholic Church. Printers often aided the Reformation in key ways, including printing pamphlets to spread its message. The title page of this 1525 pamphlet reads, "Forgiveness from Christ Outweighs Indulgences From the Pope."

Document 4. Printing also came at a time of commercial and imperial expansion by Europe. The way it assisted both of these trends is suggested by this title page for Thomas Harriot's *Report of the New Found Land of Virginia* (London, 1588). This pamphlet promoted share buying and settling in Sir Walter Raleigh's new colony on Roanoke Island off the coast of North Carolina.

Study the Documents: Visual Sources 1 & 2

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Drawing Conclusions—Doc. 1 _____

Using this source, describe block printing, and explain why movable type might not have been an easier way to print this copy of *The Diamond Sutra*.

2 Background—Doc. 1 _____

The Diamond Sutra copy shown here was discovered on the Silk Road. What was the Silk Road, and why would Buddhist documents be found in such a remote place?

3 Background—Both Docs. _____

Using these two documents, explain why printing would have benefited China's literate classes, its officials, and its imperial rulers.

Study the Document: Visual Sources 3 & 4

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 3

Read the background on this title page, including the title itself. Then write another caption line that fully explains the pamphlet's message.

2 Main Idea—Doc. 4

Using this document, explain how printing would have aided both colonization and the development of a commercial economy in general.

3 Compare and Contrast

Using only Visual Source Documents 1–4, what similarities and differences do you see in the way China and Europe responded to the development of printing technologies?

Comparing the Documents

★ The Visual Sources

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the printing press in China and Europe?

Document 1



The Granger Collection, New York

Document 3



The Granger Collection, New York

Document 4



The Granger Collection, New York

Document 2



The Granger Collection, New York

Documents 1 & 2 ☐

Documents 3 & 4 ☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Written Primary Source Document 1

Information on Document 1

This is a passage from the diary of Matteo Ricci (1552–1610), a Jesuit missionary who served at the Chinese court in the sixteenth and seventeenth centuries. Ricci and other Jesuits hoped to convert the Chinese to the Catholic faith, but they also admired many aspects of Chinese society. Here Ricci describes Chinese printing methods, which he sees as having advantages over techniques then in use in the West. This passage is from *China in the Sixteenth Century: The Journals of Matthew Ricci, 1583–1610*, trans. Louis Gallagher (New York: Random House, 1953).

Document 1

Their method of making printed books is quite ingenious. The text is written in ink, with a brush made of very fine hair, on a sheet of paper which is inverted and pasted on a wooden tablet. When the paper has become thoroughly dry, its surface is scraped off quickly and with great skill, until nothing but a fine tissue bearing the characters remains on the wooden tablet. Then, with a steel graver, the workman cuts away the surface, following the outlines of the characters until these alone stand out in low relief. From such a block a skilled printer can make copies with incredible speed, turning out as many as fifteen hundred copies in a single day. Chinese printers are so skilled in engraving these blocks, that no more time is consumed in making one of them than would be required by one of our printers in setting up a form of type and making the necessary corrections. This scheme of engraving wooden blocks is well adapted for the large and complex nature of the Chinese characters, but I do not think it would lend itself very aptly to our European type

which could hardly be engraved upon wood because of its small dimensions.

Their method of printing has one decided advantage, namely, that once these tablets are made, they can be preserved and used for making changes in the text as often as one wishes. Additions and subtractions can also be made as the tablets can be readily patched. Again, with this method, the printer and the author are not obliged to produce here and now an excessively large edition of a book, but are able to print a book in smaller or larger lots sufficient to meet the demand at the time. We have derived great benefit from this method of Chinese printing, as we employ the domestic help in our homes to strike off copies of the books on religious and scientific subjects which we translate into Chinese from the languages in which they were written originally . . . The simplicity of Chinese printing is what accounts for the exceedingly large numbers of books in circulation here and the ridiculously low prices at which they are sold.

Written Primary Source Documents 2 & 3

Information on Documents 2 & 3

Document 2. Martin Luther understood the crucial role that books and pamphlets were playing in the reform movement he had sparked. He once described printing as “God’s highest and extremest act of grace, whereby the business of the Gospel is driven forward.” In 1521, Luther stood firm before the German emperor and insisted he could not change his views. The passage below is part of what he supposedly said at that meeting.

Document 3. Another Reformation figure who felt as Luther did was John Foxe, the sixteenth-century author of the *Book of Martyrs*. In this passage from that book, Foxe writes about William Tyndale. Tyndale guided the production of the first English translation of the Bible based directly on Hebrew and Greek texts. This translation was printed and widely distributed. In 1536, Tyndale was imprisoned near Brussels, and strangled and burned at the stake.

Document 2

Unless I am convinced by Scripture or clear reasoning that I am in error—for popes and councils have often erred and contradicted themselves—I cannot recant, for I am subject to the Scriptures I have quoted; my conscience is captive to the Word of God. It is unsafe and dangerous to do anything against one’s conscience. Here I stand. I cannot do otherwise. So help me God. Amen.

Document 3

Whereupon, considering in his mind, and conferring also with John Frith, Tyndale thought . . . if the Scripture were turned into the vulgar speech, that the poor people might read and see the simple plain Word of God. He perceived that it was not possible to establish the lay people in any truth, except the Scriptures were so plainly laid before their eyes in their mother tongue that they might see the meaning of the text; for else, whatsoever truth should be taught them, the enemies of the truth would quench it, either with reasons of sophistry and traditions of their own making, founded without all ground of Scripture; or else juggling with the text, expounding it in such a sense as it were impossible to gather of the text, if the right meaning thereof were seen.

Master Tyndale considered this only, or most chiefly, to be the cause of all mischief in the Church, that the Scriptures of God were hidden from the people’s eyes . . . For these and such other considerations this good man was stirred up of God to translate the Scripture into his mother tongue, for the profit of the simple people of his country; first setting in hand with the New Testament, which came forth in print about A.D. 1525.

Study the Document: Written Source 1

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea or Topic _____

In a sentence or two, sum up what it is that Ricci so admires about Chinese printing methods.

2 Interpreting Meanings _____

Explain why he thinks block printing may be the best method for the Chinese.

3 Bias, or Point of View _____

Ricci was a European Jesuit priest who hoped to convert the Chinese to Christianity. Do you think this influenced the way he felt about or understood China's culture?

Study the Documents: Written Sources 2 & 3

Instructions: Take notes on these questions. Use your notes to discuss the documents and answer the DBQ.

1 Main Idea—Doc. 2

In your own words, explain what Luther means when he says, “my conscience is captive to the Word of God.”

2 Interpreting Meanings

Does Luther’s statement here help explain why he once said printing was “God’s highest and extremest act of grace”? Which sentence in John Foxe’s statement (Written Source Document 3) best shows why he would have agreed with Luther?

3 Drawing Conclusions

Do all the sources for this lesson—those from both Europe and China—prove that printing was a “revolutionary” technology? Why or why not?

Comparing the Documents

★ *The Written Sources*

Answer the question by checking one box below. Then complete the statements on the Comparison Essay worksheet. Use all your notes to help you take part in an all-class debate about these documents—and to answer the final DBQ for the lesson.

Which of these primary source documents would be most useful to a historian trying to understand the impact of the printing press in China and Europe?

A passage from the diary of Matteo Ricci describing the Chinese printing methods he admired

Document 1

☐

A passage from a speech Luther gave before the German emperor in 1521, and a passage from John Foxe about William Tyndale

Documents 2 & 3

☐

Comparison Essay

I chose Documents _____ because:

*I did **not** choose Documents _____.*

However, a historian still might use the documents in the following way:

Keep this in mind: Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.

Document-Based Question

Your task is to answer a document-based question (DBQ) on the printing press in Europe and China. In a DBQ, you use your analysis of primary source documents and your knowledge of history to write a brief essay answering the question. Using all four sets of documents, answer this question. Below are two DBQs. The first is somewhat less demanding than the second. Use whichever DBQ your teacher assigns.

Document-Based Question

1

“The invention of a printing press using movable type was a truly revolutionary development.” Do you agree or disagree? Why?

OR

2

Analyze the impact of the printing press and movable type on Europe and China. Based on your analysis, explain why you do or do not think this technological innovation by itself can be described as “revolutionary.”

Below is a checklist of key suggestions for writing a DBQ essay. Next to each item, jot down a few notes to guide you in writing the DBQ. Use extra sheets to write a four- or five-paragraph essay.

- *Introductory Paragraph*
Does the paragraph clarify the DBQ itself? Does it present a clear thesis, or overall answer, to that DBQ?
- *The Internal Paragraphs—1*
Are these paragraphs organized around main points with details supporting those main ideas? Do all these main ideas support the thesis in the introductory paragraph?
- *The Internal Paragraphs—2*
Are all of your main ideas and key points linked in a logical way? That is, does each idea follow clearly from those that went before? Does it add something new and helpful in clarifying your thesis?
- *Use of Primary Source Documents*
Are they simply mentioned in a “laundry list” fashion? Or are they used thoughtfully to support main ideas and the thesis?
- *Concluding Paragraph*
Does it restate the DBQ and thesis in a way that sums up the main ideas without repeating old information or going into new details?

Worksheet Answers and Guidelines

Some worksheet questions call for specific answers to factual questions. In these cases, correct answers are provided here. Most worksheet questions are open-ended and call on students to offer their own interpretations and personal reactions. In those cases, we offer suggestions based on the purpose of the question and the sort of interpretive activity it calls for.

Worksheet 1

Visual Sources 1 & 2

1. In block printing a page is carved into a block, inked, and pressed on a piece of paper. Given the thousands of Chinese characters, it would be hard to print this scroll using many individual pieces of type intermingled with elaborate illustrations.
2. Buddhism made its way to China along the Silk Road, which ran from eastern China through Central Asia to Persia and beyond.
3. It would allow the printing of Confucian literary classics used in the exams that selected the empire's top officials.

Worksheet 2

Visual Sources 3 & 4

1. The captions should stress that indulgences cannot buy a person relief from punishment for sins, that only faith in Christ can do that, that indulgences are a fraud and a result of Papal greed, etc.
2. Answers could focus on the greater ability to interest many investors in large or risky enterprises, to advertise the benefits of resettling in America, etc.
3. Answers will vary, but may stress the way in which printing reinforced dynamic economic trends or challenges to authority already emerging in Europe, but not as much in China.

Worksheet 3

Written Source 1

1. He sees the block-printing techniques as more efficient than the early movable-type technology already in widespread use in Europe.
2. Chinese printers were highly skilled at engraving large blocks of type; the number of larger, intricate Chinese characters makes block printing easier to use than the thousands of small pieces of type required for a movable-type system; etc.
3. Answers may vary. Discuss these in class.

Worksheet 4

Written Sources 2 & 3

1. He means his understanding of the actual "Word of God" must guide his conscience and he cannot change it simply because those in authority command it.
2. Answers may vary, but both men place a huge emphasis on each individual's ability to understand the written Scriptures. Only through printing could the Scriptures be made available to millions of people.
3. Answers may vary. Students should comment on the ways in which printing impacted China and the West differently. Discuss responses in class.

Visual Primary Sources

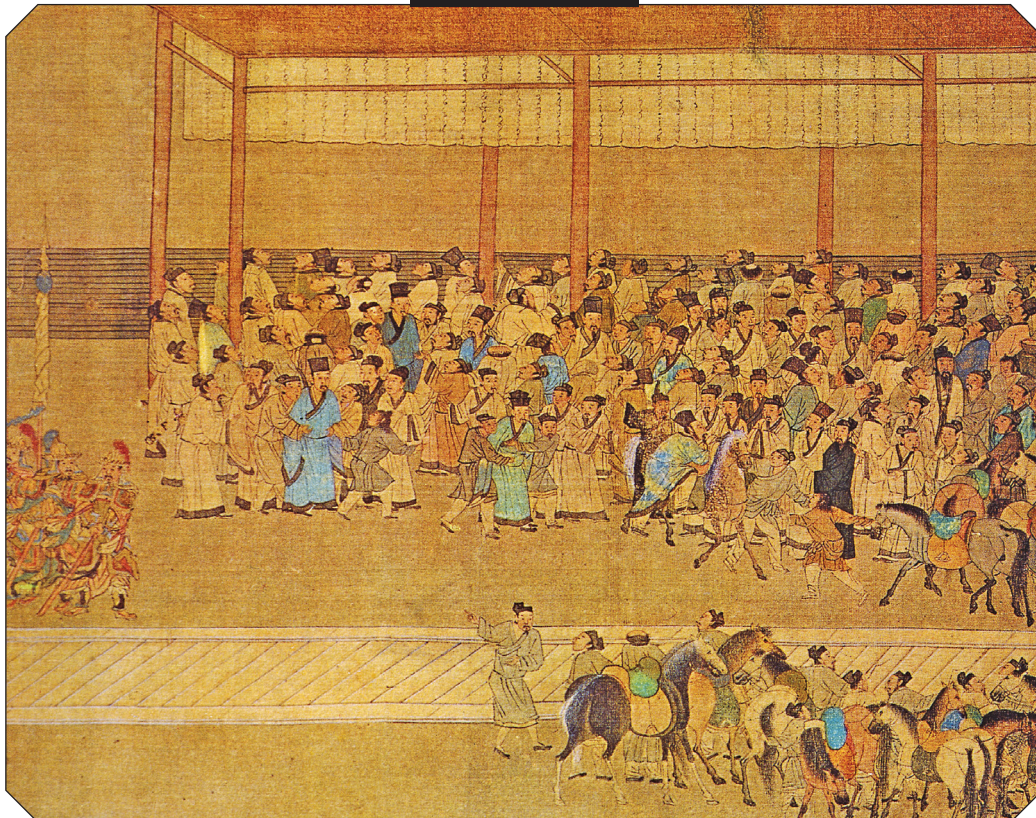
First Group—Documents 1 & 2

Document 1



The Granger Collection, New York

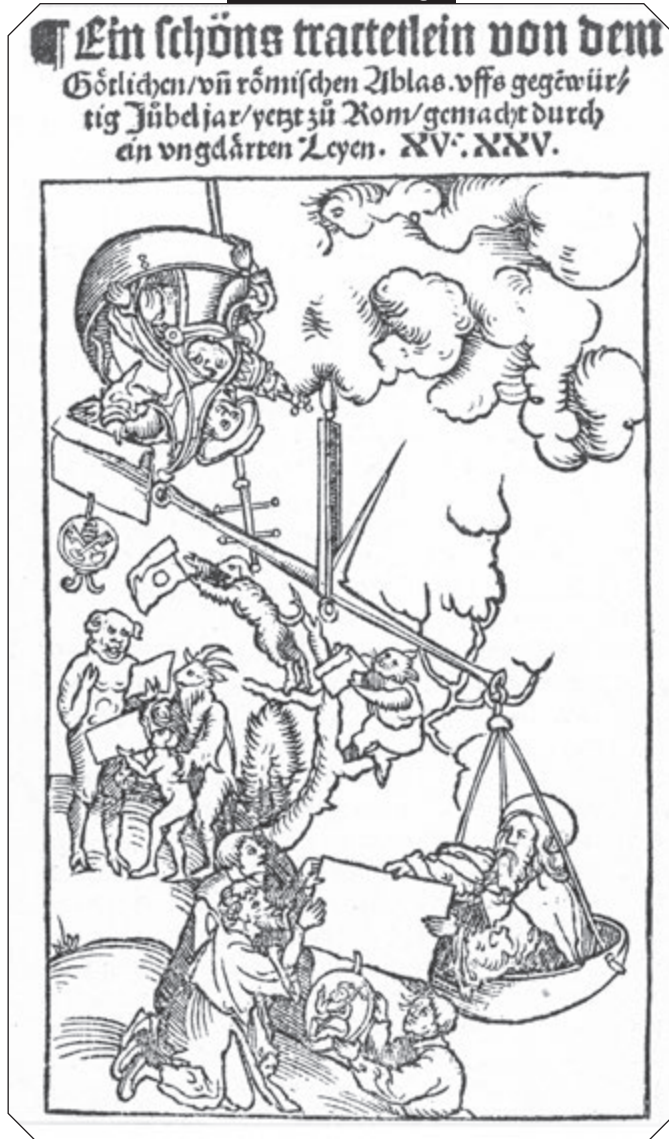
Document 2



The Granger Collection, New York

First Group—Documents 3 & 4

Document 3



The Granger Collection, New York

Document 4

A briefe and true re-
port of the new found land of Virginia: of
the commodities there found and to be rayfed, as well may-
chantable, as others for victuall, building and other necessa-
ries vs for those that are and shalbe the planters there; and of the na-
ture and manners of the naturall inhabitants : Discovered by the
English Colony there seated by Sir Richard Greinville Knight in the
yeece 1585. which remained vnder the gouernment of Rafe Lane Esqui-
er, one of her Maiesties Equiers, during the space of twelue monethes : as
the speciall charge and direction of the Honourable SIR
WALTER RALEIGH Knight, Lord Warden of
the stanneries; who therein liath bene fauou-
red and authorised by her Maiestie and
her letters patentes

Directed to the Adventurers, Fauourers,
and Welwillers of the action, for the inhabi-
ting and planting there:

By Thomas Hariot; seruant to the abouenamed
Sir Walter, a member of the Colony, and
there employed in discovering.



Imprinted at London 1588.

The Granger Collection, New York

