



AP WORLD HISTORY: MODERN

summer assignment

Dear New APWH Student,

Congratulations on embarking on this adventure and welcome to AP World History: Modern for the 2019-2020 school year!

Advanced Placement World History is a college-level course designed to expose you to the broad patterns of the human experience. In addition to a survey of historical people and events, you will explore connections and comparisons between places and time, which is the most exciting part! Upon completion of the course, you will see how historical people and events fit into the global historical puzzle.

The course description from the College Board:

“In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.”

(College Board, AP World History: Modern Course and Exam Description, Fall 2019.)

The purpose of this summer assignment is to prepare you for your quick immersion in AP World History the first weeks of school. There are 2 parts to this summer assignment with suggested completion dates. Be sure to read each section and follow the instructions carefully. Do not save this work for the end of the summer!

* Late assignments will not be accepted. The only exception will be those students that enrolled new to the course after the first day of school. You will be given an extra two weeks to complete the current event assignment; however, you will still be expected to take the map quiz the second week of school.

All summer assignment work must be ***handwritten***. Typed or copied work will not be accepted. Any suspected plagiarism, copying or cheating of any kind will result in a zero on the assignments.

A Special Note about Plagiarism: Plagiarism, which is defined as “knowingly to present, as one’s own the idea(s), work(s), or product(s) of another without accurately citing the source” will not be tolerated in AP World History and Randolph High School. If you have any questions on the definition of plagiarism, how to properly cite sources, and/or the consequences, please refer to the Plagiarism Policy (Regulation 5701) found in the Randolph Township District Rules and Regulations. Here is a shortened link for easy access: <http://tinyurl.com/rhsplagpolicy>.

Please purchase: *The Human Web* by J. R. McNeill & William H. McNeill to complete your summer assignment. We will be utilizing this book throughout the school year as well for supplemental reading.

Should you have any questions over the summer, feel free to email me. While I will be checking in periodically, please understand I may not respond immediately. Please also join our **AP World History: Modern team on Microsoft Teams** using this code: [hp41oqv](#)

I look forward to meeting you in September,

Mrs. N. Dixon
ndixon@rtnj.org

ADDITIONAL INFORMATION FOR PARENTS & STUDENTS

- ✓ AP World History is a 9th grade core course or a 12th grade elective
- ✓ It is taught as a college-level introductory course to world history, which means that the curriculum, reading difficulty and class behavior norms are what is expected of college freshmen.
- ✓ This class is for self-motivated, curious, hard-working students who already have self-discipline.
- ✓ Instead of reviewing textbook power points, we spend class time applying what students read in the textbook to class activities. As a result, getting by with what is done in class will not be enough preparation for the course unit tests and College Board AP World History: Modern exam in May.
- ✓ Independent study is also required.

WORKLOAD

Depending on the student, there is approximately one hour of homework per weeknight. Weekly assignments include textbook reading with questions, vocabulary and outlining key ideas. Freshmen find it demanding at first, but once they get into the routine, they appreciate the predictability and learn to plan accordingly.

AP EXAM INFORMATION & FORMAT

- ✓ Students are highly encouraged to take the 3.25-hour AP exam in May 2020.
- ✓ Depending on the university, if a student scores well on this exam, they can receive college credit and/or advanced placement (exemption from pre-requisites, etc.) in history.
- ✓ We will review for the exam throughout the course.
- ✓ It is also suggested that students buy a new edition of an APWH: Modern exam review book, such as the Princeton Review series.
- ✓ More information to follow in the fall & throughout the year.

Part I: 55 multiple choice 3 Short Answer Questions (SAQs)	Part II: 1 Document Based Question Essay (DBQ) 1 Long Essay Question (LEQ)
---	---

HISTORICAL THINKING SKILLS

Students should be able to perform these thinking skills while exploring course concepts.

Developments and Processes	Sourcing and Situation	Claims and Evidence in Sources	Contextualization	Making Connections	Argumentation
Identify historical concepts, developments and processes.	Analyze sourcing and situation of primary and secondary sources.	Analyze arguments in primary and secondary courses.	Analyze the context of historical events, developments, or processes.	Using historical reasoning processes, analyzing patterns and connections between and among historical developments and processes.	Develop an argument with a historically defensible claim using specific and relevant evidence.

HISTORICAL REASONING SKILL

These are the cognitive processes that students will be required to apply when engaging with the historical thinking skills above.

Comparison	Causation	Continuity and Change
<ul style="list-style-type: none"> • Similarities and differences 	<ul style="list-style-type: none"> • Cause and/or effect relationships • Primary and secondary causes between short- and long-term effects • Incorporate relevant context and significance 	<ul style="list-style-type: none"> • Patterns of continuity and or change over time • Connection of specific developments to larger patterns.

DIRECTIONS FOR : *THE HUMAN WEB* BY J. R. MCNEILL & WILLIAM H. MCNEILL

- ✓ Used for the summer assignment (details outlined below)
- ✓ Used throughout the year for supplemental readings
- ✓ It is strongly recommended that you annotate the textbook.
 - If you cannot write on the book itself, you should take *handwritten notes* of important information not expressly addressed in the questions/tasks related to the reading that you find important and/or interesting. This should be done either in its own composition/single subject notebook or loose-leaf paper that can be kept in your future World History binder.
 - We will be having assignments relating to both summer and future readings and annotations/notes with page numbers are incredibly important and will help you be successful.
 - Annotations should follow the **Themes of AP World History** described below: (*points & rubric to be posted to teams*)

AP WORLD HISTORY: MODERN THEMES

(ENV)	Humans and the Environment	The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments
(CDI)	Cultural Developments & Interactions	The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, societal and cultural implications.
(GOV)	Governance	A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain and exercise power in different ways and for different purposes.
(ECN)	Economic Systems	As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
(SIO)	Social Interactions & Organization	The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.
(TEC)	Technology & Innovation	Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

PART I : SUMMER READING DIRECTIONS BELOW:

Read the following sections annotate/take notes and complete the corresponding tasks:

All responses, including: charts, graphs and images must be handwritten/hand drawn.

Points & Rubric to be published on Teams page.

Introduction: Webs and History & I: The Human Apprenticeship	<p>Answer the questions that follow. Some answers/examples can be found throughout the chapter so do not limit yourself to just the <i>first</i> samples of evidence found.</p> <ol style="list-style-type: none"> 1. What 3 learned behavior are “hallmarks” of our species? 2. What new technologies were developed that fostered human expansion? 3. How did gender roles/family dynamics grow and develop in early human groups? 4. What role does the spirit world/supernatural factor into human interaction and development? 5. What roles/special skills set individual apart? 6. In what ways did the natural environment, advancements in game tapping, and gathering impact human interaction?
II: Shifting to Food Production	<p><u>Development of Agriculture:</u> Some answers/examples can be found throughout the chapter so do not limit yourself to just the <i>first</i> samples of evidence found.</p> <ol style="list-style-type: none"> 1. Why did some areas advance further & more quickly than others? 2. What were the social implications of agriculture? 3. What are the benefits and disadvantages of agriculture and animal domestication?

III: Webs and Civilizations in the Old War

“Most people, most of the time, prefer collective and personal wealth and power to poverty and weakness, even at the cost of subordination to rules and commands issued by distant strangers” (pg. 43)

- ✓ The Civilizations discussed in this section have lasting impact on the people that come after them. Continuity & Change is a Historical Reasoning Skill (HRS) that we will continue to use and develop throughout the year. Keep these early civilizations in mind as you continue to read about the changes and developments that happen these and neighboring regions.
- As you read this chapter **take notes in the chart** provided (you may recreate the chart as long as the information must be handwritten). Use the attached chart: “Chapter III: Webs and Civilizations in the Old World Chart” to note significant elements of each early civilization and the **major belief systems** that developed during this time.
- Pick 3 civilizations discussed in this chapter and relate them back to the quote above found in context on page 43.

CHAPTER III: WEBS AND CIVILIZATIONS IN THE OLD WORLD CHART

Civilization:	Location: (continent, major Rivers & cities noted)	Language / Writing / communication:	Technology:	Government / political / hierarchal structure:	Religion / Traditions:
Mesopotamia					
Indus River Valley					
Egypt					
China					

Civilization:	Location: (continent, major Rivers & cities noted)	Language / Writing / communication:	Technology:	Government / political / hierarchal structure:	Religion / Traditions:
Olmeccs					
Chavin					
Greece					
Rome					
Belief Systems:	Founding date(s)	Founding geographic location(s)	Founders & early leaders	Guiding principles of belief:	
Judaism					
Zoroastrianism					

Belief Systems:	Founding date(s)	Founding geographic location(s)	Founders & early leaders	Guiding principles of belief:
Buddhism				
Islam				
Confucianism				
Christianity				

IV: The Growth of Webs in the Old World and America, 200-1000 C.E.

Complete the questions and tasks below in addition to annotating and/or taking notes about the 6 themes.

Shifts in Relative Wealth and Power

1. What material and cultural factors allowed Islamic culture and religion to develop and spread so rapidly?
2. What factors caused Islam to split into Sunni and Shi'a sects?
3. List and briefly describe the main challenges to Muslim unity that occurred in this era.

Expanding and Thickening the Old World Webs

4. Describe the impact of the improvements in seafaring technology.
5. List and explain factors that allowed camels to replace other pack animals describe their overall impact.
6. What is the impact of the spread of rice paddy cultivation?
7. Describe the extent to what extent Africa was connected between 200-1000 CE and the factors that impacted this connection.
8. List and describe the ways in which the steppe nomads impacted the linkage between "civilized" societies in Eurasia.
9. What was the reaction of Western Europe to the invasions they faced?

New Roles for Religion

10. Identify and explain using specific examples how the "portable, universal" religions gained strength and/or declined after 200 CE.

Emergence of an American Web

11. Why were the connections between the parts of the American webs weaker than those of the Old World Webs?
12. Create a chart of the American Web (Olmec, Peru, Maya, Teotihuacan & Toltec, Mississippi Valley, Hopewell, Cahokia) that highlights the themes: **ENV, GOV, ECO, TEC**

**V: Thickening Webs,
1000-1500**

Complete the questions and tasks below in addition to annotating and/or taking notes about the 6 themes.

- Create a T chart that identify continuities and changes in the Old World Web.

How China Became the First Market Society

1. When was Buddhism largely accepted in China? In what ways did this acceptance allow more foreign influences into China (and what were these influences)?
2. What factors caused economic prosperity during the early Song Dynasty?
3. For what reasons was the Song Dynasty largely incapable of dealing with nomadic “Barbarian” peoples in its border regions?
4. What were the main results (politically, technologically and economically) of the Mongol conquest/rule of China (i.e. Yuan Dynasty)
5. What were the major policies of the Ming Dynasty? Why did they do these things?

The Transformation of Islam 1000-1500

6. List the reasons why trading/commercialization was harder in the Muslim dominated lands than it was in Europe and China.
7. List and describe the major political development in the Islamic world during this era.
8. List and describe the major cultural developments in the Islamic world during this era.
9. Where and why Islam rise and decline in various areas during this time?

Christendom’s Thickening Web

10. What two challenges did Western European society face in the 1300s and in what ways did they develop socially, technologically, and politically? What were the two phases of this development? For each, list the developments that occurred in each phase (make sure to refer to this whole section to answer this one).
11. How were merchants and bankers important to the socio-political development of Western Europe in this era?
12. What were the major technological and social developments in Europe during the later middle ages?

The Old World Web’s Pacific Flank

13. In what ways are the developments in the Atlantic and Pacific flanks so similar?
14. What were the major socio-cultural and political developments in Korea, Annam and Japan? What were these areas relations with China?

Southern and Northern Frontiers of the Old World Web

15. What were the major political, social, and economic developments in the Pacific Rim/“Southern Frontier”? Why were some areas incorporated into the Old World Web from this region and others not?
16. What were the major political, social, and economic developments in the Northern Frontier (i.e. Sub-Saharan Africa and Eurasia)? Why were some areas incorporated into the Old World Web from this region and others not?

The American Web

17. Even though there were powerful cultures and trading routes/networks, why did those in the “American Web” end up being less powerful and extensive as those in the Old World?

PART 2 : MAP ACTIVITY

Familiarity with the world and its physical features is an important part of AP World History. While you will not be specifically tested on the physical features when you take the AP exam, many questions assume that you have some knowledge of the earth and its topography. Additionally, there will be numerous references to these features during class and in course readings.

Directions:

- ✓ Learn and memorize the APWH regions from the enclosed map.
- ✓ Using the worksheet provided, list the names of 5 countries (your choice) in each of these APWH regions. (30 points) 3)
- ✓ Create a key and neatly label the water and landforms listed in the chart below on the attached Map #1. (25 points)

GEOGRAPHY QUIZ!

You will have a map quiz on all these items the 2nd week of school.
The quiz will assess your ability to locate these items.

You may use the following websites to test your knowledge: <http://www.ilike2learn.com/ilike2learn/> and <http://www.sheppardsoftware.com/Geography.htm> (Note: these review sites contain more information than the items listed for this map assignment/quiz).

MAP #1: DIRECTIONS – BODIES OF WATER & LANDFORMS

Directions: Create a key of symbols & colors to identify the regions on the map below.

Oceans and Seas	Rivers	Mountain Ranges	Deserts	Peninsulas and other landforms
Atlantic Ocean	Nile	Andes Mountains	Gobi	Arabian Peninsula
Pacific Ocean	Amazon	Alps	Kalahari	Crimean Peninsula
Indian Ocean	Indus	Ural Mountains	Sahara	Horn of Africa
Mediterranean Sea	Ganges	Hindu Kush	Mojave	Iberian Peninsula
South China Sea	Yangtze	Himalayan	Arabian	Yucatan Peninsula
Persian Gulf	Huang He (Yellow)	Mountains		Asian Steppe
Caribbean	Tigris			
	Euphrates			

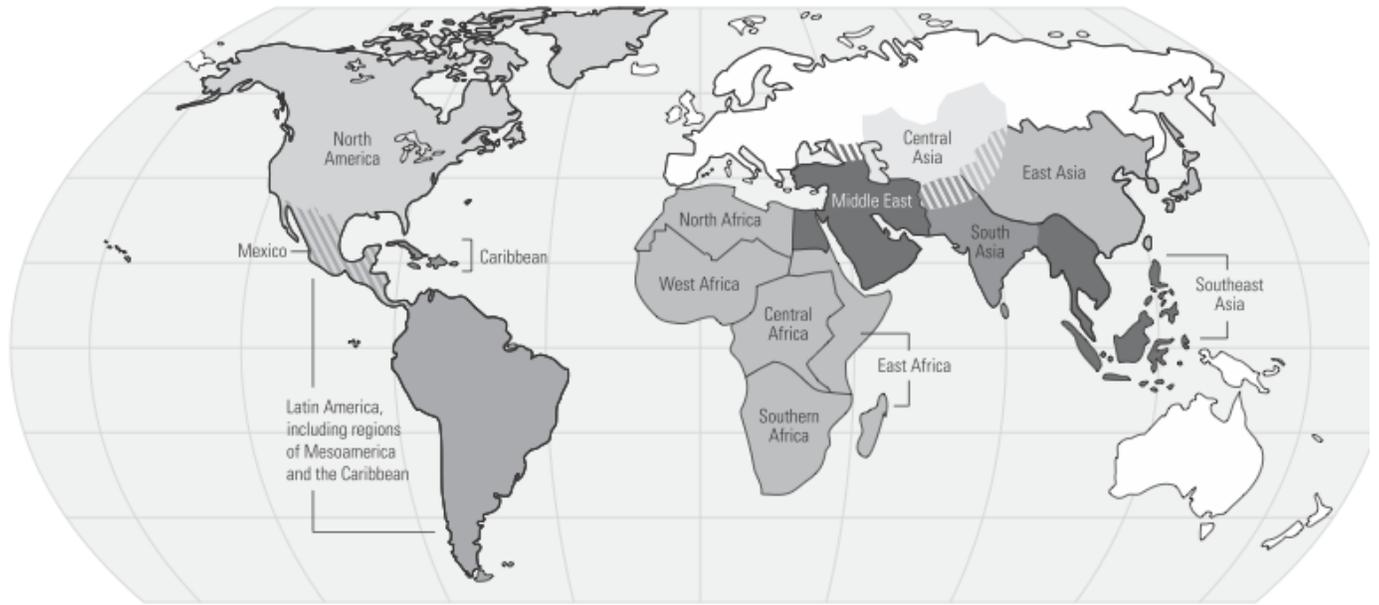


MAP #2 : REGIONAL MAP & COUNTRIES

Directions: You should be able to identify both the “Big Picture” and “Closer Look” regions as well as research and list 5 countries of each individual region:

North America	Latin America	North Africa	West Africa	Central Africa
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
East Africa	South Africa	Middle East	Central Asia	South Asia
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
• _____.	• _____.	• _____.	• _____.	• _____.
East Asia	South East Asia	+Oceania	+Europe	
• _____.	• _____.	• _____.	• _____.	
• _____.	• _____.	• _____.	• _____.	
• _____.	• _____.	• _____.	• _____.	
• _____.	• _____.	• _____.	• _____.	
• _____.	• _____.	• _____.	• _____.	

AP World History: World Regions – A Closer Look



Regional Overlaps

AP World History: World Regions – A Big Picture View



ANNOTATION GUIDELINES:

ANNOTATION: ANALYTICAL (INTERPRETATION) OR ILLUSTRATIVE NOTE TAKING ON KEY POINTS FROM A TEXT

Overview: If you only underline or highlight, you may limit your learning, because they can be done without thinking very actively. To annotate, you must **think actively**. When you annotate, you're not only reading, you're **beginning to study the material**.

- increases your concentration.
- encourages you to distinguish between the main ideas and supporting details.
- helps you to remember important information. When you re-phrase information in your own words, you're putting into your long-term memory.
- forces you to select, reflect and evaluate what you're reading.
- allows quick review of important ideas as you prepare for tests or class discussions.
- allows you to locate information quickly during open-note assessments.

The Process of Annotating:

- **Highlight** key ideas.
- Circle or underline key **events** and **terms**.
- Use {brackets} to single out important paragraphs/sections.
 - If the text is too long to highlight, bracketing it will help you determine which parts are worth going back and re-reading.
- Write notes in the margins. Write the *significance* (not a summary) of the text in the margins
 - you can quickly remember why you highlighted a particular section without having to reread the entire chapter or section.
- Look up words you don't know.
 - Write the definitions in the margins, so you do not forget them.
- Do not ignore visuals (maps, charts, art work, political cartoons).
 - They often contain valuable information that is either not contained in any other place in the text, or they reinforce ideas presented in the reading.
- At the end of each chapter or section, summarize the important events, ideas, and concepts that were discussed.

Write notes in the margins
Including definitions

Annotation is an important skill that engages the reader and makes it much more efficient to study. Developing this skill will help you far beyond the history classroom



Above is an example of an annotation key. You should develop one to use while annotating until you become more comfortable.