

AP WORLD HISTORY: MODERN

SUMMER ASSIGNMENT 2020

Welcome

Welcome to AP World History: Modern! This course is designed to be a college-level survey course in world history from the year 1200 to the present. A working background knowledge of world geography and history prior to 1200 is necessary for a strong start to the course. This assignment is intended to accomplish those goals as preparation for the course.

Instructor: Mr. Adam Marchand

amarchand@jpiichs.org

I will check my work-related email once a week during the summer. Please contact me via email if you have any questions.

Required Textbook

AMSCO World History: Modern © 2020 Perfection Learning

ISBN: 978-1-5311-2916-3

A hard copy of the textbook is **required** and will be checked on the first day of class. You may choose to order the bundled hardcopy and eBook. I recommend ordering early in the summer to ensure you have plenty of time to complete the assignments.

You can order the book from Amazon or directly from the publisher's website:

<https://www.perfectionlearning.com/social-studies/advanced-placement/world-history-ap-exam.html>

Summer Assignment Overview

Below is an outline of the summer assignment's components. The percentage of the final grade determined by each portion is indicated in parenthesis. Detailed descriptions of each part follow below. The required textbook is necessary to complete Part II and Part III. *All parts are due on the first day of class - late work will not be accepted.*

- ❖ Part I: World Regions Maps (30%)
- ❖ Part II: Prologue Outline (40%)
- ❖ Part III: Prologue Reflection Questions (30%)

Part I: World Regions Maps (30%)

The AP World History: Modern course is designed from a global perspective, and as such a foundational spatial awareness is necessary for students to effectively understand the interactions of peoples across world regions. See Appendix A for required blank and reference maps.

Instructions: Print two copies of the blank “Robinson Projection” world map. Title one copy as “Map A: Big Picture” and the other as “Map B: A Closer Look.” Study the reference maps, then recreate them on your blank map copies. Use a fine-tipped sharpie or bold black-ink pen to label the regions and draw borders between them. Use colored pencils to color each region on the maps. Use contrasting colors for adjacent regions (i.e. regions which border another should not be the same or similar colors).

- *Map A: “Big Picture”*
 - The Americas
 - Europe
 - Africa
 - Asia
 - Oceania
- *Map B: “A Closer Look”*
 - North America
 - South America
 - Caribbean
 - Latin America (overlap)
 - North Africa
 - West Africa
 - Central Africa
 - East Africa
 - Southern Africa
 - Middle East
 - Central Asia (overlap)
 - South Asia
 - East Asia
 - Southeast Asia

Part II: Prologue Outline (40%)

Read and outline *PROLOGUE: History before 1200 C.E.* in your textbook (pages xli-lxii). Make note of main ideas, supporting details, and key terms in your outline. This must be handwritten and it must be in outline form. See Appendix B for instructions on the outlining strategy.

Prologue Topical Index

- I. Human Development to c.600 BCE
 - A. The First Migrations
 - B. The Agricultural Revolution
 - C. The First Civilizations
 - 1. Mesopotamia
 - 2. Egypt
 - 3. Indus
 - 4. China
 - 5. Non-River Valley Civilizations
 - D. Hinduism and Judaism
 - 1. Hinduism
 - 2. Zoroastrianism
 - 3. Judaism
 - II. The Classical Era, c.600 BCE to c.600 CE
 - A. Buddhism and Developments in South Asia
 - 1. Beginning of Buddhism
 - 2. Spread of Buddhism
 - 3. Mauryan Empire
 - 4. Gupta Empire
 - B. Confucianism and Developments in East Asia
 - 1. Mandate of Heaven
 - 2. Confucianism
 - 3. Daoism
 - 4. The Qin and Han Dynasties
 - C. Civilizations of Western Eurasia and Christianity
 - 1. Persia
 - 2. Greece
 - 3. Rome
 - 4. Development of Christianity
 - 5. Byzantines
 - D. Early American Civilizations
 - 1. Teotihuacan
 - 2. The Mayans
 - E. Comparisons in the Classical Age
 - 1. Early Trade Networks
 - 2. Decline of Classical Empires
- III. Postclassical Civilizations, c.600 to c.1200
 - A. The Spread of Islam
 - 1. Teachings of Islam
 - 2. Sunnis and Shias
 - 3. Expansion of Islam
 - 4. The Abbasids
 - B. China
 - 1. Sui Dynasty
 - 2. Tang Dynasty
 - 3. Song Dynasty
 - C. Japan
 - D. Africa
 - E. South Asia and Southeast Asia
 - F. Europe
 - G. The Americas
 - H. The World in 1200

Part III: Prologue Reflection Questions (30%)

After reading and outlining the prologue, please answer the questions found at the end of the prologue and copied below. Your response to each question should be complete, thorough, and between 50-100 words each. These responses may be handwritten or typed and printed in MLA format.

REFLECT ON THE PROLOGUE

- 1. Comparison** In what ways are Judaism, Islam, and Christianity alike?
- 2. Comparison** Describe the difference between centralized and decentralized civilizations and give an example of each.
- 3. Causation** Name at least three causes for the decline of Classical civilizations.
- 4. Causation** Explain how trade networks caused Islam and Buddhism to spread.
- 5. Continuity** Identify a continuity that kept southern India unified despite disruptions after the fall of the Gupta Empire.
- 6. Change** Identify one new historical development after 600 C.E.

APPENDIX A: Maps

- Map 1. **AP World History: World Regions—A Big Picture View** identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania.

AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



- Map 2. **AP World History: World Regions—A Closer Look** identifies various subregions within the five major geographical regions.

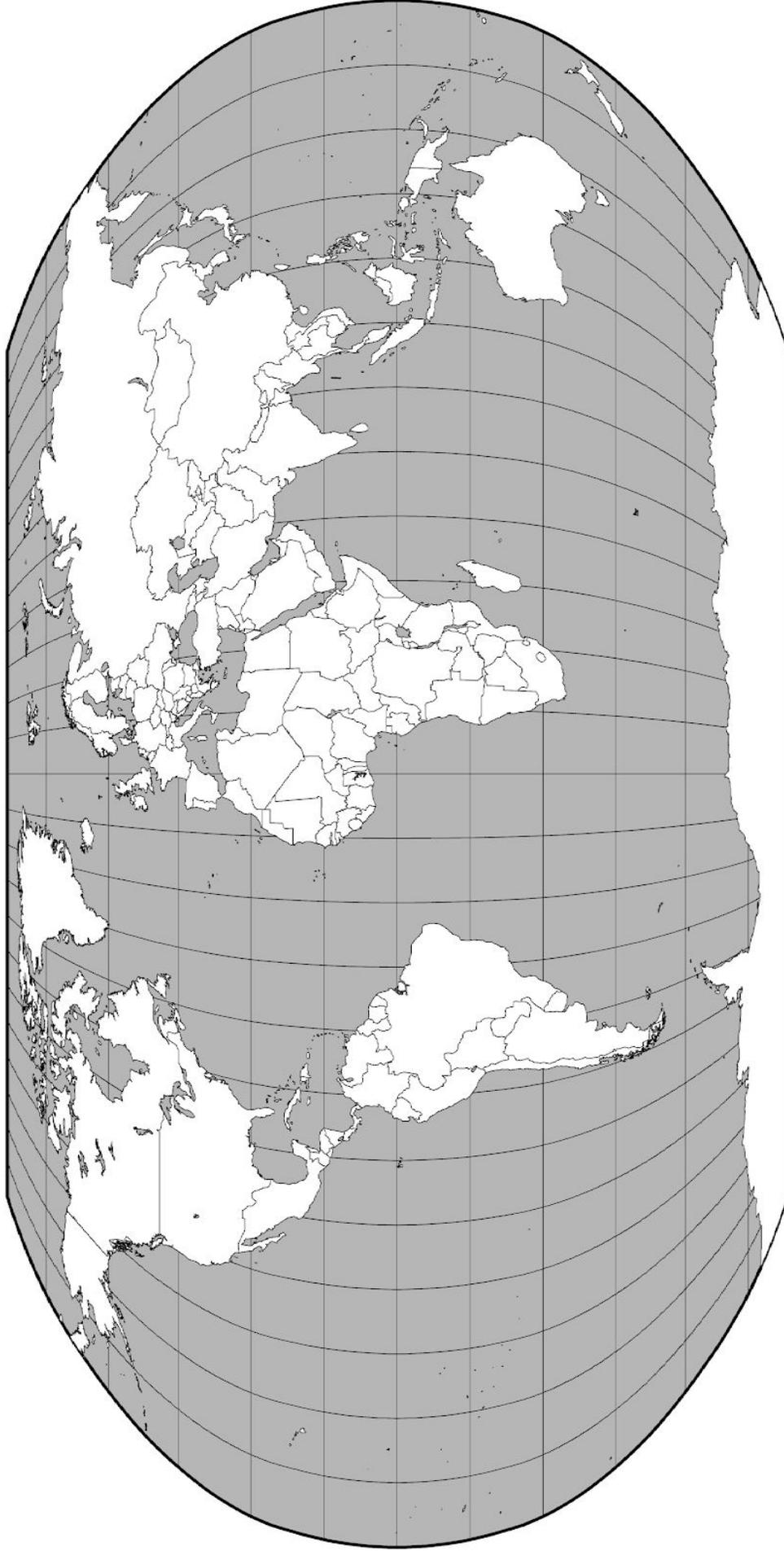
AP WORLD HISTORY: WORLD REGIONS—A CLOSER LOOK



Regional Overlaps



ROBINSON PROJECTION OF THE WORLD



APPENDIX B: Outline

The outlining strategy involves organizing information from general to specific. Outlining is a versatile method of organizing notes because it can be modified according to personal needs and preferences. Outlines can be either formal or informal (meaning with or without Roman numerals). Notes in outline form help students to detect and understand associations among different pieces of information. Notes in outline form can be modified easily into study guides for exam preparation. Directions for taking and transcribing notes in outline form are as follows:

- Develop a Template
 - Part of outlining can be completed before class/reading.
 - Develop a “skeleton” outline or template based on the textbook.
 - Use the major headings in the chapter to form the major sections of the outline.
 - The details are filled in during lecture/reading.
- Arrangement of Information
 - Each major section of the outline should cover one major topic.
 - Arrange information within the section from most general to most specific, indenting each time the level changes.
 - All of the levels may or may not be used.
- Symbols
 - The most common symbols used in outlining are Roman numerals, upper and lower-case letters, and numbers.
 - Other symbols like circles or squares may be added or substituted for these according to preference.
- Record Notes
 - Short phrases, symbols, shorthand, and abbreviations may be used in the outline.
 - Drawings or figures may be incorporated to the right of the notes or between lines.
 - Generally avoid writing full sentences in the outline because it takes extra time and space. The purpose of the outline is to organize and understand information, and this can be done with proper organization and systematic use of abbreviations, shorthand, and symbols.

Formal Outline Example

ORIGINS OF AGRICULTURE

- I. AGRICULTURE COMPARED TO HUNTING-GATHERING
 - A. Advantages of Agriculture
 1. More efficient use of land
 - a) Agric: 1 sq km supports 50 people
 - b) H-g: 25-30 sq km supports 5-6 people
 2. More stable food source thru year (w/ storage)
 3. More free time in non-critical seasons
 - B. Disadvantages of Agriculture
 1. Malnourishment
 - a) Farmers often deficient in protein
 2. Labor intensive in critical seasons
 3. High risk if crops/herds fail
- II. IDENTIFYING DOMESTICATES IN ARCH'L RECORD
 - A. Plants
 1. Seeds are bigger in size
 2. Seed coats are thicker
 - B. Animals
 1. Size changes
 2. Finer or thicker fur
 3. Different horn shape

Informal Outline Example

ORIGINS OF AGRICULTURE

- AGRICULTURE COMPARED TO HUNTING-GATHERING
 - Advantages of Agriculture
 - More efficient use of land
 - Agric: 1 sq km supports 50 people
 - H-g: 25-30 sq km supports 5-6 people
 - More stable food source thru year (w/ storage)
 - More free time in non-critical seasons
 - Disadvantages of Agriculture
 - Malnourishment
 - Farmers often deficient in protein
 - Labor intensive in critical seasons
 - High risk if crops/herds fail
- IDENTIFYING DOMESTICATES IN ARCH'L RECORD
 - Plants
 - Seeds are bigger in size
 - Seed coats are thicker
 - Animals
 - Size changes
 - Finer or thicker fur
 - Different horn shape