

AP World History: Modern

Bishop Grimes

Summer Assignment



Book: Advanced Placement Edition, World History: Modern, 2020 Edition

- Needs to be purchased from [Perfection Learning](#) or [Amazon](#) (\$19.95)

Make sure you join Google Classroom: (see email from teacher)

Summer Assignments:

There are THREE summer assignments. All of these assignments will be turned in to me COMPLETE on the first week of class in Google Classroom or in person:

- Autobiographical Long-Essay-Question (LEQ)
 - Both the outline AND your essay should be turned in together
- Global Religious/Belief Systems Graphic Organizer
- Classical Empires Graphic Organizer
- World Maps (complete and turn in on paper)

Summer Assignment Resources:

Google presentations listed below are found in Google Classroom for all the empires and the belief systems. As you learn about the different empires, record what you learn about them and their belief systems on your handouts. You can also use the prologue of the AMSCO book, pages xli-lxi.

- Qin and Han China - Confucianism, Legalism, Daoism
- Ancient Greece & Persia - Zoroastrianism
- Maurya/Gupta India - Hinduism and Buddhism
- Roman Empire & Republic
- Introduction to Dar al-Islam

Additional Resources and Videos:

- [BBC Religions Website](#)
- [Origins of Islam](#)
- [Spread of Islam](#)
- [Judaism and Christianity](#)
- [Buddhism](#)
- [Confucianism](#)
- [Zoroastrianism](#)
- [Hinduism](#)
- [Spread of World Religions](#)

Crash Course World History Videos

- [Persians and the Greeks](#)
- [Buddha & Asoka \(Maurya/Gupta\)](#)
- [Qin & Han China, Confucianism](#)
- [Alexander the Great](#)
- [Silk Road / Trade](#)
- [Roman Empire/Republic](#)
- [Christianity \(Spread & Influence\)](#)
- [Fall of the Roman Empire](#)
- [Islam](#)

AP World History Summer Assignment 2021

Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of Your Secondary Education, 2017-2021

Directions: You are to answer the following question for part of your AP World History summer assignment. This handout must be completed before you begin writing your essay. The purpose of this assignment is to help you familiarize yourself with the long-essay-question (LEQ) format and rubric, as well as the historical reasoning skill (HRS) of analyzing historical continuity and change over time.

Complete this outline and attach your essay to the back of this handout before turning it in on the first day of school.

Your essay may be typed or handwritten. There are no length requirements, but it should meet all of the requirements outlined on this paper to receive full points. Be aware that you do not need to share anything with me that you do not feel comfortable sharing! You are welcome to write only about academic changes/continuities if you feel more comfortable doing so.

IMPORTANT: It is OK (and somewhat expected) that you are unsure or unclear about the expectations of this essay. **JUST DO YOUR BEST.** I will be teaching you more about the rubrics throughout the school year, as well as sharing examples with you. There will be plenty of time to practice and grow. Don't stress about not getting it right on this essay--this task is meant to expose you to the basic outline of the essay and give you some practice. Again, **JUST DO YOUR BEST.** That's my primary expectation for this assignment. Any questions or uncertainties you have will be addressed in class, so please try to avoid asking me questions about the rubric over the summer.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

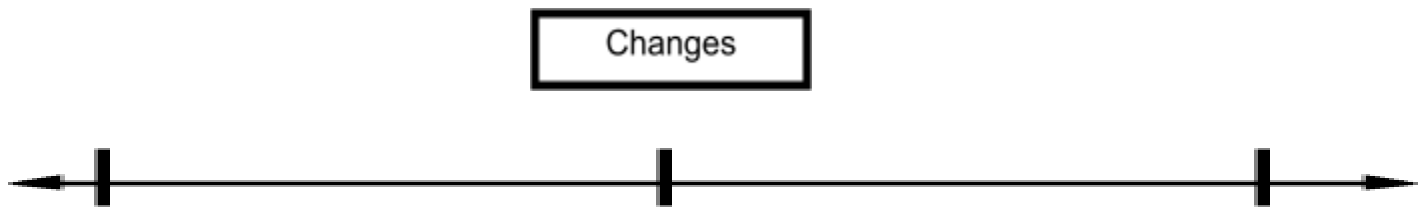
Essay Prompt:

Middle school and high school are often seen as periods of growth and development for young people in the United States. The transition from elementary to middle school and subsequently middle school to high school often present unique personal and academic challenges and opportunities.

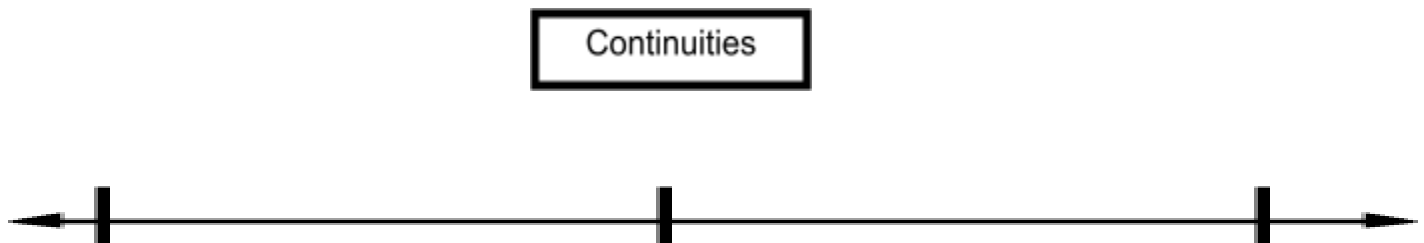
Develop an argument that evaluates the degree to which you experienced personal and/or academic changes during the 2016 to 2020 time period.

STEP 1: DETERMINE CHANGES and CONTINUITIES

Brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2016-2020.



Brainstorm ONE or MORE academic and/or personal continuity that has spanned your life from 2016-2020.



STEP 2: Provide CONTEXT for your essay.

Context is one point on the long-essay-question (LEQ) rubric. It also appears on your document-based-question (DBQ) rubric. From your knowledge of this time period in history, what do you know that could help you analyze (or put into context) how your personal/academic life has changed? You must situate the argument by explaining the broader historical events, developments or processes immediately relevant to the question.

Think of context as “setting the scene” for your essay. I often explain it in class as the opening “crawl” (yellow text) at the beginning of a Star Wars movie, or the “previously on...” you see at the beginning of shows to summarize what happened on a previous episode or season of your favorite TV show. Contextualization is NOT awarded for merely a word or phrase, but instead requires an explanation typically consisting of multiple sentences. Context appears in the introduction to your essay. There are no length requirements, but good contextual statements are usually around 4-5 sentences long. So, set the scene for your life. Give some background information about yourself before diving into the prompt topic and your thesis. Write a rough outline of your context here.

STEP 3: Outline Your Changes & Continuities

| | | | |
|--|----|----|----|
| What <u>changed</u> in your life from 2015-2019? | 1) | 2) | 3) |
| Analysis: Why did the change occur? | | | |

| | | |
|--|---------------|---------------|
| What <u>continued</u> in your life (what has remained constant?) | Continuity 1: | Continuity 2: |
| Analysis: Why did the continuity span your life from 2015-2019? | | |

STEP 4: WRITE YOUR THESIS – The thesis of an essay is your main point or argument. It is essentially a 1-3 sentence “roadmap” or summary of what you will discuss in your essay. It will come after the context statement in your introductory paragraph. Start off by using the same words from the prompt. I often refer to this as using “the language of the prompt” -- get used to it because I will be saying it all year! Answer the question and add some specific details as a summary of what you will be writing about in your essay. DO NOT simply write “There were many changes and continuities in my personal and academic life.” That is too vague and will not earn you the thesis point. Give specific examples of changes/continuities in your life. For example, “There were many changes and continuities in my personal and academic life. I experienced changes such as However I still experienced continuities, for example”

STEP 5: WRITE THE ESSAY!

This is essentially a four paragraph essay, but of course you can write more paragraphs if it is fitting or if one of your paragraphs can logically be split. Remember, it can be typed or handwritten. There is no length requirement.

| INTRODUCTORY PARAGRAPH (Context + Thesis) | | |
|---|---|---|
| Criteria | Description | Questions to consider |
| Context | The context “sets the scene” or provides historical background for events described in the prompt. This should be | Does your historical context tie into the prompt? |
| Thesis Statement | Responds to the prompt with a specific historically defensible claim that establishes a line of reasoning. | Did you mention specific continuities/changes in your thesis statement? |

| BODY PARAGRAPH #1 - CHANGES | | |
|--|--|--|
| Criteria | Description | Questions to consider |
| Historical Reasoning: Topic Statement | Start the paragraph by summarizing the major changes that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph. | What are the changes? Did you give specific examples of the changes and analyze WHY they occurred? |
| Cite supporting evidence | Provide evidence to support the changes. | What specific examples of evidence support the topic statement? (be descriptive) |

| BODY PARAGRAPH #2 - CONTINUITIES | | |
|--|---|--|
| Criteria | Description | Questions to consider |
| Historical Reasoning: Topic Statement | Start the paragraph by summarizing the major continuities that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph. | What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred? |
| Cite supporting evidence | Provide evidence to support the continuities. | What specific examples of evidence support the topic statement? (be descriptive) |

| CONCLUSION PARAGRAPH: Bring it all together for the reader | | |
|--|---|---|
| Criteria | Description | Questions to consider |
| Conclusion | Reaffirms your argument (thesis) by explaining how the evidence presented throughout the essay supports each claim (topic sentences). Summarize for the reader, how you supported the argument throughout the essay. <i>Does not merely restate the thesis.</i> | How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully? |

| LEQ Essay Writing Checklist | |
|---|--|
| <i>Use this checklist before finishing and turning in your essay!</i> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> You completed this outline handout <input type="checkbox"/> You start the essay with context or background which “sets the scene” for your essay. <input type="checkbox"/> Your context flows into your thesis statement. <input type="checkbox"/> The first paragraph contains the context and the thesis <input type="checkbox"/> Thesis uses the same words as seen in the prompt <input type="checkbox"/> Thesis answers the prompt and gives specific changes <input type="checkbox"/> Thesis answers the prompt and gives specific continuities <input type="checkbox"/> You have at least four paragraphs (you can write more!) | <ul style="list-style-type: none"> <input type="checkbox"/> The second paragraph addresses changes <input type="checkbox"/> There are specific examples of changes given <input type="checkbox"/> You provide some analysis, explaining WHY there have been changes in your life <input type="checkbox"/> The third paragraph addresses continuities <input type="checkbox"/> There are specific examples of continuities given <input type="checkbox"/> You have a conclusion that summarizes your essay’s thesis and main points <input type="checkbox"/> You capitalized all proper nouns: cities, religions, names of people, etc <input type="checkbox"/> You are specific, direct, and clear <input type="checkbox"/> Your evidence/examples tie back to the prompt <input type="checkbox"/> You printed a copy of your essay and attached it to this handout to turn in on the first day of class <input type="checkbox"/> YOU DID YOUR BEST |

Name: _____ Date: _____ Period: _____

AP World History Summer Assignment
Early Major Religions / Belief Systems Graphic Organizer

| | Zoroastrianism | Legalism |
|---|----------------|----------|
| Time/Place of Founding | | |
| Deity(s) | | N/A |
| Founder/Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Basic Beliefs & Practices | | |
| Expansion/Influence <i>(Where did it spread geographically by the end of 600 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | | |

Question:

What aspects of Zoroastrianism would later influence Judaism, Christianity, and Islam?

| | Confucianism | Daoism |
|---|---|--------|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Basic Beliefs & Practices | | |
| Expansion/Influence <i>(Where did it spread by the end of 1200 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | What is Neoconfucianism ? Role of the Civil Service Exam : | |

Answer these questions:

- How did Confucianism create and support a rigid social hierarchy? Who had power? Who didn't?
- How did Confucianism provide legitimacy for the government?
- How did Confucianism reinforce the patriarchy in Chinese society?

| | Hinduism | Buddhism |
|---|---|---|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/Leaders <i>(if known)</i> | N/A | |
| Key Texts | | |
| Basic Beliefs & Practices | | |
| Expansion/Influence <i>(Where did it spread by the end of 1200 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | Role of the <u>caste system</u> in South Asian society: | Role of Buddhist <u>monastic communities/monks</u> : Mahayana vs. Theravada Buddhism: |

Answer these questions:

How was Buddhism similar to Christianity?

| | Judaism | Christianity |
|--|---------|---|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Beliefs/ Practices/ Rituals | | |
| Expansion/Influence <i>(Where did it spread by the end of 1200 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | | <p>Christianity in the Roman Empire:</p> <p>Role of the Catholic Church in medieval Europe:</p> |

List three similarities between Judaism and Christianity:

- 1.
- 2.
- 3.

| | Islam | |
|--|-------|--|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Basic Beliefs & Practices | | |
| Expansion/Influence <i>Where did it spread by the end of 1200 C.E.?</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | | |

Name: _____ Period: _____

Unit 0: Comparison of Classical Civilizations 600 BCE - 600 CE

| | Persian Empires Achaemenid, Parthian, Sassanid Dates: _____ Location: _____ | Greeks Dates: _____ Location: _____ | Roman Empire Dates: _____ Location: _____ |
|---|---|--|--|
| Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes | | | |
| Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance | | | |
| Interactions in Environment (ENV) How did the environment shape and/or impact this society? Patterns of settlement impact of environment on development impact of society on environment | | | |
| Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture | | | |
| Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems | | | |
| Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production | | | |

| | Qin & Han Dynasty China | | Maurya & Gupta Empires | Mayan Empire |
|---|-------------------------|-------------------|---------------------------------|---------------------------------|
| | | | Dates: _____ Location: _____ | Dates: _____ Location: _____ |
| Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes | <u>Qin</u> | <u>Han</u> | | |
| Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance | | | | |
| Interactions in Environment (ENV) Patterns of settlement impact of environment on development impact of society on environment | | | | |
| Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture | | | | |
| Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems | | | | |

| | | | | |
|--|--|--|--|--|
| Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production | | | | |
|--|--|--|--|--|

AP World History Summer Assignment: Map Activities

This portion of the assignment will enhance your familiarity with geographic location and will be referenced to all year in the AP World course.

1. Familiarize yourself with the AP World Regions Map
2. Complete each of the regions maps activities:
Africa and Southwest Asia, Europe, South and Southeast Asia, Central America, the Caribbean and South America and East Asia.

Physical Features Map



Identify the location of the features below, and create a key to denote the type of feature (ie. mountains, plateau, river, desert, etc.). You may use colors or symbols to represent them.

___ Nile River ___ Mediterranean Sea ___ Sahara Desert ___ Deccan Plateau ___ Himalaya Mountains

___ Tigris and Euphrates Rivers ___ Indian Ocean ___ Gobi Desert ___ Tibetan Plateau
___ Hindu Kush Mountains ___ Indus River ___ Yangtze River ___ Taklamakan Desert ___
Red Sea

___ Andes Mountains ___ Amazon River ___ Yellow River (Huang He) ___ Strait of Gibraltar
___ Black Sea ___ Pyrenees Mountains ___ Ganges River ___ Danube River ___ Bosphorus Strait

___ Persian Gulf ___ Kunlun Shan Mountains

AP World Regions Map

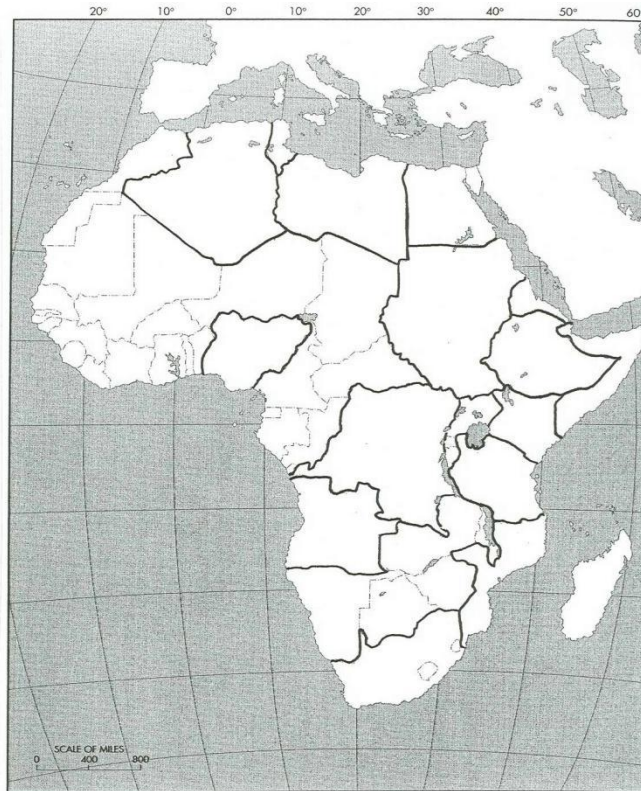


North Africa West Africa East Africa Equatorial Africa
 Southern Afr. Middle East East Asia Southeast Asia
 Latin America South Asia Europe

Look at an Atlas/the AP world regions map and fill in the above regions. In the boxes above come up with a symbols that will represent the region. Ex: North America

Use this map to help you identify the AP Regions on the subsequent maps.

Africa and Southwest Asia Map



Directions: Outline the location/place of the following from Period I (to 600 B.C.E) then answer the questions that follow.

Africa

- Nile River Valley (Egyptian and
- Nubian Civilizations)
- Origins and spread of the Bantu (bantu migration)

Use the following link to help you, or Google “bantu migration”

<http://gossamerstrands.com/Hist100/100images/000f2413.jpg>

Southwest Asia

- Mesopotamia
- Hittite Kingdom

Questions

1. Why do think the Bantu migrated southward rather than northward?
2. What role does geography play in the development of civilization?

Please **color** the AP regions **for Africa and Southwest Asia** using the map included (labeled “AP World Regions Map”) and create a key:

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

Europe Map

EUROPE



Produced by the Cartographic Research Lab
University of Alabama

Directions: Outline/label the location of the following from Period II (600 B.C.E to 600 C.E) then answer the questions that follow.

- **Greek City States**
 - ~Athens
 - ~Sparta
- **Region of Macedonia**
- **Roman Empire**
- **Mediterranean Sea**
- **Bosporus Strait**
- **Black Sea**

Questions

1. What do you think is the likely impact of the Mediterranean on European civilizations?
2. Why might a city on the Bosporus Strait become a center of trade?
3. Which geographic features might have kept the Greek city states from uniting?

Please **color** each of the following regions a different color: Western Europe and Eastern Europe

Western Europe

Eastern Europe

India Map

Directions: Outline/label the location of the following then answer the questions that follow

South Asia

- ☐ Indus River
- ☐ Ganges River
- ☐ Himalayan Mountains
- ☐ Hindu Kush Mountains
- ☐ Khyber pass
- ☐ Indus Valley Civilization
- ☐ Draw an arrow representing the migration of the Aryans (Indo-Europeans) into South Asia. Use the following link to help you or Google “Aryan migration”
<http://brian.hoffert.faculty.noctrl.edu/REL315/AryanMigrationMap.html>

Question

Identify one geographic feature in South Asia and explain how it may have impacted the development of South Asia.



South East Asia Map

Directions: Label the map of South East Asia with the following Modern Day countries in Southeast Asia.

Southeast Asia

- 📍 Thailand
- 📍 Laos
- 📍 Cambodia
- 📍 Malaysia
- 📍 Indonesia
- 📍 Vietnam
- 📍 Burma
- 📍 Philippines
- 📍 Papua New Guinea



Central America, the Caribbean, and South America Map

Latin America



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Directions: Outline the location/place of the following from then answer the questions that follow.

- ☐ ☐ The Olmec Civilization
- ☐ ☐ The Mayan Civilization
- ☐ ☐ The Pacific Ocean
- ☐ ☐ The Atlantic Ocean

Questions:

1. Why will Central America and the Caribbean have no contact with the Afro-Eurasian world?
2. How, do you think, this will affect the development of civilization in the Americas?

Directions:

Outline the location/place of the following then answer the questions that follow.

- ☐ ☐ The Andes Mountains
- ☐ ☐ Incan Civilization

Questions:

1. What geographic features dominate the continent of South America?
2. How did the geography of western South America pose problems for the Inca Empire?
3. How do you think the Incas responded to these geographic challenges?

China Map



Directions: Outline the location/place of the following then answer the questions that follow.

- Huang He River
- Yangtze River
- Pacific Ocean
- Himalayan Mountains
- Tian Shan Mountains
- Gobi Desert
- Shang Dynasty

Questions:

1. Given its location, how much contact will East Asia have with other civilizations in Period I (to 600 B.C.E)? Why?
2. Where and why, do you think, most East Asians will settle?