

July 20, 2021 ~ 2021-2022 AP World History Summer Reading Guide

Dear Fellow Student of History,

Welcome to AP World History! I'm very excited about the upcoming school year and look forward to working with you! I hope that you and your families are all well and healthy. Below is a study guide for your summer reading. Please read it carefully. Let me know if you have questions! I look forward to seeing you in mid-August.

This summer's reading assignment does not entail the reading of an additional book; instead, our reading focuses on a review of the chapters read and material covered during the freshman year. There are no specific questions for each chapter in the textbook, just general focus points that require your analysis of the events and time periods. On the pages following this general information/introduction are the **three** parts of the study guide. The emphasis of the study guide is:

1. an **understanding of the key concepts of the course** from a broad/generalized perspective.
2. the **ability to compare and contrast events occurring simultaneously in the various regions of the world** and the determination of specific examples of such for the various time periods utilized in the AP curriculum.
3. demonstrating a **general knowledge of world geography**.

The best way to approach this review is to **LIGHTLY SKIM** the assigned chapters in the three units (one unit at a time). After lightly skim-reading the chapters in each unit, take **very general notes** on the **Topics/Themes for Overview and Discussion** in each unit. The first four weeks of the class will focus on a review of the chapter units and your responses to the items in the attached study guide. Students will be assessed on their responses to the questions through presentations and discussions during the first weeks of school. It is important to take **BASIC** notes of your observations/answers to the **Topics/Themes for Overview and Discussion**. These notes will help in the review and help to prepare you for the AP test in spring. The focus during the first weeks of class will be on discussing and reviewing last year's materials through comparisons, presentations, and discussions.

The best way to remember the material covered in each chapter is by **taking notes in a composition book**. As the fall semester unfolds, you will have basic notes written for each chapter/unit covered last year. Your notes will include general responses and information on the questions/topics below. Your notes should contain basic terms and events along with basic responses and answers to inquiries. PLEASE DO NOT GET CARRIED AWAY IN DOING THIS; THESE ARE TO BE BASIC NOTES, NOT IN-DEPTH PARAGRAPHS!!! All of this information will be very helpful in studying for the AP test in the spring. Please remember that the *special focus topics* do require specific understanding of concepts and events. By the time we have finished the first four weeks of class, you will possess sufficient notes on last year's material. Don't panic if you don't have complete notes for each chapter on the first day of school; students will have time to work on them once school starts.

Also, regarding geography - an important element of the AP World History - it is important to be able to locate the places that are listed after the chapter review information on the last pages of this material. *There will be a test on the geography locations of places in Part 2. I will let you know when that test will take place when we return to school in August.*

I look forward to seeing you in August. Please contact me if you have any questions.

- Ms. Willow

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2021 AP WORLD HISTORY SUMMER STUDY GUIDE

PART 1

These are the items with which you should be generally familiar and on which to make general written observations. Remember, we will review this the first weeks of school.

Period I: The Early Complex Societies, 3500 to 500 BCE

Chapters 1 – 6

Key concepts to understand and be able to explain:

- Big Geography and the Peopling of the Earth
- The Neolithic Revolution and the Early Agricultural Societies
- The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Topics/Themes for Overview and Discussion at the beginning of the school year (Questions to answer with specific examples)

1. How and why early humans migrate from their places of origin: the push-pull factors.
2. Compare the economies and social structures of hunting/gathering peoples with urban-based societies.
3. How technological developments help humans to adapt to different environments and regions.
4. The general characteristics of urban-based societies.
5. The political, social, and religious structures/institutions of the early river civilizations

Special Focus Topics (Be able to explain or show a basic understanding of these items.)

- a. Reasons for human migration
- b. Technological developments: pottery, plows, metallurgy
- c. The development of agriculture and the emergence of cities
- d. The similarities and difference in general nature of a civilization and early river-valley civilizations' specifics: Mesopotamia, Egypt, Mohenjo-Daro, Shang, Olmecs
- e. Women's roles in early cultures
- f. Further technological innovations: writing, iron tools/weapons, horses/chariots, developments in art and architecture

Period II: Organization and Reorganization of Human Societies, 50 BCE to 500 CE

Chapters 7 – 12

Key concepts to understand and be able to explain:

- The Development and Codification of Religious and Cultural Traditions
- The Development of States and Empires
- Emergence and Transregional Networks of Communication and Exchange

Topics/Themes for Overview and Discussion (Questions to answer with specific examples)

1. The core beliefs, institutions, gender roles, and reach/spread of each of the world's major religions.
2. How imperial states keep control of vast amounts of land and multi-ethnic populations.
3. The causes (long-term/short-term) for the collapse of empires.
4. Trans-regional trade routes location and technologies necessary for trade to flourish.
5. The movement of items, ideas, and peoples on trans-regional trade routes and the consequences of these movements

Special Focus Topics (Be able to explain or show a basic understanding of these items.)

- a. Belief systems: ancestor worship, Confucianism, Daoism, Hinduism, Buddhism, Judaism, Christianity, and Islam
- b. Developments in art, architecture, and technological innovations
- c. The development and nature of empires: Qin and Han, Persian (Achaemenid), Roman, Gupta, and Mayan
- d. The needs of empires: economic, administrative, growth of cities, and legal systems
- e. Impact of people on the environment and results of environmental changes on peoples
- f. The fall of empires: political, economic, cultural, administrative, and frontier-related causes; the spread and effects of diseases and new foods
- g. Significance of trade in empire development and decline
- h. Development and role of trade routes: Silk Road, Indian Ocean, Trans-Saharan routes, Mediterranean Sea lanes

Period III: The Postclassical Era, 500 to 1500 CE

Chapters 13 – 20

Key concepts to understand and be able to explain:

- Expansion and Intensification of Communication and Exchange Networks
- Continuity and Innovation of State Forms and Their Interactions
- Increased Economic Productive Capacity and Its Consequences

Topics/Themes for Overview and Discussion (Questions to answer with specific examples)

1. The political, religious, and cultural exchanges and continuities from extinct classical empires to postclassical empires
2. The impact of Dar al-Islam on the dynamics of the political and economic systems of the eastern hemisphere
3. The significance of cross-cultural exchanges resulting from the intensification of trade and communication routes.
4. The cultural, religious, commercial, and governmental functions of major cities
5. The Indian Ocean Basin as a unifying element between regional states
6. The changes and continuities of labor forms, gender relations, and family structures
7. The impact of the Mongol Empires on the political and economic systems of the eastern hemisphere
8. The growth, spread, and impact of the Renaissance and Reformation movements in Europe.

Special Focus Topics (Be able to explain or show a basic understanding of these items.)

- a. Trade routes: the exchange of ideas and the development of new cities and empires (China, Mongols, Caliphates)
- b. Elements of new trade: luxury goods; new foods; caravanserai; new forms of monetization; the spread of languages, religions, diseases; and interactions with the environment
- c. The transfer of technology, agricultural techniques, foods, and culture across empires
- d. Intensified spread of religion (Islam, Buddhism, Christianity).
- e. Causes and effects of the collapse of empires.
- f. New forms of governance (Khanates, feudalism, and city-states)
- g. Urban changes and revival: the impact of disease, environmental changes, and food production
- h. New forms of labor organization: free peasants, guilds, government coerced, and free peasant revolts.

PART 2

Advanced Placement Map Test Study Guide

During the first month of school, students will be tested on basic geography; knowledge of the places listed below is essential for this course. Hopefully, you already know the location of most of the items on this list. Rather than spending time in class to cover this basic material, you are asked to study it before you return to school and during the first few weeks of class. If you have any questions concerning this, please contact me by email at ewillow@cbhs-sacramento.org. The AP World History program also requires you to view the world from their geographic perspective.

Locate each of the following and be able to identify them on a map:

- **General Reference Points:** Cape Good Hope, Cape Horn, Equator, Tropic of Cancer, and Tropic of Capricorn
- **Oceans, Seas, Gulfs, and Lakes:** Arabian Sea, Black Sea, Yellow Sea, Bay of Bengal, Caspian Sea, North Sea, Indian Ocean, Persian Gulf, Gulf of Aden, Gulf of St. Lawrence, Gulf of Mexico, Red Sea, China Sea, Sea of Japan, Aral Sea, Bering Strait, Hudson Bay, Gulf of Alaska, Arctic Ocean, Arabian Sea, Mediterranean Sea, Adriatic Sea, Aegean Sea, English Channel, Pacific Ocean, Atlantic Ocean, Indian Ocean, Tasman Sea, Lake Chad, Lake Victoria, Lake Tanganyika, Lake Superior, Lake Michigan, Lake Ontario, Lake Erie, Lake Huron, Lake Champlain, Salt Lake, Caribbean Sea, Gulf of California, Lake Baikal, and Lake Balkhash
- **Rivers:** Nile, Indus, Ganges, Amazon, Zambezi, Congo, Volga, Yellow, Niger, Yangzi, Rhine, Danube, Mississippi, Missouri, St. Lawrence River, Ohio River, Mekong, Tigris, and Euphrates
- **Mountains, Highlands and Regional Land Areas:** Urals, Pamirs, Siberia, Atlas, Himalayas, Rocky, Appalachian, Andes, Pyrenees, Alps, Caucasus, Ethiopian Highlands, Tien Shan, Plateau of Tibet, Xinjiang, Mongolia, Carpathian, Hindu Kush, Patagonia, Pampas, Amazon Basin, and Siberian Plateau
- **Deserts:** Sahara, Kalahari, Namib, Gobi, Taklamakan, Arabian, Great Basin, Mojave, Sonoran, Great Victorian
- **Countries:** Turkmenistan, Newfoundland, France, Italy, Spain, Portugal, Greece, Egypt, Brazil, Mexico, Peru, Sri Lanka (Ceylon), India, Iraq, Iran, Australia, New Zealand, Pakistan, Afghanistan, Angola, Mozambique, Indonesia, China, Chad, Sudan, Niger, Bangladesh, and Japan
- **Islands:** British Isles, Japanese Islands, Philippine Islands, Hawaii, Greenland, Iceland, Azores, Canaries, Madeira, Cape Verde, Madagascar, Greater Antilles, Lesser Antilles, Hormuz, Aleutians, Cyprus, and New Guinea
- **Cities:** London, Lisbon, Seville, Cadiz, Venice, Alexandria, Cairo, Moscow, Bukhara, Baghdad, Constantinople (Istanbul), Jerusalem, Beijing, Salvador (Bahia), Rio de Janeiro, Mexico City, Veracruz, Malacca, Lima, Nagasaki, Calicut, Goa, Colombo, Bombay, Sofia, Manila, New Delhi, New York, Berlin, Paris, Rome, Vienna, Cairo, Washington, D.C., Tehran, and Islamabad

For AP geographical regions see the maps on the following page.

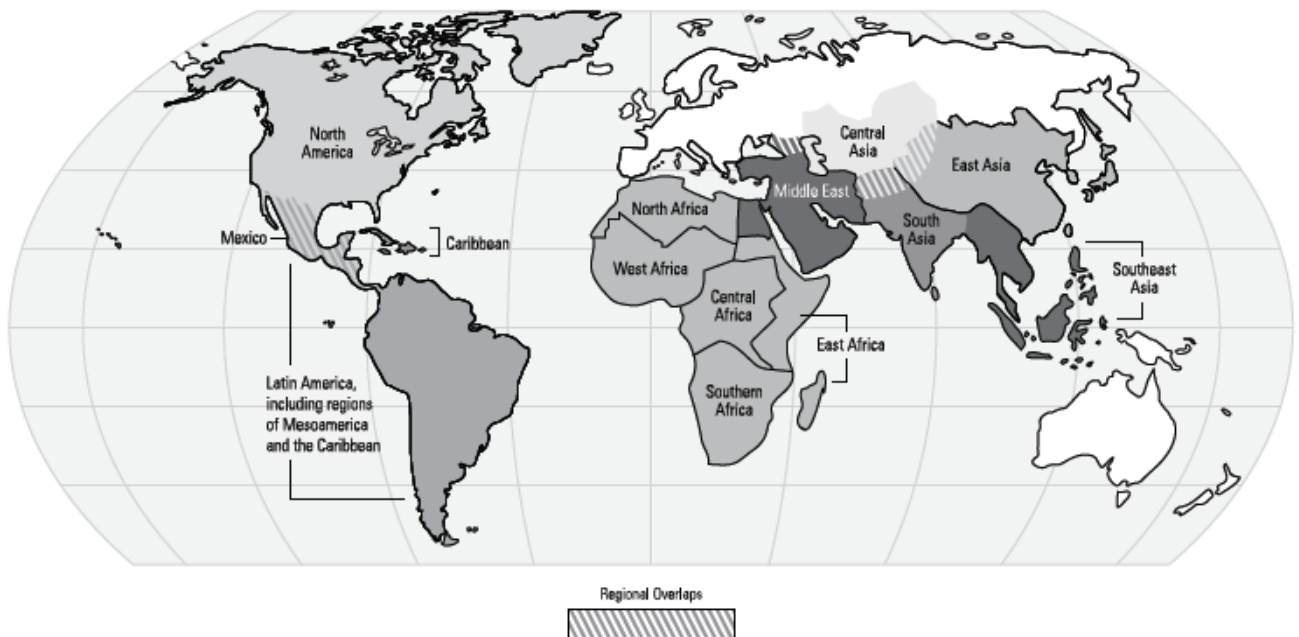
For your general information, below the maps are the basic regions we are going to cover during the course of the upcoming school year.

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



Part 3:
General Organization of the AP Modern World History
Unit Time Period

Unit1: The Global Tapestry Unit2: Networks of Exchange	1200 CE – 1450 CE
Unit3: Land-Based Empires Unit4: Transoceanic Interconnections	1450 CE – 1750 CE
Unit5: Revolutions Unit6: Consequences of Industrialization	1750 CE – 1900 CE
Unit7: Global Conflict Unit8: Cold War and Decolonization Unit 9: Globalization	1900 CE – present

Themes: These enable students to create meaningful connections across units. They are broader ideas that become threads that are interwoven throughout the entire course. These topics provide students with a deeper conceptual understanding of the course.

Theme Description

Theme 1: Humans and the Environment (ENV)	The environment shapes human societies and as populations grow and change, these populations in turn shape their environments.
Theme 2: Cultural Developments and Interactions (CDI)	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, social, and cultural implications.
Theme 3: Governance (GOV)	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 powers in different ways for different purposes.
Theme 4: Economic Systems (ECN)	As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
Theme 5: Social Interactions and Organization (SIO)	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.
Theme 6: Technology and Innovation (TEC)	Human adaptation and innovation results in increased efficiency, comfort, and security, and technological advances shape human development and interactions with both intended and unintended consequences.