

Dear AP World History Student,

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 an overview of the Summer Reading expectations. 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 the post-classical world and medieval periods.

Task 1: Read Ch.19 and Ch.20

- Students will be responsible for reading chapters 19-20 and completing study guide questions for each. Please see the study guides for Ch.19 and Ch.20 study guides posted below.
- Complete the study guides on binder paper. Answer each question in complete sentences providing ample history explanation and evidence.
- Staple the Study Guide Questions to the front of your work; you will submit this the first day of school.

Task 2: Review of Chapters 13-20

- Students should review chapters for the post-classical era and material covered during the freshman year, specifically chapters 13-20.
- Students will complete the "Overview Questions for the Post-Classical World."
- Please handwrite your responses and answer in complete sentences with specific historical examples/evidence.
- Students will submit this assignment the first day of school.

In your review of chapters 13-20, students should examine the general focus points on page two of this guide. The pages following this general introduction will provide students with a review of the key concepts and topics of the first unit of study. Students should

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

After reading chapters 19-20 and completing the study guides, students should then begin a review of the post-classical world. The best way to approach this review is to **LIGHTLY SKIM** the assigned chapters from the Postclassical Era and Cross-Cultural Interactions from 500-1450 C.E. After lightly skim-reading chapters 13-18 and using your binder material from freshmen year, answer the **Overview Questions of the Post-Classical World**. The first 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. The focus during the first weeks of class will be on discussing and reviewing last year's materials through comparisons, presentations, and discussions.

Also, regarding geography, as a student in AP World History, it is vital to be able to locate the places that are listed after the review information. *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, ewillow@cbhs-sacramento.org

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 observations. Remember, we will review this the first weeks of school.

The Postclassical Era, 500 to 1500 CE: Chapters 13 – 20

Key concepts to understand and be able to explain:

- ✓ A deepening and widening of networks of human interaction of exchange and communication within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.
- ✓ Increased Economic Productive Capacity and Its Consequences
- ✓ State formation and development demonstrated continuity, innovation, and diversity in various regions.
- ✓ Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.

Topics/Themes for Overview and Discussion (This will help to frame our first unit)

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.
 - a. Silk Road
 - b. Indian Ocean Trade Basin
 - c. Trans-Saharan
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 show an understanding of these items.)

- a. Trade routes: the exchange of ideas and the development of new cities and empires (China, Mongols, Caliphates, Mali)
- 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, Hinduism).
- 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 Victoria, Lake Tanganyika, the Great Lakes, 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

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

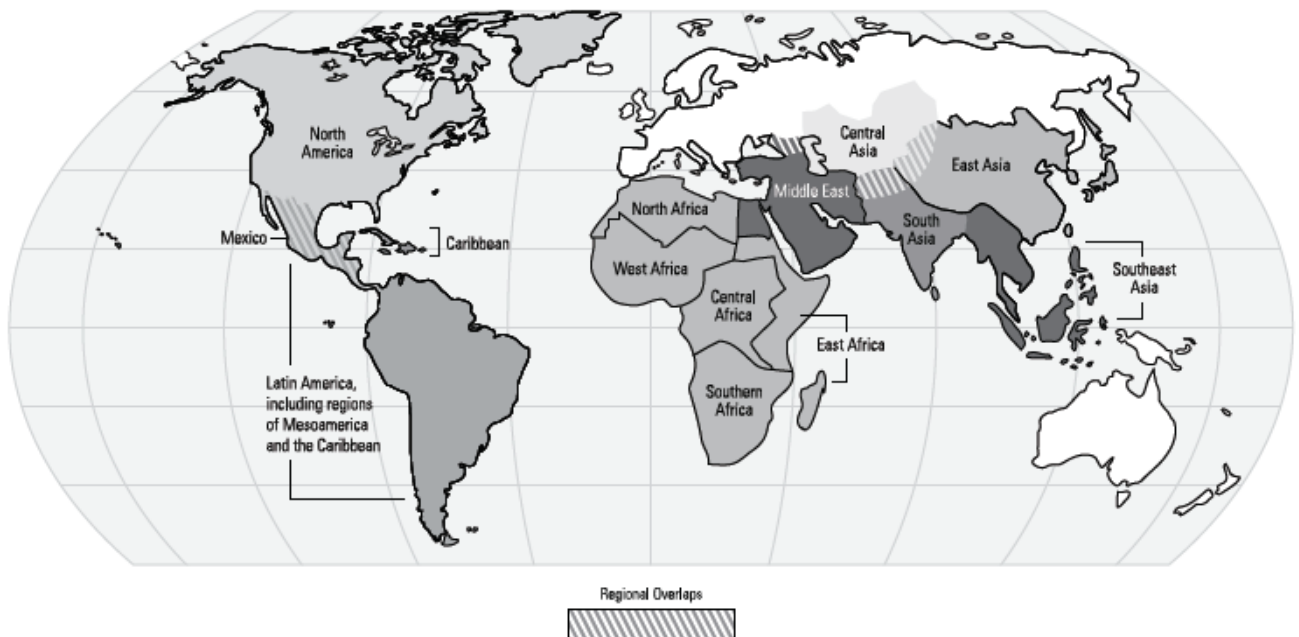
For your general information, below the maps are the basic regions we are going to cover during the course of the upcoming school year.

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.

Ch.19 Study Guide Questions

Make sure you answer the following questions in complete sentences with ample evidence from your textbook, source reader, and discussion.

1. What were the challenges faced by the late Byzantine Empire? What ultimately led to the fall of the Byzantine Empire?
2. What was the Holy Roman Empire? Examine the origins and growth of the Holy Roman Empire. What were its strengths and its main limitations? As Voltaire remarked, how was the Holy Roman Empire neither holy, nor Roman, nor an empire?
3. What did the monarchies that emerged in France and England have in common? How were they different? Why were England & France able to unify when the Italian states and the Holy Roman Empire struggled? What were the foundations of these new nation-states?
4. What technological advancements increased agricultural production during the High Middle Ages? How did this increase influence European development?
5. How was Europe influenced by economic expansion and increased trade during the High Middle Ages? Why was long-distance trade so important? Where were the centers of the trade networks for Europe? Why were they located there? What roles did regions play in the economy, politics, and religion of high medieval Europe?
6. An old saying described the social structure of medieval Europe as “those who pray, those who fight, and those who work.” Medieval European society consisted of a traditional three estates system. What were the three estates? Who emerged as a new social class in the cities. How did they make a place for themselves in the medieval social order? Lastly, how did growing urbanization and increased trade influence this social system?
7. How did the role of women change during the High Middle Ages? Relate the role of women to the rise of new cities and guilds.
8. What role did the new universities play in the world of the High Middle Ages? What was the influence of the rediscovered works of Aristotle and the philosophy of St. Thomas Aquinas, i.e. scholasticism? How did these intellectual pursuits contrast with popular religion?
9. Look at the map on page 420. Where and how did Europe expand during the High Middle Ages?
10. What can the Reconquista and the Crusades tell us about the changing face of Europe during the High Middle Ages? What were the consequences of these major events in Europe?
11. The turbulent religious world of the High Middle Ages can tell us much about Europe during this period. The Roman Catholic Church encountered many challenges during this period. What were they? How did the Church manage to meet each challenge and still thrive? What do you predict will happen to the church after this period?
12. Compare the role that Christianity played in Western Europe to the role played by Islam, Hinduism, and Buddhism in creating political and social unity in the postclassical world.

Ch.20 Study Guide Questions: Worlds Apart ~ Americas and Oceania

1. How did the Mexica people establish their authority over the peoples of central Mexico? How did the Mexica treat conquered peoples?
2. What are some of the distinctive features of Mexica agriculture? Why was it so productive?
3. What are some of the typical trade goods within the Aztec empire? Which items particularly impressed the Spanish?
4. What are the distinctive features of the Mexica social structure?
5. What were the expectations for men and women in Mexica society? What does the midwife's speech on page 432 indicate about gender roles?
6. What are the distinctive aspects of Mexica religion? What is the purpose of human sacrifice?
7. Which of the societies of North America had developed settled agriculture by the fifteenth century? What kind of agriculture was typical?
8. What are some of the distinctive features of the agriculture and animal husbandry to emerge in the Andes Mountains?
9. What are some of the distinctive features of Inca society and religion? What are some of the notable achievements of Inca society?
10. Why did the peoples of North America not achieve the population density of the societies of Mesoamerica?
11. What aspects of Mexico society made them vulnerable to attack with the arrival of the Spanish in the sixteenth century?
12. Compare the Aztec society with the Inca society. What were the similarities? What were the significant differences?
13. Compare the social, political, and religious worlds of the Americas and Oceania. In what ways were they similar? In what ways were they different?

Ch.14: Expansive Realm of Islam

4. Explain how systems of belief (Islam, Christianity, Judaism) and their practices affected society in Dar al-Islam in the period from c. 1200 to c. 1450

5. Explain the causes and effects of the rise of Islamic states (Abbasid, Seljuks, Ottomans, Mamluks) over time.

6. Explain the effects of intellectual innovation in Dar al-Islam.

10. Explain the effects of the growth of networks of exchange in the Indian Ocean Basin after 1200.

11. Explain the role of environmental factors in the development of networks of exchange in the Indian Ocean Basin in the period from c. 1200 to c. 1450.

Ch.16/19: Medieval Europe

12. Explain how the beliefs and practices of the predominant religions in Europe (Christianity, Judaism, Islam) affected European society.

13. Explain the causes and consequences of political decentralization (feudalism, manorial system) in Europe from c. 600 to c. 1450.
14. Explain the effects of agriculture on social organization (free labor, serfdom) in Europe from c. 600 to 1450.
15. Examine the emerging political and economic world of Western Europe during the High Middle Ages. How does the western European world compare to the situation in China, India, the Byzantine Empire, the Islamic states, and sub-Saharan Africa during the same period?

Ch.17: Nomadic Empires

16. Explain the process of state building and decline (Mongol Khanates) in Eurasia c.1200 to 1450.

17. Explain how the expansion of empires (Mongol Khanates) influenced trade and communication c.1200 to 1450.

18. Explain the significance of the Mongol Empire in larger patterns of continuity and change in Eurasia.

Ch.18: Sub-Saharan Africa

19. Explain how and why states in Africa (Great Zimbabwe, Hausa, Mali, Ethiopia, Swahili Coast) developed and changed over time.

20. Explain the causes and effects of the growth of trans-Saharan trade.

21. Explain how the expansion of empires influenced trade and communication in Sub-Saharan Africa over time.

Ch.20: Pre-Columbian Americas and Oceania

22. Explain how and why states in the Americas (Maya, Mexica, Inca, Aztec) developed and changed over time.

Ch.21: Cross-Cultural Interactions (STOP ~ WE WILL DO THIS ON OUR RETURN TO SCHOOL!)

23. Explain the causes and effects of growth of networks of exchange (Silk Roads, Indian Ocean Trade, Trans-Saharan, Hanseatic League) after 1200.

24. Explain the intellectual and cultural effects (Buddhism, Hinduism, Islam, scientific/technological innovations) of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

25. Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.

26. Explain the similarities and differences among the various networks of exchange (Silk Roads, Indian Ocean, Trans-Saharan) in the period from c. 1200 to c. 1450.

27. Explain the similarities and differences in the processes of state formation (Song, Yuan, SE Asia, Delhi Sultanate, Abbasid, Byzantine, France, Mali, Inca, Mexica) from c. 1200 to c. 1450.