

AP WORLD HISTORY SUMMER ASSIGNMENT 2018-19

A major part of this course will be thinking about the division of history into time periods. We will look at history in six periods, but I want you to realize from the very beginning that these six time periods are only one way to think about history!

**PLEASE WRITE A 1-2 SENTENCE SUMMARY OF EACH TIME PERIOD BELOW.
WRITE THESE IN YOUR OWN WORDS!**

PART I- Periodization summaries

It should come as no surprise that historians examine and explain history by breaking it into time periods. This course is arranged into six time periods and the reasons why we are using this “periodization” will constantly be at the heart of this course. (Please note that BCE is the same as B.C. and CE the same as A.D., something we will talk about in the beginning of the course.)

1) to c. 600 BCE- “Technological and Environmental Transformations”- Though in many ways it is may be the most important era of history as far as human existence is concerned, we will spend the least amount of time on this era. The “Neolithic Revolution” saw the rise of agriculture allowing for the permanently settled societies to exist for the first time as many humans gave up nomadic lifestyles to become sedentary. Sedentary societies developed and humanity experienced a major population boom that has never stopped and which allowed for many things that had not previously been possible.

2) c. 600 BCE to c. 600 CE- “Organizations and Reorganizations of Human Societies” – This period is known as the “classical age.” The classical age witnessed the birth of much more complex ideas about government, religion, art, literature, science, etc. that still survive to this day and in many ways, solidified the differences found between regions around the world today. At the same time, interactions between societies increased through trade, war, and migrations.

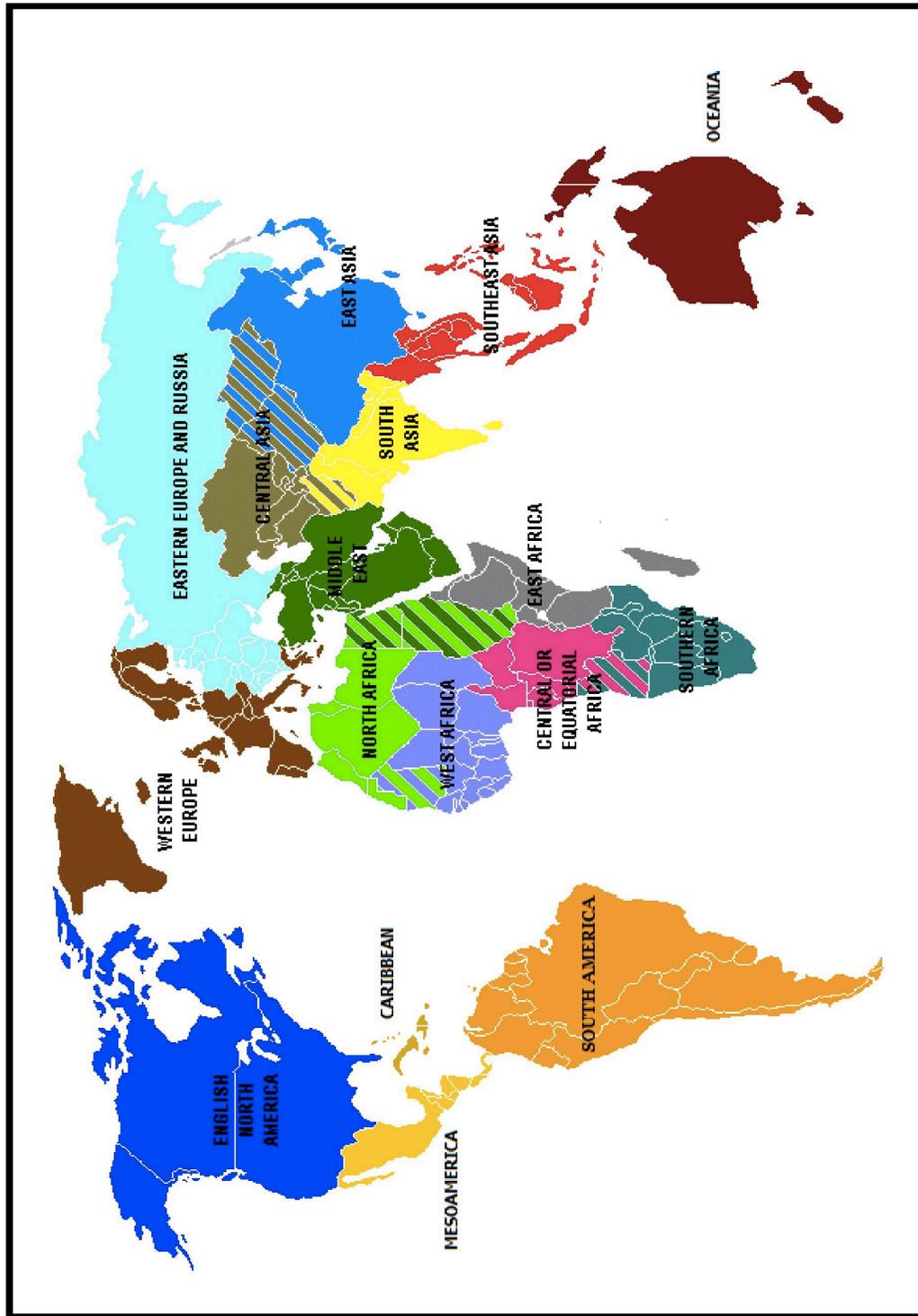
3) c. 600 CE to c. 1450- “Regional and Transregional Interactions”- With the fall of the “classical societies,” the postclassical age saw peoples struggle to adjust to the tremendous instability that followed collapse. The early part of this era was greatly dominated by the rise of Islam and later by the power of nomadic peoples from Central Asia— the Mongols and Turks. Throughout most of this period, Western Europe experienced a Dark Age in which it was relatively isolated from much of the world, while places like China and the Middle East flourished. Toward the end of the period, Europe began to rise out of the ashes as the Renaissance (“rebirth”) foreshadowed its rise in the “early modern era” that followed.

4) c. 1450 to c. 1750- “Global Interactions”- This period marks the beginning of the permanent interaction between the Western and Eastern hemispheres which had never previously been in ongoing contact. The exchanges that resulted brought about a huge shift for many of the world’s peoples. As it was Western Europeans who began these new contacts when their search for trade routes to Asia brought about the “discovery” of the Americas, this period saw the beginning of their rise to power. A brand new world was created in the Americas as the decline of native populations, the rise of the trans-Atlantic slave trade, and European migrations led to major changes in the western hemisphere’s population and way of life. The Protestant Reformation, scientific revolution, and “Enlightenment” further shook up Europe as established ideas were questioned.

5) c. 1750 to c. 1900- “Industrialization and Global Integration”- This period saw the growth of European dominance of world affairs. Sparked by the American Revolution, this era also witnessed a wave of revolutions which brought independence to most of the western hemisphere which had previously been colonies under the political control of Europeans. The revolutionary spirit spread to Europe and led to a tremendous growth of nationalism on both sides of the Atlantic as huge amounts of peoples began to define themselves in terms of a national identity. Meanwhile, the Industrial Revolution allowed Europeans (and the U.S. and Japan) to expand their power and build truly global empires during the “age of imperialism.”

6) c. 1900 to the Present- “Accelerating Global Change and Realignment”- The long 20th century witnessed world wars and a worldwide depression. It saw the decline of European empires and the dramatic rise of the U.S. As European power weakened, nationalism spread to the colonized peoples of their empires, and independence spread across Asia and Africa in an era of “decolonization.” The rise of a new political ideology, fascism, led to World War II and the defeat of fascism led to nearly half a century of Cold War between two competing ideologies backed by two world superpowers, the U.S. and the Soviet Union. Today in a post-Cold War era, the world is, in a sense, smaller than ever, as computer technology and the rise of “globalization” has brought us into greater contact than ever before. During this century, changes to human lifestyles were as dramatic as ever as the middle class exploded and cheap energy in some ways allowed for more change than in the previous 10,000 years of the course.

AP WORLD HISTORY: REGIONS



Part II AP World Regions

Students need to be thoroughly familiar with the following regions and countries. This is an integral aspect of the course and a skill that needs to be mastered prior to the beginning of the year.

Identify the following AP World Regions and at least three countries within each region (except for South Asia you only need two countries).

Part III Introductory questions

1. AP World attempts to “provide a history of the world that would also venture beyond the well-trodden paths of European history.” Why is this important? Are there areas of the world that you feel have been neglected in your previous history course(s)? Why do you think they are neglected?

2. What does J.M. Roberts’ quote, “Distant history still clutters up our lives, and our thinking” mean to you? Provide a specific example with an explanation.

Throughout the rest of the reading guide, you should label each question with one of the AP SPICE categories. You might have to do a bit of outside research for a few of them.

Example-Question #1. What is the Dynastic Cycle/Mandate of Heaven? (**Political or simply put P**) because the **Mandate of Heaven justified the rule of Chinese leaders. Some could correspond to several SPICE categories, like this one...it could also be cultural.** Below is a list of these SPICE categories:

<u>S</u>ocial	S	<ul style="list-style-type: none"> ➡ Class Structures ➡ Social Mobility & Barriers ➡ Gender Roles & Relations ➡ Family & Kinship ➡ Racial & Ethnic Constructs ➡ Urbanization ➡ Freedoms & Rights
<u>P</u>olitical	P	<ul style="list-style-type: none"> ➡ Government / Leadership ➡ Nations / Nationalism ➡ Revolts / Revolutions ➡ Conflict / War ➡ Legal / Court Systems ➡ Regional / Trans-Regional / Global Structures & Organizations
<u>I</u>nteraction with <u>E</u>nvironment	I	<ul style="list-style-type: none"> ➡ Demography ➡ Disease ➡ Migration ➡ Natural Resources ➡ Settlement Patterns ➡ Impact of Natural Barriers ➡ Flora / Fauna / Climate ➡ Technology
<u>C</u>ultural	C	<ul style="list-style-type: none"> ➡ Religions / Beliefs / Ideologies ➡ Language ➡ Writing ➡ Art & Architecture ➡ Clothing, Food, Music ➡ Education ➡ Science & Technology ➡ Nationalism
<u>E</u>conomic	E	<ul style="list-style-type: none"> ➡ Material Wealth ➡ Production (Agric. & Pastoral) ➡ Distribution (Trade & Commerce) ➡ Consumption (use) ➡ Labor Systems ➡ Industrialization ➡ Wealth Distribution ➡ Banking & Currency

Part IV- The Making of Modern China Reading Guide

(OE means Outside Evidence, and you will have to look up some information outside of the book itself)

1. What is the dynastic cycle? The Mandate of Heaven (OE)?
2. Describe the teachings of Confucius based on the graphic novel and other sources (OE, perhaps).
3. Describe the transition from bartering to the first paper currency. Make sure you identify the major advancements in Chinese currency based on individual Chinese dynasties.
4. Why was a centralized currency so important?
5. Name some accomplishments of the Song Dynasty. Which do you think is the most impactful for world history? Explain.
6. Which nomadic group invaded the Song Dynasty? Name three interesting facts about this nomadic group (OE).

Volume 4

7. Describe the life of Zhu Yuanzhang.
8. Why did Nanjing attract hundreds of thousands of people?

The Ming Dynasty

9. Emperor Hongwu saw himself as a protector of the poor. Why was this the case? What did he do to protect the poor?
10. Low pay led to corruption. Provide several examples of the corruption that started to take place.

11. What impact did Hongwu's reign have on China? Also describe how it went from an active to a passive actor.

12. Emperor Yongle (who succeeded Hongwu) kept printing more money to cover the government's expenses. List 5 things that Yongle did that required so much money.

13. What is inflation (OE)?

14. Why did the Chinese economy turn to silver as currency? Where did they get much of their silver? Who controlled much of the silver trade between China and Japan?

15. Eventually, where did the Chinese turn for more silver? How much of the world's silver came from this location?

16. Describe the Neo-Confucian School of Mind.

17. Refer to question #1. What were some indicators that the Ming was losing the Mandate of Heaven?

The Qing Dynasty

18. Who were the Manchu?

19. Draw the traditional Chinese hairstyle and the Manchu hairstyle.

20. What did the Manchu do to protect Chinese traditions?

21. Find significant facts about each of the following emperors (OE):

Kangxi-

Qianlong-

22. The Qing Dynasty expanded...name several areas that they absorbed into their empire.
23. What did Europeans desire in trade with the Chinese? What did the Chinese want?
24. Name the 9 agricultural products that were introduced to China that are included in the book. Which of these items do you think has had the most global significance? Explain (no outside information needed, this is your opinion).
25. What was the impact of all of these new agricultural products entering China?
26. What was the significance of the Jesuits in China during the Qing Dynasty?
27. What was happening in Great Britain during this time period? How did Great Britain surpass China?
28. At its height, how much of the world's population and land did Great Britain control?
29. Who was the East India Company (OE)?
30. Describe the significance of Opium to both the British and Chinese. How did this impact the supply of silver?
31. Why did the first Opium War begin?
32. What did the Qing realize based on their loss to the British?
33. What did the Treaty of Nanking (1842) do?
34. Who was Hong Xiuquan? What was his goal?
35. Describe the Taiping Rebellion (OE probably required).

36. How does the Yellow River flooding contribute to the fall of the Manchu? Think dynastic cycle once again! This is your own analysis and not in the book.

37. What prompted the 2nd Opium War? Who joined Britain?

38. Which country acquired a decent sized chunk of China during the chaos?

Self-Strengthening

39. What was the goal of the Self-Strengthening movement? Name three goals:

1)

2)

3)

40. What was the Meiji Restoration (OE).

41. Compare/Contrast the situation in China and Japan during this time.

42. What were China and Japan most concerned with?

43. Why did Japan want to expand?

44. How did the Japanese take advantage of the fact that the Manchu were technically foreigners ruling China?

45. What were some results of the Treaty of Shimonoseki?

46. Following Japan, what other western powers expanded their spheres of influence in China?

47. What was the Hundred Days' reform?

48. Name five goals of this reform:

1)

2)

3)

4)

5)

49. Who was Empress Cixi (OE could also be useful)?

50. How did industrial innovations impact the Chinese economy?

51. How did foreign missionaries exploit the situation to gain converts?

52. How did the missionaries' messages contradict traditional Chinese values? List at least three.

53. Describe the purpose of the Boxer Rebellion and some of the results (use the book and OE).

54. Who was a part of the 8-nationa alliance?

55. What was the final humiliation? What was the Final Protocol for the Settlement of the Disturbances of 1900?

56. Who was Sun Yat-Sen?

57. How successful was the Republic of China?

Part V- Learning the different types of questions

AP World History has many specific skills you will be learning this year along with 3 types of essay questions (besides the Document Based Question) that we will learn how to write this year. They are Comparative, CCOT (Continuity and Change over time), Causation (Cause and Effect).

Please answer the following questions below as an introduction to these types of questions. You could do this in a chart, Venn diagram, or any other way you'd like.

1) Compare your freshmen year of high school (or last school year if you are not a sophomore) to your last year of middle school. Identify both differences and similarities. (Comparative)

2) Examine your schooling experience from elementary school to the present. What has changed and what has stayed the same? (CCOT)

3) What caused you to sign up for AP World History this year? What effects do you expect from taking AP World? (Causation)

One of the major components on the exam is also the DBQ (Document Based Question). Use source details and analysis to answer the questions that follow.

Document 3

In the spring of 618/1221, the people of Nishapur (a city in Persia) saw that the matter was serious ... and although they had three thousand crossbows in action on the wall and had set up three hundred mangonels and ballistas and laid in a correspondent quantity of missiles and naphtha, their feet were loosened and they lost heart.... By the Saturday night all the walls were covered with Mongols;... The Mongols now descended from the walls and began to slay and plunder.... They then drove all the survivors, men and women, out onto the plain; and ... it was commanded that the town should be laid waste in such a manner that the site could be ploughed upon; and that ... not even cats and dogs should be left alive.... They severed the heads of the slain from their bodies and heaped them up in piles, keeping those of the men separate from those of the women and children.

Note: Juvaini was a Persian chronicler who was in the employ of the Mongol Il-khan of Persia who served under the Mongols as the governor of Baghdad. He wrote this account about forty years after the destruction of Nishapur.

1. Who is the author of the document?
2. What is the POV (point-of-view) and purpose of the author? What does he hope to obtain by writing this? Why would he say what he is saying?
3. Are there any limitations to this source as a historical document? Is there any information that you might question as far as accuracy, etc?

4) Final Question- What are you most interested in learning about this year? Why?