

Name _____ Date _____

AP Modern World History

Summer Work 2025

(and other important information)

Introduction to AP Modern World History

In AP Modern World History, students investigate significant events, individuals, developments, and processes from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical connections, and utilizing reasoning about comparison, causation, and continuity and change over time.

The course focuses on six overarching themes that help students make connections among historical developments in different times and places:

- Humans and the Environment
- Cultural Development and Interactions
- Governance
- Economic Systems
- Social Interactions and Organization
- Technology and Innovation

To help bridge the gap between prior coursework and the AP World curriculum, summer work is recommended and required. This assignment will be due August 15th

This course serves as an excellent introduction to AP-level learning in high school and will prepare students for the rigor of college coursework. While the course is challenging and may at times cause students to struggle, the overall goal is academic growth.

The AP Exam in May consists of:

- Stimulus-Based Multiple Choice Questions
- Short Answer Questions
- A Document-Based Question (DBQ)
- A Long Essay Question (LEQ)

All work throughout the year is designed to prepare students for success on these assessments.

Please feel free to reach out over the summer if you have any questions!

Required Book:

Assignment:

Note: This assignment must be completed independently. Any copying from classmates or internet sources will result in a grade of zero.

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5. What is the importance of the order of the chapters? Why, for example, is “Collision at Cajamarca”—which describes events that occur thousands of years after those described in the subsequent chapters—placed where it is?

6. How are Polynesian Islands “an experiment of history”? What conclusions does Diamond draw from their history?

7. How does Diamond challenge our assumptions about the transition from hunter-gathering to farming?

8. How is farming an “auto-catalytic” process? How does this account for the great disparities in societies, as well as for the possibilities of parallel evolution?

9. Why did almonds prove domesticable while acorns were not? What significance does this have?

10. How does Diamond explain the fact that domesticable American apples and grapes were not domesticated until the arrival of Europeans?

11. What were the advantages enjoyed by the Fertile Crescent that allowed it to be the earliest site of development for most of the building blocks of civilization? How does Diamond explain the fact that it was nevertheless Europe and not Southwest Asia that ended up spreading its culture to the rest of the world?

12. How does Diamond refute the argument that the failure to domesticate certain animals arose from cultural differences? What does the modern failure to domesticate, for example, the eland suggest about the reasons why some peoples independently developed domestic animals and others did not?

13. What is the importance of the “Anna Karenina principle”?

14. How does comparing mutations help one trace the spread of agriculture?

15. How does civilization lead to epidemics?

16. How does Diamond's theory that invention is, in fact, the mother of necessity bear upon the traditional "heroic" model of invention?

17. According to Diamond, how does religion evolve along with increasingly complex societies?

18. How is linguistic evidence used to draw conclusions about the spread of peoples in China, Southeast Asia, the Pacific, and Africa?

19. What is the significance of the differing outcomes of Austronesian expansion in Indonesia and New Guinea?

20. How does Diamond explain China's striking unity and Europe's persistent disunity? What consequences do these conditions have for world history?

21. How does Diamond refute the charge that Australia is proof that differences in the fates of human societies are a matter of people and not environment? In what other areas of the world could Diamond's argument be used?

22. What aspects of Diamond's evidence do lay readers have to take on faith? Which aspects are explained?

23. Diamond offers two tribes, the Chimbu and the Daribi, as examples of differing receptivities to innovation. Do you think he would accept larger, continent-wide differences in receptivity? Why or why not? How problematic might cultural factors prove for Diamond's arguments?

24. How, throughout the book, does Diamond address the issues he discusses in the last few pages of his final chapter, when he proposes a science of human history?

Part II Unit 1 AP World History: Modern

Unit 1 (1200–1450) – The Global Tapestry

Instructions

You will use *The Ways of the World, 5th Edition* (Strayer & Nelson) to complete this guided assignment. Read the chapters covering Period 1 (The Global Tapestry: Chapters 1–2) and answer all parts of this assignment **completely and thoroughly**. Be specific. This assignment will serve as your key study guide for Unit 1.

PART I: Key Civilizations and Empires (Identify, Explain, Compare)

Directions: Complete the chart. For each civilization, provide:

- Time period
- Location
- Key political features
- Key cultural achievements
- Major economic activities
- Major religion(s)

Civilization/Empire	Time Period	Location	Political Features	Cultural Achievements	Economy	Religion
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Song Dynasty

Abbasid Caliphate

Delhi Sultanate

Mali Empire

Great Zimbabwe

Byzantine Empire

Aztec (Mexico) Empire

Inca Empire

Text Reference: Chapter 1 (China & Dar al-Islam), Chapter 2 (Africa, Europe, Americas)

PART II: Key Terms and Concepts

Directions: Define each term **in your own words** and explain its significance in the context of Period 1.

- Neo-Confucianism
- Civil Service Exam
- Champa Rice
- Dar al-Islam
- Sufism
- House of Wisdom
- Bhakti Movement
- Feudalism
- Manorialism
- Crusades
- Reconquista
- Mansa Musa
- Trans-Saharan Trade
- Mit'a System
- Syncretism
- Silk Roads
- Indian Ocean Trade
- Astrolabe
- Lateen Sail

Text Reference: Throughout Chapters 1–2

PART III: Timeline of Major Events

Directions: Place the following key events on a timeline. Next to each, write a short explanation of why the event is significant.

- 622 CE – Hijra of Muhammad
- 750–1258 – Abbasid Caliphate
- 960–1279 – Song Dynasty
- 1206 – Founding of the Delhi Sultanate

- 1235 – Founding of Mali Empire
- 1271–1295 – Travels of Marco Polo
- 1324 – Mansa Musa’s pilgrimage
- 1453 – Fall of Constantinople

Text Reference: Timeline feature in the chapters and narrative details

PART IV: Comparative Analysis

Directions: Answer each question with at least **two specific examples from the textbook**.

1. How did the Song Dynasty and Abbasid Caliphate each build powerful centralized states?
2. Compare the impact of Islam on South Asia (Delhi Sultanate) versus West Africa (Mali Empire).
3. How did major trade networks (Silk Roads, Trans-Saharan, Indian Ocean) contribute to cultural diffusion and technological innovation?
4. How did feudalism shape the political and social structures of Europe and Japan?

Text Reference: Chapters 1–2, thematic comparisons

DUE DATE: Aug 15

This assignment will count as both a reading check and Unit 1 study guide. Late work will receive 10-point deduction per day late according to class policy. This should be turned in online via On Campus by Aug 15.