

AP World History Summer Assignment

Mrs. Shinnick

Hello students,

Welcome to AP World History! I am excited to get to know all of you in August and to navigate the challenges of an AP-level course together. The summer assignment will introduce skills that we will continue to use all year: primary and secondary source interpretation and analysis; contextualization (why did certain events happen in a particular place, or at a particular time?); and the identification of causation, similarities, and/or historical continuities. The assignment will be due at the end of the 1st week of school.

Directions: For each of the following primary and secondary sources, answer the corresponding questions. Answer in complete sentences; while handwritten responses are preferred, typewritten answers are acceptable. Some information may need to be sourced online (ie definitions, geographical locations, etc).

Source 1: Glimpses of the Kingdom of Ghana in 1067 CE, Al-Bakir, Spanish Muslim traveler of the 11th century

The city of Ghana consists of two towns lying on a plain, one of which is inhabited by Muslims and is large, possessing twelve mosques— one of which is a congregational mosque for Friday prayer; each has its imam, its muezzin and paid reciters of the Quran. The town possesses a large number of juriconsults and learned men... The town inhabited by the king is six miles from the Muslim one and is called Al Ghana... The residence of the king consists of a palace and a number of dome-shaped dwellings, all of them surrounded by a strong enclosure, like a city wall. In the town... is a mosque, where Muslims who come on diplomatic missions to hear the king pray. The town where the king lives is surrounded by domed huts, woods, and copses where priest-magicians live; in these woods also are the religious idols and tombs of the kings. Special guards protect this area and prevent anyone from entering it so that no foreigners know what is inside...

The king [of Ghana] exacts the right of one dinar of gold on each donkey-load of salt that enters his country, and two dinars of gold on each load of salt that goes out. A load of copper carries a duty of five mitqals and a load of merchandise ten mitqals. The best gold in the country comes from Ghiaru, a town situated eighteen days' journey from the capital [Kumbi] in a country that is densely populated by Negroes and covered with villages. All pieces of native gold found in the mines of the empire belong to the sovereign, although he lets the public have the gold dust that everybody knows about...

Content questions:

1. Where is the kingdom of Ghana?
2. Who is the author of this source?
3. Define the following terms: mosque, imam, muezzin

Analytical inquiry questions:

1. Point of view: how might the author's personal views, beliefs, or experiences create a bias in this excerpt?
2. Mitqal [mithqal] is a unit of measurement (usually for precious metals) and dinar is a currency. Given the information provided in the excerpt, what conclusions can you draw about the economy of the Kingdom of Ghana?
3. Given the information provided in the excerpt, what conclusions can you draw about the government of the Kingdom of Ghana?

Source #2: A Letter Sent by the Mongol Ruler Hulegu Khan to Sultan Qutuz, the Mamluk Ruler of Egypt. 1260 C.E.

From the King of Kings of the East and West, the Great Khan. To Qutuz the Mamlyuk, who fled to escape our swords. You should think of what happened to other countries and submit to us. You have heard how we have conquered a vast empire and have purified the earth of the disorders that tainted it. We have conquered vast areas, massacring all the people. You cannot escape from the terror of our armies. Where can you flee? What road will you use to escape us? Our horses are swift, our arrows sharp, our swords like thunderbolts, our hearts as hard as the mountains, our soldiers as numerous as the sand. Fortresses will not detain us, nor armies stop us. Your prayers to God will not avail against us. We are not moved by tears nor touched by lamentations. Only those who beg our protection will be safe. Hasten your reply before the fire of war is kindled. Resist and you will suffer the most terrible catastrophes. We will shatter your mosques and reveal the weakness of your God and then will kill your children and your old men together. At present you are the only enemy against whom we have to march.

Content Questions:

1. Who is the author of this excerpt, and where is he from?
2. Who is the intended audience of this letter?

Analytical Inquiry Questions:

1. What is the purpose of this letter? (What goal does the author hope to achieve by sending it?)
2. What fact-based conclusions can you draw about the author of the excerpt and the civilization he represents?

Source #3:

**An Imperial Edict Restricting Officials from Evil
By the Hongwu Emperor (Zhu Yuanzhang)**

***background information on the author:** Zhu Yuanzhang (1328-1398) rose from poverty to become a successful soldier and then a founder of the Ming dynasty (1368-1644) in China.

While in the military, Zhu was a strong leader and general. After founding the Ming dynasty, he successfully pushed the Mongols out of China and back to Mongolia.

...Those of you in charge of money and grain have stolen them for yourselves; those of you in charge of criminal laws and punishments have neglected the regulations. In this way grievances are not redressed and false charges are ignored... Occasionally these unjust matters come to my attention. After I discover the truth, I capture and imprison the corrupt, villainous, and oppressive officials involved. I punish them with the death penalty or forced labor or have them flogged with bamboo sticks in order to make manifest the consequences of good and evil actions.

Content Questions:

1. Who is the author of this excerpt?
2. Define "edict."
3. Who is the intended audience of this excerpt?

Analytical Inquiry Questions:

1. What is the purpose of this edict? (What does the author hope to accomplish?)
2. "Context" is the relevant background information of an event or person. Based on the background information provided, why might Zhu Yuanzhang feel so strongly about the topic of corruption?
3. Based on the information provided, what kind of government did Zhu Yuanzhang hope to create?

Source #4: Map of Inca Empire Road System

***Background information/context:** After expanding their empire through conquest, the Inca began a rapid and extensive expansion of their road network. The image depicts the vast network at the height of the Inca Empire (mid 16th century). The roads stretched 2,000 miles, from modern Ecuador to Chile, and it comprised 25,000 miles of roads, bridges, and tunnels.

Source #4:



Content Questions:

1. Where was the Inca Empire?

Analytical Inquiry Questions:

1. What challenges might the Inca have faced while constructing this network of roads?
2. What conclusions might you draw about a society capable of constructing an extensive network of roads?
3. How might a road network like this benefit a civilization?
4. What similarities can you identify between the civilizations represented in any of the four sources? What differences can you identify?