



AP World History Summer Homework

Welcome to AP World History!

There are **two** assignments that will be due on the first day of school, both of which are explained below. You will turn in printed copies of the assignment - no need for Google classroom upload.

We will have a great year together and I am looking forward to meeting you on the first day of class!

Directions:

1. Read pg. xli-lxi in *AMSCO Advanced Placement Edition World History: Modern [1200-present]* and fill in the graphic organizer. **Note: You may not be able to fill in every box in every column, but just do your best using the information from the text.**
2. Complete the autobiographical essay outline and respond to the prompt. Be sure to bring **both the outline and essay** to class on the first day.

Here's to a great year!!

Mr. Dobes

AP World History - Unit 0: Comparison of Classical & Post Classical Civilizations 600 BCE - 1200 CE (AMSCO pg. xli-lxi)

<p align="center"><u>Name</u></p>	<p align="center">Ancient Greece</p> <p>Dates: _____ Location: _____</p>	<p align="center">Roman Empire</p> <p>Dates: _____ Location: _____</p>	<p align="center">Byzantine Empire</p> <p>Dates: _____ Location: _____</p>
<p>Social</p> <p>(social hierarchies, gender roles and relations, racial and ethnic groups, family and kinship, societal norms and expected behaviors)</p>			
<p>Political</p> <p>(political organization and leadership, structures to gain/maintain power, national identity)</p>			
<p>Interactions in Environment</p> <p>(population, migrations and patterns of settlement, diseases, geography)</p>			
<p>Cultural Developments</p> <p>(development and interaction of cultures; religion, belief systems, ideologies, and philosophies; arts and architecture)</p>			
<p>Economic</p> <p>(creation, expansion, and interaction of economic systems; agricultural and pastoral production, industry, trade, and commerce; labor systems)</p>			
<p>Technology</p> <p>(tools; new ideas, innovations, and inventions; writing systems; farming/agricultural implements)</p>			

	Qin & Han Dynasty China Dates: _____ Location: _____		Maurya & Gupta Empires Dates: _____ Location: _____	Mayan Empire Dates: _____ Location: _____
Social (Social hierarchies, gender roles and relations, racial and ethnic groups, family and kinship, societal norms and expected behaviors)	<u>Qin</u>	<u>Han</u>		
Political (political organization and leadership, structures to gain/maintain power, national identity)				
Interactions in Environment (population, migrations and patterns of settlement, diseases, geography)				
Cultural Developments (development and interaction of cultures; religion, belief systems, ideologies, and philosophies; arts and architecture)				
Economic (creation, expansion, and interaction of economic systems; agricultural and pastoral production, industry, trade, and commerce; labor systems)				
Technology (tools; new ideas, innovations, and inventions; writing systems; farming/agricultural implements)				

	Dar al-Islam	China	Japan
	Dates: _____ Location: _____	Dates: _____	Dates: _____
Social (social hierarchies, gender roles and relations, racial and ethnic groups, family and kinship, societal norms and expected behaviors)			
Political (political organization and leadership, structures to gain/maintain power, national identity)			
Interactions in Environment (population, migrations and patterns of settlement, diseases, geography)			
Cultural Developments (development and interaction of cultures; religion, belief systems, ideologies, and philosophies; arts and architecture)			
Economic (creation, expansion, and interaction of economic systems; agricultural and pastoral production, industry, trade, and commerce; labor systems)			
Technology (tools; new ideas, innovations, and inventions; writing systems; farming/agricultural implements)			

	Africa	South and Southeast Asia	Europe
	Dates: _____	Dates: _____	Dates: _____
Social (social hierarchies, gender roles and relations, racial and ethnic groups, family and kinship, societal norms and expected behaviors)			
Political (political organization and leadership, structures to gain/maintain power, national identity)			
Interactions in Environment (population, migrations and patterns of settlement, diseases, geography)			
Cultural Developments (development and interaction of cultures; religion, belief systems, ideologies, and philosophies; arts and architecture)			
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Part I-Location, location, location

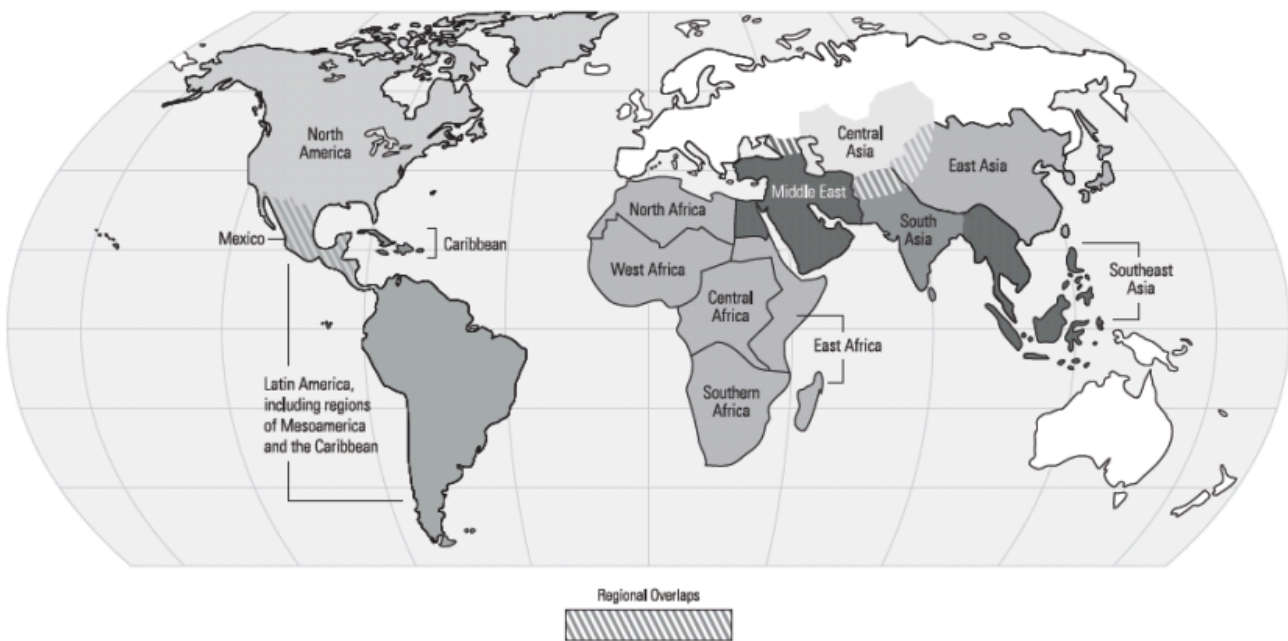
Map #1: Regions Global regions are from the College Board and both maps must be **committed to memory**

AP World History: World Regions – A Big Picture View



This map identifies the five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History Course provides balanced geographical coverage with all five of these regions represented.

AP World History: World Regions – A Closer Look



This map identifies various subregions within the five major geographical regions.

Use the Internet to complete the assignments for Maps #2 & #3

Map 2: Geographic Features

Label the following on the blank outline map: **Use a color-coded system**

1. All 7 continents
 2. Oceans: Atlantic, Pacific, Indian, Arctic; Seas: North Sea, Baltic Sea, English Channel, Norwegian Sea, Barents Sea, Mediterranean Sea, Adriatic Sea, Aegean Sea, Black Sea, Caspian Sea, Arabian Sea
 3. Straits: Bosphorus Strait, Strait of Magellan, Strait of Gibraltar, Strait of Malacca, Dardanelles
 4. Other Bodies of Water: Persian Gulf, Bay of Bengal, Hudson Bay, Gulf of Mexico
 5. Mountains: Ural, Caucasus, Alps, Himalayas, Hindu Kush, Cascades, Andes, Atlas, Rocky, Appalachian
 6. Rivers: Mississippi, Columbia, Amazon, Niger, Nile, Indus, Tigris, Euphrates, Yellow, Volga, Danube
 7. Deserts: Gobi, Kalahari, Sahara, Thar, Mojave, Arabian, Namib, Atacama, Syrian, Great Sandy
 8. Peninsulas and other landforms: Arabian Peninsula, Balkans, Crimean, Horn of Africa, Iberian Peninsula, Yucatan Peninsula, Rift Valley, Asian Steppe
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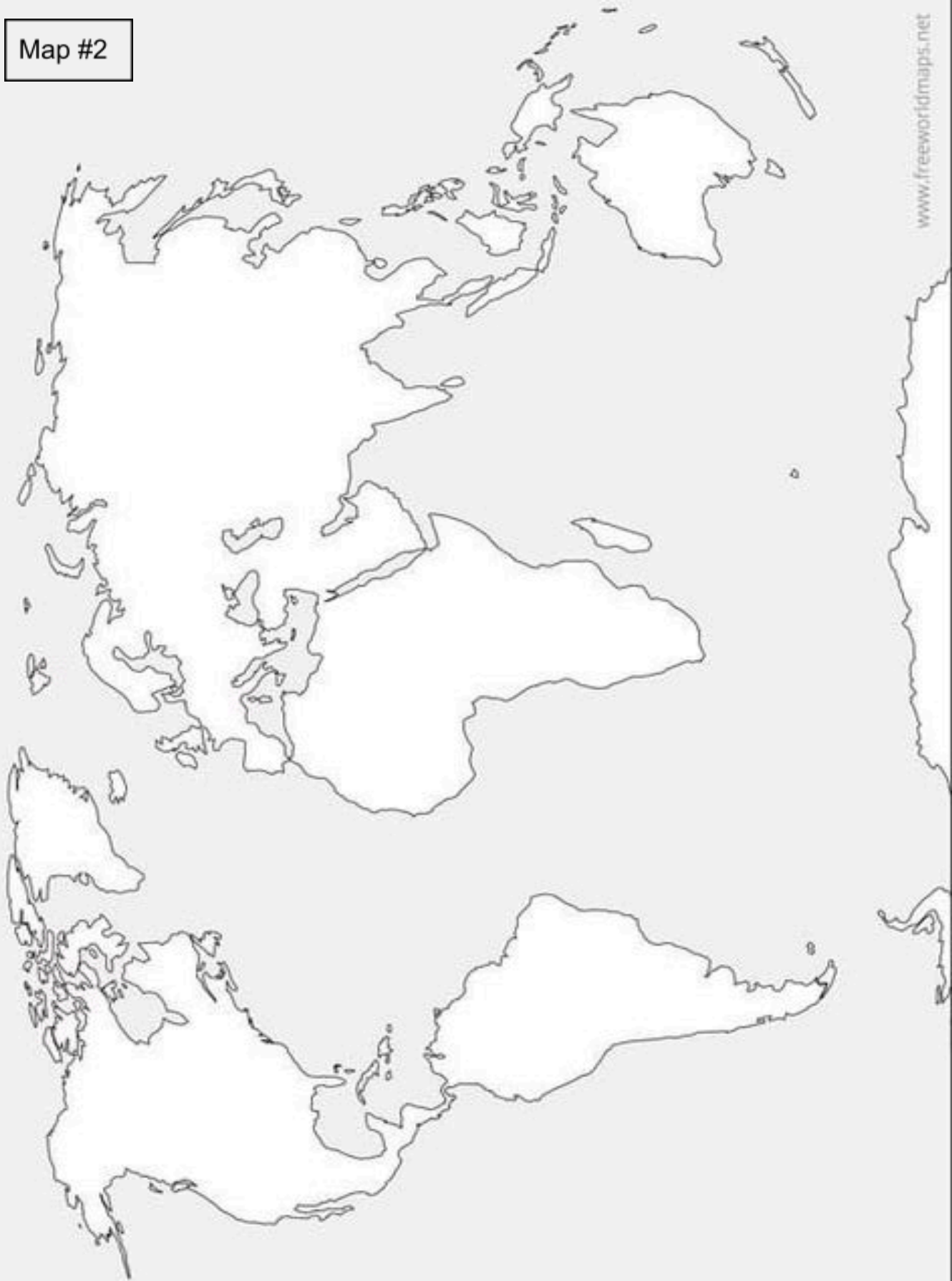
Map 3: Ancient Civilizations, 8000 BCE – 600 BCE

Label the following on the blank outline map: **Use a color-coded system**

1. All 7 continents
2. Mesopotamia (Tigris/Euphrates Rivers)
3. Babylonia
4. Egypt & Nubia (Nile River)
5. Mohenjo-Daro & Harappa (Indus River)
6. Shang (Yellow River)
7. Olmec
8. Assyrians
9. Phoenicia/Israel/Judah
10. Minoans & Myceneans
11. Hittites
12. Bay of Campeche

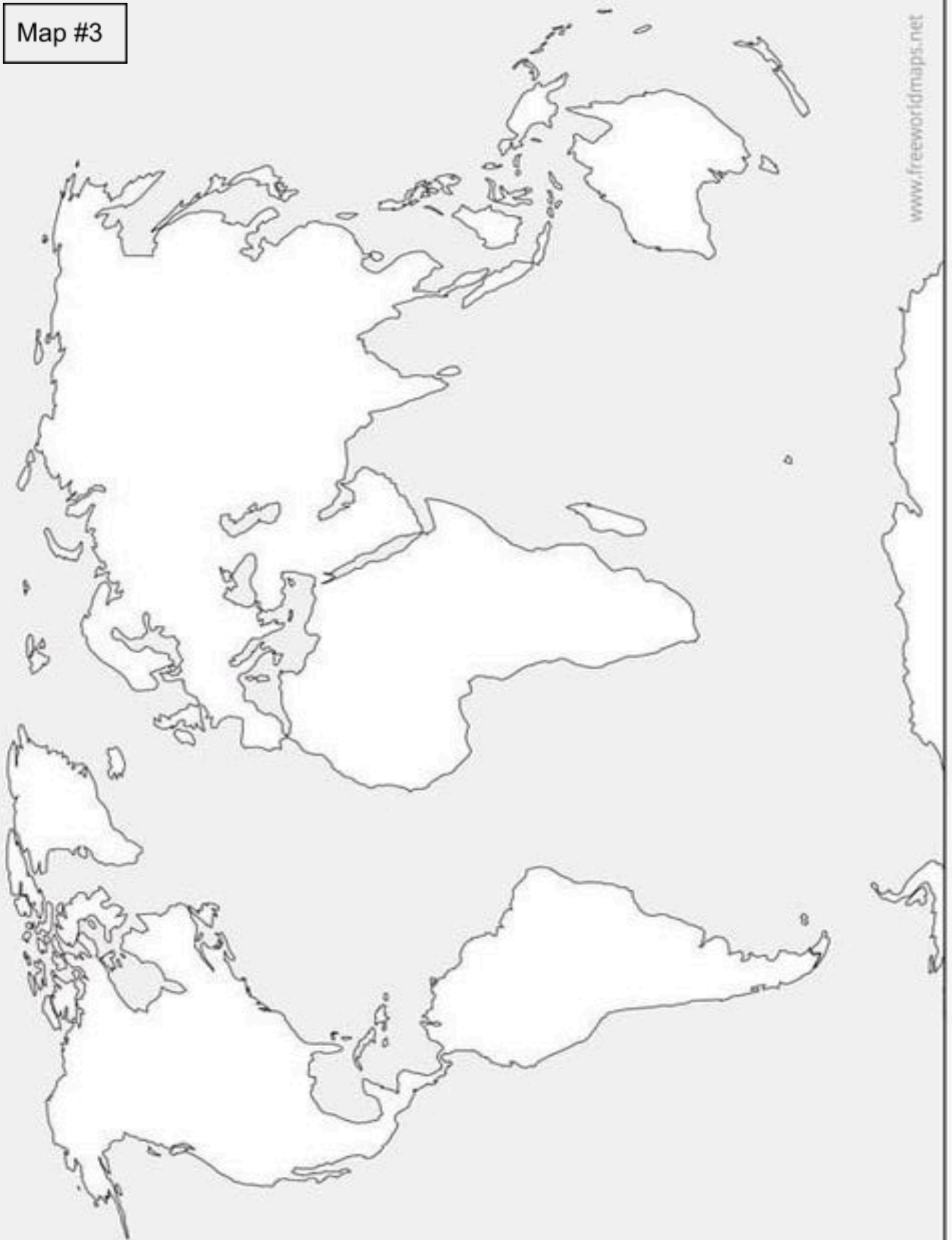
Map #2

www.freeworldmaps.net



Map #3

www.freeworldmaps.net



AP World History Summer Assignment - 2024-2025

Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of Your Secondary Education, 2021-2024

Directions: You are to answer the following question for part of your AP World History summer assignment. The purpose of this assignment is to help introduce you to the writing format and thinking skills that we will practice in this course. Complete the outline before you begin writing your essay.

Complete this outline and attach your essay before bringing it to turn in on the first day of school.

Your essay may be typed or handwritten. There are no length requirements, but it should meet all of the requirements outlined on this paper to receive full points. Be aware that you do not need to share anything with me that you do not feel comfortable sharing! You are welcome to write only about academic changes/continuities if you feel more comfortable doing so.

IMPORTANT: It is OK (and somewhat expected) that you are unsure or unclear about the expectations of this essay. **Don't stress** about not getting it right on this essay--this task is meant to expose you to the basic outline of the essay and give you some practice. **Just do your best!** That's my primary expectation for this assignment.

Essay Prompt:

Middle school and high school are often seen as periods of growth and development for young people in the United States. The transition from elementary to middle school and subsequently middle school to high school often present unique personal and academic challenges and opportunities.

Develop an argument that evaluates the degree to which you experienced personal and/or academic changes during the 2021 to 2024 time period.

STEP 1: DETERMINE CHANGES and CONTINUITIES

Brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2021-2024.

Changes



Brainstorm TWO (or more) academic and/or personal continuities that have spanned your life from 2021-2024.

Continuities



STEP 2: Provide CONTEXT for your essay.

Think of context as “setting the scene” for your essay. Context appears in the introduction to your essay. There are no length requirements, but good contextual statements are usually around 4-5 sentences long. So, set the scene for your life. Give some background information about yourself before diving into the prompt topic and your thesis. Write a rough outline of your context here.

STEP 3: Outline Your Changes & Continuities (choose from your Step 1 responses)

What <u>changed</u> in your life from 2021-2024?	1)	2)	3)
Analysis: Why did the change occur?			

What <u>continued</u> in your life (what has remained constant?)	Continuity 1:	Continuity 2:
Analysis: Why did the continuity span your life from 2021-2024?		

STEP 4: WRITE YOUR THESIS – The thesis of an essay is your main point or argument. It is essentially a 1-3 sentence “roadmap” or summary of what you will discuss in your essay. It will come after the context statement in your introductory paragraph. Start off by using the same words from the prompt. Answer the question and add some specific details as a summary of what you will be writing about in your essay. DO NOT simply write “There were many changes and continuities in my personal and academic life.” That is too vague. Give specific examples of changes/continuities in your life. For example, “There were many changes and continuities in my personal and academic life. I experienced changes such as However I still experienced continuities, for example”

STEP 5: WRITE THE ESSAY!

This is essentially a four paragraph essay, but of course you can write more paragraphs if it is fitting or if one of your paragraphs can logically be split. Remember, it can be typed or handwritten. There is no length requirement.

INTRODUCTORY PARAGRAPH (Context + Thesis)		
Criteria	Description	Questions to consider
Context	The context “sets the scene” or provides historical background for events described in the prompt. This should be	Does your historical context tie into the prompt?
Thesis Statement	Responds to the prompt with a specific historically defensible claim that establishes a line of reasoning.	Did you mention specific continuities/changes in your thesis statement?

BODY PARAGRAPH #1 - CHANGES		
Criteria	Description	Questions to consider
Historical Reasoning: Topic Statement	Start the paragraph by summarizing the major changes that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the changes? Did you give specific examples of the changes and analyze WHY they occurred?
Cite supporting evidence	Provide evidence to support the changes.	What specific examples of evidence support the topic statement? (be descriptive)

BODY PARAGRAPH #2 - CONTINUITIES		
Criteria	Description	Questions to consider
Historical Reasoning: Topic Statement	Start the paragraph by summarizing the major continuities that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred?
Cite supporting evidence	Provide evidence to support the continuities.	What specific examples of evidence support the topic statement? (be descriptive)

CONCLUSION PARAGRAPH: Bring it all together for the reader		
Criteria	Description	Questions to consider
Conclusion	Reaffirms your argument (thesis) by explaining how the evidence presented throughout the essay supports each claim (topic sentences). Summarize for the reader, how you supported the argument throughout the essay. <i>Does not merely restate the thesis.</i>	How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully?

Remember, do not stress about getting the format or all of the skills perfect! This is very much like a rough draft and a tool for me to see your writing style and learn a little more about you. I am primarily looking for evidence of a strong effort and attempt to follow the directions.