

AP World Summer Assignment 2026

Welcome to the AP World program!!! As you have learned in pre-AP class, AP World is challenging and promotes finding the connections between historical concepts and events with the modern globalized world. In AP World History: Modern, you will investigate significant events, individuals, developments, and processes from 1200 to the present. You will 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. Below is an assignment that will continue using your skills in order to identify these connections.

The Historical Thinking Skills focused on in the course are:

- Developments and Processes
- Sourcing and Situation
- Claims and Evidence in sources
- Contextualization
- Making Connections
- Argumentation



A Special Note about Plagiarism: Plagiarism, the act of taking credit for the ac someone else, will not be tolerated in AP World History. Whenever you are asked course--whether it be a glossary entry, a religion chart, or a full essay--**it must be in your own words**. The expectations for WHAP assignments are much greater than you will have experienced in your previous classes. Use of AI such as chat gpt to retrieve answers is strictly prohibited. Students caught plagiarizing from internet websites or using another student's work will be asked to leave the AP World class.

Part 1: Instructions--After reading and annotating all of Chapter 2, answer the following questions thoroughly with a minimum answer of **4-5** sentences for each question. You will find instructions below on how to annotate the text.

Finding the Main Point

1. What accounts for China's political and economic vitality in this era? What impact did China have on its neighbors?
2. What were the cultural and political effects of Southeast Asia's encounters with other civilizations?
3. What political and intellectual transformations took place in Islamic civilization as it spread?
4. How might you compare the emerging civilizations of East and West Africa?
5. What role did Christianity play in the development of states in both Eastern and Western Europe?
6. What were the political and cultural differences in states that developed in the Americas between 1200 and 1450?
7. What problems arise in defining the word "civilization"?

Big Picture Questions

8. What similarities and differences can you identify between the civilizations examined in this chapter?
9. What distinguishes the civilizations of the Americas from those of Afro-Eurasia?

10. In what different ways were civilizations spreading beyond their traditional heartlands between 1200 and 1450?

Part 2: Book read: Fifth Sun: A new history of the Aztecs by Camilla Townsend (Read chapters 1-6 up to page 153. Answer the questions below in **1-2** sentences.

Part I: The Rise of an Empire

Chapter 1: The Trail from the Seven Caves (Before 1299)

1. What were the origins of the Mexica people according to their own oral traditions?
2. How did they view themselves in relation to the older, more established civilizations already living in the Valley of Mexico?

Chapter 2: People of the Valley (1350s–1450s)

1. How did the Mexica navigate the early, precarious years of settling in the Valley of Mexico?
2. What diplomatic or strategic maneuvers did they employ to establish a secure foothold among older, more powerful city-states (altepetl)?

Chapter 3: The City on the Lake (1470–1518)

3. How did Tenochtitlan transform from a small settlement into the glittering, organized capital described by early arrivals?
4. In what ways did the Aztecs' religious and cosmological beliefs shape their daily political, social, and military decisions?

Part II: Contact and the Conquest

Chapter 4: Strangers to Us People Here (1519)

5. How do the indigenous codices and native accounts differ from traditional Spanish conquistador narratives?
6. What was the initial reaction of the Mexica leadership (like Motecuhzoma) to the arrival of the Spanish?

Chapter 5: A War to End All Wars (1520–1521)

7. How did indigenous allies (such as the Tlaxcalans) perceive the Spanish, and why did they choose to ally with them against the Aztecs?
8. What specific factors, both military and biological, ultimately led to the fall of Tenochtitlan?

Part III: Life Under Colonial Rule

Chapter 6: Early Days (1520s–1550s)

9. How did the Mexica elites respond in the immediate aftermath of the military defeat?

10. In what ways did indigenous men and women attempt to protect their social status and adapt to the new Spanish regime?

Part 3: An AP style exam will be given within the first two weeks of school that is based on the textbook reading and questions answered in Part 1.

- Please email me at toliveras@mtpclcsd.org if you have any questions regarding the project or class. HAVE A GREAT SUMMER!!

Annotating Text

Research shows that when you read with a purpose, you are more likely to retain and understand what you are reading. Annotations are a perfect way to keep you focused and thinking about what you are reading.

How to Annotate:

- Use a pencil, highlighter, pen or post-it
- Read the text to get a sense of what it is about

Use the symbols below to write notes in the margins or on post-its to show your thinking. Key strategies for annotations include:

- ★ Write a short summary or the main idea from each key section. Underline details in the text that support the main ideas.
- ★ Circle, underline or stick on a post-it for important ideas and explain their significance
- ★ Mark repetitions indicating how the author is trying to get a point across Note passages that generate a strong positive or negative response
- ★ Note passages that seem inconsistent
- ★ Circle confusing vocabulary words or phrases and define them
- ★ Write questions that you may have about what you've read. These questions can be for the teacher to answer, for the class to discuss, for you to use in future writing assignments, or for you to keep as a reminder of what you were thinking
- ★ Think about connections between this text and other texts you have read, information from other classes and personal experiences

Annotation Symbols

___: Underline details that support main idea

?: Use a question mark when something raises a question in your mind.

O: Circle unfamiliar vocabulary or when you don't understand something.

*: Star ideas that seem important and explain why

✓: Check mark areas that the text confirms something you agree with or you already know and explain why

!: Exclamation: When something you are reading surprises or excites you.

Remember you can write notes in margins to show your thinking.