Name: _____

AP World History: Modern Summer Assignment Instructions

Textbook: AMSCO Advanced Placement Edition, *World History: Modern*
Reading: Prologue, pages xli through lxii
Topic: History Before 1200 C.E.

AP World History: Modern focuses mainly on world history from c. 1200 to the present. However, to understand the course, you need background knowledge about earlier civilizations, belief systems, trade routes, empires, governments, social structures, and technology. This assignment will help you review important developments before 1200 C.E. and practice thinking like a historian.

The course is organized around two major sections:

1. **Time Periods**
2. **Themes of History**

This packet will help you practice both.

Part 1: Time Periods

The first part of the packet is organized by major time periods before 1200 C.E.

- **Human Development to c. 600 B.C.E.** This section focuses on early humans, migration, agriculture, patriarchy, and the first civilizations.
- **The Classical Era, c. 600 B.C.E. to c. 600 C.E.** This section focuses on classical civilizations, major belief systems, empires, trade routes, and political structures.
- **Postclassical Civilizations, c. 600 to c. 1200** This section focuses on the spread of Islam, trade networks, China, Japan, Africa, Europe, South Asia, Southeast Asia, and the Americas.

As you read each section, pay attention to what changed over time and what stayed the same.

Part 2: Themes of History

AP World History also asks you to think thematically. In this class, we will use **SPICET** to help organize historical information. SPICET stands for:

S: Social Structures How was society organized? What were the roles of men, women, elites, workers, enslaved people, or different social classes?

P: Politics Who had power? What type of government existed? How did rulers keep control?

I: Interactions with the Environment How did geography, climate, disease, migration, agriculture, or natural resources shape history?

C: Culture What religions, belief systems, traditions, art, architecture, or ideas shaped a society?

E: Economics How did people make money, trade, farm, tax, or produce goods?

T: Technology What inventions, tools, farming methods, weapons, ships, writing systems, or other innovations affected society?

Thinking Thematically

AP World History is not just about memorizing dates, people, and places. The course asks you to think about how major historical themes appear across different regions and time periods. These themes help historians ask bigger questions about the past. Some examples include:

- What responsibilities do rulers have to the people they rule over?
- What are the different ways political change has occurred? What about social change?

- What do we mean by the word “civilization”? What does it mean for someone to be called civilized, uncivilized, or a barbarian, and why does this matter?
- What are the reasons that people go to war?
- How have the roles of men and women changed over time?
- How have the challenges of the world, and people’s responses to them, changed over time?

You do not need to fully answer all of these questions in this packet. However, you should begin thinking about them as you read. These questions will come back throughout the course. For example, when you read about the Agricultural Revolution, think about how farming changed social structures, economics, technology, and the environment. When you read about empires, think about politics, war, leadership, and the responsibilities rulers had to their people. When you read about belief systems, think about how culture shaped societies across different regions. The goal is to understand both the time period and the theme. An AP World History student who can explain what happened, when it happened, where it happened, and why it matters across history will be successful in this course.

How to Complete the Note Packet

Use the AMSCO Prologue, pages xli through lxii, to complete the packet. Each page of the packet gives you a section title and page number. Read that section in AMSCO before you begin writing. Do not try to copy every sentence. Your goal is to identify the main ideas, important people, important places, and major developments from each section.

Taking Notes

Use the blank space on each page to take notes about that section. Your notes should explain the main ideas in your own words. You may use bullet points, short phrases, arrows, or brief summaries, but your notes should be clear enough that you can study from them later. Good notes should include:

- Important events
- Key people or groups
- Major empires or civilizations
- Religions and belief systems

- Trade routes and cultural connections
- Cause and effect relationships
- Important changes over time
- Important comparisons between civilizations
- Connections to SPICET themes

You do not need to label every single note with SPICET, but you should be thinking about which themes appear in each section.

Vocabulary Words

The underlined words in the packet are vocabulary terms. For each underlined word, write a short definition in the space provided. Use the AMSCO reading first. Many definitions can be figured out from the section where the word appears. You may also use context clues from the sentence or paragraph. If you still cannot figure out the definition, you may look it up online. Use a reliable source, such as an encyclopedia, museum website, university website, or history education website. *Do not copy and paste a long definition. Put the meaning into your own words.*

Flashcards

After you finish taking notes and defining the underlined words, make flashcards for the vocabulary terms. **Do not make flashcards first**. You should take notes first so that you understand each word in context before trying to memorize it. Each flashcard should include:

1. Front: Vocabulary word
2. Back: Short definition in your own words

You may also add:

- An example
- A location
- A time period
- A SPICET theme connection

Example:	
Front: Patriarchy	Back: A social system in which men hold most of the power in government, family life, and society. Theme: Social Structures

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SPICE T Time Period Charts

After you finish your notes, vocabulary definitions, and flashcards, you will complete **one SPICE T chart for each major time period** in the packet.

You will complete **three charts total**:

Chart 1: Human Development to c. 600 B.C.E.
Chart 2: Classical Era, c. 600 B.C.E. to c. 600 C.E.
Chart 3: Postclassical Civilizations, c. 600 to c. 1200

On the **topic** line of each chart, write the name of the time period. Use your notes, vocabulary definitions, maps, images, and AMSCO reading to complete each chart. You do not need to write full paragraphs in the chart. Instead, include strong examples, short explanations, and key terms that show how the SPICE T themes appeared during that time period. For each time period, try to include **2 to 3 strong examples** for each SPICE T category.

Remember that SPICE T stands for:

S: Social Structures Class structure, family and kinship, gender roles, inequalities, freedoms, social groups

P: Politics Types of government, rulers, laws, wars, revolutions, leaders, elites, empires

I: Interactions with the Environment Climate, migration, geography, natural barriers, disease, agriculture, settlement patterns

C: Culture Religion, philosophy, traditions, language, art, architecture, literature, belief systems

E: Economics Trade, commerce, farming, production, wealth, labor systems, taxation, currency

T: Technology Tools, weapons, transportation, writing systems, medical advances, scientific advances, innovations

The goal of the SPICE T charts is to help you organize the most important information from each time period by theme. This will help you see patterns across history and prepare for the way we will study AP World History throughout the year.

Using Maps and Images

Many pages include maps, charts, or images. Use these visuals to help you understand the reading. When looking at a map, ask yourself:

- Where is this happening?
- What regions are connected?
- What trade routes, migrations, or empires are shown?
- How does geography affect history?
- When looking at an image or diagram, ask yourself:
- What does this show about society?
- What does this show about government, religion, economy, or technology?
- Which SPICET theme does this connect to?

Final Checklist

Before turning in the assignment, make sure:

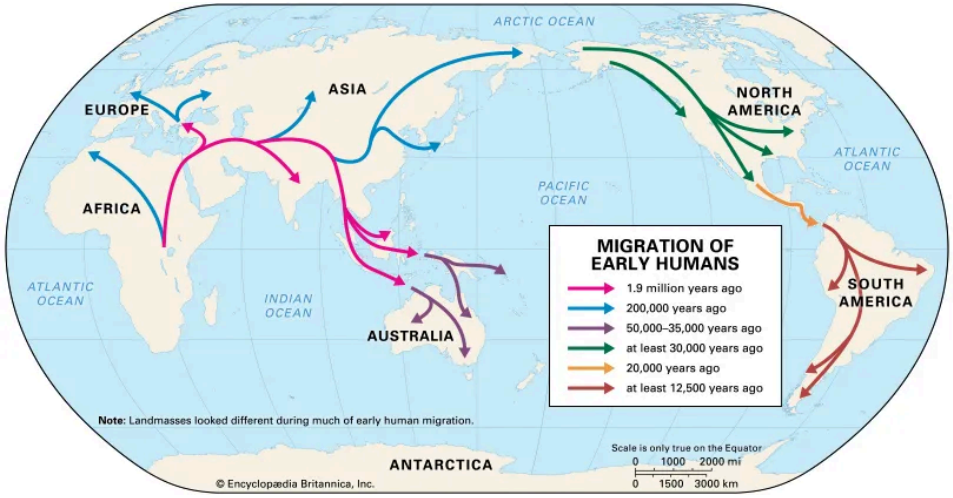
- ☐ All assigned sections have notes.
- ☐ The notes are based on the AMSCO reading.
- ☐ The notes are written in your own words.
- ☐ The underlined vocabulary words are defined.
- ☐ The definitions are short, clear, and written in your own words.
- ☐ Flashcards have been completed after the notes.
- ☐ Each flashcard includes the vocabulary word and definition.
- ☐ You completed one SPICE T chart for each major time period.
- ☐ You completed three SPICE T charts total.
- ☐ Each SPICE T chart includes examples for Social Structures, Politics, Interactions with the Environment, Culture, Economics, and Technology.
- ☐ You considered both time periods and themes of history.
- ☐ You used maps and images to support your understanding.
- ☐ Your work is neat enough to use for studying.

Final Reminder
This assignment is meant to prepare you for AP World History: Modern. The course is not just about memorizing facts. It is about understanding patterns across time and place. As you work, think about how societies changed, how they stayed the same, and how they connect to the themes of SPICET.

Prologue	History before 1200 C.E.

Part 1: Human Development to c. 600 B.C.E

The First Migrations (page xli)



Patriarchy:



The Agricultural Revolution (page xlii)

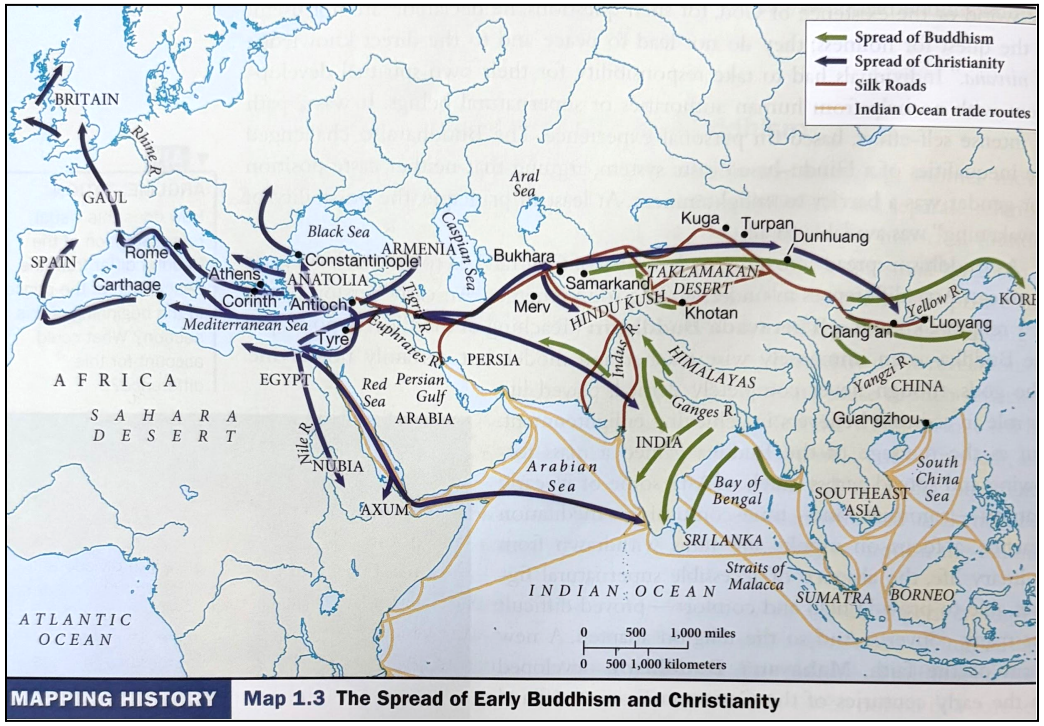
<u>Agricultural Revolution</u>:

The First Civilizations (pages xlii-xliii):



City-state:

Hinduism and Judaism (page xliv):

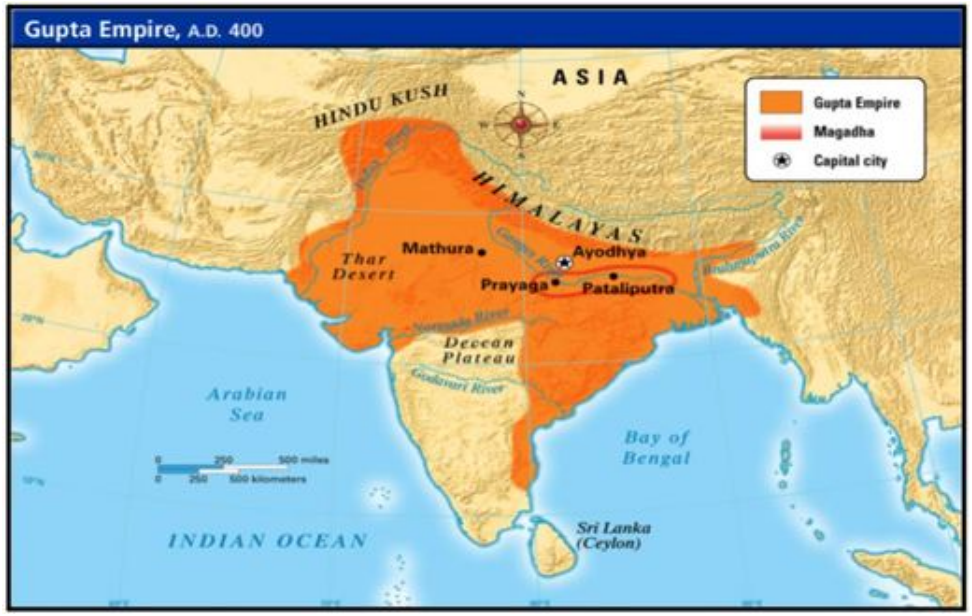


<u>Hinduism</u>:

<u>Judaism</u>:

Part 2: The Classical Era, c. 600 B.C.E. to c 600 C.E.

Silk Roads:



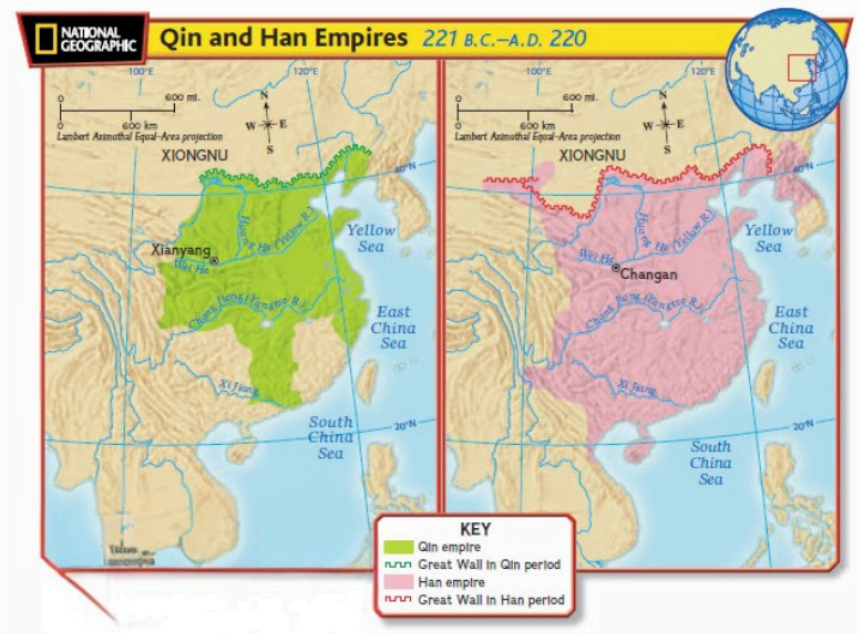
Buddhism:

Mauryan Empire:

Gupta Empire:

Buddhism and Developments in South Asia (pages xlv-xlvi):

Confucianism and Developments in East Asia (page xlvii):



Mandate of Heaven:

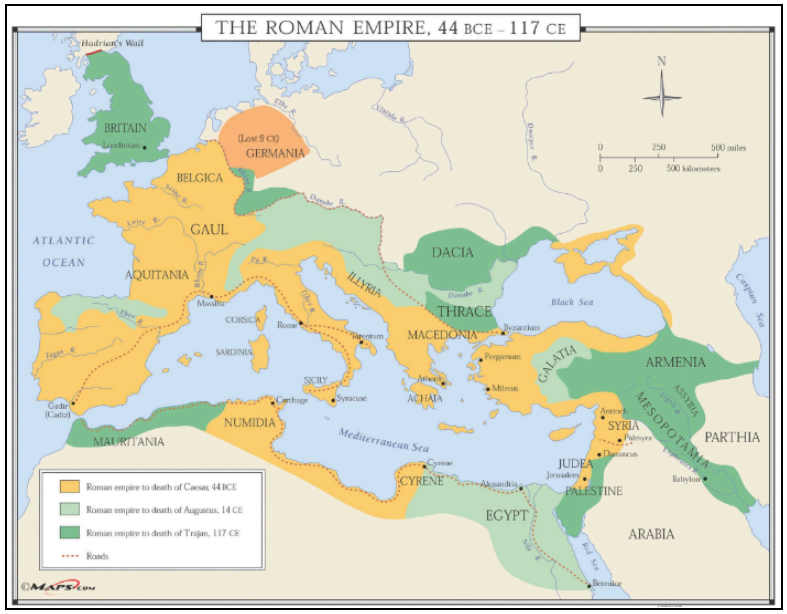
Confucius:

Daoism:

Qin:

Han:

Civil service exam:



Civilizations of Western Eurasia and Christianity (pages xlvii-l):

Persian Empire:

Roman Empire:

Greece:

Christianity:

Diaspora:

Entrepot:

Byzantine Empire:

Early American Civilizations (page li):

Teotihuacan:

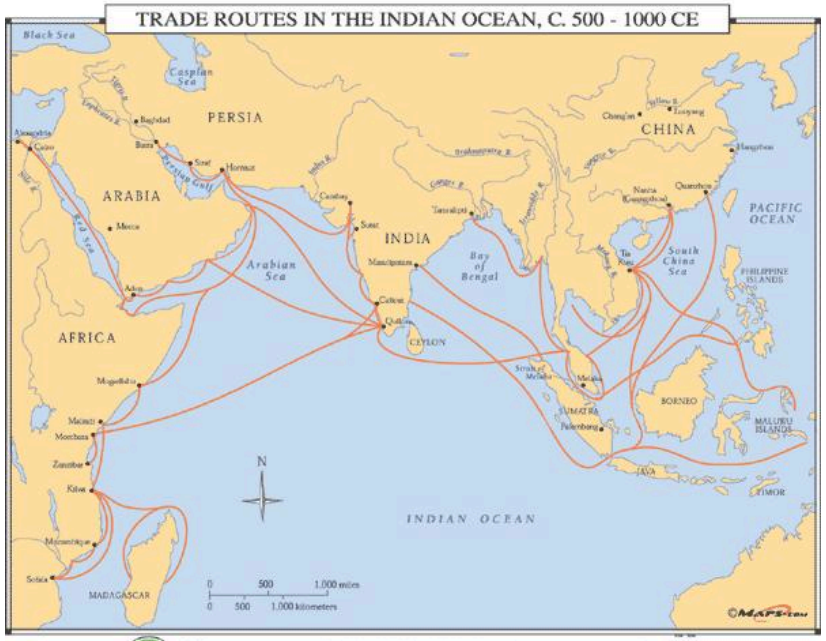
Mayans:



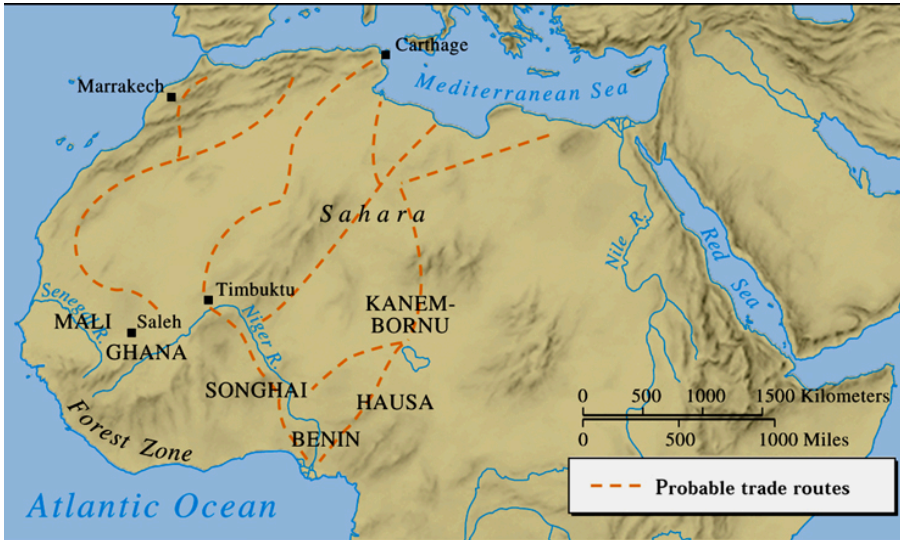
Comparisons in the Classical Age (page lii):

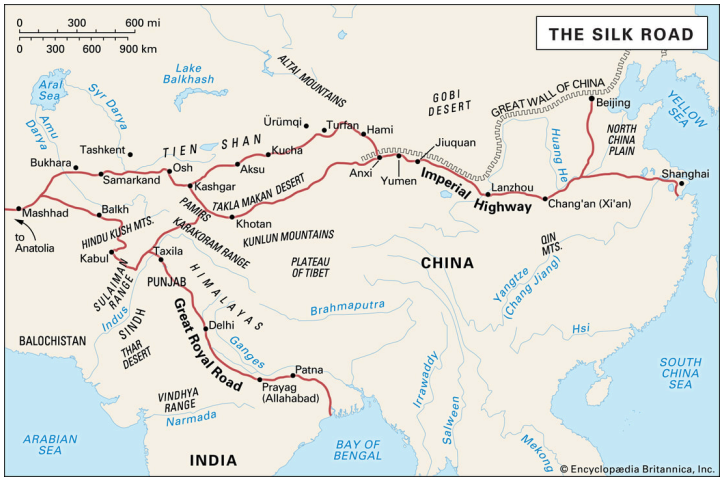


Indian Ocean trade networks:



Trans-Saharan trade routes:





The Spread of Islam (pages liv-lv)

Islam:

Dar al-Islam:

Abbaid Caliphate:



The Spread of Islam. The rapid spread of Islam created within a century a unified cultural and economic zone from India to the Atlantic Ocean within.







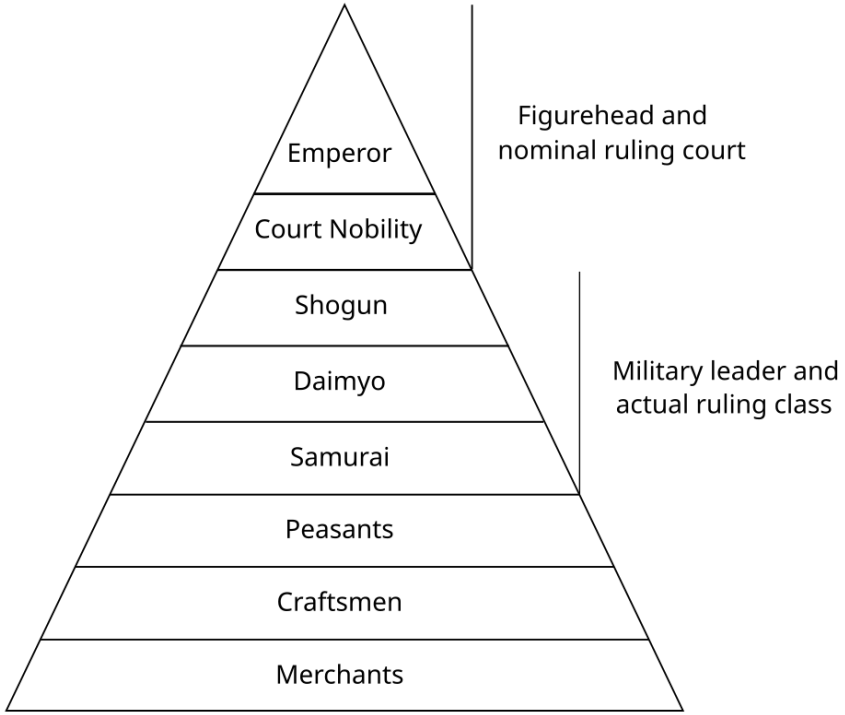
Sui Dynasty:

China (pages lvi-lvii)

Tang Dynasty:

Song Dynasty:

Japan (page lvii):



Shogun:

Diamyos:

Shinto:

Africa (pages lvii-lviii):

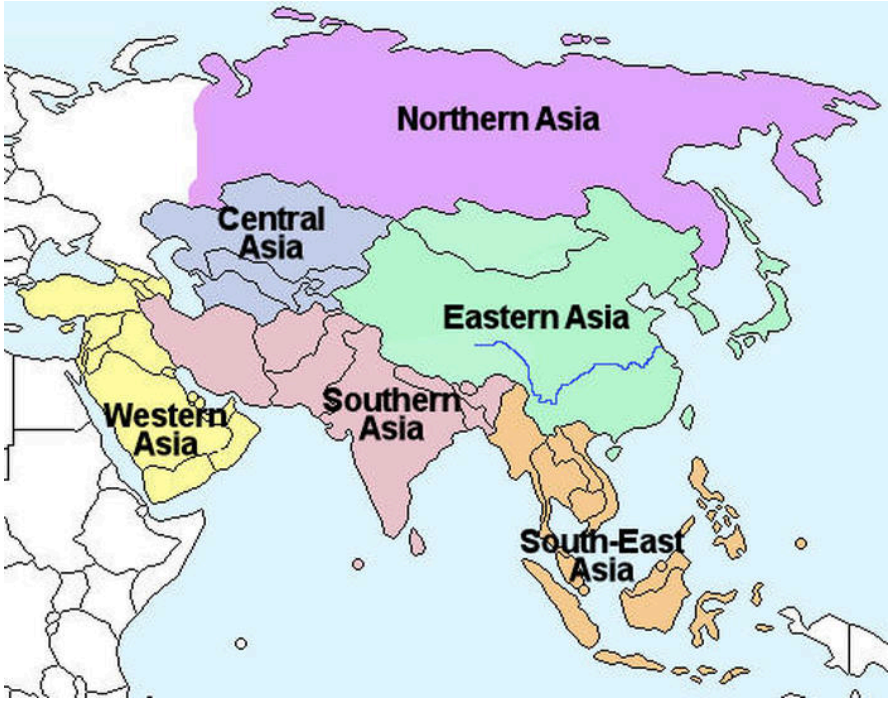




Ghana:

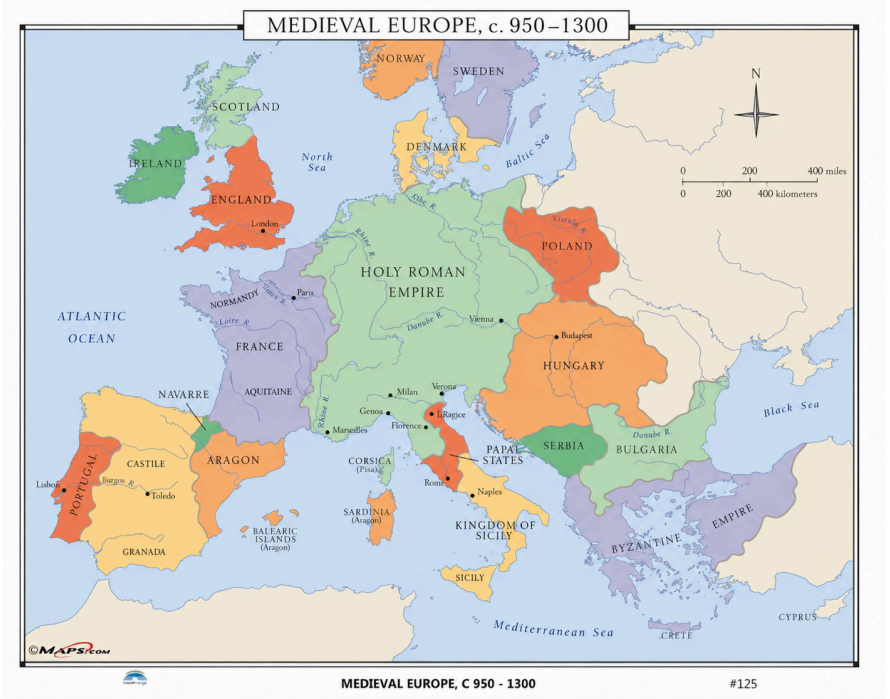
Great Zimbabwe:

South Asia and Southeast Asia (page lviii):



Monsoon winds:

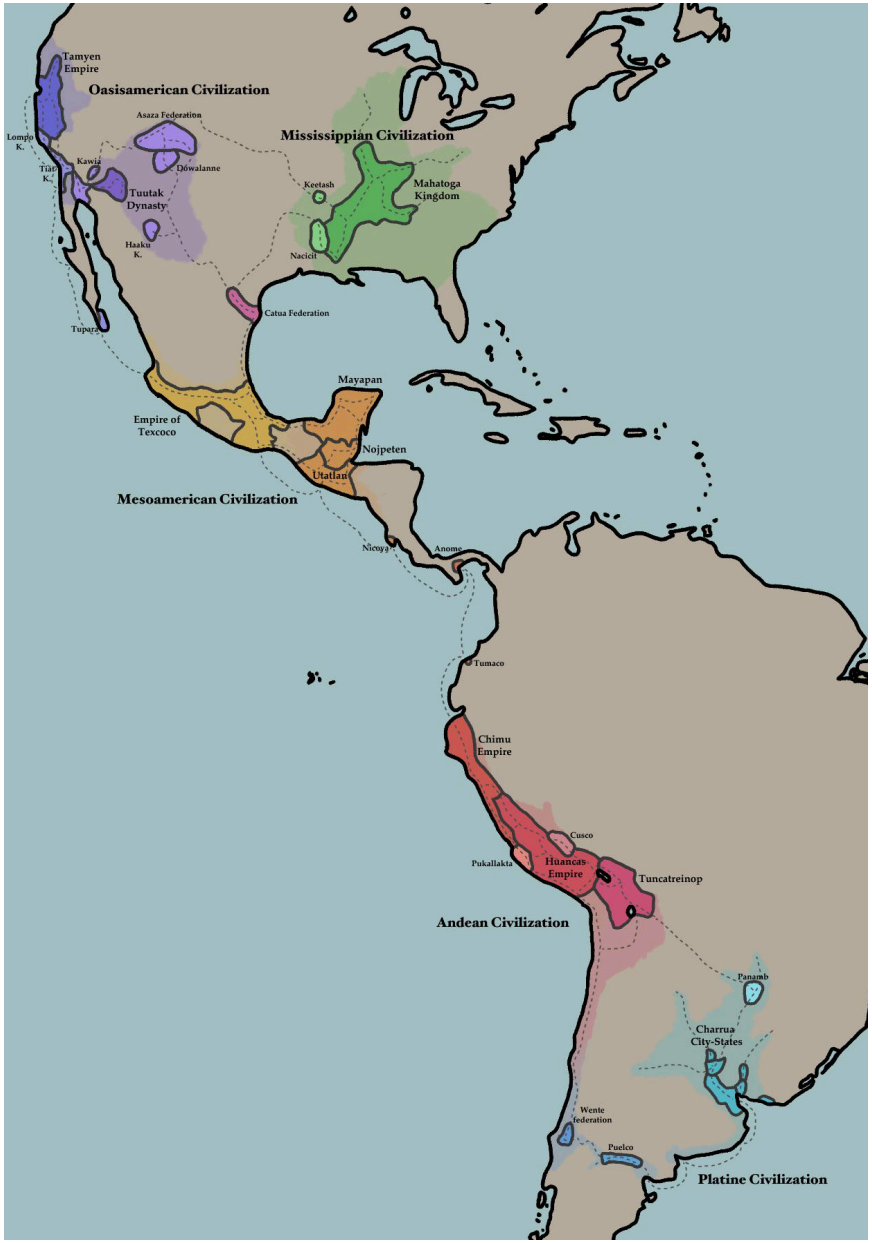
Europe (page lix)



Roman Catholic Church:

Orthodox Church:

The Americas (page lx):



Mississippian:

Toltecs: