

AP WORLD HISTORY: MODERN 1200-1450

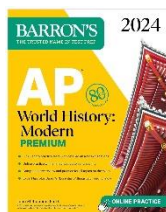
2025 Summer Assignment DUE 8/18/25

Approx. Time to Complete 4-5 Hours

1) REQUIRED BOOK - ORDER & PURCHASE

World History: Modern (1200-present) by AMSCO 2020 edition

[Advanced Placement World History: Modern | Perfection Learning](#)



SUGGESTED:

[BARON'S 2024 Study Guide](#)

**PRINT ALL PAGES OF
THIS PACKET AND
BRING TO SCHOOL IN
AUGUST**

2) PURCHASE SUPPLIES FOR CLASS:

200+ page college rules spiral notebook w/pickets - dedicated to your AP WORLD HISTORY CLASS ONLY, highlighters, glue sticks. Bring the first day of class.

3) READ THIS - IMPORTANT: This summer assignment is designed to help you be successful from day one in AP World History. Please take it seriously so you start the class with good habits/skills.

INDEPENDENT WORK: In submitting your assignments, you are pledging that the work is the result of only your effort. **PLAGIARISM:** The act of taking credit for the academic work of someone else will not be tolerated in AP World History. Your answers MAY NOT be copied directly from another student.

4) READ, & MEMORIZE EACH: **QUIZ** 2nd WEEK OF SCHOOL



AP HISTORY

Reasoning Processes

Reasoning processes describe the cognitive operations that students will be required to apply when engaging with the historical thinking skills on the AP Exam. The reasoning processes ultimately represent the way practitioners think in the discipline. Specific aspects of the cognitive process are defined under each reasoning process.

| Reasoning Process 1 | Reasoning Process 2 | Reasoning Process 3 |
|---|--|--|
| <i>Comparison</i> | <i>Causation</i> | <i>Continuity and Change</i> |
| <ul style="list-style-type: none"> 1.i: Describe similarities and/or differences between different historical developments or processes. 1.ii: Explain relevant similarities and/or differences between specific historical developments and processes. 1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes. | <ul style="list-style-type: none"> 2.i: Describe causes and/or effects of a specific historical development or process. 2.ii: Explain the relationship between causes and effects of a specific historical development or process. 2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects. 2.iv: Explain how a relevant context influenced a specific historical development or process. 2.v: Explain the relative historical significance of different causes and/or effects. | <ul style="list-style-type: none"> 3.i: Describe patterns of continuity and/or change over time. 3.ii: Explain patterns of continuity and/or change over time. 3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change. |

5) READ, & MEMORIZE EACH: **QUIZ** 2nd WEEK OF SCHOOL

Themes

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

Interactions
w/environment

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

Culture

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

Political

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

Economics

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

Social

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

Technology

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

S.P.I.C.E.T. is an easy way to remember these:

Social, Political, Interactions, Culture, Economy, Technology

6) MEMORIZE THESE LOCATIONS/REGIONS: **QUIZ** 2nd WEEK OF SCHOOL

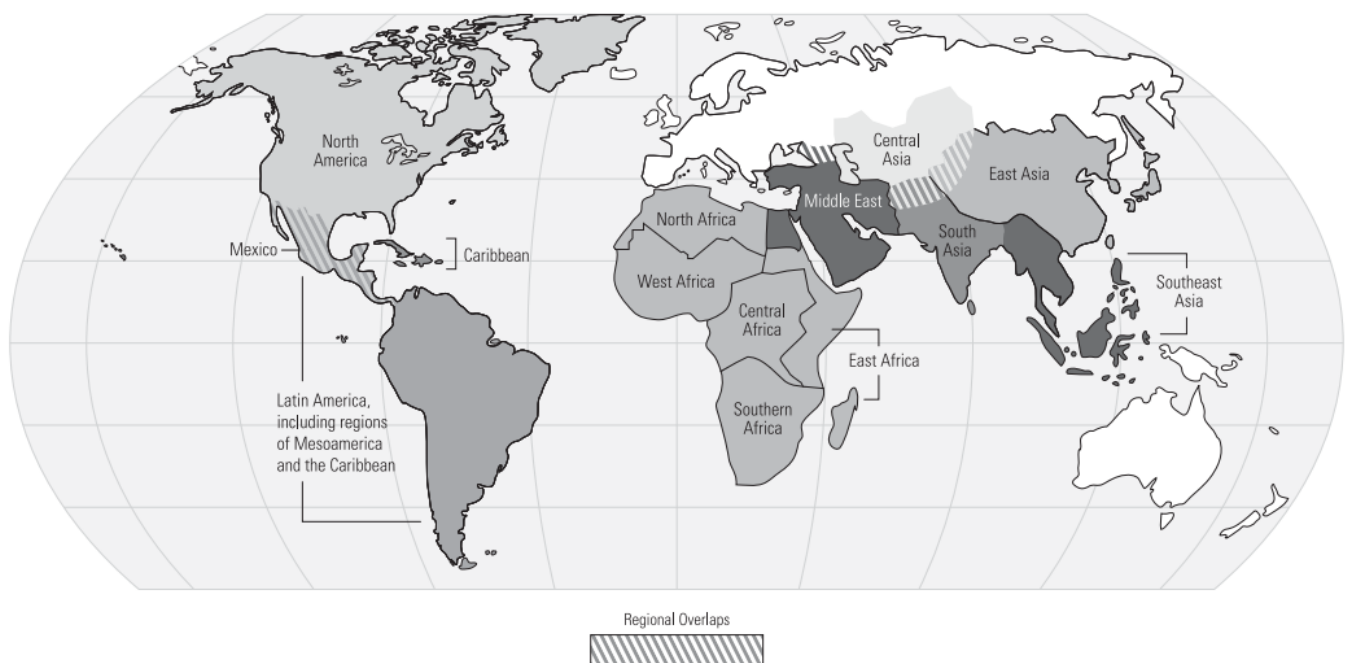
- **Map 1. AP World History: World Regions—A Big Picture View** identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania.

AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



- **Map 2. AP World History: World Regions—A Closer Look** identifies various subregions within the five major geographical regions.

AP WORLD HISTORY: WORLD REGIONS—A CLOSER LOOK



7) [READ Ch0 The Prologue: History Prior to 1200](#) (CLICK HERE FOR DIGITAL VERSION)

DEFINE/DESCRIBE as you read according to the theme it is listed under. Review your themes so that you can record information as it relates to the theme(s) in Step 5.

| KEY TERMS BY THEME | | |
|--|---|--|
| CULTURE: Religion Hinduism Judaism Buddhism Confucius Daoism Christianity Islam Dar al-Islam Shinto Roman Catholic Church Orthodox Church SOCIETY: Patterns patriarchy civil service exam diaspora entrepôt shogun daimyos | ENVIRONMENT: Food and Trade Agricultural Revolution monsoon winds CULTURE: Americas Teotihuacan Mayans Mississippian Toltecs ECONOMY: Trade Silk Roads Indian Ocean trade routes trans-Saharan trade routes | GOVERNMENT: Classical city-state Mauryan Empire Gupta Empire Mandate of Heaven Qin Han Persian Empire Greece Roman Empire Byzantine Empire GOVERNMENT: Postclassical Abbasid Caliphate Sui Dynasty Tang Dynasty Song Dynasty Ghana Great Zimbabwe |

8) **ANSWER THE FOLLOWING QUESTIONS** according to the Reasoning Processes in Step 5. Answer in complete sentences using a portion of the question/prompt. Answers may be 2-4 sentences. Keep it to the point and under five sentences.

REFLECT ON THE PROLOGUE

1. **Comparison** In what ways are Judaism, Islam, and Christianity alike?
2. **Comparison** Describe the difference between centralized and decentralized civilizations and give an example of each.
3. **Causation** Name at least three causes for the decline of Classical civilizations.
4. **Causation** Explain how trade networks caused Islam and Buddhism to spread.
5. **Continuity** Identify a continuity that kept southern India unified despite disruptions after the fall of the Gupta Empire.
6. **Change** Identify one new historical development after 600 C.E.

9) **PRINT ALL 4 OF THESE PAGES.** IT IS REQUIRED TO SHOW UP WITH THIS PACKET AND YOUR WORK THE FIRST DAY OF SCHOOL. IT WILL BE THE FIRST FEW ITEMS IN YOUR NOTEBOOK. WE WILL DISCUSS THESE IN CLASS OFTEN.