

Advanced Placement Modern World History – Modern
Summer Reading Guidelines 2020
FSA PS/Rodgers

THIS SUMMER ASSIGNMENT MUST BE COMPLETED BY THE FIRST DAY OF SCHOOL IN ORDER FOR YOU TO BE PLACED IN AP LEVEL MODERN WORLD HISTORY CLASSES IN THE 2020-21 SCHOOL TERM.

Welcome to AP Modern World History!

In accordance with the Advanced Placement Program (AP), this course and exam are offered to well-qualified students who wish to complete studies in secondary school equivalent to an introductory college course in modern world history. The AP Modern World History course was modified for the 2019-20 school year. Previously, students covered 10,000 years of history in 180 instructional days. Does that sound impossible? On some days it certainly felt that way. For the 2020-21 school year the “Modern” course is organized into nine structured units by four historical periods. They include:

Regional and Interregional Interactions (ca. 1200 to ca.1450)

1. The Global Tapestry
2. Networks of Exchange

Global Interactions (ca. 1450 to ca. 1750)

3. Land-Based Empires
4. Trans-Oceanic Interconnections

Industrialization and Global Integration (ca. 1750 to ca. 1900)

5. Revolutions
6. Consequences of Industrialization

Accelerating Global Change and Realignment (ca. 1900 to the present)

7. Global Conflict
8. Cold War and Decolonization
9. Globalization

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In AP Modern World History, you will gain a deeper understanding of the world and human interaction from around 1200 to the present. Students will develop historical thinking skills to better construct meaning about the past, beyond an effort to simply gather information such as names, facts and events.

It is imperative that students and parents understand that this course is a college-level course. Students are individually responsible for the content of the course. It would be impossible for an instructor to deliver in 180 days of class time, all of the world's history from 1200 to the present in a meaningful way. **Students must engage in independent reading on a mostly daily basis to be successful in this course.** If you are not on board for this kind of commitment then this course is not for you!

Our class time will be spent in elaboration of topics, learning the historical thinking skills necessary for success in higher level learning, developing historical assessment and writing skills and clarification of the connections between the topics of the modern world history curriculum. AP classes require additional time on the part of the students and the teacher. Individual consultation with the teacher, the large volume of reading material required, the volume of assignments, especially in terms of vocabulary building, historical thinking, time-line comprehension and essay writing are considerable. All students taking AP level courses will be required to sign an AP CONTRACT that states their commitment to and understanding of the rigor of the course. Parents will be asked to sign this contract as well, demonstrating their understanding of the requirements of the course.

Due to the breadth of the required AP curriculum content, students entering AP Modern World have a summer assignment to help them familiarize themselves with the themes of world history and content for the first unit of study. This will ensure that students have a general foundation of core knowledge on which we will build and develop our deeper understanding and historical thinking skills in the first weeks of school.

CAREFUL READING OF THE TEXT, DEVELOPING A SPECIALIZED VOCABULARY FOR THE COURSE ALONG WITH THOUGHTFUL CONSTRUCTION OF ANSWERS TO THE QUESTIONS WILL BE YOUR BEST PREPARATION FOR LEARNING AT A HIGH LEVEL.

This SUMMER ASSIGNMENT will count as your FIRST MAJOR GRADE for AP MODERN WORLD HISTORY. TAKE IT SERIOUSLY!!!! DO NOT COPY SECTIONS OF THE TEXT. USE YOUR OWN WORDS TO ANSWER THESE QUESTIONS. WHERE YOU CAN, INCORPORATE DATES INTO YOUR ANSWERS. **THIS IS NOT A GROUP PROJECT! READ THE ACADEMIC INTEGRITY STATEMENT BEFORE YOU BEGIN!!!!**

ACADEMIC INTEGRITY

Cheating is a very serious matter. The parents of a student who has been involved in cheating will be notified and the student will receive a grade of zero for the assignment, test, essay, etc. in question. Academic discipline as outlined in the student handbook may be invoked. For this course cheating is defined as:

Copying anyone's answers to questions, exercises, class work, or homework assignments.

Taking any information verbatim from any source, including a book or the Internet, without giving proper credit to the author, or rearranging the order of words, and/or changing some words as written by the author and claiming the work as your own (plagiarism). This is a very serious situation and will be addressed with an additional document that requires parental signature. **DO NOT SIMPLY GOOGLE our GUIDING QUESTIONS, FIND SOME OTHER STUDENT'S ANSWERS AND REPRODUCE THEM.** This is a form of cheating. **READ THE TEXT, THINK for YOURSELF, COME UP WITH YOUR OWN IDEAS, NOT SOMEONE ELSE'S!!!**

Looking onto another student's paper during a test or a quiz.

Having available any study notes or other test aids during a test or quiz without the teacher's permission.

Collaborating on assignments when independent work is expected.

Students displaying cell phones during tests or quizzes will have their cell phones confiscated and will be given a zero for that test or quiz.

AP students are often irrationally afraid of making a mistake on the summer assignment. This is not an exercise that will penalize you, but one that will help you get a start on the large amount of material we must cover in the course. So, relax, learn, and do your best!

SUMMER READING and GUIDING QUESTIONS ASSIGNMENT:

THIS SUMMER ASSIGNMENT MUST BE COMPLETED BY THE FIRST DAY OF SCHOOL IN ORDER FOR YOU TO BE PLACED IN AP LEVEL MODERN WORLD HISTORY CLASSES IN THE 2020-2021 SCHOOL TERM. ANY STUDENT WHO HAS NOT COMPLETED THESE ASSIGNMENTS WILL BE PLACED IN HONORS WORLD HISTORY INSTEAD OF THE AP COURSE.

Students should PURCHASE a copy of : THE HUMAN STORY: Our History from the Stone Age to today by James C. Davis. This book is available from major book sellers and retails for about \$15.

READ THOUGHTFULLY and WRITE RESPONSES for the following questions. (PLEASE TYPE YOUR RESPONSES)

Chapter 1: We Fill the Earth

1. Explain how and why homo sapiens sapiens evolved differently in different regions of the world.
2. What ideas do historians have about how humans migrated to Australia, North and South America?

Chapter 2: We Gather by the Rivers

3. Describe how the “decision” to stay in one place, rather than continue nomadic practices, probably happened.
4. What is meant by the term “civilization” and where, according to the author, did “civilization first emerge?”
5. What rights did women have in early Mesopotamian civilizations?
6. Explain the ways Mesopotamian societies and early Egyptian societies were similar in the way they became “civilized?”

Chapter 3: The Wanderers Settle Down

7. What was the significance of the life of Moses for the Hebrew people?
8. What happened to the Jews under Roman rule in the 1st century CE?

Chapter 4: Two Ancient Cities Follow Diverse Paths

9. Explain the roles of men and women in Spartan society.
10. Explain how Athenian society differed from Spartan society.

Chapter 5: China Excels and Endures

11. Explain the use of oracle bones in Chinese civilization.
12. Why and how did the teachings of Confucius have such an impact on Chinese civilization?
13. Contrast Legalism and Daoism with Confucianism.
14. What were some of the new technologies created by the Chinese and what was their impact?
15. Describe the Ming voyages and their significance.
16. List the Chinese dynasties and an identifying trait of each.

Chapter 6: Some Attempt to Rule Us All

17. According to the author, what “stands out” about these conquerors: the Persians, Alexander and the Macedonians, the Romans and the Mongols?

Chapter 7: We Found the Worldwide Faiths

18. What philosophical questions were explored in the Upanishads?

19. What in Hinduism was Siddhartha Gautama reacting to as the new religion Buddhism developed around his beliefs and teachings?

20. How was Paul most responsible for the emergence of Christianity?

21. How and where did the Muslims build an empire?

Chapter 8: Europe Prepares for Its Big Role

22. By the later 1400's how had the fate of Europeans changed?

23. What was Machiavelli's ideal government as expressed in "The Prince."

Chapter 9: We Find Each Other

24. What were the contributions of Prince Henry of Portugal and Vasco da Gama during the age of explorations?

25. What was the overall significance of the work of James Cook in terms of "globalization?"

Chapter 10: The New World Falls to the Old One

26. According to the author, what was the "biggest find" of the Indians?

27. What are the positive and negative legacies of Cortes and Pizarro?

Chapter 11: We Suffer Famine, War and Plague

28. According to the author, what is the classic pattern of population growth demonstrated by Chinese history?

Chapter 12: We Discover Who We Are and Where We Live

29. What were the contributions to human knowledge made by Copernicus, Kepler, Galileo, Newton and Darwin?

Chapter 13: Here and There, the People Rule

30. What was meant by Ben Franklin when a woman approached him after the U.S. Constitution had been completed and asked what form of government we have and he replied, “A Republic Madam, if you can keep it?”

31. Explain how and why Latin American revolutions differed from the one that ended in the formation of the U.S. in North America.

Chapter 14: We Make More and Live Better

32. How did the Industrial Revolution transform the lives of those living in countries that experienced it?

Chapter 15: The Richer Countries Grab the Poorer

33. How did the New Imperialism of the 1800s differ from imperialism of former historical periods? Give specific examples.

Chapter 16: We Multiply and Shrink the Earth

34. How did countries solve the problems of increasing population and not enough food?

35. Describe innovations in transportation technologies that lead to a “shrinking” of the world.

Chapter 17: We Wage a War to End War

36. Why didn't the Great War live up to its billing, "the war to end all wars?"

Chapter 18: A Utopia Becomes a Nightmare

37. Did the Russian Revolution revolutionize Russian society and economy and political systems?

Chapter 19: A Leader tries to Shape a Master Race

38. How did Hitler prepare the German people for his planned struggle for world-wide domination?

Chapter 20: We Wage a Wider, Crueler War

39. Was WWII a "necessary war?" Explain your answer.

Chapter 21: The Asian Giants try to Feed their Poor

40. What were the positive outcomes of the Chinese Communist Revolution over the long term (Mao and Deng Xiaoping)?

41. What were some of the measures taken in over populated countries of Asia to curb their population growth?

Chapter 22: Some of Us do Well

42. Discuss the "rise of our well-being" idea of the author. Use world-wide examples to illustrate.

43. In your opinion, is the "sameness" in the world that is a by-product of globalization a positive or a negative?

Chapter 23: We Walk Along the Brink

44. List and briefly explain the specific confrontations between the U.S. and the U.S.S.R. that were a part of the "Cold War."

45. Explain the "many sided crisis in the Middle East in the 20th and 21st centuries.

Chapter 24: We Do the Unbelievable

46. What are some of the “unbelievable” accomplishments of the past 60 years, according to the author. What changes did these accomplishments bring about?