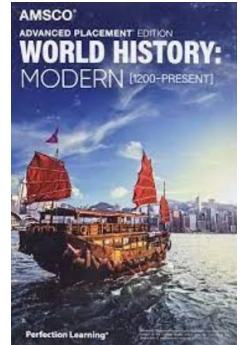


AP World History Summer Assignment 2026

Welcome!

There are 3 parts to the Summer Assignment:

1. Students will need to purchase ONE book [Advanced Placement World History: Modern \(1200-Present\) AMSCO, 2nd Edition | Perfection Learning](#) (It is the "Student Edition Soft Cover, 30.60. 2nd Edition) & download the [Course Exam Description](#) for the class. make sure to save the CED to your laptop/computer. Save the CED to your computer.
2. Students will need to complete the required AMSCO reading & respond to the questions found below.
3. Students can print the graphic organizer at home, or they can create the graphic organizer in their notebooks. Please do not attempt to print the graphic organizer at Pope HS Learning Commons when you return to school in August.
4. On the first day of school in August, please bring your book to class & your **handwritten** responses to the questions below.



Purpose: Students need to become familiar with the content **before** 1200 CE to have a foundational understanding of the historical context in which AP World History is set. The assignment will introduce you to historical thinking skills that include AP Themes and AP Geographic regions, which are methods that historians use to understand the past. The Summer Reading Assignments will prepare you for August. AP World History is a fast-paced course, and **time** is critical

Directions: Read the "Prologue: History before 1200 BCE" in your AMSCO, pp. xli – lxi. Use your AMSCO and your notes from AP Human Geography or Honors/On-level Humanities course to respond to the following questions. Some questions may ask you to use only the AMSCO book. When answering the questions, ask yourself the question, "What makes a source **credible**?"

 **SPICE-T**
AP World History Themes

Social Interactions and Organization (SIO) 

Political Systems and Governments (GOV) 

Interactions of Humans and the Environment (ENV) 

Cultural Developments and Interactions (CDI) 

Economic Systems (ECN) 

Technology and Innovation (TEC) 

TASK VERBS

COMPARE

Provide a description or explanation of similarities and or/differences.

Response **MUST** identify both items being compared.

IDENTIFY

Indicate or provide information about a specified topic.

Does not require elaboration or explanation.

DEFINE

Provide a definition.

If time allows, provide an example.


DESCRIBE

Provide the relevant characteristics of a specified topic.

EXPLAIN

Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning.

- Explain **HOW** or **WHY**
- Fully explain your answer (**BECAUSE**)
- Can be phrased 7 different ways!



Part 1: Human Development to c. 600 BCE	Notes/Answers:	Provide evidence (Specific Facts) from the AMSCO reader that connects/supports each AP Theme
Describe the causes of the Agricultural Revolution (Neolithic Revolution).	Ice Age ends Climate warming River Valleys: <ul style="list-style-type: none"> - Middle East (Tigris & Euphrates River; Nile River) - S. Asia (Indus River) - E. Asia (Huang He in China) Non-River Valleys <ul style="list-style-type: none"> - Mesoamerica - Andes Desire for consistent food supply = plant crops & domesticate animals	S: egalitarian, small nomadic bands P: Priests & Chiefs; clans clashed over hunting territories I: End Ice Age; modified environments; desire to control environment C: animism (religion in which deities based on animals & nature); artistic drawings about food sources & climate E: hunting/gathering; unpredictable resources; resource scarcity T: fire, stone tools, art/pictograms ...
Describe the intended and unintended consequences of the Agricultural Revolution (Neolithic Revolution).		S P I C E T
How did agriculture contribute to developing social hierarchies (aka. social stratification)?		S P I C E T
Explain how agriculture contributed to the formation of cities, states and patriarchal systems.		S P I C E T

<p>Identify methods rulers used to centralize & consolidate powers.</p> <p>Centralize: shifting decision-making from local levels to a single governing body</p> <p>Consolidate: strengthening power by eliminating competition; taking power from other groups, "transferring power"</p>		S P I C E T
<p>How does commerce foster relationships amongst distant people?</p>		S P I C E T
<p>Explain why humans migrate to cities.</p>		S P I C E T
<p>Explain why commerce and transportation would contribute to the development of portable religions.</p>		S P I C E T

Describe Hinduism.		S P I C E T
Describe Zoroastrianism.	<p>Origins: Persia Monotheism Struggle between forces of good & evil Fire = divine light, wisdom, knowledge that embodies truth, righteousness & purity Free Will Forbids slavery Ethical monotheism: belief in a single, omnipotent god based on moral law and demands righteous behavior instead of focused on rituals; diverges from ancient polytheistic religions based on self-serving, capricious, amoral gods</p>	<p>S: rejects caste systems & promotes egalitarianism; ban slavery (freed Hebrews from Babylonian Captivity)</p> <p>P: state religion for Persia; religion as a political tool; centralized power; divine right to rule; kings servants of god Ahura Mazda</p> <p>I: cultural & religious toleration; respect nature and other peoples</p> <p>C: Holy Book is <i>Avesta</i>; cultural diffusion – willing to learn from other cultures & religions; good thoughts, good words, good deeds = moral virtue</p> <p>E: Paid/salaried laborers (no slaves); bonuses for good work; promote trade; Magi (priests) played role as a middleman on Silk Roads</p> <p>T: borrowed ideas from other civilizations to improve technology to benefit populations; qanats (underground aqueducts), Royal Roads, postal system, standardized coins, bādgir (windcatcher/air conditioning)</p>
Describe Judaism.		S P I C E T

Part 2: The Classical Era, c. 600 BCE to c. 600 CE	Notes/Answers:	Provide evidence (Specific Facts) from the AMSCO reader that connects/supports each AP Theme
<p>Describe the 7 characteristics that empires have in common:</p> <p>Urban Focus (Urbanization)</p> <p>Commerce/Trade</p> <p>Infrastructure</p> <p>Social Hierarchy (Stratification)</p> <p>Patriarchal System (Patriarchy)</p> <p>Belief Systems</p> <p>Centralization/Consolidation</p>		<p>S</p> <p>P</p> <p>I</p> <p>C</p> <p>E</p> <p>T</p>
<p>Identify the different networks of exchange.</p> <p>Why are trade routes also called “networks of exchange”?</p> <p>** Include information found in Part 1: Human Development & Part 3: Post-Classical Civilizations</p>		<p>S</p> <p>P</p> <p>I</p> <p>C</p> <p>E</p> <p>T</p>
<p>Explain how trade can benefit political life.</p> <p>** Include information found in Part 1: Human Development & Part 3: Post-Classical Civilizations</p>		<p>S</p> <p>P</p> <p>I</p> <p>C</p> <p>E</p> <p>T</p>
<p>Identify intended and unintended consequences of trade.</p> <p>** Include information found in Part 1: Human Development & Part 3: Post-Classical Civilizations</p>		<p>S</p> <p>P</p> <p>I</p> <p>C</p> <p>E</p> <p>T</p>

<p>According to the AMSCO, explain how trade networks caused Buddhism, Christianity, & Islam to spread.</p> <p>** Include information found in Part 3: Post-Classical Civilizations</p>		<p>S P I C E T</p>
<p>How can belief systems/religions be used as a tool to unite people?</p> <p>** Include information found in Part 1: Human Development & Part 3: Post-Classical Civilizations</p>		<p>S P I C E T</p>
<p>How can belief systems/religions be used as a tool to divide people?</p> <p>** Include information found in Part 1: Human Development & Part 3: Post-Classical Civilizations</p>		<p>S P I C E T</p>
<p>Describe Buddhism. (How is it a reform movement of Hinduism?)</p>		<p>S P I C E T</p>

Describe Christianity.		S P I C E T
<p>According to the AMSCO, how did the Classical Empires (600 BCE – 600 CE) consolidate, legitimize & centralize their power in the following regions?</p> <p>South Asia (India)</p> <p>East Asia (China)</p> <p>Europe</p> <p>Middle East</p> <p>Legitimize: convincing the people that the ruler is the rightful sovereign</p>		S P I C E T
Describe Mandate of Heaven.		S P I C E T
Describe Confucianism.		S P I C E T

According to the AMSCO, identify the continuities & changes that the Eastern Roman Empire experienced.		S P I C E T
According to the AMSCO, identify and explain why empires collapse.		S P I C E T

Part 3: Post-Classical Civilizations, c. 600 – c. 1200	Notes/Answers:	Provide evidence (Specific Facts) from the AMSCO reader that connects/supports each AP Theme
Describe Islam.		S P I C E T
According to the AMSCO, compare Judaism, Christianity, and Islam.		S P I C E T

<p>Identify and explain the Islamic Schism.</p> <p>** Schism: division or split</p>		<p>S P I C E T</p>
<p>According to the AMSCO, describe Feudal Japan.</p> <p>Describe Feudal Europe.</p>		<p>S P I C E T</p>
<p>According to the AMSCO, explain how long-distance trade contributed to the development of Ghana in Africa, Abassid Caliphate in the Middle East and the concept of Dar al-Islam.</p>		<p>S P I C E T</p>
<p>Describe why the historical development of the Great Schism of 1054 would have long-lasting intended & unintended consequences in Europe.</p>		<p>S P I C E T</p>

The World in 1200	Notes/Answers	Provide evidence (Specific Facts) from the AMSCO reader that connects/supports each AP Theme
<p>Identify 3 of the most significant historical developments from 600 CE – 1200 CE & explain the reason why. Organize them based on the AP Geographic Regions (Map Below) and AP Themes.</p>	1.	S P I C E T <hr/>
	2.	S P I C E T <hr/>
	3.	S P I C E T <hr/>

- 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

