

# AP World History Summer Assignment 2023 – 24 Mr. Strong

Welcome to AP World History! You have chosen to take a college-level course that provides a survey of global history to the present. This course will be rigorous, but highly rewarding if you put in the appropriate amount of work. Over the summer, you will be completing assignments that will make it possible for us to cover all of our material prior to the AP exam in May so it is very important that you complete these tasks. **Summer assignments (Parts 1-3) will be due on the first day of class on August 14th and be taken for a grade.** If you have any questions over the summer, please email me at [tstrong@lowcountryprep.org](mailto:tstrong@lowcountryprep.org).

**Note:** You will be **required** to purchase a copy of *AMSCO Advanced Placement World History: Modern* prior to the start of school. We will be reading and completing work out of this book all year so it is very important that you have your own copy. The cost of this book is around \$20 and can be purchased at the following link. Select the Student Edition Softcover.

<https://www.perfectionlearning.com/social-studies/advanced-placement/world-history-ap-exam.html>

## Part 1: Geography

a. Print off a blank map at:

<http://www.outline-world-map.com/political-white-world-map-b6a>

b. Neatly label the provided world map with the regions and physical features listed below in the color indicated in parentheses. Print neatly in ink and make sure your map is easy to read.

c. Include the following: Map Title, Frame the Map with construction or decorative paper, Compass, Key/Legend with regional Color Codes and Symbols.

### 1.1 AP World Regions:

Draw and label the AP Regions based on the "Big Picture View" and "A Closer Look" segments from the AP World History Course & Exam Description Handbook. Use the following colors for each region.

North America – (Red)

Latin America (Include: Central and South America) – (Green)

Africa- (Orange)

Europe - (Pink)

Middle East- (Yellow)

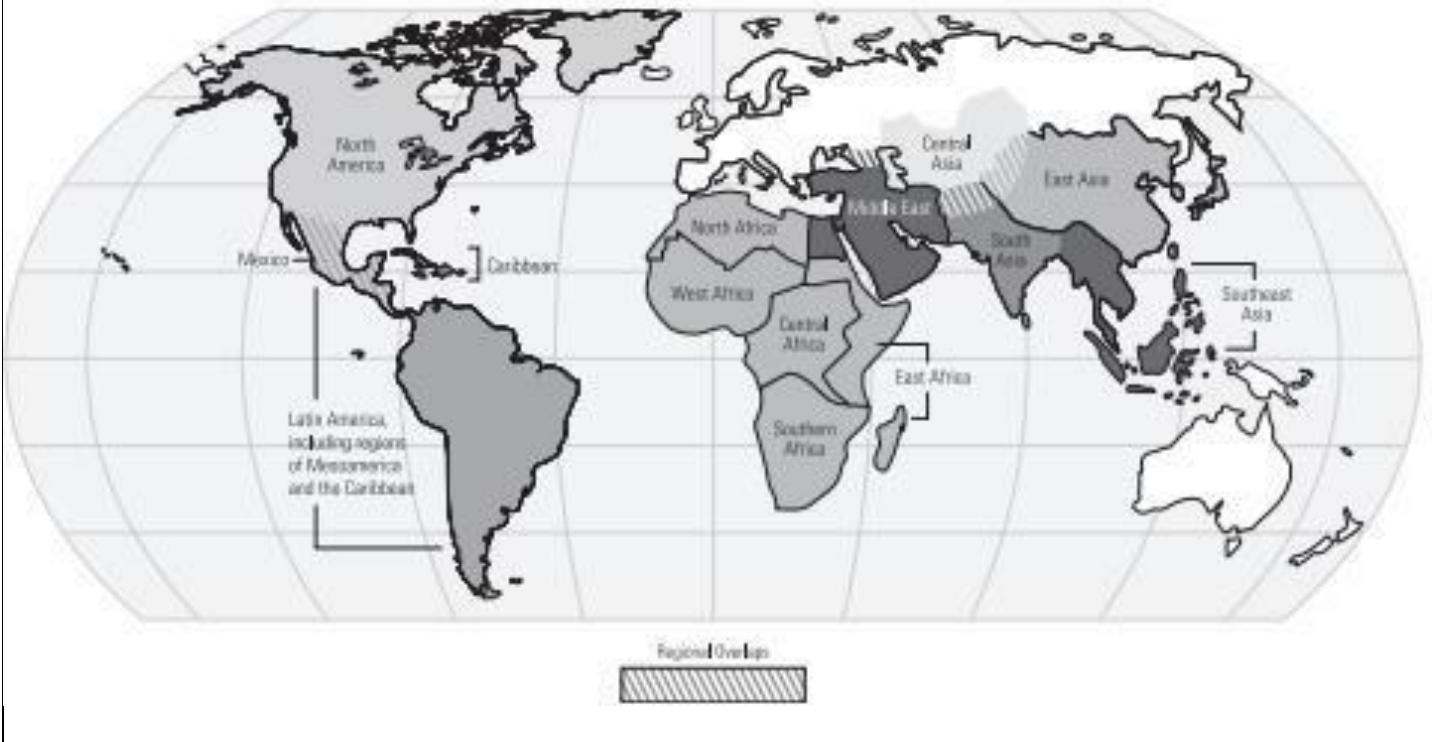
Asia- (Purple)

Oceania (Blue)

AP World History: World Regions—A Big Picture View



AP World History: World Regions—A Closer Look



## **1.2 AP World Bodies of Water and Rivers:**

Refer to World Atlas online or another Atlas source for locations:

<http://www.worldatlas.com/>

Oceans, Seas, Bays, and Lakes (Underline & Label in Blue ink)

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean
5. Southern Ocean
6. North Sea
7. Mediterranean Sea
8. Black Sea
9. Caspian Sea
10. Red Sea
11. Persian Gulf
12. Arabian Sea
13. South China Sea
14. East China Sea
15. Sea of Japan

Rivers (Draw & label them in Blue ink)

1. Nile River
2. Tigris River
3. Euphrates River
4. Amazon River
5. Mississippi River
6. Rio Grande River
7. Indus River
8. Yellow River (Huang He)
9. Yangtze River
10. Ganges River

## **1.3 AP World Mountains and Deserts-Label in black ink.**

Refer to World Atlas online or another Atlas source for locations:

<http://www.worldatlas.com/>

Mountains (Use a Brown triangle symbol)

1. Rocky Mountains
2. Andes Mountains
3. Alps
4. Atlas Mountains
5. Ural Mountains
6. Hindu Kush Mountains
7. Himalaya Mountains

Deserts (Use a Yellow rectangle to show desert borders)

1. Gobi Desert
2. Kalahari Desert
3. Sahara Desert
4. Thar Desert
5. Mojave Desert
6. Namib Desert
7. Atacama Desert

## **PART 2: Interpreting and Analyzing PRIMARY Sources**

**\*Please read the three primary sources below and make sure to answer the questions on a separate document in complete sentences.**

<b>PRIMARY SOURCES</b>	<b>SECONDARY SOURCES</b>
<p>A primary source is any original source - an image, text, newspaper article, political cartoon, map, deed, letter, diary, or artifact; and the list goes on - that comments on, testifies, or bears witness to the time period of its own production. In this respect, primary sources are the raw material of history. They are what historians study as they try to learn what happened in the past, and what an event meant in the context of its times.</p>	<p>A secondary source is any source about an event, period, or issue in history that was produced after that event, period or issue has passed. Aside from a textbook, the most commonly assigned secondary source is a scholarly monograph - a volume on a specific subject in the past, written by an expert. Also common are articles in scholarly journals, which are similar to monographs, but on a smaller, more focused scale.</p>
<p><b>The following are good questions to ask of primary sources:</b></p> <ul style="list-style-type: none"><li>• Who produced this, when, for which intended audience, and why?</li><li>• What is the ideological agenda underlying this source, if any?</li><li>• Was this source intended for public consumption, or for a limited private audience?</li><li>• What is the broader context, or historical background, of this source's production?</li></ul>	<p><b>Good questions to ask of any secondary source are the following:</b></p> <ul style="list-style-type: none"><li>• Who is the author, and what seems to have been his or her likely intention in writing this?</li><li>• When was this written, and does the date of publication potentially impact upon the book's message?</li><li>• Is the argument persuasive? Is it based on well-researched evidence?</li><li>• Is the text generally free of obvious bias and prejudice?</li></ul>

### **Source 1: A Letter Sent by the Mongol Ruler Hulegu Khan to Sultan Qutuz, the Mamluk Ruler of Egypt. 1260 C.E.**

From the King of Kings of the East and West, the Great Khan. To Qutuz the Mamluk, who fled to escape our swords. You should think of what happened to other countries and submit to us. You have heard how we have conquered a vast empire and have purified the earth of the disorders that tainted it. We have conquered vast areas, massacring all the people. You cannot escape from the terror of our armies. Where can you flee? What road will you use to escape us? Our horses are swift, our arrows sharp, our swords like thunderbolts, our hearts as hard as the mountains, our soldiers as numerous as the sand. Fortresses will not detain us, nor armies stop us. Your prayers to God will not avail against us. We are not moved by tears nor touched by lamentations. Only those who beg our protection will be safe. Hasten your reply before the fire of war is kindled. Resist and you will suffer the most terrible catastrophes. We will shatter your mosques and reveal the weakness of your God and then will kill your children and your old men together. At present you are the only enemy against whom we have to march.

<https://archive.aramcoworld.com/issue/200704/history.s.hinge.ain.jalut.htm>

#### **Questions:**

1. What is the tone and the purpose of the letter?

2. In complete sentences, explain the historical context of the letter and/or main reason(s) behind the author's tact towards the intended audience (Qutuz, the ruler of Egypt). (←hint: pay attention to the time period and check out this short video: [https://www.youtube.com/watch?v=v\\_NPgMMazF4](https://www.youtube.com/watch?v=v_NPgMMazF4)).

**Source 2 and Source 3: Multiple Perspectives on the Same Historic Event:**

Historic Background: On the night of March 5, 1770, several Boston residents were shot and killed by British soldiers in what became known as the Boston Massacre. What follows are several accounts of the event.

**Source 2: Report of the Committee of the Town of Boston (Sam Adams, John Hancock, and others)**

On Friday, the 2d instant, a quarrel arose between some soldiers of the 29th, and the ropemakers journeymen and apprentices, which was carried to that length, as to become dangerous to the lives of each party, many of them being much wounded. This contentious disposition continued until the Monday evening following, [March 5th] when a party of seven or eight soldiers were detached from the main guard, under the command of Captain Preston, and by his orders fired upon the inhabitants promiscuously in King Street, without the least warning of their intention, and killed three on the spot; another has since died of his wounds, and others are dangerously, some it is feared mortally, wounded.

Captain Preston and his party are now in jail. An inquiry is now making into this unhappy affair . .

**Source 3: Testimony from [British] Captain Thomas Preston**

About 9, some of the guard came to and informed me the town inhabitants were assembling to attack the troops, that that the bells were ringing as the signal for that purpose . . . In my way there, I saw people in great commotion, and heard them use the most cruel and horrid threats against the troops... The mob still increased and were more outrageous, striking their clubs...and calling out, come on you rascals, you bloody backs, ..., fire if you dare . . . At this time I was between the soldiers and the mob, parleying with and endeavoring all in my power to persuade them to retire peacefully, but to no purpose.

They [the mob] advanced to the points of the bayonets, struck some of them and even the muzzles of the pieces, and seemed to be endeavoring to close with the soldiers . . . some well behaved persons asked me if the guns were charged and I replied yes . . . they then asked if I intended to order the men to fire. I answered no, by no means, ... While I was thus speaking, one of the soldiers have received a severe blow with a stick, stepped a little on one side and instantly fired, on which turning and asking why he fired without orders, I was struck with a club on my arm, ...On this a general attack was made on the men [Redcoats] by a great number of heavy clubs and snowballs being thrown . . . by which all our lives were in imminent danger . . . Instantly three or four soldiers fired, one after another, and directly after three more in the





### **Part 3: Conceptual Thinking Questions**

The following questions touch on the 6 major themes of AP World History. Read each question carefully and compose a thoughtful answer in the space provided. Each response should be written in a complete, well-developed paragraph.

#### **Theme 1: Social Structures**

Most people are affected by the societies around them as well as the people who make up that society. Who has influenced you? (Remember, not all influences are good. You should think about good and bad influences.) Who are you around the most? How do they influence you?

#### **Theme 2: Politics, State Building, Expansion, and Conflict**

Politics involves how nations lead themselves and what issues they see as important. What role do politics and government have in your life? How are you influenced by these things? What issues are important to you?

#### **Theme 3: Interactions Between Humans and the Environment**

Historians consider how the environment affected the population's development or how the population changed the environment to suit their needs, patterns of settlement, migration (push/pull factors), demographic trends, and the spread of disease. How do you interact with the environment? How does the environment interact with you?

#### **Theme 4: Development and Interaction of Cultures**

Historians often look at what and how art, education, and intellectuals influence societies as well as what intellectual products (art and literature, inventions, etc) they produce. What have been the biggest influences on your intellectual development? (Consider people, classes, books, movies, etc.)

#### **Theme 5: Creation, Expansion, and Interaction of Economic Systems**

All societies have some sort of economic system. Most produce and trade products with other societies. What career do you see yourself in someday? How do you plan to achieve that economically? How will this career affect your future economically?

#### **Theme 6: Technology and Innovation**

Not all technology has wires and electricity. Changing the way you plow your fields, grow food, fight disease, make swords, or design a car is also technology. Think about five inventions that really matter to you. (They don't have to be things you use every day.) Why do they matter to you?