

Students/Parents/Guardians,

Let me first introduce myself. My name is Mrs. Stacie Mariconi and I will be your AP World History teacher. I have taught for 23 years at the high school level. I have taught AP curriculum for the last two years (World History:Modern). I have a great husband, crazy dogs, a bearded dragon and 10-year-old twin daughters.

Now that you know a little about me, let's get to know the College Board and the AP World History Program. The AP World History Modern is an exploration of the world from 1200 C.E. to the present. It will be a unique experience for most of you. It will be a challenging course for sure, however, it has the great reward of preparing you as a thinking historian and to teach you skills that will assist you in other challenging courses.

In May of 2023, you will have the opportunity to earn college credit hours within the College Board created AP exam. I encourage all of my students to take the exam: it is difficult but ,with focused work a score of three and above is certainly achievable.

To prepare you for this examination, I expect you to closely read challenging text and as you do so, to take notes. Reading comprehension and analysis will be taken to a higher level as the class maneuvers through the extensive subject matter. Writing skills and self-analysis will be essential for success. It is my hope that your high school experience prepared you for the element of daily homework that this course requires. If you have been able to achieve school success without the ritual of daily homework, discipline of study, and deep reading a transformation will be essential over the course of your AP WHM year.

When school begins, I will spend a couple class days involving ourselves with the routines and procedures of the class. We will get to know one another and the course outline. Then we will dive into Unit One, Part II: The Global Tapestry. This course will be demanding, and I have three pieces of advice to both students and parents/guardians.

1. Students, please accept the struggle that this class will offer and use that struggle to make you a stronger student.
2. If you tend to procrastinate, be forewarned you will enter this course with a severe disadvantage. Time management is paramount. Just because you have five hours of homework the night before an exam/turn in date does not mean that you had five hours of homework. Most likely you had several days of ONE hour of homework per night and you let it pile up.
3. Take advantage of the world that you live in. This is the best time in the history of human existence to be able to learn. There is more information and resources to help understanding than any other generation has had before. Use all resources; YouTube, Khan Academy, Google, teachers, tutors, and your fellow students.

I look forward to getting to know all of you and exploring our world's history.

Mrs. [Stacie Mariconi](#)

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Summer Assignment 2022

This assignment will enable you to become familiar with the actual AP World course, lay down a historical framework as to what happened prior to the c. 1200 C.E., and ready yourself with the first two subunits for the course.

The assignment will be your first large summative assignment and Parts 1 and 2 are due on the first day of class. Part 3 will be due by September 19, 2022.

To get started, you will be completing the summer assignment described on the following pages. Be sure to access our summer assignment [classroom](#) for any updates and extra copies of the packet.

In AP World History, we read and analyze a lot of documents, including visuals and artifacts. This assignment is designed to introduce you to our class and to help you get started. The suggested time on this assignment is a few hours a day for approximately two- three weeks. Please follow the steps below to ensure your success in this class gets started on the right track!

Please note there are 3 Parts to your Summer Assignment.

Time Management Plan:

Plan your summer ASSIGNMENT. Do not try to complete the whole project the week before school starts! My suggestion is to complete one part of the assignment at a time and let it digest so that you will understand it better. The following assignments are due to me by September 19, 2022. I will not accept late work or excuses. You have MONTHS to complete this assignment and turn it in. Any evidence of plagiarism will result in a grade of ZERO for this project.

Part 1: SPICE-T World History Themes

SPICE is the acronym we will use throughout the course to address the required themes:

S: Social (social structures, gender, hierarchy, how people relate to each other within a society)

P: Political (governments, power, states, conflict and relations between states)

I: Interaction with environment (how have humans relate to environments, disease, agriculture, etc.)

C: Culture (religion, philosophies, ideas, technology)

E: Economics (trade, money, production).

T: Technological (inventions, innovations)

Read the attached article that describes the World History Themes SPICE-T or if you can watch the video that describes the World History Themes SPICE-T: <https://youtu.be/FGkPdmsDvWw>

As you read/watch the article you are to have six index cards. Each card is labeled a different SPICE-T category. As you read/watch the article/video take notes on the side of the card you wrote the category on. These notes should reflect understanding of the category. You are writing information from the article/video. Example: One card will be your Social card and you will take notes on how social is described from the article/video. Leave the other side of each card blank for now.

To complete Part 1 you are to choose one of the movies listed and on the other side of each of your SPICE-T cards you are to explain how scenes in the movie fit into that theme. A scene may fit into multiple themes.

Movie Choice: ***Star Wars*** (Episode 4), ***WALL-E***, or ***Black Panther*** (Marvel)

When finished you are to hand in your SPICE-T video notes and your movie notes. **These notecards are due the first day of class.**

Part 2: Map Assignment:

Use the outline map to locate and label each of the items listed below. Items listed with a color and number can be labeled using the appropriate color/number combination. All other items must be neatly hand drawn or outlined and clearly labeled. **You will have a map quiz on these locations the first week of school.** You can use the following websites to test your knowledge of the items: <http://www.ilike2learn.com/> and <https://www.sheppardsoftware.com/Geography.htm> . Copies of all maps needed can be found in our google [classroom](#) if you should lose this packet.

CONTINENTS (RED) 1. North America 2. South America 3. Australia 4. Europe 5. Antarctica 6. Asia 7. Africa

OCEANS, SEAS, BAYS, LAKES (BLUE) 1. Atlantic Ocean 2. Pacific Ocean 3. Indian Ocean 4. Arctic Ocean 5. Baltic Sea 6. Mediterranean Sea 7. Black Sea 8. Caspian Sea 9. Red Sea 10. Persian Gulf 11. Arabian Sea 12. South China Sea 13. Sea of Japan 14. Caribbean Sea 15. Gulf of Mexico

RIVERS (GREEN) 1. Nile River 2. Tigris 3. Euphrates 4. Amazon River 5. Indus River 6. Yellow River(Huang He) 7. Yangtze 8. Ganges River 9. Mekong 10. Congo 11. Rhine 12. Niger

DESERTS (TAN OR YELLOW) 1. Gobi 2. Kalahari 3. Sahara 4. Mojave 5. Arabian 6. Namib Desert

MOUNTAIN RANGES (ORANGE) 1. Himalayas 2. Hindu Kush 3. Andes 4. Alps 5. Rocky Mountains 6. Atlas 7. Ural Mountains

STRAITS (PURPLE) 1. Bosphorus Strait 2. Strait of Magellan 3. Strait of Gibraltar 4. Strait of Malacca

PENINSULAS AND OTHER LANDFORMS (STRIPED LINES) 1. Arabian Peninsula 2. Balkans 3. Crimean 4. Horn of Africa 5. Iberian Peninsula 6. Yucatan Peninsula 7. Rift Valley 8. Asian Steppe

Part 3: Textbook Reading and Guided Note Taking

Read AMSCO World History Modern Unit [1.1](#) and [1.2](#) and then fill out the attached guided reading notes. Copies of readings needed can be found in our google [classroom](#) if you should lose this packet.

Summer Assignment Checklist

1. You have completed the SPICE-T Index card notes and Movie notes. Make sure your first and last name are on each card. **Bring these to class on the first day.**
2. You have completed the map assignment. **(These will be turned in during the first day of class.)**
3. You have completed the first 2 guided reading notes of the AMSCO World History: Modern Text. **(These will be turned in on September 19.)**

Google Classroom Join Link (hyperlinked in document in blue) <https://classroom.google.com/c/ODg3NjA0MDQyNjVa?cjc=jsr65bq>

Name _____ Per: _____ Due Date: _____ Test Date: _____

APWH | Unit One “The Global Tapestry from c. 1200 to c. 1450” Reading Questions

Directions: For each reading section of Unit 1, define the important vocabulary words and answer the reading questions that follow using specific details. Certain sections will be due each week, typically the day of our weekly reading quiz. *It is imperative that you complete your readings thoughtfully and independently. Students who do not do their reading will not do well in this course.*

UNIT 1.1 | Developments in East Asia from c. 1200 to c. 1450

Key term/event	Definition (Who, What, When, Where...)	Significance (Why this term matters)
1. Song Dynasty		
2. Grand Canal		
3. Champa rice		
4. Tributary system		

5. Kowtow		
6. Scholar Gentry		
7. Foot Binding		
8. Zen Buddhism		
9. Filial piety		
10. Neo-Confucianism		
11. Sinification		

Objective	Key Developments
<p>Explain the systems of government employed by Chinese dynasties and how they developed over time.</p>	<p>A. Explain how an imperial bureaucracy/meritocracy works.</p> <p>B. How did the Song Dynasty's imperial bureaucracy represent political continuity?</p> <p>C. How did the imperial bureaucracy change over time?</p> <p>D. How did Song China also utilize Confucianism to maintain control (see pg. 8)?</p> <p>E. How did China's imperial bureaucracy/meritocracy lead to the decline of the Song?</p>
<p>Explain the effects of innovation on the Chinese economy over time.</p>	<p>A. What lasting economic impact did the Tang Dynasty have on the Song Dynasty?</p> <p>B. Trade networks:</p> <ul style="list-style-type: none"> ● How did the Grand Canal allow Song China to flourish economically? ● What major trade network allowed China to trade items and technology (like guns) with Eurasia? ● What two major developments allowed Song China to trade by sea? <p>C. Give examples of and explain how innovations in agriculture led to population growth and economic success.</p> <p>D. China's earlier discovery of coal led to the manufacturing of steel.</p> <ul style="list-style-type: none"> ● How did steel impact Song China? ● List three other items of trade from Song China. <p>E. Song China became increasingly commercialized during proto-industrialization.</p> <ul style="list-style-type: none"> ● Explain what commercialization means for an economy. ● Explain how Song China continued to rely on free peasant and artisan labor. <p>F. Explain how the Tributary System supported both economic and political power for Song China.</p>

Explain the effects of Chinese cultural traditions on East Asia over time.

A. Prior to the Song Dynasty, most of Chinese society lived in rural areas. How does Song China **differ** from earlier history, and what makes this change happen?

B. From most powerful to least powerful, list the **six classes** of social hierarchy.

C. What evidence is there that Chinese society was **patriarchal** (male dominated).

D. Intellectual pursuits, such as literature, thrived in the Song Dynasty. What **inventions from earlier Chinese history** allowed this to happen?

E. **Buddhism** continued to shape societies in Asia, especially in Song China.

- How did it **migrate** to China?

- What do the three main types (**Theravada, Mahayana, and Tibetan**) of Buddhism have in common?

- Explain how **Zen Buddhism is a syncretic** religion.

- Buddhism posed a problem for the Tang Dynasty, who grew jealous. How did the Song Dynasty treat Buddhism (make sure to include **Neo-Confucianism** in your answer).

F. For each of the following countries, analyze the process and impact of **Sinification**.

- **JAPAN**
 - Similarities to China:

 - Differences:

- **KOREA**
 - Similarities to China:

 - Differences:

- **VIETNAM**
 - Similarities to China:

 - Differences:

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UNIT 1.2 | Developments in Dar al-Islam

Key term/event	Definition (Who, What, When, Where...)	Significance (Why this term matters)
1. House of Wisdom		
2. Hijab		
3. Swahili		
4. Battle of Tours		
5. "People of the book" (Dhimmi)		
Objective	Key Developments	
<p>Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.</p>	<p>A. Throughout the chapter are references to the teachings of Islam and Muhammad. Go through and summarize the impact of Islamic teachings on:</p> <ul style="list-style-type: none"> ● Tolerance: ● Education: ● Economics: ● Slavery: ● Women: 	

Explain the causes and effects of the rise of Islamic states over time.

A. The Abbasid Empire began to crumble in the 1100s and 1200s due to attacks from outsiders. Summarize the key characteristics/significance of each group below:

- **Mamluks:**
- **Seljuk Turks:**
- **Crusaders:**
- **Mongols:**

B. Explain what/how economic challenges also led to the decline of the Abbasid Empire.

C. As new Islamic political entities emerged, they demonstrated several **cultural continuities**. Summarize them.

D. New Islamic political entities also demonstrated several **cultural innovations**. Explain how the following contributed to this "golden age".

- **Nasir al-Din al-Tusi (1201-1274):**
- **Ibn Khaldun (1332-1406):**
- **A'ishah al-Ba'unyiyah (1460-1507):**

E. Summarize how the activities of Sufis, merchants, and the Islamic military led to the expansion of the Islamic Empire.

- **Sufis:**
- **Merchants**
- **Military:**

F. How were **slaves** and **women** treated under Islam?

G. What was the impact of Islam in:

- **Africa:**
- **Spain:**

	<p>What marked the limit of Islamic expansion into Western Europe?</p>
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Wrap Up: Looking back at intellectual innovations and cultural transfers, explain the significance of education and tolerance within the Islamic empire. Write at least one paragraph.