

**2021-22 AP World History Summer Assignment**  
**Mr. Le Clainche**

Hello everyone,

Click on the link below to watch a presentation about the AP World History course.

You will have to complete a small task on Loom after watching the video. Then, proceed with the rest of your summer assignment.

<https://www.loom.com/share/2fe7877bd1b04215b2da85b912f3ea60>

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Welcome to AP World History! The redesigned course in 2019-20 is a college level course that will cover over 800 years of human history. It is designed to develop your critical thinking and reading skills in preparation for not only the AP Exam but also for other AP and college courses you will take throughout your academic career.

With this class comes a great deal of responsibility including maintain rigorous reading habits schedule, preparing for several challenging quizzes and tests, retaining knowledge throughout the year, and learning from critique so that you can improve your skills. If you do not think you are ready for these responsibilities, then I would encourage you to look for an alternate course. Our drop-add period is the first two weeks of school, August 31st - September 11th. During this period you will have opportunity to drop this course if you feel it is in your best interest. I would encourage you to at least wait out the first week and to speak with both myself and your academic advisor before you make the decision.

For this class, you will need a laptop and **Microsoft Word**. You will use pen/pencils on the AP quizzes and tests in class.

Your summer assignment consists of the following:

1. Maps to Label – **Due Monday, August 30, 2021**
2. Chapter 2 “The Global System around 1200 C.E.: Diverse Cultures and Growing Contacts” exercises to complete – **Due Monday, August 30, 2021**

You will have a formal assessment by the end of the first week of school covering the summer assignment. Late Summer Assignments will not be accepted and will be entered as a 0/100. Make use of the time you have been given this summer to prepare for the coming year.

**Send your work to [Christophe.leclainche@img.education](mailto:Christophe.leclainche@img.education)**  
**Use pdf (not pdf pages!) or Microsoft Word to send your work.**

I'm looking forward to see you in August.

The Summer Assignment is divided into 2 parts:

**Part 1: Mapping Exercises**

You will label three different maps using atlas, and/or the internet.

**Part 2: Chapter 2 “The Global System around 1200 C.E.: Diverse Cultures and Growing Contacts”**

Answering questions and complete graphs based on a pdf document titled “Chapter 2”

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**Part 1: Mapping Exercises**

**Students need basic geographical knowledge in order to understand world history. The map below gives students a starting point for identifying regions and their locations relative to other regions and landforms. Geospatial awareness is fundamental knowledge for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History course.**

**Materials: Internet, maps provided, colored pencils**

**Directions: Please input the following information on the maps provided.**

Map 1: Major Bodies of Water

- |                   |                       |                  |
|-------------------|-----------------------|------------------|
| 1) Atlantic Ocean | 6) Baltic Sea         | 11) Black Sea    |
| 2) Pacific Ocean  | 7) English Channel    | 12) Caspian Sea  |
| 3) Indian Ocean   | 8) Yellow Sea         | 13) Red Sea      |
| 4) Arctic Ocean   | 9) South China Sea    | 14) Persian Gulf |
| 5) North Sea      | 10) Mediterranean Sea | 15) Arabian Sea  |

Map 2: Mountain Ranges and Deserts

Label mountain ranges in brown

- |                          |                        |
|--------------------------|------------------------|
| 1) Rocky Mountains       | 5) Atlas Mountains     |
| 2) Appalachian Mountains | 6) Ural Mountains      |
| 3) Andes Mountains       | 7) Hindu Kush          |
| 4) Alps                  | 8) Himalayan Mountains |
| 5) Atlas Mountains       |                        |

Label deserts in yellow

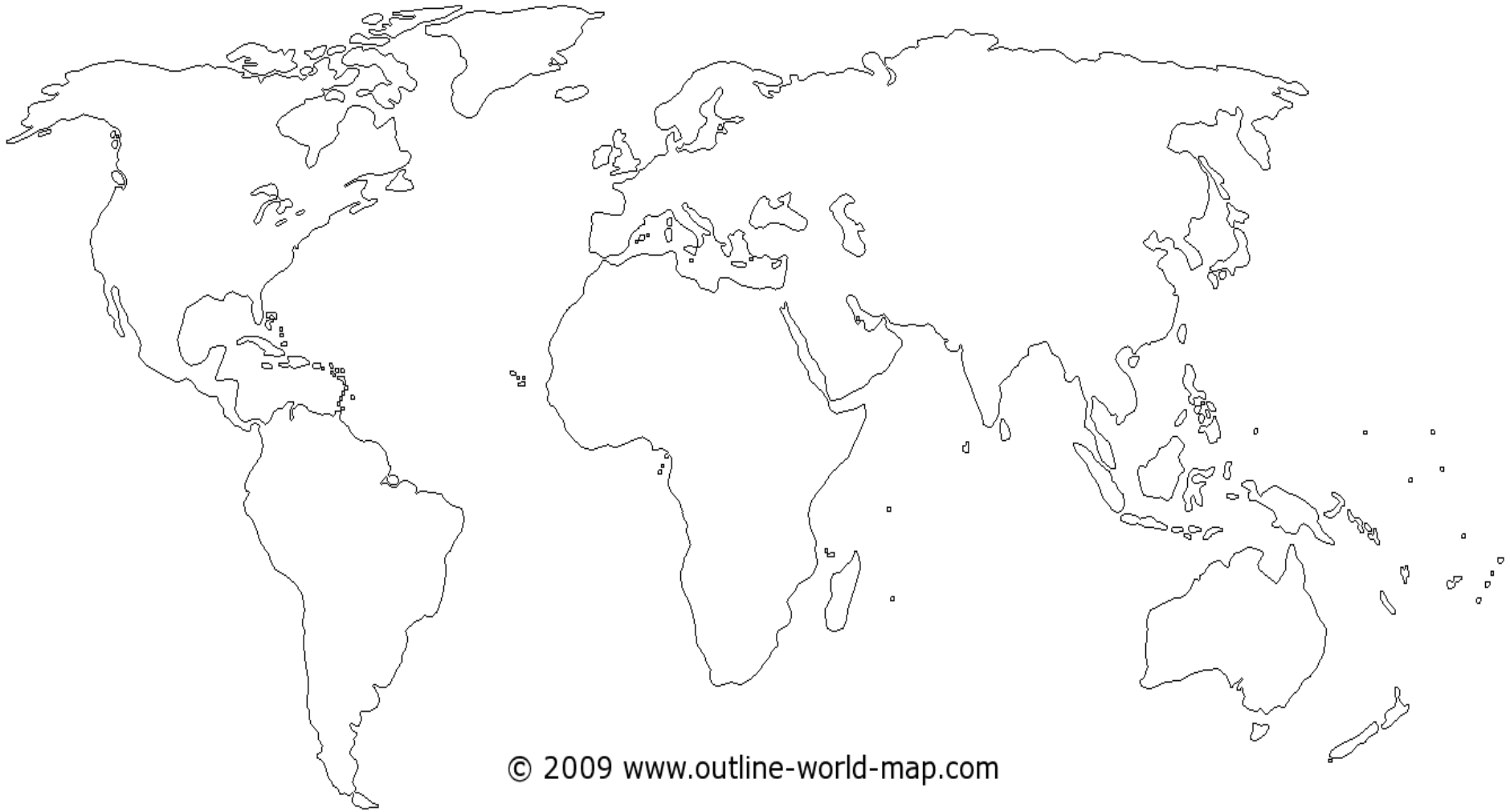
- |                    |                  |
|--------------------|------------------|
| 1) Gobi Desert     | 5) Great Basin   |
| 2) Kalahari Desert | 6) Mohave Desert |
| 3) Sahara Desert   | 7) Namib Desert  |
| 4) Thar Desert     | 8) Syrian Desert |

Map 3: Post-Classical Civilizations

- |                      |                          |
|----------------------|--------------------------|
| 1) Abbasid Caliphate | 6) Bantu Migrations      |
| 2) Song Dynasty      | 7) Polynesian Migrations |
| 3) Heian Japan       | 8) Srivijaya             |
| 4) Byzantine Empire  | 9) Khmer Empire          |
| 5) Ghana Empire      | 10) Mongol Empire        |

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MAP 1: Major Bodies of Water



© 2009 [www.outline-world-map.com](http://www.outline-world-map.com)

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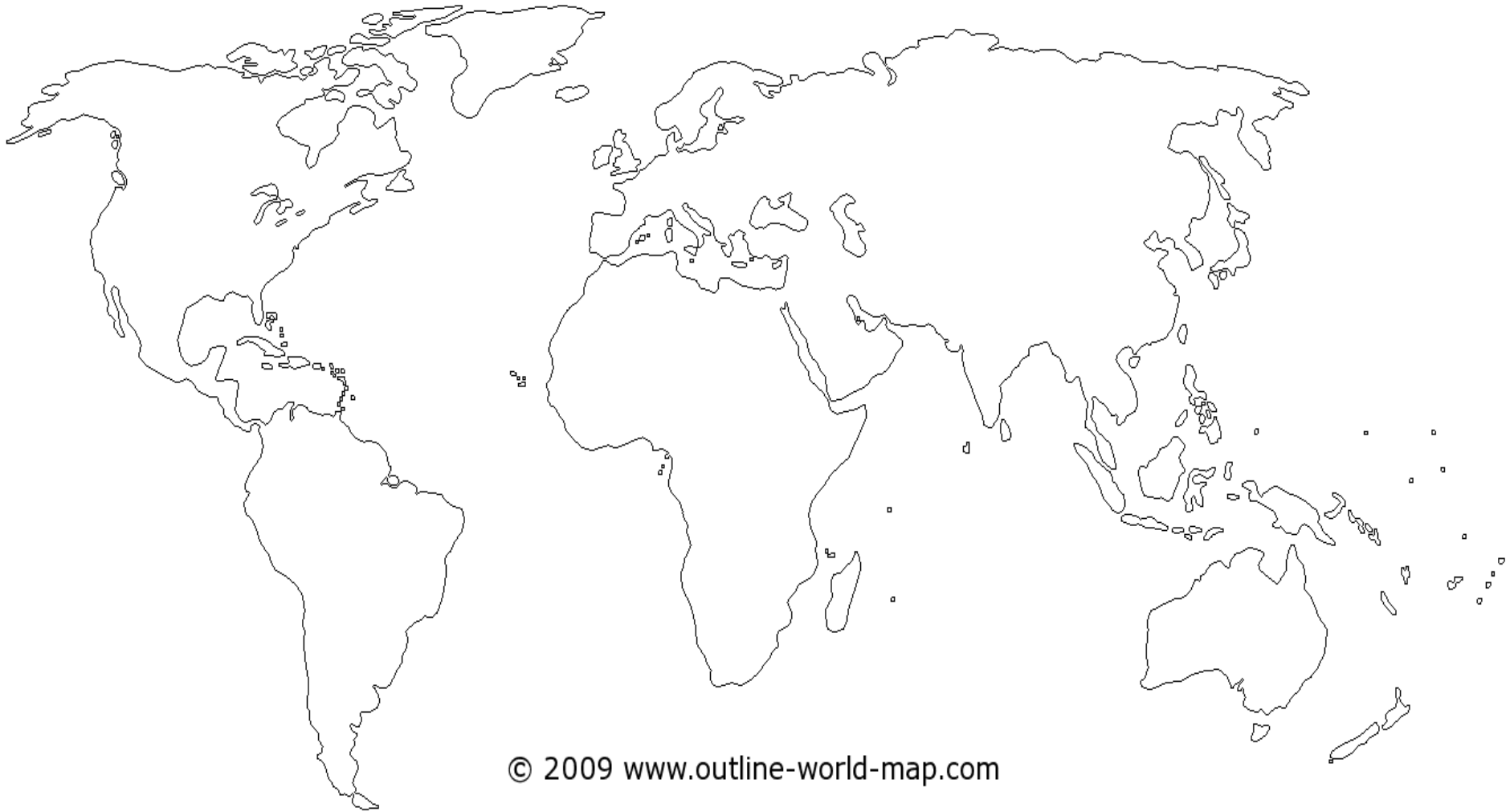
**MAP 2: Mountain Ranges and Deserts**



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**MAP 3: Post-Classical Civilizations**



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**Part 2: Completion of Chapter 2**

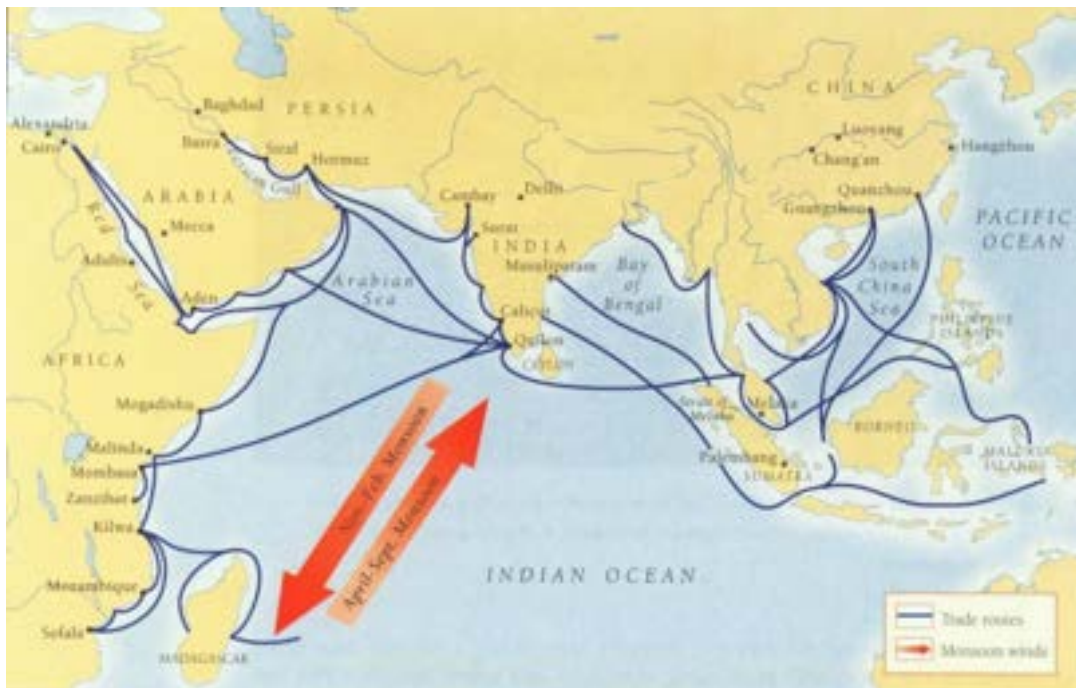
Answers all exercises, questions, graphs found below with the help of pdf doc “Chapter 2”

Chapter 2: The Global System around 1200 C.E.: Diverse Cultures and Growing Contacts

**INTRODUCTION**

**INDIAN OCEAN TRADE NETWORK**

From 1200 to 1500, the Indian Ocean Trade network thrived as Muslim merchants traded with Indian and Chinese merchants.



If one object could partially represent the 1200s in the western hemisphere, it could be the **dhow** as seen below.



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**Exercise #1:**

Read the beginning of Ch2. Then, complete the graph below describing some features and impacts of the use of dhows in the western hemisphere. Several answers are needed for each column.

Technical features of a dhow	Economic impacts of dhows	Cultural impacts of dhows
- your answer here	- your answer here	- your answer here
- your answer here	- your answer here	- your answer here
- your answer here	- your answer here	- your answer here
- your answer here		

**Exercise #2:**

Comprehension

- a. Would you agree that this part of the world (Indian Ocean) was a peaceful one in the 1200? Explain.

your answer here

- b. By the late 1500s, which new factor is going to change the political, economic, cultural situation in this part of the world?

your answer here



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**PART I: CHINA AND CENTRAL ASIA**

The Song ruled 319 years, slightly longer than the Tang; however, the Song controlled less territory than the Tang. In addition, the Song faced the constant threat of invaders in the north. In the early 1100s, the battered Song retreated south of the Huang He River. There, the Southern Song continued to rule for another 150 years. Despite military setbacks, the Song period was a golden age.

907	960	1127	1279	1368
TANG Dynasty	Northern <b>SONG</b> Dynasty		YUAN Dynasty	
	Southern <b>SONG</b> Dynasty			



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**Exercise #3**

Read Chapter 2 and explain why the main features below were signs of Chinese prosperity under the Song dynasty. Use examples.

**Prosperity under the Song Dynasty**

<p><b>AGRICULTURE</b></p> <p>your answer here</p>	<p><b>GOVERNMENT</b></p> <p>your answer here</p>
<p><b>CONFUCIANISM</b></p> <p>your answer here</p>	<p><b>Other philosophies or religions affecting Chinese society.</b></p> <p>your answer here</p>
<p><b>ENGINEERING</b></p> <p>your answer here</p>	<p><b>TECHNOLOGIES</b></p> <p>your answer here</p>

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**Exercise #4:**  
Comprehension

- a. Give two reasons of the decline of the Song dynasty  
your answer here
  
- b. Define the term “bureaucracy” with your own words (not from Wikipedia or such!)  
your answer here
  
- c. What could be a result of the Chinese invention of the compass and sternpost rudder?  
your answer here
  
- d. Which neighboring nations were influenced by Chinese culture?  
your answer here
  
- e. Give an example of Chinese cultural assimilation by one of this neighboring nation. Give one example of resistance to Chinese culture.  
your answer here

**Exercise #5:**  
Analyzing Primary Sources

Advice for Families in China

During the Tang and Song Dynasties, women sometimes enjoyed higher status than they did later. The following excerpt is from a collection of essays offering practical advice to families. A scholar, Yuan Tsai, wrote it in the 1100s, during the Song Dynasty. Here, he discusses how to treat daughters and how women want to help family members.

**Source:** Yuan Tsai, quoted in *Chinese Civilization and Society*, circa 1100.

“Without going overboard people should marry their daughters with dowries appropriate to their family’s wealth. Rich families should not consider their daughters outsiders but should give them a share of the property. Sometimes people have incapable sons and so have to entrust their affairs to their daughters’ families; even after their deaths, their burials and

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sacrifices are performed by their daughters. So how can people say that daughters are not as good as sons?

Generally speaking, a woman's heart is very sympathetic. If her parents' family is wealthy and her husband's family is poor, she wants to take her parents' wealth to help her husband's family prosper. If her husband's family is wealthy but her parents' family is poor, then she wants to take from her husband's family to enable her parents to prosper. Her parents and husband should be sympathetic toward her feelings and indulge some of her wishes. When her own sons and daughters are grown and married, if either her son's family or her daughter's family is wealthy while the other is poor, she wishes to take from the wealthy one to give to the poor one. Her sons and daughters should understand her feelings and be somewhat indulgent. But taking from the poor to make the rich richer is unacceptable, and no one should ever go along with it."

**Highlight** the correct answer

1. Yuan would agree that
  - a. Daughters should be allowed to choose their own husbands
  - b. Sons take better care of their families than daughters
  - c. Daughters are as good as sons
  - d. Dowries are not necessary
  
2. Yuan suggests that
  - a. A married daughter should be allowed to help her poor relatives
  - b. Poor relatives should go to work for rich ones
  - c. Daughters should have nothing to do with their parents after they are married
  - d. Sons and daughters should make their own way in the world
  
3. What responsibility does Yuan imply that family members have toward one another?  
Explain (2 to 3 sentences).

**your answer here**

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**PART II: THE ISLAMIC HEARTLANDS**

The Abbasid dynasty helped make Islam a truly universal religion. Under the early Abbasids, the empire of the caliphs (successors to Muhammad) reached its greatest wealth and power, and Muslim civilization enjoyed a golden age.

1055: Seljuk Turks take over Baghdad: keep the Abbasid Caliph but took the title of Sultan = authority over the secular side of government

1258: Mongol leader occupied Baghdad, execute the Caliph = end of the Caliphate.

632	700	800	900	1200
Birth of Islam	Umayyad Caliphate	Abbasid Caliphate		
		STRONG	WEAK	
		<b>GOLDEN AGE OF MUSLIM CIVILIZATION</b>	<b>GOLDEN AGE OF MUSLIM CIVILIZATION</b>	



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**Exercise #6:**

Using the hints in the graph below, give examples supporting the golden age that Islamic civilization experienced during the Abbasid Caliphate. Then, give examples of the decline of the Abbasid Caliphate (which is not the end of Islamic civilization!)

**THE ABBASID CALIPHATE**

<b>STRENGTHS</b>	<b>WEAKNESSES, POLITICAL DECLINE</b>
Geography? <i>your answer here</i>	Local politic? <i>your answer here</i>
Capital of the empire? <i>your answer here</i>	Upheavals within the empire? <i>your answer here</i>
Trade? <i>your answer here</i>	Outside threats? <i>your answer here</i>
Tolerant empire? <i>your answer here</i>	Final blow? <i>your answer here</i>
Scientific advances? <i>your answer here</i>	
Intellectual revival? <i>your answer here</i>	

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**Exercise #7:**

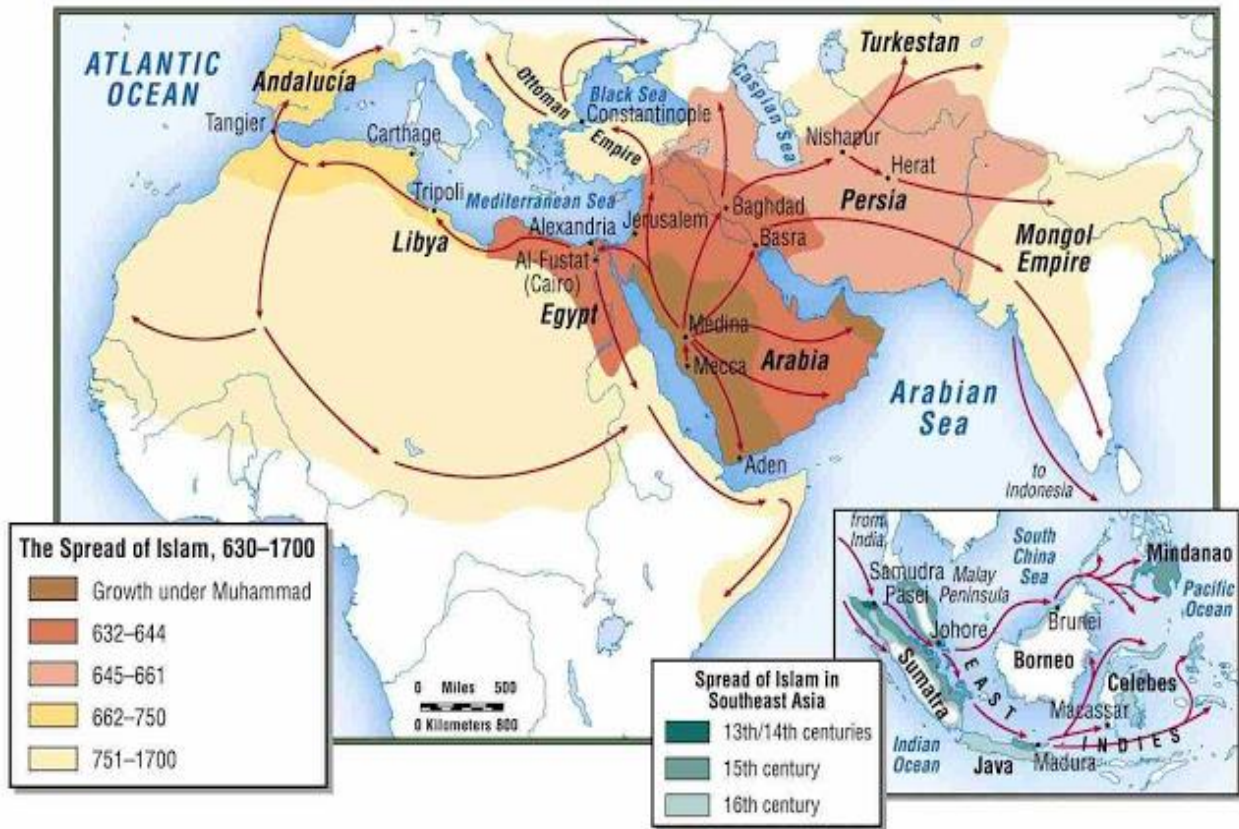
Define **AND** use the word in a sentence.

1. Caliph:  
Definition: **your answer here**  
  
Sentence: **your answer here**
  
2. “People of the Book”:  
Definition: **your answer here**  
  
Sentence: **your answer here**



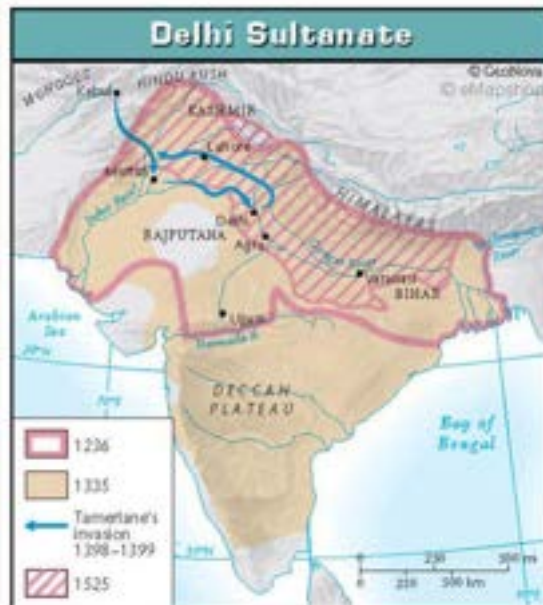


**PART III: SOUTH AND SOUTHEAST ASIA IN THE EARLY CENTURIES OF MUSLIM EXPANSION**



## THE DELHI SULTANATE

- Late 1100's- Ghur's sultan- or Muslim ruler, defeats the Hindu army.
- Made Delhi his capital
- His successors organized a sultanate, or land ruled by a sultan
- The Delhi sultanate, 1206-1526, marked the beginning of Muslim rule in Northern India





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**Exercise #8:**

Read part 2.3 from pdf doc “Chapter 2” and answer the following question (full sentences)

How did Delhi sultans affect life in northern India?

<p>Overall, how did Muslim leaders rule indigenous population in northern India?</p> <p>your answer here</p>	<p>What kind of people migrated to the newly Delhi Sultanate?</p> <p>your answer here</p>	<p>Give examples of cultural diffusion happening in the Delhi Sultanate over time.</p> <p>your answer here</p>
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The Qutb Minar and the Alai Darwaza (built later):


This minaret is one of the earliest and best known of the Delhi Sultanate architectural monument. It is also the tallest minaret in India. The walls of the minaret are covered with Indian floral motifs and verses from the Quran = example of **cultural diffusion**.


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**PART IV: TRADE, EMPIRES, AND MIGRATION IN SUB-SAHARAN AFRICA**

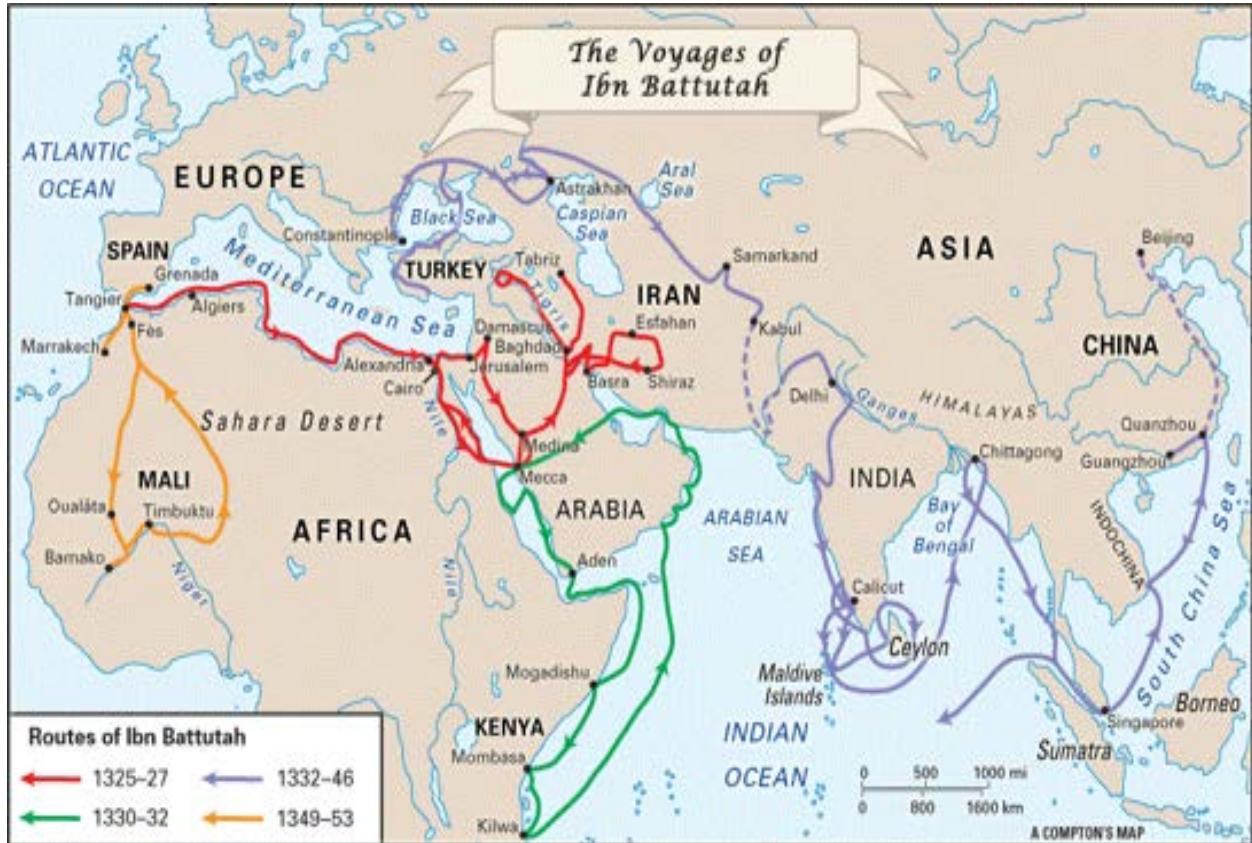
**Exercise #9:**

For each part of Africa mapped below answer the short questions on their side as well as the question about Ibn Battuta.

	<p><b>EAST AFRICA</b></p> <p>Describe the Zenj region? <b>your answer here</b></p> <p>What kind of goods were exported <u>from</u> these city-states on the map? <b>your answer here</b></p> <p>What is Swahili? What it is an example of? <b>your answer here</b></p>
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	<p><b>THE MAGHRIB and WEST AFRICA</b></p> <p>Which religion spread along the trade routes? <b>your answer here</b></p> <p>What kind of goods were exchanged in this region? <b>your answer here</b></p> <p>Which west African kingdom was at its height around 1200s? <b>your answer here</b></p> <p>Can you see an example of syncretism in this region? Which one? <b>your answer here</b></p> <p>What were “griots”? <b>your answer here</b></p>
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Ibn Battuta was a remarkable Muslim traveler in the 1300s. Take some time online to learn about him or listen about him and his adventures with this link:

<https://www.bbc.co.uk/sounds/play/p034s60x>

Then, answer the following question:

What does Ibn Battuta tell you about the “world” he was living in?

**your answer here**

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**PART V: EUROPE, EAST AND WEST**




A declining empire: the Byzantine Empire

The vital center of the empire was Constantinople (see map). It commanded **key trade routes linking Europe and Asia**. For centuries, the city's favorable location made it Europe's busiest market place. There, merchants sold silks from China, wheat from Egypt, gems from India, spices from Southeast Asia, and furs from Viking lands in the north. After rising to spectacular heights, the Byzantine Empire eventually declined to a small area around Constantinople itself. Yet it was still in existence nearly 1,000 years after the fall of the Western Roman Empire. As the heir of Rome, it promoted a brilliant civilization that **blended ancient Greek, Roman, and Christian influences with other traditions of the Mediterranean world**.

**Exercise # 10**

By 1200s the Byzantine Empire showed severe signs of decline. Write some examples in the graph below following the hints provided

	<b>Reasons of decline:</b>
	<b>A complex bureaucracy:</b> your answer here
	<b>Religious schism with Catholic Western Europe:</b> your answer here
	<b>Foreign invasions:</b> your answer here



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In 1453, Ottoman forces surrounded the city of Constantinople. After a siege lasting two months, they stormed the broken walls. Forces led by Ottoman ruler Muhammad II entered the city in triumph. The ancient Christian city was renamed Istanbul and became the capital of the Ottoman Empire. Istanbul soon emerged as a great center of Muslim culture.



Remains of Constantinople's wall today.

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Trade Routes in Western Europe and in the Mediterranean Basin, early 1200s



**Exercise #11:**

With the help of the pdf doc “Chapter 2” and/or the map above answer the questions below.

**Snap shot of Western Europe around 1200**

<p><b>What is the most powerful institution in Western Europe in 1200s? Explain its role.</b></p> <p>your answer here</p>	<p><b>Explain the agrarian revolution experienced by Europeans in the 1000s-1200s</b></p> <p>your answer here</p> <p>Go online to answer the following question: What is the difference between a</p>	<p><b>Look at the map above. Which regional parts of Europe are centers of trading activities? What could the effect(s) of such economic activities in the region concerned by trade?</b></p> <p>your answer here</p>
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	<p><b>manorial system and a feudal system?</b> your answer here</p>	
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MANORIAL SYSTEM in WESTERN EUROPE circa 1100





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**PART VI: THE WESTERN HEMISPHERE**





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FEATURES OF TWO RISING EMPIRES IN THE 1300s-1400s

DIFFERENCES

AZTEC EMPIRE	INCA EMPIRE
<ul style="list-style-type: none"><li>-use of dry farming and slash-and-burn agriculture</li><li>-use of pot irrigation, canal irrigation and “<b>chinampas</b>” (raised land surrounded by water) = population increased</li><li>-Technotitlan: capital of the Aztec, the city was a religious center as well as political and economic center.</li></ul>	<ul style="list-style-type: none"><li>-The Inca built their empire on 5 prior states such as <u>Chavin</u> and <u>Chimu</u>.</li><li>-cultivated root crops such as potato.</li><li>-Inca use <b>vertical trade</b>: trade linking coastal lowlands with high mountain areas (different products are grown at different altitude).</li><li>-An <b>impressive road system</b> is built and a <b>mita</b> system (unpaid labor by all adults in the empire) is used for public construction.</li></ul>

SIMILARITIES

<ul style="list-style-type: none"><li>-staple food: maize</li><li>-not located on major river system</li><li>-not using metals in their tools</li><li>-neither using wheels nor draft animals (except llamas in the Andes!)</li><li>-construction and transportation required labor intensive practices.</li><li>-not using a writing system</li></ul>
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Inca suspension bridge. Made of grass.

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**Exercise #12**

Answer the following question:

**Compare Russia and Japan as imitators of the Byzantine Empire and China, respectively.**

**Hint:** a comparison question is a typical question you find in AP World History. In this case, your task is to show the similar ways (political, economic, social, religious...) Russia and Japan imitate the Byzantine Empire or China. Then, in another body paragraph, show the different ways (political, economic, social, religious, cultural...) Russia and Japan imitate the Byzantine Empire or China.

Exceptionally, you do not need to have an introduction or a conclusion.

Use Font 12

Times New Roman

2 body paragraphs (one showing similarities and the other one showing differences)

Use facts to support your arguments (similarities and differences)

300 words total approximately.

Use key terms such as “both” “alike” “like” “similar to” to show similarities

Use key terms such as “on the other hand” “however” “yet” to show differences

Your answer here

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Rubric Summer Assignment AP World History

Maps: Labels - Accuracy	100% of the items are labeled and located correctly  5	At least 90% of the items are labeled and located correctly  4	At least 89 - 80% of the items are labeled and located correctly  3	Less than 80% of the items are labeled and located correctly  2	/5
Amount of information	All topics are addressed and all questions answered with at least 1/2 sentences or key terms about each  10	All topics are addressed and most questions answered with at least 1/2 sentences or key terms about each.  8	All topics are addressed, and most questions answered with 1 sentence or key terms about each.  6	One or more topics were not addressed.  4	/10
Quality of information	Information clearly relates to the main topic and/or it includes several supporting details and/or examples.  10	Information mostly relates to the main topic and/or it provides 1-2 supporting details and/or examples.  8	Information sometimes relates to the main topic and/or examples are given.  6	Information has little or nothing to do with the main topic.  4	/10
					/25
					/100