

**Mr. Meighen**  
**AP World History**  
**Summer Assignment**

AP World History serves as an advanced-level Social Studies class whose purpose is to analyze the development and interactions of different civilizations, ideas, and institutions throughout human history. This course will focus on the social, cultural, economic, environmental, and political developments which occurred throughout human history beginning in the Neolithic period with the establishment of ancient river valley civilizations and leading up to major events in the 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will improve upon their geographical and historiography skills by comparing and contrasting political systems from around the world, analyzing the rise and fall of human civilizations and trading networks, and evaluating the development of modern-day technology and globalization.

This assignment has been devised to help prepare students for AP World History by providing them with a cursory overview of the course's themes and the type of work expected. If you have any questions, please feel free to contact me at [smeighen@mycsp.org](mailto:smeighen@mycsp.org).

Directions:

1. Read the "AP World History Overview & Test Format" section attached. This section gives you information about how the class and the AP World History Exam itself will be structured. All Unit Tests given in class will resemble this format in hopes of better acquainting you with how the test will be taken.
2. Read the "Course Themes Overview" attached. Each of the five themes of World History will play an important role in the course, and it is important that students are introduced to these themes as soon as possible.
3. Using your knowledge of the five themes of AP World History, you will complete the "Five Themes of World History" activity attached. This assignment will assess how well you can identify, analyze, and apply each of the five themes of World History.
4. Complete the AP World History Summer DBQ assignment by following the attached rubric and the instructions included in the assignment itself. You will write a comprehensive essay that requires you to analyze historical sources and interpret their meanings, and is designed to assess your ability to interpret historical documents and utilize them in writing an appropriate AP-level essay. Be sure to pay attention to the AP DBQ-writing guidelines presented on the cover page, as these will form the basis for the scoring of your essay.

## AP World History Overview & Test Format

The AP World History course is structured around six chronological periods, each comprised of specific topics and key concepts typically encountered in college-level world history courses. These periods will occasionally be divided into separate units based on region or overall topic. The historical periods, from approximately 8000 B.C.E. to present, thus provide an approximate temporal framework for the entire course.

Period	Period Title	Date Range	Weight
1	Ancient Civilizations	8000 BCE – 600 BCE	5%
2	Classical Societies	600 BCE – 600 CE	15%
3	The Middle Ages	600 – 1450	20%
4	Early Modern Era	1450 – 1750	20%
5	Industry, Revolution, and Empires	1750 – 1900	20%
6	Twentieth Century	1900 – Present	20%

### Exam Overview

The AP World History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	3 questions	40 minutes	20%
II	Part A: Document-based question	1 question: periods 3–6	60 minutes (includes 15-minute reading period)	25%
	Part B: Long essay question	1 question, chosen from three options on the same theme	40 minutes	15%

# AP World History

## Course Themes Overview

Theme 1: Political Development  
Theme 2: Environmental Interaction  
Theme 3: Cultural Transformation  
Theme 4: Economic Systems  
Theme 5: Social Structures

The five course themes above present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. The key concepts of the course were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

### Theme 1: Political Development

- *Political structures and forms of governance*
- *Empires*
- *Nations and nationalism*
- *Revolts and revolutions*
- *Regional, transregional, and global structures and organizations*

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), and in various social and gender structures. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

## **Theme 2: Environmental Interaction**

- *Demography and disease*
- *Migration*
- *Patterns of settlement*
- *Technology*

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. In recent centuries, human effects on the environment, and the ability to master and exploit it, increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a “green” movement to protect and work with the natural world.

## **Theme 3: Cultural Transformation**

- *Religions*
- *Belief systems, philosophies, and ideologies*
- *Science and technology*
- *The arts and architecture*

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief systems or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society’s culture may be investigated and compared with other societies’ cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

## **Theme 4: Economic Systems**

- *Agricultural and pastoral production*
- *Trade and commerce*
- *Labor systems*
- *Industrialization*
- *Capitalism and socialism*

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and interaction with the environment.

## **Theme 5: Social Structures**

- *Gender roles and relations*
- *Family and kinship*
- *Racial and ethnic constructions*
- *Social and economic classes*

This theme is about relations among and between human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.



Name: \_\_\_\_\_

## **The Five Themes of World History**

*Read each of the following statements before using the space beneath each to identify which of the five themes of World History is being utilized. Then, explain your answer. Why is the theme you chose the correct one?*

1. Diseases brought by Europeans to the New World killed more than 20 million Native Americans. The population of Native Americans in Central America decreased by 90 to 95 percent between the years 1492 and 1619.
2. European serfs were required to work for the Lord of the Manor who owned their land, and in return were entitled to protection, justice and the right to exploit certain fields within the manor to maintain their own subsistence.
3. The Renaissance marked the period of European history at the close of the Middle Ages and the rise of the Modern world. One of the distinguishing features of Renaissance art was its development of realistic linear perspective.
4. Mercantilism was the economic doctrine that government control of foreign trade is of paramount importance for ensuring the prosperity and security of the state. In particular, it demanded a positive balance of trade.

5. Starting in the later part of the 18th century, there began a transition in parts of Great Britain's economy towards machine-based manufacturing. It started with the mechanization of the textile industries, the development of iron-making techniques, and the increased use of refined coal.
  
6. The French Revolution was a period of radical social and political upheaval in France that had a major impact on France and throughout the rest of Europe. Old ideas about hierarchy were abruptly overthrown by new Enlightenment principles of equality, citizenship and inalienable rights.
  
7. The Hundred Years' War was a series of conflicts waged from between the Kingdom of England and the Kingdom of France for control of the French throne. Because of the war's duration, and its many political impacts, it is often viewed as one of the most significant conflicts in European history.
  
8. The Xia Dynasty of China supposedly began with the irrigation of the Yellow River by the legendary Yu the Great. Previously, the Yellow River was known to flood erratically, leading to a large number of deaths in the neighboring valley.
  
9. The Hindu caste system was inspired by the assumption that the character of people varied according to their birth, color, race and origin of ethnic types. The caste system was more than socio-racial classification. It impacted every aspect of life, including economics and taxation.

*Now, describe FIVE scenarios based on actual historic events utilizing all five of the World History Themes. Each scenario should be about 1 – 2 sentences in length, and based on actual historic events.*

<b>Political Development</b>

<b>Environmental Interaction</b>

<b>Cultural Transformation</b>

<b>Economic Systems</b>

<b>Social Structure</b>



## Document-Based Question Instructions

Every DBQ essay assignment must:

• Have a relevant thesis or claim that directly addresses all parts of the question	<b>1 pt.</b>
• Contextualize the argument by explaining broader historical development	<b>1 pt.</b>
• Utilize specific evidence and descriptions from SIX of the included documents	<b>2 pts.</b>
• Provide additional examples of historical evidence outside of the documents	<b>1 pt.</b>
• Analyze purpose, audience, context, or POV in THREE of the documents	<b>1 pt.</b>
• Expand argument by connecting it to another historical process, region, or theme	<b>1 pt.</b>

Each essay will be given an AP score (1 – 7) and a classroom score for the purpose of grading your progress in writing and document analysis skills. The classroom score, which will be recorded in the grade book, will be based on the following rubric:

<b>AP Score</b>	<b>Classroom Score</b>
<b>7</b>	100% (A)
<b>6</b>	95% (A)
<b>5</b>	90% (A)
<b>4</b>	80% (B)
<b>3</b>	70% (C)
<b>2</b>	60% (D)
<b>1</b>	50% (E)

# INSTRUCTIONS

## THESIS

To earn the Thesis point, your DBQ must include a thesis statement at the beginning of the essay that accurately and fully answers the question asked in the directions. Be as specific as possible; do not simply restate the question. Fully answer the question with specific examples and tell the reader what you will be discussing in your essay.

## CONTEXT

Set the stage! Your essay must include outside information that contextualizes the topic of the DBQ itself. All DBQs revolve around a specific region, time period, or topic, and you must provide the background information necessary for a reader to understand the essay. For example, if the DBQ is about World War I, you could begin your essay with a few sentences explaining the causes of the war, where it took place, what nations were fighting, how they were fighting, etc. If you were writing a story, this is where you would establish the setting and give the reader all the background information they need to understand everything that follows. I recommend opening the essay with the context, explaining the “setting” before launching into your thesis.

## DOCUMENT EVIDENCE

All DBQ assignments will include seven documents; in order to earn the Document Evidence point, your DBQ must utilize direct evidence from ALL (or all but one) of these documents. If they are text documents, try to include a (short) cited quote from the document, or at least explain what the document is saying and how it relates to the topic at hand. If the document is an image, simply explain what it illustrates. Be sure to cite what document each piece of evidence comes from (Document 1, Document 2, etc.). The majority of the evidence in your essay should come directly from the documents themselves, and should include your explanations as what each piece of evidence means and how it supports your thesis statement.

## ADDITIONAL EVIDENCE

To earn the Additional Evidence point, your essay must include evidence outside of the documents but still relevant to the topic, region, and time period being discussed. Anything you know about the topic not explicitly mentioned in the documents can be used for this point, so long as it is relevant and helps in your answering of the question. This step will become easier as the year goes on and you actually learn more examples.

## **ANALYSIS**

You must analyze author's point-of-view, audience, purpose, or context in at least **THREE** of the included documents. You can do this by giving background information on the author of the document, explaining who the document was written for, what purpose the document serves, or in what historical context the document was written. Regardless, you must explain how these factors affect the document's information and whether it was meant to inform or persuade. Analysis does *not* need to include all four of these options throughout the paper: for example, you can analyze purpose in all four of the selected documents, or analyze author's point-of-view in two of them and audience in another two, etc.

## **EXPANSION**

To earn the Expansion point, you must ensure that you are making connections between your main argument, the included documents, and other historical time periods or regions. There are several ways you can do this: you can compare and contrast the included documents by going into detail about how they corroborate or contract each other, or connect your overall argument to another time period, historical region, or general theme. Demonstrate how your argument and the documents included are part of a much larger global and historical argument by connecting it to other time periods, figures, regions, documents, or themes.



## The American Revolution: Document-Based Question

### TO WHAT EXTENT DID THE AMERICAN REVOLUTION FUNDAMENTALLY CHANGE AMERICAN SOCIETY?

**Task:** Using information from the documents and your own knowledge of world history, write an essay in which you examine the extent to which the American Revolution fundamentally changed American society. Your essay must also include additional information from your knowledge of world history.

Remember, your essay must:

• Have a relevant thesis or claim that directly addresses all parts of the question	<b>1 pt.</b>
• Contextualize the argument by explaining broader historical development	<b>1 pt.</b>
• Utilize specific evidence and descriptions from SIX of the included documents	<b>2 pts.</b>
• Provide additional examples of historical evidence outside of the documents	<b>1 pt.</b>
• Analyze purpose, audience, context, or POV in THREE of the documents	<b>1 pt.</b>
• Expand argument by connecting it to another historical process, region, or theme	<b>1 pt.</b>

The following DBQ has been selected because you have not yet received any content instruction in AP World History, and so this assignment relies on your knowledge of *American* history. This means you should attempt all seven points of the rubric, including Context, Expansion, and Additional Evidence, as the American Revolution and its aftermath should be something you are well acquainted with at this point in your scholastic career. All future DBQ assignments will take place outside of the United States and focus on more global topics, events, and processes.

The purpose of this assignment is to test your ability to understand instructions, interpret historical documents, and synthesize historical information into a successful AP-level essay. We will go over the results of this DBQ in class and discuss our strengths and weaknesses.

## Document 1

Source: Woodcut of Patriot woman, Marblehead, MA, 1779 (New-York Historical Society).



## Document 2

Source: *Pennsylvania Packet*, 1779.

Awake, Americans, to a sense of your danger. No time to be lost. Instantly banish every Tory [British Loyalist] among you. Let America be sacred alone to freemen.

Drive far from you every baneful wretch who wishes to see you fettered with the chains of tyranny. Send them where they may enjoy their beloved slavery to perfection – send them to the island of Britain; let them drink the cup of slavery and eat the bread of bitterness all the days of their existence – there let them drag out a painful life, despised and accursed by those very men whose cause they have had the wickedness to espouse. Never let them return to this happy land – never let them taste the sweets of that independence which they strove to prevent. Banishment, perpetual banishment, should be their lot.

### Document 3

Source: Statutes at Large of Virginia, 1786.

Be it enacted by the general Assembly, that no man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever...but that all men shall be free to profess, and by argument to maintain, their opinion in matters of religion.

### Document 4

Source: United Indian Nations, Speech at the Confederate Council, 1786.

Brethren of the United States of America: It is now more than three years since peace was made between the King of Great Britain and, but we, the Indians, were disappointed, finding ourselves not included in that peace...for we thought that its conclusion would have promoted a friendship between the United States and the Indians.

You kindled your council fires where you though proper, without consulting us, at which you held separate treaties and have entirely neglected our plan of having a general conference with the different nations of the Indian confederacy.

### Document 5

Source: *An Ordinance for the Government of the Territory of the United States Northwest of the River Ohio*, 1787.

Article 6<sup>th</sup>. There shall be neither slavery nor involuntary servitude in the said territory, otherwise than in the punishment of crimes whereof the party shall have been duly convicted: Provided, always, That any person escaping into the same, from whom labor or service is lawfully claimed in any one of the original States, such fugitive may be lawfully reclaimed and conveyed to the person claiming his or her labor or service as aforesaid.

## Document 6

Source: James Madison in *The Federalist*, number 51, 1788.

Ambition must be made to counteract ambition. It may be a reflection on human nature that such devices should be necessary to control the abuses of government. But what is government itself, but the greatest of all reflections on human nature? If men were angels, no government would be necessary. In framing a government which is to be administered by men over men, the great difficulty lies in this: you must first enable the government to control the governed; and in the next place oblige it to control itself.

## Document 7

Source: Mary Wallace, valedictory address, Young Ladies' Academy of Philadelphia, 1792.

What then must my situation be, when my sex, my youth and inexperience all conspire to make me tremble at the task which I have undertaken? But the friendly encouragement, which I behold in almost every countenance, enacts me to overcome difficulties, that would otherwise be insurmountable. With some, however, it has been made a question, whether we [women] ought ever to appear in so public a manner. Our natural timidity, the domestic situation to which, by nature and custom we seem destined, are urged as arguments against what I now have undertaken: Many sarcastic observations had been handed out against female oratory: But to what do they amount? Do they not plainly inform us, that, because we are females, we ought therefore to be deprived of what is perhaps the most effectual means of acquiring a just, natural and graceful delivery? No one will pretend to deny, that we should be taught to read in the best manner. And if to read, why not to speak?

