

# AP WORLD HISTORY SUMMER ASSIGNMENT

A major part of this course will be thinking about the division of history into time periods. We will look at history in six periods, but I want you to realize from the very beginning that these six time periods are only one way to think about history!

**PLEASE WRITE A 1-2 SENTENCE SUMMARY OF EACH TIME PERIOD BELOW.  
WRITE THESE IN YOUR OWN WORDS!**

## PART I- Periodization summaries

*It should come as no surprise that historians examine and explain history by breaking it into time periods. This course is arranged into six time periods and the reasons why we are using this "periodization" will constantly be at the heart of this course. (Please note that BCE is the same as B.C. and CE the same as A.D., something we will talk about in the beginning of the course.)*

*1) to c. 600 BCE- "Technological and Environmental Transformations"- Though in many ways it may be the most important era of history as far as human existence is concerned, we will spend the least amount of time on this era. The "Neolithic Revolution" saw the rise of agriculture allowing for the permanently settled societies to exist for the first time as many humans gave up nomadic lifestyles to become sedentary. Sedentary societies developed and humanity experienced a major population boom that has never stopped and which allowed for many things that had not previously been possible.*

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*2) c. 600 BCE to c. 600 CE- "Organizations and Reorganizations of Human Societies" – This period is known as the "classical age." The classical age witnessed the birth of much more complex ideas about government, religion, art, literature, science, etc. that still survive to this day and in many ways, solidified the differences found between regions around the world today. At the same time, interactions between societies increased through trade, war, and migrations.*

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*3) c. 600 CE to c. 1450- "Regional and Transregional Interactions"- With the fall of the "classical societies," the postclassical age saw peoples struggle to adjust to the tremendous instability that followed collapse. The early part of this era was greatly dominated by the rise of Islam and later by the power of nomadic peoples from Central Asia— the Mongols and Turks. Throughout most of this period, Western Europe experienced a Dark Age in which it was relatively isolated from much of the world, while places like China and the Middle East flourished. Toward the end of the period, Europe began to rise out of the ashes as the Renaissance ("rebirth") foreshadowed its rise in the "early modern era" that followed.*

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4) c. 1450 to c. 1750- *“Global Interactions”- This period marks the beginning of the permanent interaction between the Western and Eastern hemispheres which had never previously been in ongoing contact. The exchanges that resulted brought about a huge shift for many of the world’s peoples. As it was Western Europeans who began these new contacts when their search for trade routes to Asia brought about the “discovery” of the Americas, this period saw the beginning of their rise to power. A brand new world was created in the Americas as the decline of native populations, the rise of the trans-Atlantic slave trade, and European migrations led to major changes in the western hemisphere’s population and way of life. The Protestant Reformation, scientific revolution, and “Enlightenment” further shook up Europe as established ideas were questioned.*

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5) c. 1750 to c. 1900- *“Industrialization and Global Integration”- This period saw the growth of European dominance of world affairs. Sparked by the American Revolution, this era also witnessed a wave of revolutions which brought independence to most of the western hemisphere which had previously been colonies under the political control of Europeans. The revolutionary spirit spread to Europe and led to a tremendous growth of nationalism on both sides of the Atlantic as huge amounts of peoples began to define themselves in terms of a national identity. Meanwhile, the Industrial Revolution allowed Europeans (and the U.S. and Japan) to expand their power and build truly global empires during the “age of imperialism.”*

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6) c. 1900 to the Present- *“Accelerating Global Change and Realignments”- The long 20<sup>th</sup> century witnessed world wars and a worldwide depression. It saw the decline of European empires and the dramatic rise of the U.S. As European power weakened, nationalism spread to the colonized peoples of their empires, and independence spread across Asia and Africa in an era of “decolonization.” The rise of a new political ideology, fascism, led to World War II and the defeat of fascism led to nearly half a century of Cold War between two competing ideologies backed by two world superpowers, the U.S. and the Soviet Union. Today in a post-Cold War era, the world is, in a sense, smaller than ever, as computer technology and the rise of “globalization” has brought us into greater contact than ever before. During this century, changes to human lifestyles were as dramatic as ever as the middle class exploded and cheap energy in some ways allowed for more change than in the previous 10,000 years of the course.*

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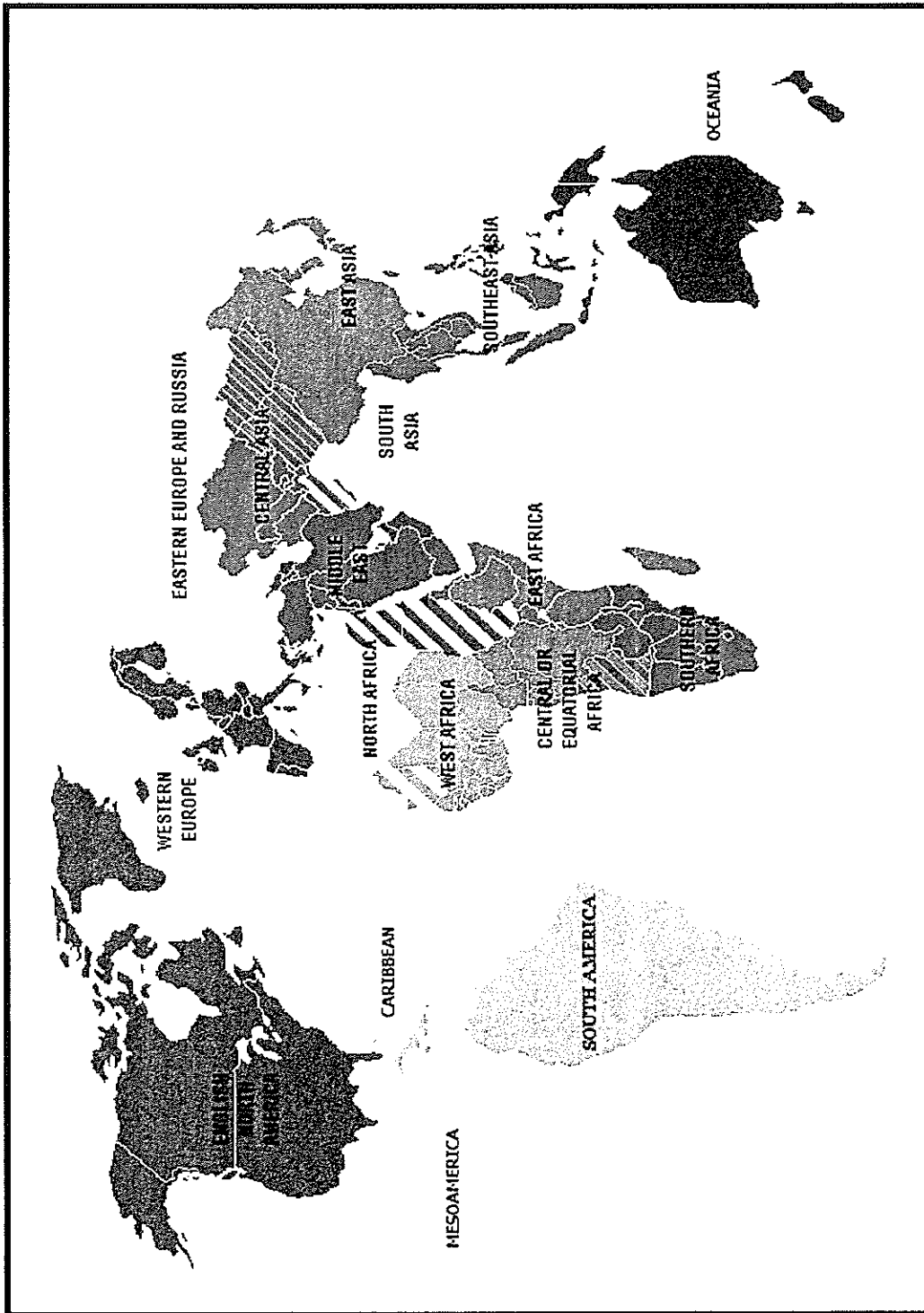
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# AP WORLD HISTORY: REGIONS



## Part II AP World Regions

Students need to be thoroughly familiar with the following regions and countries. This is an integral aspect of the course and a skill that needs to be mastered prior to the beginning of the year.

Identify the following AP World Regions and at least three countries within each region (except for South Asia you only need two countries).

One of the major components on the exam is also the DBQ (Document Based Question). Use source details and analysis to answer the questions that follow.

### Document 3

In the spring of 618/1221, the people of Nishapur (a city in Persia) saw that the matter was serious ... and although they had three thousand crossbows in action on the wall and had set up three hundred mangonels and ballistas and laid in a correspondent quantity of missiles and naphtha, their feet were loosened and they lost heart.... By the Saturday night all the walls were covered with Mongols;... The Mongols now descended from the walls and began to slay and plunder.... They then drove all the survivors, men and women, out onto the plain; and ... it was commanded that the town should be laid waste in such a manner that the site could be ploughed upon; and that ... not even cats and dogs should be left alive.... They severed the heads of the slain from their bodies and heaped them up in piles, keeping those of the men separate from those of the women and children.

Note: Juvaini was a Persian chronicler who was in the employ of the Mongol Il-khan of Persia who served under the Mongols as the governor of Baghdad. He wrote this account about forty years after the destruction of Nishapur.

1. Who is the author of the document?

2. What is the POV (point-of-view) and purpose of the author? What does he hope to obtain by writing this? Why would he say what he is saying?

3. Are there any limitations to this source as a historical document? Is there any information that you might question as far as accuracy, etc?

4) Final Question- What are you most interested in learning about this year? Why?