

Students/Parents/Guardians,

Let me first introduce myself. My name is John Miller, and I am your AP World History teacher. A quick bit about myself. I have taught for 22 years at the middle school and high school level. I have taught AP curriculum for the last 11 years (World and Human Geography). I am a 20-year retired veteran of the US Navy. I have a beautiful wife, two ragdoll cats, and a 23-year-old son. Finally, I have been told that have "an epic mustache." I am sure it will be a topic of conversation.

I want to first welcome you to the College Board Advanced Placement (AP) 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 further challenging courses.

In May of 2023 you will have the opportunity to earn up to six college credit hours within the College Board created AP exam. This exam will be a challenge for sure, however, with focused attention it is certainly achievable.

In anticipation of the upcoming challenge, students will be expected to deeply read the text and take active 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 middle 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 freshman year.

The great news for you is that the task of APWH is doable. It requires a sense of dedication and keeping your eyes on your goals. It requires planning on a daily and weekly basis. However, what it most requires is the ability to persevere, learn lessons from failures, and conquer that task at hand. Anything short is likely to lead to frustration and a feeling of failure.

When school begins, I will spend five 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: 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. This could also be written for parents/guardians as...Accept the struggle that your child will go through and use that struggle to make you a stronger parent.
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. For parent/guardians please develop a schedule for your child to balance out their busy life with the time consumption of this and their other challenging courses.
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.

Mr. John Miller

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This course is an AICE, AP, IB, or DE course designed to earn college credit as well as meet high school graduation requirements. As such, materials and discussions for this course may reflect topics not typically included in SJCSO courses. Due to the dual credit nature of this course, content and materials used in this course are not able to be modified to accommodate variations in student age and/or maturity.

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 sub-units for the course.

The assignment will be your first large formative assignment and will be due by the end of the first week of school.

Step One: You will need to purchase the following

- The newest edition of the Perfection Learning/AMSCO AP World History-Modern book: (Softback Edition)

https://www.amazon.com/Advanced-Placement-World-History-Modern/dp/1531129161/ref=sr_1_1?crd=2N474GBP5H6CY&keywords=amsco+modern+world+history&qid=1651671544&sprefix=amsco+modern+world+history%2Caps%2C166&sr=8-1

If you are going to try and purchase a used copy, make sure it is the 2020 edition (or later if applicable). Editions prior to 2020 preclude the significant changes (the course use to start at c. 8,000 B.C.E.) that occurred with the course prior to the 2019 academic year. In addition to its summer use, this book will be used extensively for the entire year.

If you would like a PDF of the assigned reading so you can start before you receive your textbook, please email a request for the file.

The Summer 2022 assignment will be broken into four parts. Each academic part will be concentrating on a specific skill that will be used throughout the upcoming school year.

Part 1: SPICE-T World History Themes

Watch the video that describes the World History Themes SPICE-T: <https://youtu.be/FGkPdmsDvWw>

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

Watch the second video on SPICE-T: https://youtu.be/XQc_N80ssMw Watch it to the 6-minute mark.

As you watch the video add more information that may be added to the SPICE-T topic. Remember to leave one side of each card blank.

To complete Part 1 you are to choose one of the movies listed and on the blank 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 take a picture of both your SPICE-T video notes and your movie notes. Send the pictures to me via email. John.m.miller@stjohns.k12.fl.us

You are to bring those cards for the first week of class

Part 2: Cornell Notetaking and Use

Watch the video that describes the Cornell Notes style https://youtu.be/nX-xshA_0m8

Using the Cornell Notes style take notes on the following pages of your AMSCO text. (Treat each set of pages as a different assignment).

VERY IMPORTANT: When doing Cornell Notes they must be done by hand and not typed. This is very important for the learning process.

Prologue Part 1: XLI-XLIV (Cornell Notes Style)

Prologue Part 2: XIV-LIII (Cornell Notes Style)

Prologue Part 3: LIV-LXI (Cornell Notes Style)

Prologue LXII Answer the questions from the "Reflect on the Prologue." To be completed on electronic form and sent to my email upon completion.

Cornell Notes Checklist:

You have titled your Cornell Notes with the Class, Text and pages read, and Date.

You have broken each paragraph down to its most basic content. Using SPICE-T to help break down the basic information of the paragraph.

You have written notes that break down the images, maps, charts, etc. in the section.

You have written questions in the "Cue" section that can be answered from your notes.

You have summarized the notes in at least five sentences.

IMPORTANT NOTE: You should not be copying word for word from the text. You do not need a second copy of the textbook. You are writing notes for each paragraph breaking it down to its basic component. Ask yourself "how does this paragraph fit into SPICE-T?" or "how does the information in the paragraph connect with previous learned material?"

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.

Part 4: Homework for Parent/Guardian

Hello Parents/Guardians. You have a bit of homework to go along with your child's summer assignments. Please send me an email that introduces yourself and tell me what you see as your child's greatest area of strength and his/her greatest area of growth. This can be academically or socially. Finally, what is one piece of advice you would give yourself if you could go back in time and talk to yourself at 14/15. If you would please keep this a bit of a secret from your child because I use it during the first week's class. Do not forget to include your child's name.

Thank you and have a great summer.

Mr. Miller

Summer Assignment Checklist

- ✓ You have ordered a copy of the AMSCO World History: Modern text. You have your class supplies from list below.
- ✓ You have completed the SPICE-T Index card notes and Movie notes. You have taken a picture of the movie side of the cards and emailed them to me. Due by the first week of school
- ✓ You have completed the Cornell Notes on the three parts of the Prologue of the AMSCO text and completed the questions (These will be turned in during the first week of school.)
- ✓ You have completed the first 2 guided reading notes of the AMSCO World History: Modern Text. (These will be turned in during the second week of school.)
- ✓ Your parents have sent in their homework via email. Make sure it includes your name. Emailed to me by August the first day of school.

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Remember if you are unable to quickly get a copy of the AMSCO World History Modern text please email me a request of the PDF of the assigned sections so you can start your assignments.

CLASS SUPPLY LIST

1. Colored Pencils for map notes (you should also get a pencil sharpener for those pencils. They cannot be sharpened in the classroom sharpener. They tend to damage it over time.
2. Variety of highlighter colors
3. 3 Inch 3-Ring Binder with dividers to create 10 sections.

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
Explain the systems of government employed by Chinese dynasties and how they developed over time.	<p>A. Explain how an imperial bureaucracy/meritocracy works.</p> <p>B. How did the Song Dynasty’s imperial bureaucracy represent a 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:

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
Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.	<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'unayyah (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:**

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