

# AP World History

## SUMMER PROJECT

### 2013-2014



Students entering AP World History in the Fall of 2013 are expected to complete a summer project. The purpose of this exercise is to help prepare students for expectations in an Advanced Placement course, serve as a transition from last year's content to the new material, and to refine and practice examining historical information from an increasingly global perspective.

To meet these objectives, students are to read two articles. These articles will serve as the basis of our initial discussion about transitions from the Post-Classical age to the Global period. These articles are:

[1492: The Prequel by Nicholas D. Kristof](#)

[The Rise of the West after Twenty-Five Years by William H. McNeill](#)

Following the completion of the summer work and our class discussion, students will create a written reaction to the following statement:

***It is tempting to see some sort of master plan in the various changes that began to occur around 1400. People who emphasize an ethnocentric approach to world history, stressing some inherent superiorities in Western values, might be tempted to simplify the factors involved. However, a series of complex coincidences may be a more accurate explanation, as in other cases in which the framework of world history changed substantially.***

**--Peter Stearns**

Please keep this statement in mind as you prepare the required written assignments. Students must complete the following:

1. Annotate both articles
2. Answer questions about the articles
3. Research the historical terms
4. Create a list of remaining questions

**Links to the readings found here:**

[www.historyhappenings.weebly.com](http://www.historyhappenings.weebly.com)

**Password: Smith (case sensitive)**

## Part One: Annotations

Please carefully and thoughtfully read the two articles. You should begin with a “first read” which involves trying to understand the basic idea of the author. You will then need to break up the article into smaller segments for more significant analysis. As a guide for your annotations, consider the following suggestions:

- Mark material that is confusing, interesting, and/or important
  - Use available resources to look up words/ideas which are unclear
- Circle/underline/highlight key ideas
- Provide written summaries in the margins
- Label content as cause/effect/continuity/change/similar/different/etc.
- Create questions based on the reading
- Make prediction statements
- Make comments connecting ideas from previous knowledge and/or the other reading

## Part Two: Questions

After completing your annotations, please respond to the following questions.

*1492: The Prequel*

1. What is the general idea presented by the author?
2. How does he support his conclusions?
3. Who was Zheng He?
4. Why did the Ming change their foreign policy after the voyages of Zheng He?
5. How were these policies, consistent with traditional Chinese thinking?
6. Evaluate the following quote:

*In the end, an explorer makes history but does not necessarily change it, for his impact depends less on the trail he blazes than on the willingness of others to follow.*

7. What is meant by the statement, “Perhaps the Famao show us what the mestizos of such a world might have looked like...”?

*The Rise of the West after Twenty-Five Years*

1. What was the author’s original premise when the book was published?
2. What errors does he acknowledge after twenty-five years?
3. How does he explain these errors?
4. What forces of change should be considered other than civilizations?
5. What new inventions and mercantile systems are introduced in the post-classical era to facilitate greater interaction?
6. What is meant by an “ecumenical world system”?
7. What allowed the Islamic world to be a mosaic of people? Why did this not happen in East Asia?
8. Should we (21<sup>st</sup> Americans) consider borrowing from abroad as a catalyst for change? What might be some of the dynamic and constructive forces we should consider adopting?
9. Why is “cultural pluralism and differentiation a dominating force of human history”? Cite historical examples and modern examples of this phenomenon.

### Part Three: Historical Terms

Please identify the following historical terms. Terms should include both a **definition and the historical significance**. Four to five sentences per term are generally appropriate. Please note, your definitions and historical content should be in your own words and not taken directly from research materials.

- European Renaissance
- Protestant Reformation
- Catholic Reformation (Counter-Reformation)
- Scientific Revolution
- Emergence of the nation-state
- Absolute monarchy
- Louis XIV
- Mercantilism
- Hundred Years' War
- 30 Year's War
- Glorious Revolution
- Secular
- Reconquista
- Proto-industrialization

### Part Four: Remaining Questions

Create a list of questions to bring to our discussion. Please focus on conceptual ideas rather than definitions. (i.e. If you can quickly Google the answer, it isn't a question to bring before the group.) These questions should allow us to make connections from last year's curriculum to the AP World History course. Four to five 'big questions' are appropriate.

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### Assessment

Assessment for this assignment will include the quality, thoroughness, thoughtfulness, and insights reached from these written assignments **and** constructive participation in our class discussion.

Please remember that these readings might seem difficult and overwhelming at first. Therefore, don't wait until the last minute to complete these materials. There may not be exact answers for all questions, and therefore you are to create independent conclusions guided by your own thoughtful historical analysis. Remember,

*Success is a journey, not a destination. The doing is often more important than the outcome.*

~~Arthur Ashe

**Due Date: Please bring all four assignments with you on the third day of school. Work MUST be presented in a manner consistent with AP quality worked (typed, double-spaced; 12~point font).**