

AP

World History



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TABLE OF CONTENTS

Due
on
first
day of
school

1.	Why Take AP? -----	p. 3
	Welcome -----	p. 4
	AP Warriors -----	p. 5
	Reflections on Surviving AP -----	p. 6
	Earn the Grade, Grit, and Dedication Award -----	p. 7
	Summer Packet Instructions -----	p. 8
	Summer Packet Deadline -----	p. 9
	Introduction to the Blob -----	p. 10
	What is AP World History? -----	p. 11
2.	What is Geography -----	p. 12
	Geographical Coverage -----	p. 14
	Mapping Activity -----	p. 15
	Mapping Labels -----	p. 16
	Map #1.1 - World Regions and Cities -----	p. 19
	Map #1.2 - World Regions and Cities -----	p. 21
	Map 1 - Blank Map (Eastern Hemisphere) -----	p. 23
	Map 2 - Blank Map (Western Hemisphere) -----	p. 25
3.	Major World Religions and Belief Systems -----	p. 26
4.	BEFORE Modern World History -----	p. 27
	Videos to Watch and Online Questions to Complete	
	Mankind - The Story of All of Us -----	p. 28
5.	AP World History Framework -----	p. 29
	AP World College Board Objectives -----	p. 30
6.	Warrior Tools for the Historian -----	p. 31
	Historical Thinking Skills -----	p. 32
	Reasoning Processes -----	p. 34
	SOAPStone -----	p. 35
	Thematic Learning -----	p. 36
	PIRATES -----	p. 37
	DD Smith History -----	p. 38

TABLE OF CONTENTS

			Due on first day of school
7.	Essay Essentials -----	p. 39	
8.	Summer Packet Review		
	# 1. -----	p. 41	___
	# 2. -----	p. 42	___
	# 3. -----	p. 43	___
9.	Skill Practice		
	Byzantine Empire -----	p. 44	
	Summer Packet Review # 4 -----	p. 50	___
10.	Sample Note Taking Skills -----	p. 52	
	Cornell Notes -----	p. 53	
	Cornell Labeling Section -----	p. 55	___
11.	AP World History: Setting the Stage -----	p. 57	
12.	Shall we go on a field trip? -----	p.58	
13.	Cover Sheet -----	p.60	___

Why Take AP?

An Edge in College

Taking AP courses in high school could give you an advantage in college by letting you:



Earn College Credit

Your AP score could earn you college credits before you even set foot on campus.



Earn Advanced Placement

Your AP score can let you skip introductory courses in college.



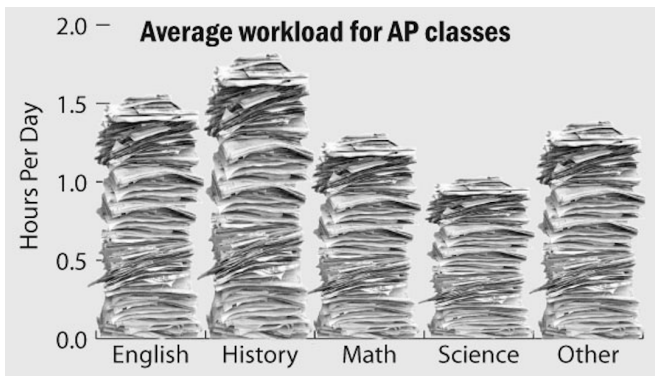
Save Money and Time

Earning credit or placement can open up time on your schedule or even let you graduate early.



Stand Out to Colleges

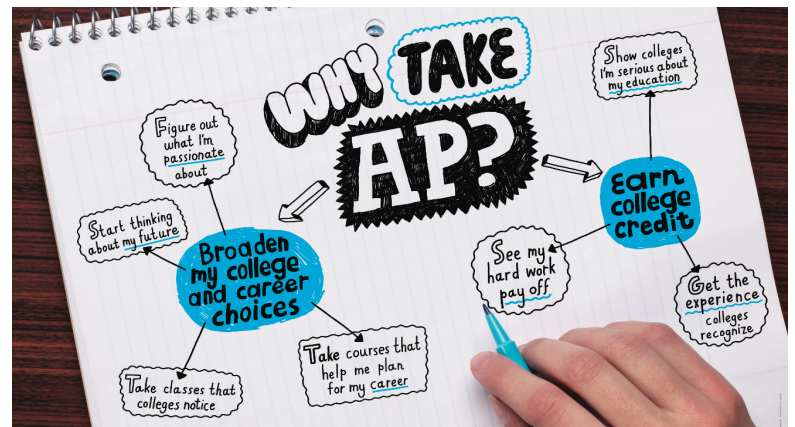
"AP" on your high school transcript shows colleges you've tackled college-level work.



It is common knowledge that AP World History requires a lot of hard work and time commitment.

So why go through the extra work and trouble?

APS 23.1 [Why Take AP?](#)



Welcome



Welcome to AP World History (10th grade), I look forward to a great 2023-2024 school year with you! This is an exciting class that will allow us to understand our **modern world today** by looking at the big picture of history, tracing cultures over time, and examining human interactions. This is an intense course at the college level. Taking this course will automatically sign you up to take the **AP World History Exam** in May 2024.

Course Prerequisites: There are no prerequisites for *AP World History: Modern*.

College Course Equivalent: *AP World History: Modern* is designed to be the equivalent of an introductory college or university survey of modern world history.

AP EXPECTATIONS: For many of you, this is your first AP class. To be successful, you will need dedicated time and a strong work ethic. Once school resumes in August, you should be prepared to spend **four to six hours a week outside of class** on AP World History work. Scholars should be able to read a college-level textbook and write grammatically correct, complete sentences. If this does not seem realistic for your schedule and expectations, then you may want to reconsider taking this course and contact your counselor immediately.

SUMMER PACKET: You will reference this packet throughout the entire year. The purpose of this summer packet is to review important previous knowledge and to get exposure on resources that will be covered during the course of the year. It will prepare you for the intense curriculum that lies ahead by reviewing your fundamental knowledge of Geography and World History (before 1200 BCE). *This is not a graded assignment*, but its completion will make you eligible for **extra credit points** for Semester 1. Many people in the past have regretted not doing this work!

You do NOT need to check out a book to complete the work in this packet. In addition to this packet, however, you will need online accessibility to access resources such as www.mrbelloblog.com to complete the work found in this summer packet.

Word Reflections from Previous AP Scholars for incoming AP Scholars

DISCIPLINE	TEAM WORK	ORGANIZATION	TIME MANAGEMENT
STUDY TIME	STUDY SPACE	LIFE BALANCE	MATURITY

"Do the Summer Packet!"



AP WARRIORS



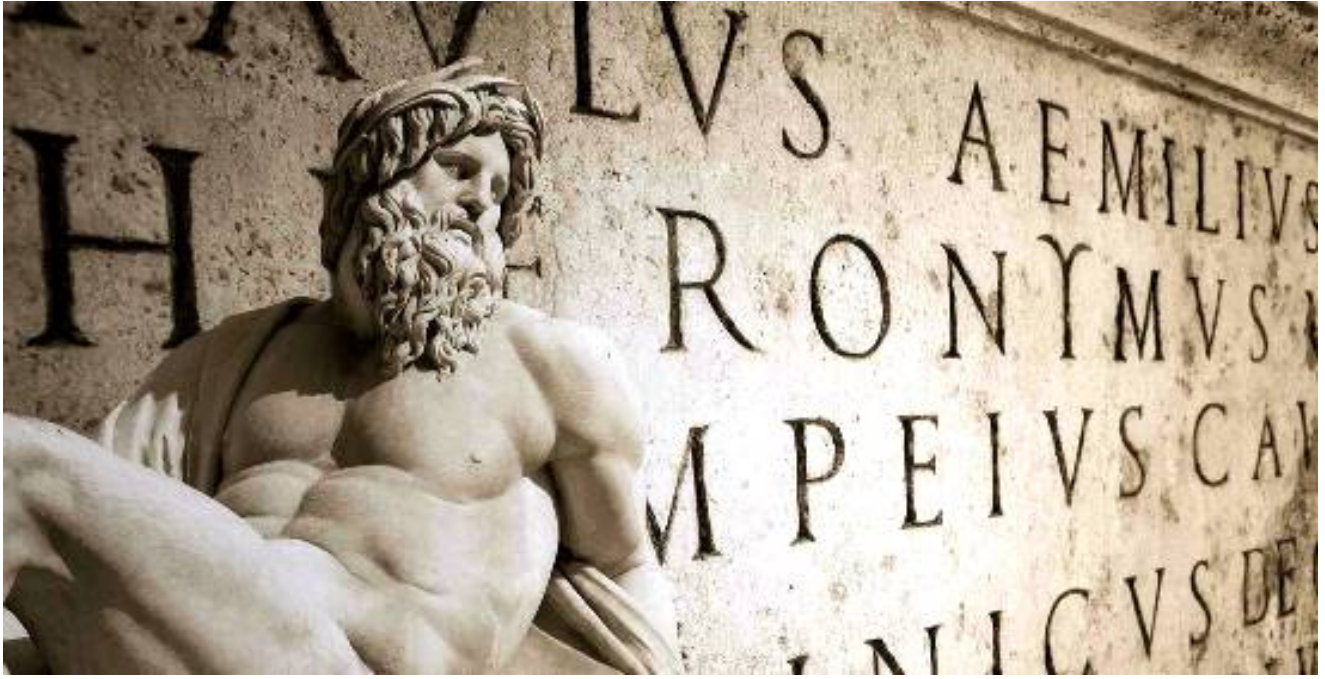
Taking AP World History during your sophomore year is a serious wake up call for many. The time commitment, workload, and overall challenge of taking a college course require responsibility and commitment. It is because of these reasons scholars who embark on this academic journey with Mr. Bello assume the role of **AP Warriors**.

Accept this title with pride. Throughout your sophomore year we will use this role as a mindset to take on AP World History.



Reflections for Surviving AP World History

To get the **GRADE** you gotta have the **GRIT**.



Esto quod es. Vincit qui Patitur. Carpe Diem.

Acta Non Verba. Veni, Vidi, Vici. Tempus Fugit.

Semper Fortis. Ad astra per aspera. Scribendo Cogito.

Audentes fortuna iuvat. Nunquam Non Paratus.

Faber est suae quisque fortunae.

Earn the Grade, Grit, and Dedication Award

Mr. Bello has a tradition for the end of the year standouts: the **Grade, Grit and Dedication Awards** are given to scholars who have worked high and beyond the capacity of their fellow AP peers.

Mr. Bello takes into account a year's amount reflections and observations trying to identify scholars who accomplish most of the following criteria:

- Completion of the Summer 2023 packets
- 90% or above grade
- Participation and preparedness in class
- Completion of the College Board videos
- Attendance
- Grade



The Pen is Mightier than the Sword...

Edward Bulwer-Lytton, 1839

Summer Packet Instructions



Bello's Note -

**BEFORE MOVING FORWARD,
BE SURE TO TAKE TIME AND
ENJOY YOUR SUMMER
VACATION!**

YOU DESERVE IT!

DIRECTIONS - Read the following carefully. Completion of this packet will give you eligibility for **EXTRA CREDIT** for Semester 1.

1. **Google Classroom** - Sign on to Google Classroom [CLICK HERE](#) (Class Code: **zc4lrdk**)
2. **Mr Bello Blog** - Visit and browse [CLICK HERE](#)
3. **The Summer Packet** - Review the Table of Contents (p 1 and 2) and browse through the entire packet.
4. **Do not submit the entire packet.** Refer to the [Table of Contents](#) to verify which pages are to be submitted when you return from vacation. Include the cover sheet found **on the last page of this packet.** Please staple your work neatly before submitting.
5. All submitted work must be printed and handwritten *with the exception of* the questions associated with the Mankind videos.



Bello's Note - Don't be fooled! **Extra Credit means Extra Work!** You will have enough AP work when school starts. Use the Summer Packet to earn extra credit that you may need throughout Semester 1!

Summer Packet Deadline




The summer packet is due on the first day of school

Monday, August 21, 2023

Late submission - The Summer Packet will not be accepted for extra credit after August 21st.

Procrastination - This is the biggest challenge that you will face taking any AP course. This will also affect the quality of your work.

The packet can be completed faster than you think, but don't leave the work for the last week of vacation. Double and triple check your work before you submit. Remember to reach out if you need any clarifications!

 **Bello's Note** - Be sure to use the cover sheet provided on the ***last page*** of this packet. Submit only the requested pages. Submitting a completed packet will get you important extra credit points!

Introduction to the BLOB (BLOG)

Your main online resource for AP World History



It is highly recommended that you get accustomed to www.mrbelloblog.com during your summer break.

On this site you will find the following resources throughout the year:

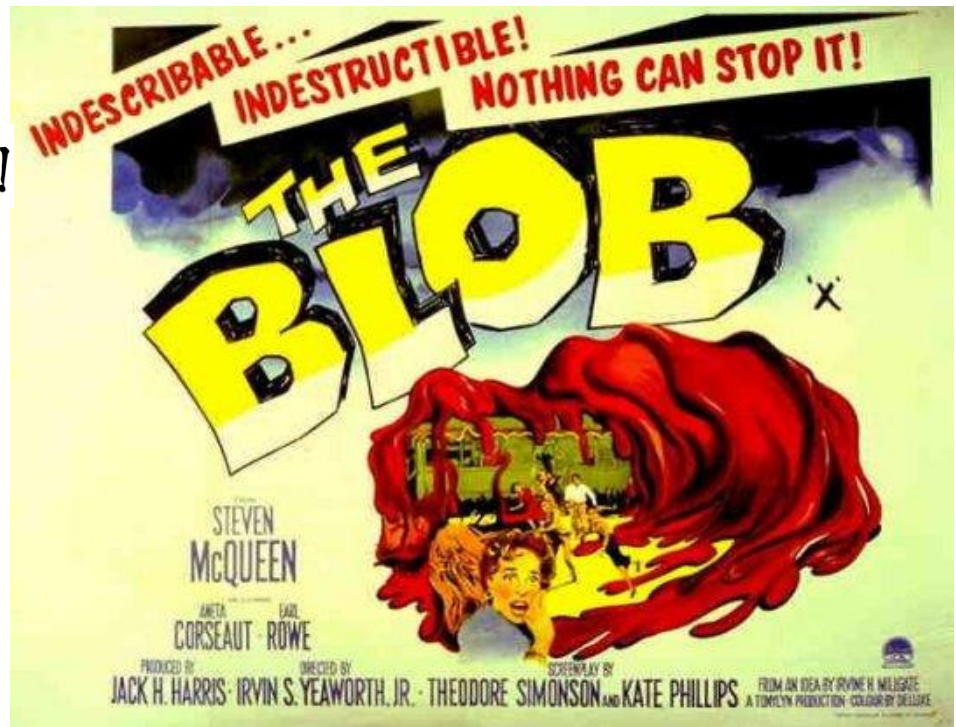
- e3 Resources
- Weekly Itinerary
- Syllabus / Homework / Classwork
- Timelines
- Videos referenced by class notes and daily readings
- College Board and AP test updates
- College Resources



Bello's Note -

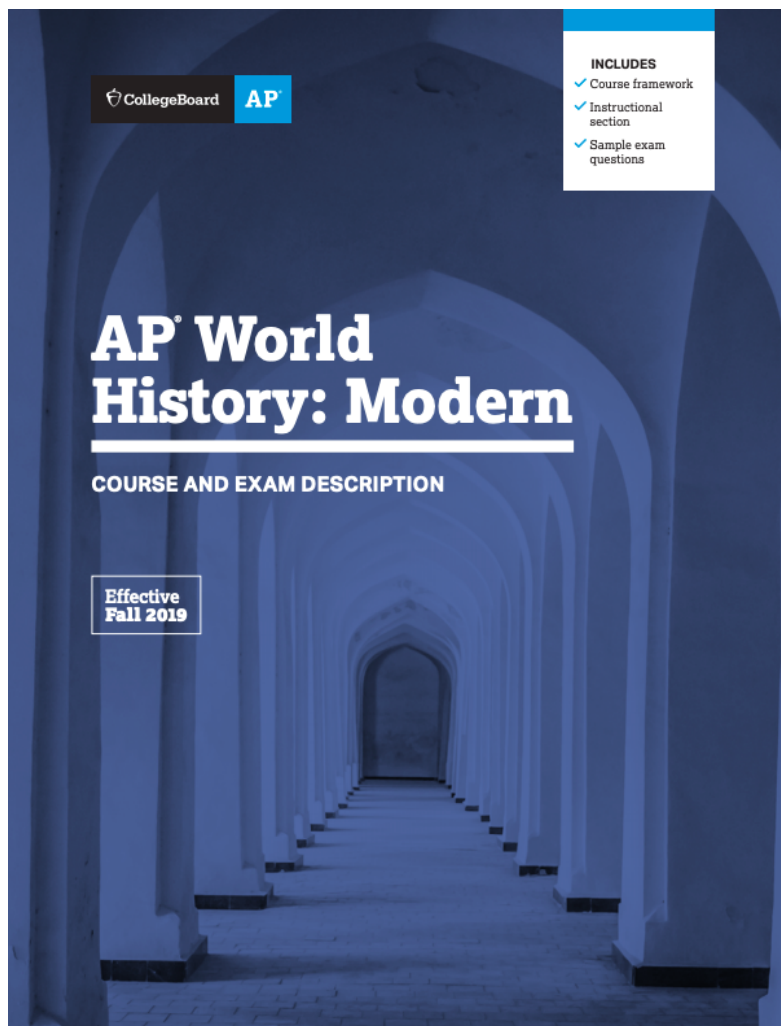
- The blog is the first point of reference regarding all your AP World History necessities.
- You will need the blog posts (codified as APS) to complete the work in this Summer Packet.
- Please be advised that during the school year, absences do not excuse a scholar from work or content covered in class. In addition to consulting with your peers, it is advised to keep up with the course by using the calendar found on the side column to locate posts and messages in case of an absence.

Click here to see the blob!



What is AP World History - Modern?

Prior to 2019, the AP World History course/exam covered 10,000 years of human history—from the Paleolithic Era to the present common era. Due to the changes made by the College Board, the **AP World History: Modern** course will only cover the following time period: from *1200 CE to the present Common Era (CE)*.



APWH Content Summary:

- Unit 1: The Global Tapestry
- Unit 2: Networks of Exchange
- Unit 3: Land-Based Empires
- Unit 4: Transoceanic Interconnections
- Unit 5: Revolutions
- Unit 6: Consequences of Industrialization
- Unit 7: Global Conflict
- Unit 8: Cold War and Decolonization
- Unit 9: Globalization



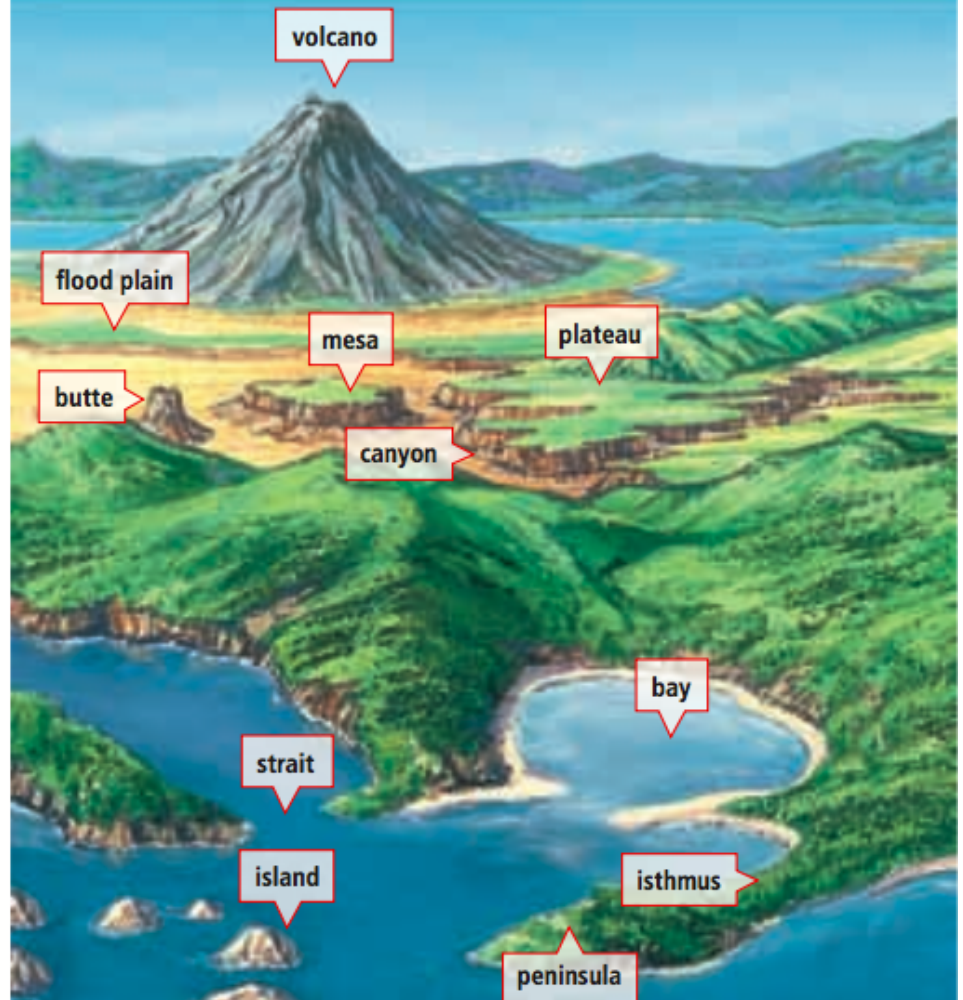
Bello's Note - Skills you will learn and practice throughout the year:

- Evaluating primary and secondary sources
- Analyzing the claims, evidence, and reasoning you find in sources
- Putting historical developments in context and making connections between them
- Coming up with a claim or thesis and explaining and supporting it in writing
- The above skills will be used in the 11th and 12th grades at a college level.

What Is Geography?

Geography is the study of Earth's features, including its people, their surroundings, and the resources available to them. By describing the human environment in different times and places, geographers have added to our knowledge of world history. Often geographers must draw conclusions from limited evidence. For example, studies might turn up common artistic styles or religious rituals in two widely separated groups of people. A geographer might conclude that the groups traded with each other and, in the process, developed shared cultural traits. Geographers use their favorite tool, the map, to show the results of their observations.

Landforms and Water Bodies



Glossary of Geographic Terms

basin

an area that is lower than surrounding land areas; some basins are filled with water

bay

a part of a larger body of water that extends into the land

butte

a small, high, flat-topped landform with cliff-like sides

canyon

a deep, narrow valley with steep sides; often has a stream flowing through it

cataract

a large waterfall or steep rapids

delta

a plain at the mouth of a river, often triangular in shape, formed when sediment is deposited by flowing water

flood plain

a broad plain on either side of a river, formed when sediment settles during floods

glacier

a huge, slow-moving mass of snow and ice

hill

an area that rises above surrounding land and has a rounded top; lower and usually less steep than a mountain

island

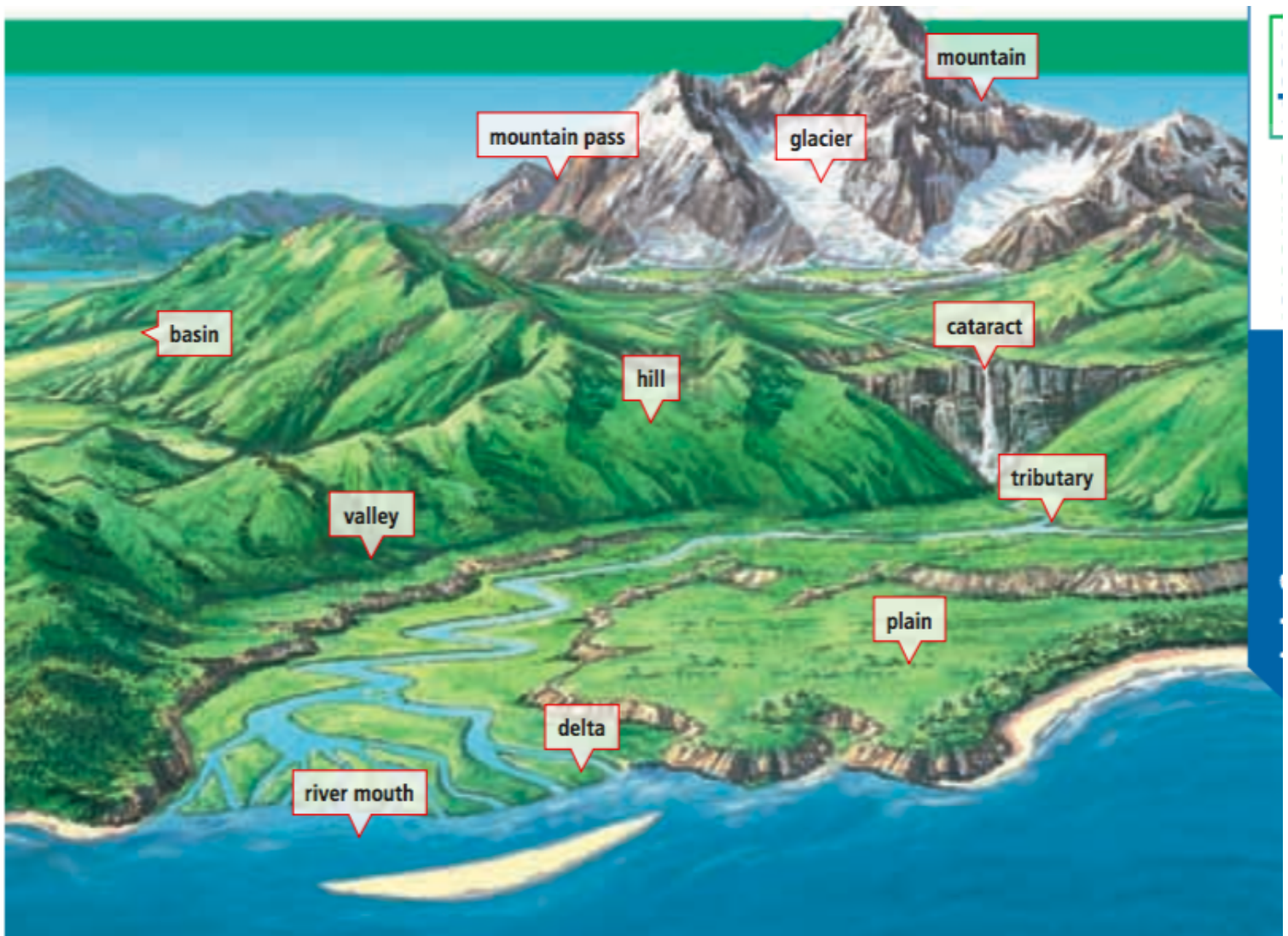
an area of land completely surrounded by water

isthmus

a narrow strip of land that connects two larger areas of land

mesa

a high, flat-topped landform with cliff-like sides; larger than a butte



mountain

a landform that rises steeply at least 2,000 feet (610 m) above surrounding land; usually wide at the bottom and rising to a narrow peak or ridge

mountain pass

a gap between mountains

peninsula

an area of land almost completely surrounded by water and connected to the mainland by an isthmus

plain

a large area of flat or gently rolling land

plateau

a large, flat area that rises above the surrounding land; at least one side has a steep slope

river mouth

the point where a river enters a lake or sea

strait

a narrow stretch of water that connects two larger bodies of water

tributary

a river or stream that flows into a larger river

valley

a low stretch of land between mountains or hills; land that is drained by a river

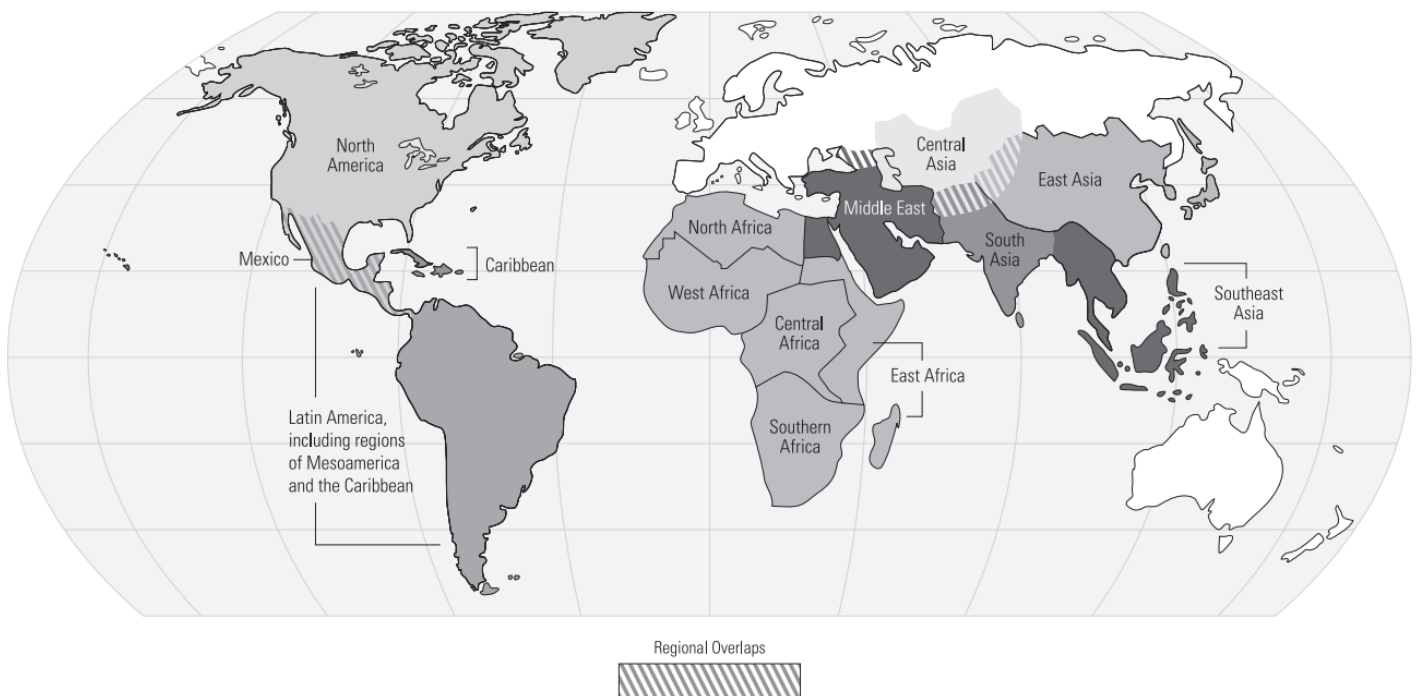
volcano

an opening in the Earth's surface through which molten rock, ashes, and gases from the Earth's interior escape

Geographical Coverage



Map 1. AP World History: World Regions—A Big Picture View identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania.



Map 2. AP World History: World Regions—A Closer Look identifies various subregions within the five major geographical regions.

Mapping Activity

DIRECTIONS - Review your knowledge of world geography. This exercise requires you to complete **only 2 map options**. You must complete Map #1. For your second map option, *select only one* of the #2-5 maps. Be sure to write in the title of the map in the heading. Each of the map options require 2 pages to complete (Eastern and Western Hemispheres). The labels are on pages 16-17. The blank maps are found on pages 19-25.

Draw and print legibly. Use a color or use a stripe pattern to indicate regions that overlap, and use [legends](#) if necessary. Reference the following links to help locate the regions: [National Geographic](#) or [Timemaps](#)

MAP OPTIONS

- MAP #1 - World Regions & Cities**
- MAP #2 - Water**
- MAP #3 - Mountains & Deserts**
- MAP #4 - Political States**
- MAP #5 - Religions**



Bello's Note - Knowledge of Geography is important for AP World History!

- Geography will be referenced throughout the entire course of the year.
- Be sure to MEMORIZE the geographical coverage as seen on page 14.

Mapping Activity (Labels)



MAP #1 World Regions (label and identify all areas - write in black)

- **North Africa:** Egypt, Libya, Algeria, Tunisia, Morocco
- **West Africa:** Ghana, Nigeria, Senegal, Togo, Benin
- **East Africa:** Kenya, Tanzania, Somalia, Ethiopia, Mozambique
- **Equatorial Africa:** Congo, Rwanda, Sudan
- **Southern Africa:** Angola, Republic of South Africa, Zimbabwe
- **Middle East:** Turkey, Israel, Egypt, Jordan, Saudi Arabia, Iran, Iraq
- **East Asia:** China, Japan, Korea
- **South Asia:** India, Pakistan, Afghanistan
- **Southeast Asia:** Thailand, Vietnam, Laos, Cambodia, Indonesia, Philippines
- **Latin America:** Mexico, Honduras, Panama, Brazil, Argentina, Colombia, Chile, Peru, Cuba
- **Polynesia:** Samoa, Tonga, Pitcairn, New Zealand, Cook Islands, New Zealand, Australia

The cities below - (write in red)

- | | |
|------------------|----------------|
| ● Beijing | ● Jerusalem |
| ● Baghdad | ● Tenochtitlan |
| ● Batavia | ● Timbuktu |
| ● Mecca | ● Kilwa |
| ● Malacca | ● Calcutta |
| ● Rome | ● Jenne |
| ● Venice | ● Moscow |
| ● Constantinople | ● Kashgar |
| ● Cordoba | ● Samarkand |
| ● Tours | ● Gujarat |
| ● St Petersburg | ● Hong Kong |
| ● Moscow | |



MAP #2 Bodies of Waters and Rivers (color, draw, and/or label in blue)

Oceans, Seas, Bays, and Lakes

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean
5. North Sea
6. Baltic Sea
7. English Channel
8. Norwegian Sea
9. Barents Sea
10. Mediterranean Sea
11. Adriatic Sea
12. Aegean Sea
13. Black Sea
14. Caspian Sea
15. Great Lakes
16. Red Sea
17. Persian Gulf
18. Arabian Sea
19. Bay of Bengal
20. South China Sea
21. East China Sea
22. Yellow Sea
23. Sea of Japan
24. Caribbean Sea
25. Swahili Coast

Rivers

1. Nile River
2. Tigris River
3. Euphrates River
4. Amazon River
5. Mississippi River
6. Rio Grande River
7. Indus River
8. Yellow River (Huang He)
9. Yangtze River
10. Irrawaddy River
11. Mekong River
12. Congo River
13. Danube River

MAP #3 Mountains (brown) and Deserts (yellow) - color, draw, and/or label appropriately

Mountains

1. Alaska Range
2. Rocky Mountains
3. Appalachian Mountains
4. Alps
5. Atlas Mountains
6. Ural Mountains
7. Hindu Kush
8. Himalaya Mountains
9. Andes
10. Karakoram
11. Pyrenees
12. Great Dividing Range

Deserts

1. Gobi Desert
2. Kalahari Desert
3. Sahara Desert
4. Thar Desert
5. Patagonia Desert
6. Sierra Madre Desert
7. Mojave Desert
8. Namib Desert
9. Arabian Desert
10. Syrian Desert
11. Atacama Desert
12. Chihuahuan Desert

Mapping Activity (Labels)

MAP #4 Political States - color, draw, and/or label appropriately (use multi colors)

1. Song Dynasty
2. Abbasid Caliphate
3. Safavid Empire
4. Seljuk Empire
5. Mamluk Sultanate
6. Delhi Sultanate
7. Vijayanagara Empire
8. Srivijaya Empire
9. Rajput Kingdoms
10. Khmer Empire
11. Maya City-States
12. Mexica
13. Chaco
14. Mesa Verde
15. Cahokia
16. Inca Empire
17. Great Zimbabwe
18. Hausa Kingdoms
19. Songhai Empire
20. Vikings
21. Holy Roman Empire
22. Byzantine Empire
23. Mongol Empire
24. Aborigines

□ **MAP #5** Belief Systems - Origins and general regions of - color, draw, and/or label appropriately (use multi colors)

1. Zoroastrianism
2. Hinduism
3. Buddahsim
 - a. Mahayana
 - b. Theravada
4. Judaism
5. Christianity
 - a. Catholicism
 - b. Orthodox
 - c. Protestantism
6. Islam
 - a. Sunni
 - b. Shi'a
 - c. Sufism
7. Sikhism
8. Confucism
9. Daoism
10. Shintoism

Map #1.1 – World Regions and Cities



Map #1.2 - World Regions and Cities



Map # ____ .1 Title - _____













Map # ____ .2 Title - _____



MAJOR WORLD RELIGIONS AND BELIEFS

Quick Reference Sheet

	Number of Followers	Symbol	Leading Figure; Dates	Writings	Key Beliefs
Buddhism	376 million		Siddhartha Gautama (the Buddha); late sixth to fourth century B.C.	Tripitaka (The Three Baskets); the sutras; the tantras	No gods, but buddhas, or "enlightened ones" exist; reincarnation (cycle of birth, death, and rebirth); the Four Noble Truths: (1) suffering is a part of life; (2) selfish desire leads to suffering; (3) desire can be overcome; (4) the Eightfold Path Leads away from desire, toward release from the cycle of birth, death, and rebirth
Chinese Traditional Religions (blend of Buddhism, Confucianism, and Daoism)	394 million		Blending began in the 900s A.D.	Dao de Jing (The Way of Power); Zhuangzi (named after the greatest interpreter of Daoism); (see also Buddhism and Confucianism)	Reincarnation (from Buddhism); virtuous way of life (from Confucianism); acting in harmony with nature and avoiding aggressive action (from Daoism)
Christianity	2.1 billion		Jesus of Nazareth; early first century A.D.	The Bible: the Old Testament (Hebrew Bible) and the New Testament; various creeds and statements of faith	One God; to save humans, God sent Jesus, who suffered, died, and rose from the dead; the Trinity: three figures (God the Father, God the Son, and God the Holy Spirit) united as one; love God above all else
Confucianism	6.43 million (mainly in Korea)		Confucius; around 500 B.C.	The Lun yü (Analects); the Wu-ching (Five Classics); the Ssu Shu (Four Books)	No gods; not an organized religion, but a system of moral conduct based on the teachings of Confucius; kindness, love, and respect leads to a virtuous way of life
Hinduism	900 million		No founder or central Institution; around 1500 B.C.	The Vedas, sutras, epics, and puranas	Brahman, the ultimate God, is the source of all existence; many lesser gods, the main ones being Vishnu and Shiva; reincarnation; law of karma (actions in one life affect next life); ahimsa (principle of noninjury or nonviolence)
Islam	1.5 billion		Muhammad; early A.D. 600s	Quran	One God, Allah; Five Pillars, or duties: (1) profession of faith; (2) prayer; (3) charity; (4) fasting; (5) pilgrimage to Mecca in Saudi Arabia
Judaism	14 million		Abraham; around 2000 B.C.	The Torah (the "Law"), the Nevi'im (the "Prophets"), and the Ketuvim (the "Writings"); oral tradition, written as the Talmud	One God, Yahweh; God made a covenant, or pact, with Abraham and the Jewish people that if they obey God's commands, God will make Israel a great nation; actions are more important than beliefs
primal-indigenous (includes tribal religions, animism, shamanism, and paganism)	300 million		Such religions have existed since prehistoric times	none	May be a high god; nature spirits (powerful life forces inhabiting the elements of nature); communication with spirits through prayers and offerings ensures the support of the spirits
Shinto	4 million		No founder; well established by the A.D. 500s	No central sacred scripture; chief books: Kojiki (Records of Ancient Matters) and Nihon shoki (Chronicles of Japan)	Many gods; Kami (superior, mystical, or divine powers) are the sources of human life; main deity is sun goddess Amaterasu O-mikami; each person is worthy of respect; truthfulness and purification (physical and spiritual) bring the blessings of the kami
Sikhism (combines elements of Hinduism and Islam)	23 million		Nanak; around 1500 A.D.	Adi Granth (First Book)	One God; reincarnation; meditation can release one from the cycle of reincarnation; law of karma; all humans are equal

Source: adherents.com (estimates in 2012)

BEFORE Modern World History

Context Leading to AP World History: Modern

Before 2019, AP World History covered over 10 thousand years of history. Many people believed it was not fair to have so much historical content cut from the course. If you find the time during your break, see the sources below. You will not be expected to know this material for the course, but then again, how could you skip such amazing developments before the 1200s?

AP 23.2 Farming – [How important is it?](#)

AP 23.3 [The Earliest Humans](#)



AP 23.4 Heimler - [UNIT 0?](#)

MANKIND - THE STORY OF ALL OF US

Context Leading to AP World History: Modern

DIRECTIONS: Click on the links below to complete each numbered assignment. Be sure you are signed on to your e3 google account. The videos are available in google classroom and in the blog. Finished work **will not** require print outs for submission; they will *automatically* be collected when you complete each assignment.

VIDEOS:

- [Google Classroom](#) - Class code: **zc4lrdk**
- Also found in the links below.

QUESTIONS:

1. APS 23.5 Mankind the Story of All of Us ([Introduction to the series](#))
2. APS 23.6 Mankind Story ([Inventors 1](#))
3. APS 23.7 Mankind Story ([Ironmen 2](#))
4. APS 23.8 Mankind Story ([Empires 3](#))
5. APS 23.9 Mankind Story ([Warriors 4](#))

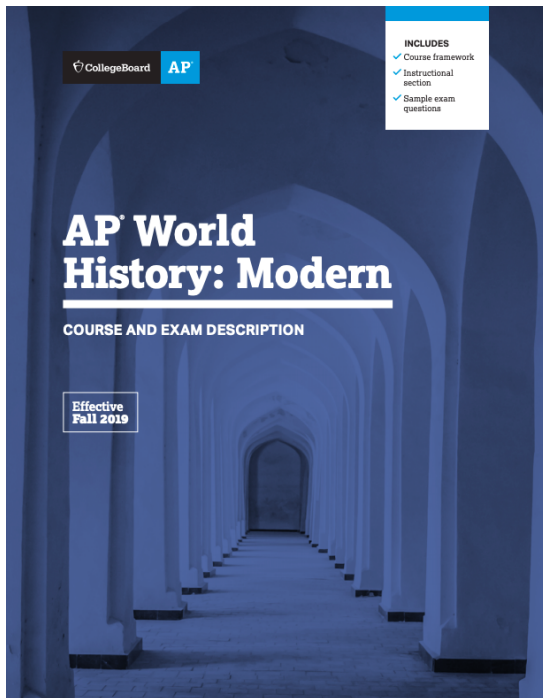


Bello's Note -

- Complete the posts in chronological order.
- These videos set the stage for the Modern World. This is your first example of **CONTEXTUALIZATION**.
- Contact Mr. Bello if there are any issues with the videos.

AP World History Framework

The breakdown of what scholars should know (content) and be able to do (skills) to learn at a college level.



The course framework includes two essential components:

1 HISTORICAL THINKING SKILLS AND REASONING PROCESSES

The historical thinking skills and reasoning processes are central to the study and practice of world history. Students should practice and develop these skills and processes on a regular basis over the span of the course.

2 COURSE CONTENT

The course content is organized into commonly taught units of study that provide a suggested sequence for the course. These units comprise the content and conceptual understandings that colleges and universities typically expect students to master to qualify for college credit and/or placement. This content is grounded in themes, which are cross-cutting concepts that build conceptual understanding and spiral throughout the course.



Bello's Note -

- Skills (Historical Thinking Skills and Reasoning Processes) are the actions and mindset needed to process the historical content.
- Content is all of the history stuff. You will learn the content from the blog and your college textbook (to be assigned in August). Content memorization is **not** the key to your success in AP World History!

AP World College Board Objectives

[AP Unit Guide](#) - The Breakdown of the Historical Content

UNIT 3 12-15% AP EXAM WEIGHTING ~8-11 CLASS PERIODS

Land-Based Empires

c. 1450 to c. 1750

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
GOV	3.1 Empires Expand	Causation	1.E Explain a historical concept, development, or process.	~8-11 CLASS PERIODS
	3.2 Empires: Administration	Comparison	2.A Identify and describe a historical context for a specific historical development or process.	
CR	3.3 Empires: Belief Systems	Continuity and Change	3.E Explain the point of view, purpose, historical situation, and/or audience of a source.	
	3.4 Comparison in Land-Based Empires	Comparison	1.C Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	

Go to [AP Classroom](#) to assign the [Personal Progress Check](#) for Unit 3. Review the results in class to identify and address any student misunderstandings.

AP World History: Modern Course and Exam Description Course Framework V.1 | 67

The **Unit at a Glance table** shows the topics, related thematic focus, suggested skills, and reasoning processes for each topic. The Class Periods column has been left blank so that teachers can customize the time they spend on each topic.

The **suggested skill** for each topic shows one way teachers can link the content in that topic to a specific AP historical thinking skill. The individual skill has been thoughtfully chosen in a way that helps spiral those skills throughout the course. The questions on the Personal Progress Checks are based on this pairing. However, AP Exam questions may pair the content with any of the skills.

Transoceanic Interconnections

UNIT 4

TOPIC 4.5

Maritime Empires Maintained and Developed

Required Course Content

THEMATIC FOCUS
Governance 2.A
 A variety of internal and external factors contribute to state formation, expansion and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, exert, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE
Unit 4 Learning Objective III
 Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

HISTORICAL DEVELOPMENTS
HC-4.1.FC
 Mercantilist policies and practices were used by European rulers to expand and control their economies and claim overseas territories. Joint-stock companies, influenced by these mercantilist principles, were used by rulers and merchants to finance exploration and were used by rulers to compete against one another in global trade.
HC-4.3.BL
 Economic disputes led to rivalries and conflict between states.

continued on next page

SUGGESTED SKILL
 2.A Identify and describe a specific historical context for an argument or claim in a text-based or non-text-based source.

AVAILABLE RESOURCE
 • Professional Development > Teaching and Assessing Module Construction in [Unit 4](#)

ILLUSTRATIVE EXAMPLES
 Competition over trade routes.
 • Muslim-European rivalry in the Indian Ocean
 • Moroccan conflict with the Songhai Empire

AP World History: Modern Course and Exam Description Course Framework V.1 | 85

TOPIC PAGES

The **suggested skill** offers a possible skill to pair with the topic.

The **thematic focus** of the topic is the long-term takeaway that leaves a lasting impression on students.

Where possible, **available resources** are listed that might help teachers address a particular topic in their classroom.

Learning objectives define what a student should be able to do with content knowledge in order to progress toward an enduring understanding.

Illustrative examples: Where relevant, illustrative examples are provided as additional resources, should teachers choose to use them. These include possible examples of content that might be used to teach the historical development, process, or event. These are intended as examples and do not in any way constitute additional, preferred, or required information.

Historical development statements comprise the knowledge required to demonstrate mastery of the learning objective.



Bello's Note -

- Starting in August, you will reference the AP Unit Guide every week. It is the first place to start when starting your weekly readings. It determines what you will learn (the content) every week.

Warrior Tools for the Historian

How to think like an historian...



Historical Thinking Skills

Reasoning Processes

SOAPStone

PIRATES

DD Smith World History

Cornell Notes

Historical Thinking Skills

The Historical Thinking Skills form the basis for *all the AP history exams*. As of 2019, these skills have been completely transformed and packaged differently from previous years. These skills will carry over to the 11th and 12th grades.

Skill 1

Developments and Processes **1**

Identify and explain historical developments and processes.

Skill 2

Sourcing and Situation **2**

Analyze sourcing and situation of primary and secondary sources.

Skill 3

Claims and Evidence in Sources **3**

Analyze arguments in primary and secondary sources.

Skill 4

Contextualization **4**

Analyze the context of historical events, developments, or processes.

Skill 5

Making Connections **5**

Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.

Skill 6

Argumentation **6**

Develop an argument.



Bello's Note -

- The Historical Thinking Skills (HTS) are not intended to be memorized.
- The HTS are actions used to discuss, synthesize, and understand the academic content.
- Skill #6 is where you will put your **argumentative thesis** into action!
- The HTS will be covered extensively throughout the academic school year.

Historical Thinking Skills

How scholar learning is assessed throughout the year and on the AP exam.



Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain a source's point of view, purpose, historical situation and audience, including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	Short-answer questions 1 and/or 2 assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	Short-answer questions 1 and/or 2 assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes using historical reasoning (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.

Reasoning Processes

Used for argumentation in discussions and compositions

Reasoning Process 1	Reasoning Process 2	Reasoning Process 3
<i>Comparison</i>	<i>Causation</i>	<i>Continuity and Change</i>
<ul style="list-style-type: none">1.i: Describe similarities and/or differences between different historical developments or processes.1.ii: Explain relevant similarities and/or differences between specific historical developments and processes.1.iii: Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	<ul style="list-style-type: none">2.i: Describe causes and/or effects of a specific historical development or process.2.ii: Explain the relationship between causes and effects of a specific historical development or process.2.iii: Explain the difference between primary and secondary causes and between short- and long-term effects.2.iv: Explain how a relevant context influenced a specific historical development or process.2.v: Explain the relative historical significance of different causes and/or effects.	<ul style="list-style-type: none">3.i: Describe patterns of continuity and/or change over time.3.ii: Explain patterns of continuity and/or change over time.3.iii: Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.



Bello's Note -

- Reasoning Processes are the methods used to write the essays.
- 2 essay formats: Long Essay Questions (**LEQs**) and Document Based questions (**DBQs**).
- Essay prompts may or may not indicate which Reasoning Process option to use when writing an essay.
- The Reasoning Processes will be covered extensively throughout the academic school year.

SOAPStone

Used to analyze and source primary and secondary documents

SOAPStone STRATEGY FOR WRITTEN ANALYSIS

The SOAPStone Strategy is a 6-part analytical process used to written prose. Applying this strategy is ideal for reading texts, writing about texts, or planning for your own, original writing. Follow the steps below to effectively analyze the rhetorical choices in a written document.

SOAPStone is an acronym for a series of questions that must be first asked, and then answered, as compositions are developed and written.

Any good composition, whether written, spoken, or drawn, should be carefully planned. A composition has integral parts that work together in a complex and subtle arrangement to produce meaning. Originally conceived as a method for dissecting the work of professional writers, SOAPStone provides a concrete strategy to identify and use these central components as a basis for writing.

S **SPEAKER**
STEP 1: DETERMINE THE SPEAKER. Identify who is telling the story or giving the information. Is it an omniscient narrator, a character in the story, or the actual author? Why do you think the author chose that person to be the speaker? What details about this person are important to know?

O **OCCASION**
STEP 2: RECOGNIZE THE OCCASION. The occasion refers to the time and place of the story or written document. When and where do the events take place? From what geographical and chronological context is the speaker thinking and acting? How does the time and place affect and inform the text? What details are given about the occasion in the text itself?

A **AUDIENCE**
STEP 3: DESCRIBE THE AUDIENCE. Consider the primary, secondary, and even tertiary audiences of this text. Who was the text written for? Why was it written for them? What characteristics do you know about the audience and how do you know that the text was written with them in mind?

P **PURPOSE**
STEP 4: ESTABLISH THE PURPOSE. Why would the author write this particular text for the audience you noted above? Determine the meaning and message underlying the prose and ask yourself: what value does this give to my audience? What does the author think or hope the audience of the text will think about the text or do as a result of it? How does the author effectively (or ineffectively) make his or her purpose clear and realize the purpose's goals?

S **SUBJECT**
STEP 5: INVESTIGATE THE SUBJECT. Knowing the audience and purpose of the document, in conjunction with the occasion and speaker allows you to better understand the subject or topic of the text. What is the author really getting at? What belies the story or prose, possibly providing a deeper meaning? What does the author reveal (or not reveal) when addressing the subject?

Tone **tone**
STEP 6: DISSECT THE TONE. Evaluate the word choice, organization, and rhetorical patterns in the prose. How do the textual elements make the audience feel? How does the author feel about the subject? Is the message heavy-handed, or is it subtle? What can you say about the syntactical construction and structure of the text in regards to tone?

TheVisualCommunicationGuy.com

It is also a rock.



Bello's Note -

- Sourcing historical documents is typically one of the biggest challenges when writing a DBQ essay.
- **POINT OF VIEW (POV)** - Literary POV and Historical POV are **not the same!**
 - Literary POV = 1st person, 2nd person, and 3rd person
 - Historical POV = a biased view/opinion
- **HAPPY** - using this acronym will be an important skill we will practice throughout the year!

How to Write a DBQ for APUSH, AP World, & AP Euro

HISTORICAL SITUATION
- Place the document in its larger historical context

AUDIENCE
- Demonstrate why it's important for us to know to whom this was written

PURPOSE
- Explain what a document was intended to do

POINT OF VIEW
- "Why does he/she say what he/she says in the way that he/she says it?"

Y (WHY)
- Why does your sourcing analysis matter to the interpretation of the document and your overall argument

Thematic Learning

How can you analyze a culture, people, or civilization throughout the ages?

Themes serve as the connective tissue in the AP course; it creates meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps to develop deeper conceptual understanding. On the left below are the AP themes of the course and a brief description of each.

AP College Board version

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

AP Bello (e3 version)



(see the following page)



Bello's Note -

AP World History at e3 Civic High will use the acronym **PIRATES**. Throughout this course you will be asked to break down cultures and civilizations to a basic level that will allow you to recognize the most important characteristics comparing one civilization or time frame with another. The following page contains key ideas, summaries, and the breakdown of the PIRATES (aka SPICE or PERSIA) categories. Some ideas/concepts may overlap with more than one category.



PIRATES



P OLITICAL

- Structure
- Source
- Ideology
- System by which a state or community is controlled
- Having to do with seeking, gaining, manipulating, and organizing power
- Actions related to the function of government: making, enforcing, and interpreting laws
- State building, expansion, reformations, revolutions, and independence
- Tribes, dynasties, city-states, kingdoms, empires, states, confederations, countries, colonies, commonwealth
- Systems of government - autocracy, monarchy, theocracy, oligarchy, democracy, facism, socialism, communism
- Warfare, treaties, alliances, leaders, statesmen, liberators, guerilla

I NTERACTION WITH THE ENVIRONMENT (GEOGRAPHY)

- Location
- Physical
- Discovery/Exploration
- How the environment shaped human societies and how humans have shaped the environment
- Includes themes and issues such as demography, disease, migration, patterns of settlement, environmental technology
- Natural landmarks

R ELIGION

- Deities
- Founders
- Beliefs/Teachings
- Sacred Writings
- Holy Places
- Achieving Salvation
- Symbols
- Relating to spirituality and purpose of life
- Definition of right and wrong
- Having to do with religious beliefs whether organized, traditional, orthodox, neo...
- Influence on cultures; conversionary roles - missionaries
- Fundamentalism
- Secular vs Non-secular

A RTS AND ARCHITECTURE

- Literature
- Music/Dance
- Theater
- Math/Science
- Engineering
- Education
- Inventions
- Having to do with art (visual, musical, physicality, and written) as well as intellectual movements/philosophy
- Cultural and folklore
- Dramas, plays, operas, concertos, movies, media
- The process and the product of planning, designing, and constructing buildings and other physical structures
- Infrastructure
- Man-made landmarks

I ECHNOLOGY

- Science
- Immunization
- New Invention
- Industrialization
- Weaponry
- Making, modification, usage, knowledge, of tools machines, techniques, crafts, systems, and methods of organization in order to solve a problem or improve a pre-existing solution to a problem
- Invented and implemented by individuals or societies
- Used to significantly affect human as well as other animal species' ability to control and adapt to their natural environments
- Innovations

E CONOMICS

- Labor Systems
- Agricultural vs Industrial
- State controlled vs Free trade
- Gender Roles
- Having to do with how people meet their basic material needs
- Having to do with resolving unlimited desires with limited resources
- The production, distribution, and consumption of goods and services
- Including such policies such as domestic and international trade, monetary policies, and taxation
- Barter systems, slavery, feudalism, mercantilism, free market systems, socialism, and communism

S OCIETY

- Nomadic vs Sedentary
- Patriarchal vs Matriarchal
- Urban vs Rural
- Family/Kinship
- Traditions
- Language
- Having to do with people in groups, living together, and relations with one another; gender relations
- Cultural identity, plurality, multi, ethnicity, race, etc.
- Social and economic classes, slavery, affluent vs non affluent
- Life Styles - fads, fashions, entertainment, and folklore

DD Smith World History

History may be defined as research into how cultures develop through time.

Big Picture

- a timeline of the most important events of those under study, accompanied by a written explanation of their ultimate significance

Diffusion

- the spread of natural elements, people, artifacts, ideas or other cultural creations from one civilization to others

Syncretism

- mixing of elements from two or more cultures that result in something new

Comparison

- the pointing out of similarities and differences between two civilizations in terms of their histories, institutions, cultural accomplishments and economies

Common Phenomena

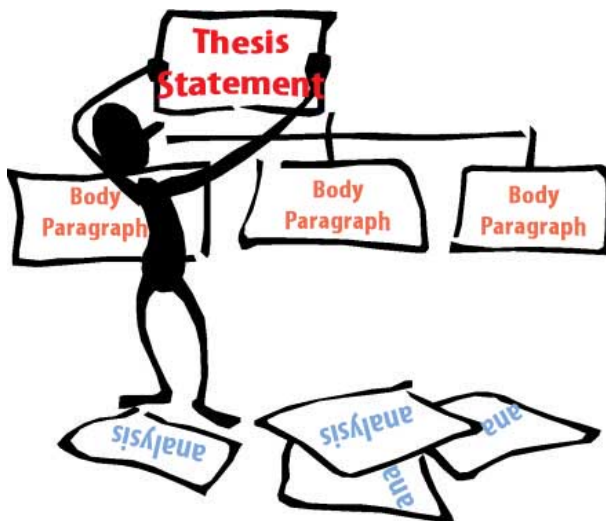
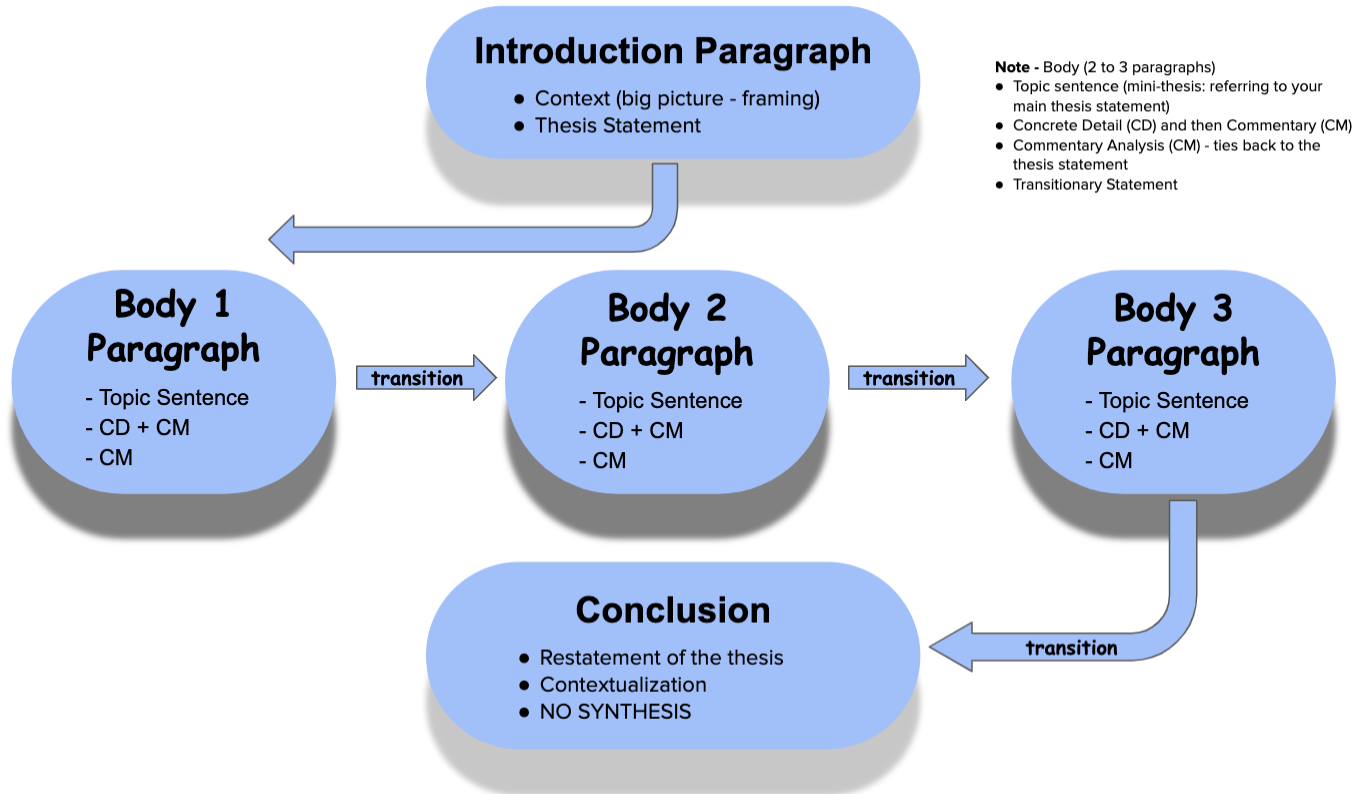
- natural or historical events and developments that two or more societies share. Examples could be climate, disease, natural disasters or invasions, shared technologies or other human developments. Basically, "What is shared?"



Essay Essentials

General Review

BASIC Expository Essay



Samples of Argumentative Thesis Statements (formulas)

X; however, A and B therefore Y

Although X, A and B; therefore Y

- X = (counter argument) strongest point *against* your argument
- A and B = your strongest points for your argument
- Y = your position in the essay

Summer Packet Review (1)

Use the information found in this packet to help fill in the following blanks (including the next 2 pages).

The Mankind videos set the first stage for Modern World History, it is the first example of:

1. _____

Identify the five **major geographical regions**.

1. _____

2. _____

3. _____

4. _____

5. _____

Identify the seven **themes** in APWH.

1. **P** - _____

2. **I** - _____

3. **R** - _____

4. **A** - _____

5. **T** - _____

6. **E** - _____

7. **S** - _____

Identify the **three methods to write essays**.

1. _____

2. _____

3. _____

Identify the **six skills** you need to learn the content.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Identify how **to analyze** primary and secondary documents.

1. **S** - _____

2. **O** - _____

3. **A** - _____

4. **P** - _____

5. **S** - _____

6. **tone** - _____

Identify the **two categories** used to **assess HTS**.

1. _____

2. _____

_____ of 30

Summer Packet Review (2)

Use this packet to help fill in the following blanks.

1. What makes a **Historical POV** different from a **Literary POV**? _____
2. What are the **two frameworks** of APWH? 1) _____ 2) _____
3. Write a sample formula for writing an **argumentative thesis statement**? _____

Define the five **DD Smith terms**.

1. Big Picture -

2. Diffusion -

3. Syncretism -

4. Comparison -

5. Common Phenomena -

Summer Packet Review (3)

Motivational **Latin** Phrases - **the Mindset for APWH**

DIRECTIONS - Do an *online search* and define the following Latin phrases:

1. Esto quod es.

2. Vincit qui patitur.

3. Audentes fortuna iuvat.

4. Faber est suae quisque fortunae.

5. Veni, Vidi, Vici.

6. Ad astra per aspera.

7. Acta non verba.

8. Carpe Diem.

9. Semper Fortis.

10. Nunquam Non Paratus.

11. Tempus Fugit.

12. Scribendo Cogito.

Byzantine Empire

Between the Ancient and the Modern World

DIRECTIONS: On July 15, 2023, a myriad of new posts will be found on www.mrbelloblog.com. Be sure to review them at your convenience. They will be used for the activity on p 50.



THE FALL OF ROME

Byzantine Empire

Transitioning into a 1,000 year legacy



Phone note **Bello's Note** - The Roman Empire fell in 476 CE. The legacy of Rome continued on well after its decline. Notice how it transitioned out of the ancient world. During AP World History, you will analyze how things **Continue** and how things **Change Over Time (CCOT)**. We will cover CCOT extensively throughout the academic school year.

Byzantine Empire

Transitioning into a 1,000 year legacy



Bello's Note -

- It is important to understand how Roman elements **continued** after its demise.
- You can use the PIRATES chart to help determine CCOT.
- Reflect how the Byzantines viewed themselves. How did they identify themselves? Who did they think they were? What remained the same?



Bello's Note -

- **Change** is also evident in the Roman example.
- What elements transitioned over the course of time? What became new?
- Understand the elements that make the Byzantines unique - different from the Romans.
- CCOT - Remember, the common element is **time**.

Byzantine Empire

Transitioning into a 1,000 year legacy

schism /'s(k)izəm/ noun

- a split or division between strongly opposed sections or parties, caused by differences in opinion or belief.

- a term commonly associated with religions



Byzantine Empire

Transitioning into a 1,000 year legacy



Bello's Note -

- You can use themes such as religion when reflecting on CCOT.
- Understand the difference between the Roman Catholic and Orthodox faith systems.
- Other faith systems can also be analyzed through CCOT.



Summer Packet Review (4)

Use this packet and the blog posts to help fill in the following blanks.

1. When did the Roman Empire fall? _____
2. What is CCOT? _____
3. With the exception of the Byzantine section, where else *in this packet* is CCOT mentioned?

4. What is another name for the Byzantine Empire? _____
5. Define *schism* - _____
6. Using the blog, categorize each post (APS 23.12 - APS 23.29 only) under an appropriate section below. Some posts may fall under more than one category! Be sure to review the content in each post as well.

<input type="checkbox"/> P	<input type="checkbox"/> I	<input type="checkbox"/> R	<input type="checkbox"/> A	<input type="checkbox"/> T	<input type="checkbox"/> E	<input type="checkbox"/> S
		<p>Example: APS 23.27 Religion - Eastern Orthodox Church</p>				

Sample Note Taking Skills

	NUMBER and TITLE of Chapter	
	<i>Skip</i>	<i>Lines</i>
○	Chapter Thesis	Written across top few lines in your own words Usually found within first few paragraphs of chapter
	<i>Skip</i>	<i>Lines</i>
	Section Heading	Written across next lines, indented to show outline Write main idea of section Bullet list all factual data that supports main idea
	<i>Skip</i>	<i>Lines</i>
	Sub-section Heading	Written across next lines, indented to show outline Write main idea of sub-section Bullet list all factual data that supports main idea
	<i>Skip</i>	<i>Lines</i>
○	Vocabulary	Word written on left, definition on right Repeat Key Terms in context Add important phrases, new terms, concepts, ideas
	<i>Skip</i>	<i>Lines</i>
	People/Places/Events	Word/Phrase written on left, description on right Describe main importance, significance, connection
	<i>Skip</i>	<i>Lines</i>
	Questions	Write questions on left side Try to connect question with information on right
○	<i>Skip</i>	<i>Lines</i>
	Reflection	Write a reflection for the chapter at end of notes Try to reflect/analyze/answer questions or comments Make it succinct and clear in one paragraph

CORNELL NOTES



Although your Summer Assignment 2023 will not involve any note taking for content, it is important that you become accustomed to organizing your notes in order to improve the quality of your study skills.

TWO-COLUMN NOTE-TAKING SYSTEM: STEPS TO SUCCESS	
<p>Set Up the Page</p> <p>WHEN: Beginning of class</p>	<p>Step 1: Set up your page.</p> <p>Use this card as a ruler to set up your paper like this:</p>
<p>Note Taking</p> <p>WHEN: During lectures, movies, or while reading</p>	<p>Step 2: Take notes on the right side of the note line.</p> <p>Take notes while listening to a lecture, watching a film, or reading a textbook:</p> <ul style="list-style-type: none"> Use your own words—paraphrase what is heard. Abbreviate words and use symbols. Leave space for future revision by skipping lines between ideas.
<p>Note Making: Review, Revise, Interact</p> <p>WHEN: After lecture, movie or upon completion of a reading</p>	<p>Step 3: Review, revise, interact with notes.</p> <p>Use the left column to:</p> <ul style="list-style-type: none"> Identify <u>main ideas</u>; label with MI List key <u>vocabulary</u> words; label with V Write <u>questions</u> you have for your teacher or questions you think might appear on the test; label with Q Explain the <u>significance</u> of material by: <ul style="list-style-type: none"> - linking it to AP themes (label with T), - noting if it is a change or continuity (label with C/C) - identifying similarities or differences to other regions, time periods, theories, or topics (label with S/D) - explaining how it caused or resulted from other topics discussed in class (label with C/E) <p>Draw arrows/use color coding to organize notes.</p>
<p>Note Reflecting</p> <p>WHEN: While studying for quizzes or tests</p>	<p>Step 4: Reflect on your notes by creating a summary.</p> <ul style="list-style-type: none"> Review the learning objective(s) for this reading or lesson. This should be the focus of the summary. Review notes taken on the right; key ideas and questions written on the left side. Bring together the main ideas to write the summary; be sure it includes answers to the questions on the left side and explains all of the learning objectives.
<p>Note Studying</p> <p>WHEN: While preparing for unit tests, finals, essays, and AP Exams</p>	<p>Step 5: Use completed notes as a learning tool.</p> <ul style="list-style-type: none"> Fold your notes along the vertical notes line. Use the questions, vocabulary words, and significance notes to quizzes yourself.

AP WORLD HISTORY: SETTING THE STAGE

ALL OF AP WORLD HISTORY IS A STAGE... LET'S MEET THE PLAYERS



FREEMAN-PEDIA

Shall we go on a field trip?



*Destination:
A Medieval Castle or a Pirate Ship?*

To be determined . . .

Cover Sheet (Summer 2023)

PARENT SIGNATURE: _____

SCHOLAR NAME: _____
(Print)

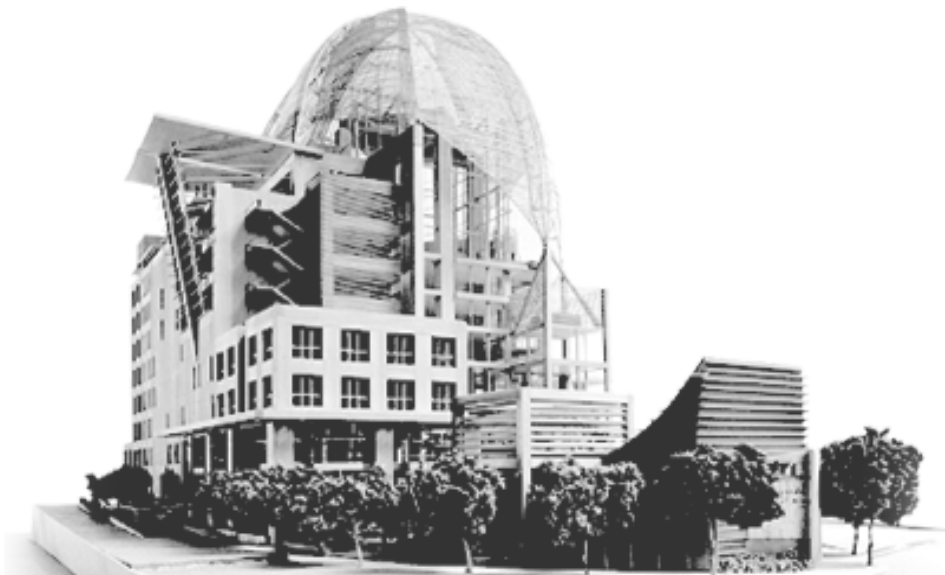
Facilitator Comments:

Due Date:
August 21, 2023

Checklist for Submission

___	p. 19	p. 42	___
___	p. 21	p. 43	___
___	p. 23	p. 50	___
___	p. 25	p. 55	___
___	p. 41	p. 60	___

Mankind Posts:



MAPPING ACTIVITY ____ of X	MANKIND VIDEOS ____ of IV	PACKET REVIEW #1 ____ of XXX
PACKET REVIEW #2 ____ of XIV	AP CollegeBoard	PACKET REVIEW #3 ____ of XXIII
PACKET REVIEW #4 ____ of XXV	CORNELL NOTES ____ of I	PARENT SIGNATURE ____ of I

**APWH WARRIORS!
YOUR JOURNEY HAS BEGUN!**

