



# AP World History Summer Assignment 2019-2020

## **Brief description**

This assignment provides an overview of information introduced previously in the early stages of World History I, an introduction to the time periods of AP World History, and an introduction to identifying historical arguments.

## **Objectives**

- Part I of this assignment is intended to review much of the information taught in the beginnings of World History I to provide historical context for the scope of the AP World History course.
- Part II of this assignment is intended to get students identifying historical arguments as well as thinking about why each time period in AP World History begins and ends it does, which is an important skill for the course.

## **Resources/Materials**

Students will need no additional resources beyond the provided readings to complete the summer assignment.

## **Grade**

Preparation assignment out of 100 points

## **Estimated Completion Time**

This assignment should require around 5 hours to complete.

## **Due Date**

Any class meeting between August 26<sup>th</sup> and September 4<sup>th</sup>

## **Questions? Contact the teachers**

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## **Rubric**

See the last page

\*\*All questions throughout this assignment should be answered completely and in your own words\*\*

## *Part I - World History Summary: Humans Origins to circa 600 CE\**

### **Historical Era 1: 8000 BCE to 600 BCE**

#### **Paleolithic Age**

The first humans probably emerged in eastern Africa, due to a happy confluence of availability of food and domesticable animals and favorable climate. For thousands of years humans sustained themselves as hunters and gatherers, and as a result were quite dependent on the abundance of food. Hunters gained skills in capturing and killing animals, and gatherers learned which plants and fruits were edible and nutritious. Technological inventions generally supported the fulfillment of these basic activities. Stones were shaped as tools and weapons, and techniques were developed for efficient gathering and storage of food. Another innovation was the control of fire which allowed early humans to cook food, keep warm in colder climates, and offered protection from animals. By 8000 BCE, humans had migrated to many other areas, probably moving as their food supply dwindled or migrated (animal herds). Humans migrated from Africa to the Middle East. From the Middle East humans migrated to Europe and across Asia before traveling to Australia. Ultimately, humans from Asia migrated to the Americas.

Our knowledge of prehistoric people is limited, partly because they lived so long ago, and partly because they left no written records. However, archaeologists have found evidence of these generally shared characteristics of prehistoric people:

- 1) **Social structure**: Most people traveled in small bands (clans), and authority was based on family relationships. Labor was generally divided based on gender, with men as hunters and women as gatherers. However, status differences between men and women were generally not wide, with relative gender equality apparently characterizing their group life. In other words, society was relatively egalitarian (equal).
- 2) **Beliefs**: Archaeological evidence suggests that prehistoric people were guided by their beliefs in spirits and sacred places. Their cave drawings and traces of their cultural objects indicate that they believed in an afterlife. Early humans are believed to have practiced animism (or pantheism), or the belief in many spirits (not specific gods), probably describes their religion more accurately. Bushes, rocks, trees, plants, or streams could be inhabited by these spirits, who often appeared to communicate with humans.

#### **Neolithic Age**

Settled communities had developed in many places by 8000 BCE. The ability to settle was based almost entirely on successful cultivation of crops and domestication of animals. These drastic changes in human life are known collectively as the Neolithic Revolution that almost certainly happened independently in different places over a large span of time. For example, the people settling along the major rivers in China did not learn to farm because they were in contact with the people in the Indus River area. Instead, people in both areas probably figured out the advantages of settled life on their own. The Neolithic Revolution brought about numerous significant transformations to human life: from the way they acquired food, to the way they interacted and altered their environment, to the way they organized themselves socially. The changes that resulted include:

- **Population growth**: Agricultural skills allowed people to control food production, and domestication of animals both helped to make agricultural production more efficient and increased the availability of food which meant that people were less likely to starve to death. With increasing life spans came increasing reproduction, and more children meant that there were more people to tend the land and animals.
- **Job specialization**: Other occupations than farming developed, since fewer people were needed to produce food. Some early specialized jobs include priests, traders, and builders.
- **Patriarchy**: Status distinctions between men and women increased, as men took over most agricultural cultivation and domestication of animals. Women were responsible for raising children, cooking food, and keeping the house, but in virtually all of the early civilizations men became more and more dominant. A patriarchal system commonly developed, with men holding power in the family, the economy, and the government.

## 1. Describe human life in the Paleolithic Age. (3 pts)

### Technologies of the Agricultural Age

- **Pottery:** Once agriculture begins, pots are needed for cooking and storage, so pottery making was probably the first craft industry to develop. Early on, people discovered that designs could be etched into the clay before it hardened, so pottery became a medium for artistic expression.
- **Metallurgy:** The first metal used was copper that could be hammered into shapes for tools and jewelry. No heat was required, but someone discovered that heating separated the metal from its ores improved the malleability and overall quality of the product. Early tools such as knives, axes, hoes, and weapons were made of copper. Later, bronze was created as an alloy of copper and tin that led to vast improvements in equipment and tools.
- **Textile production:** Textiles decay much more readily than pottery and metal tools and jewelry do, but the earliest textiles can be documented to about 6000 BCE. Through experimentation with plant and animal fibers, they developed methods of spinning thread and weaving fabrics, jobs done primarily by women at home while tending to children and other domestic duties.
- **Plows:** Plows meant that more land could be cultivated more efficiently. Greater productivity led to the growth of towns into cities.
- **Writing:** Apparently, the first people to use writing were the Sumerians (cuneiform) in the Tigris-Euphrates valley. Other examples of early systems of writing were Hieroglyphics from Egypt and Oracle Bone script from Shang China.

### Emergence of Civilizations

These changes in turn allowed the development of "civilization," a basic organizing principle in world history. Civilization may be defined in many ways, but it is generally characterized by:

- **Large cities:** Growing populations required more food production, so the cities controlled their hinterlands in order to guarantee a reliable and continuous supply of food for their inhabitants.
- **Monumental architecture:** They may include temples (ex: ziggurats), palaces, irrigation projects, city walls, pyramids, and government buildings.
- **Complex political organization:** In order to coordinate activities and provide protection for the cities and hinterlands, governments developed. Although many early rulers passed their authority down to their sons, other factors became important, such as military prowess and ability. Power was often derived from religion as leaders claimed to be gods themselves or communicators to the gods. Laws (Hammurabi's Code) began to be organized and recorded demonstrating the growing complexity of political systems.
- **Record keeping:** This important development in human history allowed societies to organize and maintain the growing political, social, and economic structure that followed settlement into agricultural areas. Those societies that developed a written language were able to communicate large amounts of information that in turn encouraged greater complexity and growth. In some cases (the Chavin in South America) keep records without writing, by tying knots on a string (quipu).
- **Specialization of labor:** With basic food needs taken care of by fewer people, others may specialize in jobs that help to improve the quality of life. For example, engineers may construct bigger and better irrigation systems, and bureaucrats may increase their level of government services.
- **Advanced art and literature:** In prehistoric times, art consisted of simple drawings (cave art). With the advent of civilization, some people had the time to concentrate on art and literature, making them their primary occupation. Ex: Epic of Gilgamesh

- Regional trade: As technologies improved and specialization increased, trade with other civilization centers began which led to cultural diffusion. Civilizations such as Mesopotamia and Egypt exchanged products and ideas, however, connectivity across long-distances was limited or nonexistent.
- Organized Belief Systems: Early civilizations all practiced some form of polytheism in which each god typically had responsibility for one area of life. In early agricultural societies, most of the gods had responsibility for the raising of crops and animals. The most prominent god in most societies was the Sun God while other gods supervised rain, wind, or stars. Many societies worshipped gods of fertility, as reflected in statues of pregnant goddesses, or women with exaggerated female features while male gods often had features of bulls, goats, or jaguars that represented power and energy. Perceptions of the gods varied from one civilization to the next, with some seeing them as fierce and full of retribution, and others seeing them as more tolerant of human faults. Religion was extremely important to the river-valley civilizations with most of their largest structures being centered on religious beliefs.

2. Evaluate the extent to which the Agricultural Revolution marked a turning point in world history. Support the assertion with at least three arguments and examples. Refute the assertion with at least one argument and example. (8 pts.)

3. In what way did agricultural production, trade and transportation increase as a result of new technologies (plow, bronze, woven textiles, pottery, wheels/wheeled vehicles)? (5 pts.)

a. Plow:

b. Textiles:

c. Pottery:

d. Wheels/Wheeled vehicles:

e. Bronze/Metallurgy:

4. In what ways were river valley civilizations alike? Provide 5 examples and explanations (in your own words). (5 pts.)
- a.
  - b.
  - c.
  - d.
  - e.
5. Early civilizations/states developed monumental architecture and urban planning. Support the assertion with at least three pieces of evidence. (3 points)

### **Early Civilizations**

Agricultural villages grew into cities that came to dominate the land around them. These cities began to organize into larger civilizations. Collectively known as the "river valley" civilizations, they include:

- Mesopotamia: between the Tigris and Euphrates Rivers in the Middle East
- Egypt: along the Nile River in northeastern Africa (AP World Region: Middle East)
- Indus Valley: along the Indus River in South Asia
- Shang China: along several rivers in East Asia

### **Pastoralism: Alternative to Agriculture**

Sedentary agricultural communities were usually the forerunners to the development of the earliest river valley civilizations. However, the shift away from hunting and gathering societies took other forms.

Pastoral nomads (or pastoralism): This alternative to sedentary agriculture is characterized by following the herds, just as the earlier hunters and gatherers did. However, the herds were domesticated, and consisted of sheep, goats, cows, camels, and/or horses. Nomadism, or the practice of moving frequently from one place to the other, was dictated by the need for pasture (feeding lands) for the animals. This lifestyle developed across the grassy plains of central Eurasia and nearby desert areas of the Arabian Peninsula and the Sudan.

The lifestyle of nomads by necessity means that they do not settle into villages, and therefore do not form the basis for the later development of cities. Settled agriculturalists generally saw them as "barbarians," inferior groups that needed to be kept out of their villages. However, despite this designation, nomadic groups, especially when they have embarked on major migrations, have had a significant impact on the course of world history. Pastoral nomads were at times creators (the saddle and the compound bow) of technologies that would later spread to settled peoples. Perhaps the most important aspect of pastoral nomads was their constant movement. Herding animals from one pasture to another in search of more food meant pastoral nomads traveled all over, often interacting with various settled peoples. Through these interactions, ideas, technologies, etc. were exchanged and then pastoral nomads would carry them elsewhere causing the spread of culture and accomplishments across long distances. In some cases that meant the spread of commodities and technologies yet other times that meant the spread of disease, nevertheless impacting world history.

6. Explain the extent to which Pastoral nomads (pastoralism) are similar to Paleolithic hunter-gatherer societies. (3 pts)

### **Belief Systems of Early Civilizations**

While most early civilizations and peoples practiced polytheism (often animism), major world religions and philosophies emerged (or further cemented themselves like Hinduism, Judaism, and Zoroastrianism) during later eras of history. In the case of polytheistic beliefs, most spirits (gods/goddesses) were closely tied to nature. For many civilizations, it was the Sun God and the Fertility Goddess which were the focus of worship as both were integral in agricultural production. The inability of early societies to understand nature, the weather, etc led them to worship gods/goddesses who controlled these aspects of life. For example, the Mesopotamians were known to believe their gods/goddesses as vengeful and mean. Much of this viewpoint is based on the unpredictable, often dangerous, flooding of their major rivers.

### HINDUISM

The beginnings of Hinduism are difficult to trace, but the religion originated with the polytheism that the Aryans brought as they began migrating into the Indian subcontinent sometime after 2000 BCE. Aryan priests recited hymns that told stories and taught values and were eventually written down in The Vedas, the sacred texts of Hinduism.

Hinduism assumes the eternal existence of a universal spirit that guides all life on earth. A piece of the spirit called the atman is trapped inside humans and other living creatures. The most important desire of the atman is to be reunited with the universal spirit, and every aspect of an individual's life is governed by it. When someone dies, their atman may be reunited, but most usually is reborn in a new body. A person's caste membership is a clear indication of how close he or she is to the desired reunion. Some basic tenets of Hinduism are:

- Reincarnation: One's soul gets reborn into a new living being after death.
- Karma: The resulting force because of one's actions in their life based on whether or not an individual fulfills his/her duties.
- Dharma: Duties called dharma are attached to each caste position. For example, a warrior's dharma is to fight honorably, and a wife's duty is to serve her husband faithfully. Even the lowliest caste has dharma attached to it.
- Moksha: Moksha is the highest, most sought-after goal for Hindus. It ends the cycle of reincarnation and results in the reunion with the universal spirit.



## Historical Era 2: 600 BCE to 600 CE

### **The Classical Age**

The period after the decline of river valley civilizations (about 600 BCE - 600 CE) is often called the classical age. During this era world history was shaped by the emergence of numerous belief systems, the rise of several large empires that grew from areas where the earlier civilizations thrived, and the establishment of long-distance trading networks.

### **Belief Systems of the Classical Age**

While early civilizations of the previous era practiced polytheism (often animism), major world religions and philosophies emerged (or further cemented themselves like Hinduism, Judaism, and Zoroastrianism) during the classical age.

#### JUDAISM

Judaism was founded in the Middle East, however, by the time of the Roman Empire, Judaism had been spread throughout Europe as the Babylonians and Romans conquered and forcibly removed Jewish people from their homelands. By doing so, Jewish people established diasporic communities throughout the Mediterranean region. However, its influence on other larger religions, including Zoroastrianism, Christianity, and Islam is vast.

#### HINDUISM

While Hinduism developed during the previous historical era, it became more solidified and organized during the era of 600 BCE to 600 CE, much like Judaism. The Upanishads, a second sacred text of Hinduism, were crafted during this time period, further cementing spiritual beliefs as well as traditions and practices of Hinduism. Hinduism became more ingrained in Indian society, reinforcing the social hierarchy through its support of the caste system.

#### BUDDHISM

Buddhism began in India in the 6th century BCE. Its founder was Siddhartha Gautama, who later became known as the Buddha, or the "Enlightened One." Siddhartha was the son of a wealthy Hindu prince who grew up with many advantages in life. However, as a young man he did not find answers to the meaning of life in Hinduism, so he left home to become an ascetic, or wandering holy man. His Enlightenment came while sitting under a tree and his revelations of that day form the basic tenets of Buddhism:

- **The Four Noble Truths:** 1) All of life is suffering; 2) Suffering is caused by false desires for things that do not bring satisfaction; 3) Suffering may be relieved by removing the desire; 4) Desire may be removed by following the...
- **The Eightfold Path to Enlightenment:** The ultimate goal is to follow the path to nirvana, or a state of contentment that occurs when the individual's soul unites with the universal spirit. The eight steps must be achieved one by one, starting with a change in thoughts and intentions, followed by other changes. Eventually, a "breakthrough" occurs when nirvana is achieved that gives the person a whole new understanding of life.

Note that Hinduism supported the continuation of the caste system in India. For example, placement in a lower caste happened because a person did not fulfill his/her dharma in a previous life. Higher status was a "reward" for good behavior in the past. Although Buddhism, like Hinduism, emphasizes the soul's yearning for understandings on a higher plane, it generally supported the notion that anyone of any social position could follow the Eightfold Path successfully. Moreover, in early Buddhism women were afforded opportunities to embrace a monastic lifestyle by becoming nuns, embracing their spirituality, and giving up their position in larger society. This inclusion of women as nuns was relatively unique among belief systems as the time, which, like society, were often accessible only to men. Buddhists believed that changes in thought processes and life styles brought enlightenment, not the powers of one's caste. Although the Buddha actively spread the new beliefs during his long lifetime, the new religion faced oppression after his death from Hindus who saw it as a threat to the basic social and religious structure that held India together. Buddhism probably survived only because the Mauryan emperor Ashoka converted to it and promoted its practice. However, in the long run, Buddhism did much better in areas where it spread through merchant and missionary activities to areas such as East Asia (China, Korea, Japan) and Southeast Asia.

## CONFUCIANISM

Three important belief systems (Confucianism, Daoism, and Legalism) emerged in China during the Warring States Period (403-221 BCE) between the Zhou and Qin Dynasties.

Confucius contemplated why China had fallen into chaos and concluded that the Mandate of Heaven had been lost because of poor behavior of not only the Chinese emperor, but all his subjects as well. His plan for reestablishing Chinese society profoundly affected the course of Chinese history and eventually spread to many other areas of Asia as well. He emphasized the importance of harmony, order, respect for elders, and obedience and believed that if five basic relationships were sound, all of society would be, too:

- Emperor/subject - the emperor has the responsibility to take care of his subjects, and subjects must obey the emperor
- Father/son - the father takes care of the son, and the son obeys the father
- Older brother/younger brother - the older brother takes care of the younger brother, who in turn obeys him
- Husband/wife - the husband takes care of the wife, who in turn obeys him
- Friend/friend - The only relationship that does not assume inequality should be characterized by mutual care and obedience

Confucianism accepted and endorsed inequality as an important part of an ordered society. It confirmed the power of the emperor, but held him responsible for his people, and it reinforced the patriarchal family structure that was already in place in China. Because Confucianism focused on social order and political organization, it is generally seen as a philosophy rather than a religion. Religions are more likely to emphasize spiritual topics, not society and politics.

## DAOISM

The founder of Daoism is believed to have been Laozi, a spiritualist who probably lived in the 4th century BCE. The religion centers on the Dao (sometimes referred to as the "Way" or "Path"), the original force of the cosmos that is an eternal and unchanging principle that governs all the workings of the world. It cannot be changed, so humans must learn to live with it. According to Daoism, human strivings have brought the world to chaos because they resist the Dao. A chief characteristic is wuwei, or a disengagement from the affairs of the world, including government. The less government, the better. Live simply, in harmony with nature. Daoism encourages introspection, development of inner contentment, and no ambition to change the Dao.

## LEGALISM

The third belief system that arose from the Warring States Period is legalism, and it stands in stark contrast to the other beliefs. It had no concern with ethics, morality, or propriety, and cared nothing about human nature, or governing principles of the world. Instead it emphasized the importance of rule of law, or the imperative for laws to govern, not men. According to legalism, laws should be administered objectively, and punishments for offenders should be harsh and swift. Legalism was the philosophy of Shi Huangdi, the first emperor, whose Qin Dynasty rescued China from chaos.

## CHRISTIANITY

Christianity grew directly out of Judaism, with its founder Jesus of Nazareth born and raised as a Jew in the area just east of the Mediterranean Sea. During his lifetime, the area was controlled by Rome as a province in the empire. Jesus' followers saw him as the Messiah who would assure life after death to all that followed Christian precepts. In this way, its appeal to ordinary people may be compared to that of Buddhism, as it struggled to emerge from the Hindu caste system. Christianity's broad appeal of the masses meant that the religion grew steadily and eventually became the religion with the most followers in the modern world. Also similar to Buddhism was the role of women in early Christianity. Embracing a monastic lifestyle as nuns, women could attain positions of relative importance within the religion of Christianity which were prohibited in larger Roman (European, Middle Eastern, etc) society, thus challenging the gender roles of the regions.

Jesus was a prophet and teacher whose followers came to believe that he was the son of God. He advocated a moral code based on love, charity, and humility. His disciples predicted a final judgment day when God would reward the righteous with immortality and condemn sinners to eternal hell. After his death, his apostles spread the faith. Especially important was Paul, a Jew who was familiar with Greco-Roman culture. Christianity grew steadily in the Roman Empire, but not without clashes with Roman authorities. Eventually in the 4th century CE, the Emperor Constantine was converted to Christianity (similar to Asoka's support of Buddhism in India) and established a new capital in the eastern city of Byzantium, which he renamed Constantinople. As a result, the religion grew west and north from Rome, and also east from Constantinople, greatly extending its reach.



## The Classical Empires

- Mediterranean: Hellenistic Greece and Rome
- East Asia: Qin and Han China
- South Asia: Maurya and Gupta India
- Middle East: Achaemenid, Parthian, and Sassanid Persian Empires
- Mesoamerica: Teotihuacan, Maya city-states
- South America: Moche civilization

Due to the size of the classical empires (relative to their preceding ancient civilizations of Egypt, Mesopotamia, etc.), maintaining control over territory proved a challenging task. As such, these empires devised new methods and techniques to managing their lands, administrating over their people, and defending their borders. Some common techniques for imperial administration include:

- Centralized Bureaucracy: First created by the Persian Empire with their regional governors (called satraps), the empires of Alexander the Great, Rome, Qin/Han China, and Maurya/Gupta India all devised their own forms of bureaucracies. For example, in China, the civil service system helped place qualified officials into government positions to help the day-to-day operation of the government. While power rested centrally in their capital with their emperor, bureaucrats were used to collect taxes, enforce laws, spy on various regions of the empires, etc.
- Defensive Walls: The Qin and Han Dynasties of China constructed large section of the Great Wall just as Emperor Hadrian of Rome constructed Hadrian's Wall in Britain to protect their respective empires from neighboring tribes.
- Strong Military: Strong organized militaries existed in each empire resulting in their ability to expand well beyond the size of earlier civilizations. These militaries help to legitimize the power of the rulers and assisted governments in putting down revolts and rebellions in an effort to maintain control.
- Uniform Currency: Since these empires grew to such large sizes, they incorporated many different kingdoms made up of different languages, religions, cultures, currencies, and customs. This made it hard to collect taxes from conquered regions though perhaps more importantly it made trading within and between regions of the empire difficult. Uniform currencies like the denarius (Rome) or the daric (Persia) allowed to newly conquered regions to participate in the imperial economy thus facilitating trade.
- Public Works: The large numbers of subjects these empires oversaw often led to unrest and unhappiness. Empires, like Rome, created public works (aqueducts, baths, arenas) which provided services and necessities to the common people making them loyal to their rulers. The concept of "bread and circuses" both fed and entertained the masses of Rome. The qanat system (an underground irrigation system) supported the small farmers of the Persian Empire.
- Complex Legal Systems: Empires developed legal systems based on laws (Twelve Tables), courts, and justice in order to promote order throughout their lands.

5. Explain at least three ways in which empires during this period maintained control over their territories and peoples. Identify a specific empire for each explanation. Be specific with your supporting examples. (6 pts)

6. (Think about it) What might explain why empires during this period developed multiple ways to manage their territories compared to the river valley civilizations of the previous period? (2 pts)

## Long-Distance Trade Routes

During the classical era the major civilizations were not entirely isolated from one another. Migrations continued, and trade increased, diffusing technologies, ideas, and goods from civilization centers to more parts of the world. However, the process was slow. Chinese inventions such as paper had not yet reached societies outside East Asia by the end of the classical era. The Western Hemisphere was not yet in contact with the Eastern Hemisphere. Nevertheless, a great deal of cultural diffusion did take place, and larger areas of the world were in contact with one another than in previous eras. One very important example of cultural diffusion was Hellenization, or the deliberate spread of Greek culture. The most important agent for this important change was Alexander the Great, who conquered Egypt, the Middle East, and the large empire of Persia that spread eastward all the way to the Indus River Valley. Alexander was Macedonian, but he controlled Greece and was a big fan of Greek culture. His conquests meant that Greek architecture, philosophy, science, sculpture, and values diffused to large areas of the world and greatly increased the importance of Classical Greece as a root culture.

Trade routes that linked the classical civilizations include:

- **The Silk Roads:** This overland route extended from western China, across Central Asia, and finally to the Mediterranean area. Chinese silk was the most desired commodity, but the Chinese were willing to trade it for other goods, particularly for horses from Central Asia. There was no single route, but it consisted of a series of passages with common stops along the way. Major trade towns appeared along the way where goods were exchanged. No single merchant traveled the entire length of the road, but some products (particularly silk) did make it from one end to the other.
- **The Indian Ocean Network:** This important set of water routes became even more important in later eras, but the Indian Ocean Trade was actively in place during the classical era. The trade had three legs: one connected eastern Africa and the Middle East with India; another connected India to Southeast Asia; and the final one linked Southeast Asia to the Chinese port of Canton. Innovations in maritime technologies, such as the lateen sail (from the Mediterranean) and dhow ships, stimulated exchanges of goods such as spices and bananas within the Indian Ocean Basin (from East Africa to East Asia)
- **Trans-Saharan Network:** This route connected people that lived south of the Sahara to the Mediterranean and the Middle East. The Berbers, nomads who traversed the desert, were the most important agents of trade. They carried goods (such as gold and salt) in camel caravans, with Cairo at the mouth of the Nile River as the most important destination. There they connected to other trade routes, so that Cairo became a major trade center that linked many civilizations together.
- **Mediterranean Trade Network:** This network of overland routes throughout Europe and sea lanes connecting Africa, Europe, and the Middle East reached its peak during the height of *Pax Romana* in the Roman Empire. Greeks and Romans were willing to ship glassware, olives, and grains to those in North Africa and the Middle East. In return, those in Europe received access to African, Middle Eastern, and even Indian Ocean goods. Trade in the Mediterranean routes was helped by the invention of the lateen sail, which would later spread to the Indian Ocean Basin and facilitate trade there as well.

7. For each trade network, identify its general location (ex: start/end point), a commodity exchanged on each route, and a technology/animal which facilitated exchanges. (6 pts)

a.

b.

c.

d.

## The Fall of the Classical Empires (200 TO 600 CE)

All of the river-valley civilization areas experienced significant decline and/or conquest in the time period around 1200 BCE. A similar thing happened to the classical civilizations between about 200 and 600 CE, and because the empires were larger and more connected, their fall had an even more significant impact on the course of world history. Han China was the first to fall (around 220 CE), then the Western Roman Empire (476 CE), and the Gupta in 550 CE. Several common factors caused the fall of *most* empires:

- **Invasions:** The Greeks under Alexander the Great invaded and conquered the Persian Empire. The Xiongnu (a group of pastoral nomads from Central Asia) reversed the Chinese tribute system and consistently attacked the borders of the Han Dynasty weakening it during its decline. The Germanic tribes (fleeing invasions by the Huns in Eastern/Central Europe) moved into and invaded various parts of the Western Roman Empire ultimately conquering it in 476 CE. Lastly, the White Huns from Central Asia invaded the fragmented and weakening Gupta Empire of India bringing an end to its rule in 550 CE.
- **Political Struggles:** All three empires were riddled by political corruption and internal conflict during their latter days, and all three suffered under weak-willed rulers (Rome had 26 emperors in a span of 50 years). Civil conflict contributed to the fall of the Han Dynasty as factions (by family) fragmented Han China and led to conflicts. Rajas (princes) of smaller kingdoms in the Gupta Empire fragmented into independent states unwilling to continue fighting against the White Huns. The Persian leader, Xerxes, reversed the empire's policy of cultural tolerance towards conquered people leading to various revolts.
- **Diseases:** Smallpox (among others) spread to Han China and Rome (via their connections along the Silk Roads) decimating populations, weakening economic connections between cities, and decreasing the strength of their respective militaries.
- **Financial/Lands Issues:** The Romans devalued their currency in an effort to fund their constant wars against the Germanic tribes causing massive inflation. The Gupta Empire was unable to raise enough revenue in taxes to continue defending its borders against the White Huns. Lastly, the commoners of the Han Dynasty took part in the Yellow Turban Rebellion because of unequal land distribution. When the government tried to redistribute land to the poor, the wealthy began fighting for power as part of different family factions.

8. Choose two factors that led to the collapse of these empires and explain how one factor contributed to the other factor. Include how these factors led to the fall of these empires as well as explaining how each factor worked together. (3 pts)

9. As states and empires increased in size, contacts between regions intensified and competition for resources increased. Provide and explain two specific examples which support this assertion. (4 pts)

## Part II - An Introduction to Periodization and Argumentation

### Periodization

Periodization refers to the ways that historians break the past into separate periods of time. Historians look for major turning points in history - places where the world looked very different *before* some event than it did *after* - to decide how to break the past into chunks. They then give a label to each period to convey the key characteristics and developments of that era.

Because the past is complex, any attempt to create eras and give those eras labels can provoke disagreement, particularly when talking about a subject as vast as world history. Periods are, after all, constructed by historians and reflect the particular context in which they are writing. Some world historians, for example, argue for a major division at 1000 CE, which would highlight the beginning point of the growing importance of nomadic peoples in the period between 1000 and 1450. Others prefer to maintain a single period from about 600 to 1450 since they don't think nomadic empires significantly interrupted a larger period of Afro-Eurasian contact. The AP World History course used to include a break at 1914, the beginning of World War I, instead of the current course's break at 1900. The older periodization made World War I a major turning point. Pushing the period back to the beginning of the 20th century places WWI in the context of other important contemporary developments, including those less focused on Europe, such as the rise of nationalist movements among colonial peoples. (Robert Strayer)

Directions: In each of the passages below, identify the argument the historian is making about periodization (4 pts each), and at least two pieces of evidence they use to support that argument (3 pts each).

1. Some world historians attach globalisation 'big bang' significance to 1492 and 1498. Such scholars are on the side of Adam Smith who believed that these were the two most important events in recorded history. Other world historians insist that globalisation stretches back even earlier. There is a third view which argues that the world economy was fragmented and completely de-globalised before the early nineteenth century. None of these three competing views has distinguished explicitly between trade expansion driven by booming import demand or export supply, and trade expansion driven by the integration of markets between trading economies. This article makes that distinction, and shows that there is no evidence supporting the view that the world economy was globally integrated prior to the 1490s; there is also no evidence supporting the view that this decade had the trading impact that world historians assign to it; but there is abundant evidence supporting the view that a very big globalisation bang took place in the 1820s. The year 1500 marks an important turning point in world history . . .The European discoveries made the oceans of the earth into highways for their commerce . . . (William H. McNeill)

**Argument:**

**Supporting Evidence:**

1.

2.

2. Did the Roman empire collapse in 476 CE or in 1453 CE? Facts may be interpreted in a variety of ways. The Germanic narrative of western Europe is that the Roman Empire fell in 476 or some can go as far as considering Emperor Justinian as the last of the Romans before the progression of language from Latin to Greek. The Arab/Turkish/Persian East sees the Byzantines as they saw themselves - Roman Citizens. They were very much aware of their Greek ancestry but Rome was more than that - it was an institution, a code of laws, values, religion, a way of life and an immense heritage. And although it can be very well argued that the character of the empire changed (which it did), there is a political continuity which until 1204 is uninterrupted. It is resurrected 1261 with the recapture of Constantinople and lasts until 1453 when it permanently falls to the hands of the Turks. (Vasilis Sagiannos.)

**Argument:**

**Supporting Evidence:**

- 1.
- 2.
3. One can argue that viewing World War II as a European war that eventually engulfed virtually the entire globe is a striking example of Eurocentrism. Dating World War II from July 7, 1937, the beginning of the war between China and Japan, seems to be a viable alternative approach. Ignoring the fact that two major participants in "World War II" had been at war for over two years before the invasion of Poland relegates the "Pacific War" to the status of a secondary event. The Soviet Union, moreover, gave some military assistance to China in these years and engaged in sporadic, but sometimes very heavy, fighting with Japan, with lesser border "incidents" occurring throughout the years 1941 to 1945. Skeptics about dating World War II from 1937 rather than 1939 might ask whether 1931 (the Japanese invasion of Manchuria) or 1936 (the beginning of the Spanish Civil War) would not be other, possibly more appropriate, dates. In respect to Manchuria, it is my impression that at least some specialists have raised questions about continuity between events in 1931 and 1937. The problem with the Spanish Civil War seems to me to be that Spain was a "nonbelligerent" between 1939 and 1945, despite its support for the Axis. Although these conflicts obviously were related to World War II, they did not merge into the events from 1939 to 1945 as directly as the Sino-Japanese War. I am not the first person to raise the question of dating World War II from 1937. Some references to the matter can be found, but more attention could usefully be given to the issue. (Benjamin R. Beede)

**Argument:**

**Supporting Evidence:**

- 1.
- 2.

# AP WORLD HISTORY 2019-2020 SUMMER ASSIGNMENT GRADING CRITERIA

## Part I: Pre-600 CE Overview and Questions

- Points are earned for answering questions fully, correctly, and in your own words.

**Part I Total:** \_\_\_\_\_ / 70 Points

## Part II: Periodization Argumentation

- Argument in each paragraph is identified accurately.
- Two accurate pieces of evidence for each argument correctly identified.

**Part II Total:** \_\_\_\_\_ / 30 Points

**Total:** \_\_\_\_\_ / 100 Points

**\*\*\* DUE DATE: August 26 - September 4 \*\*\***

## Need help or have questions?

If you need any assistance on this assignment throughout the summer, you can contact one of the AP World History teachers listed below.

- Jessica Hodgson, [jrhodgson@fcps.edu](mailto:jrhodgson@fcps.edu)
- Ryan Crain, [rtcrain@fcps.edu](mailto:rtcrain@fcps.edu)