



AP World History: Modern Summer Homework

Instructions:

Your summer homework is an interactive digital notebook that you will complete by exploring important AP websites. The purpose of this lesson is to introduce you to crucial AP History skills & concepts, as well as to promote an increasing sense of responsibility in your own learning.

First, download a copy of the Course Exam Description:

<https://apcentral.collegeboard.org/pdf/ap-world-history-modern-course-and-exam-description.pdf?course=ap-world-history-modern>

Next, click on the following link:

https://docs.google.com/presentation/d/1CCabZc6HfyV_QCoXXnAIG7O1H4PaHurWePZHeGsJZnw/edit?usp=sharing (a PDF version is attached to these instructions for your reference)

Select "File," and "Make a copy." Name your file as: "Last Name, First Name: AP World Tool Box"

For each slide, please follow the instructions below.

- **Slide 1:** Add your first and last name
- **Slide 2:** Click on this link:
<https://apcentral.collegeboard.org/exam-administration-ordering-scores/exam-dates/2022-exam-dates>
Find the AP Exam date for this course and add it to the slide.
- **Slide 3:** Put the slides into "present" mode or click on the icons on the tablet for links to important AP websites. Save these as favorites or bookmarks in your web browser. Click on the calculator display to review how AP History scores are calculated.
- **Slide 4:** Put the slides into "present" mode or click on the underlined words. These links will take you directly to slides within the presentation that provide further information for each concept and question type.
- **Slides 5-6:** Locate pg. 19 of the Course Exam Description (CED) that you downloaded earlier. This document is also searchable, so you can easily find this with "ctrl f" and search "themes."
Summarize (in your own words) the six themes on Slide 6.

- **Slides 7-8** Find the “Course At a Glance” on pgs. 22-25 of the CED.

On Slide 8, list the Unit numbers under the correct time period. Summarize the Topics for each unit.

For example: Unit 1 Topics 1.1-1.7 (pg. 22 of CED) can be condensed as “*Developments in East Asia, Dar al-Islam, South/Southeast Asia, and Europe from 1200-1450 -and- State Building in the Americas & Africa*”

- **Slides 9-12** Review the AP History Reasoning Processes (3 C’s) on pg. 15 of the CED.

On Slides 10-12, respond to the following prompts in a minimum of 1 paragraph (5 sentences):

Comparison: Compare & contrast your 2020-2021 school year experience to your 2019-2020 school year experience.

Causation: Explain the causes of your unique 2020-2021 school year experience and describe the effects of this experience.

Continuity & change: Describe what has stayed the same (continuity) and what has changed from your middle school to high school experience.

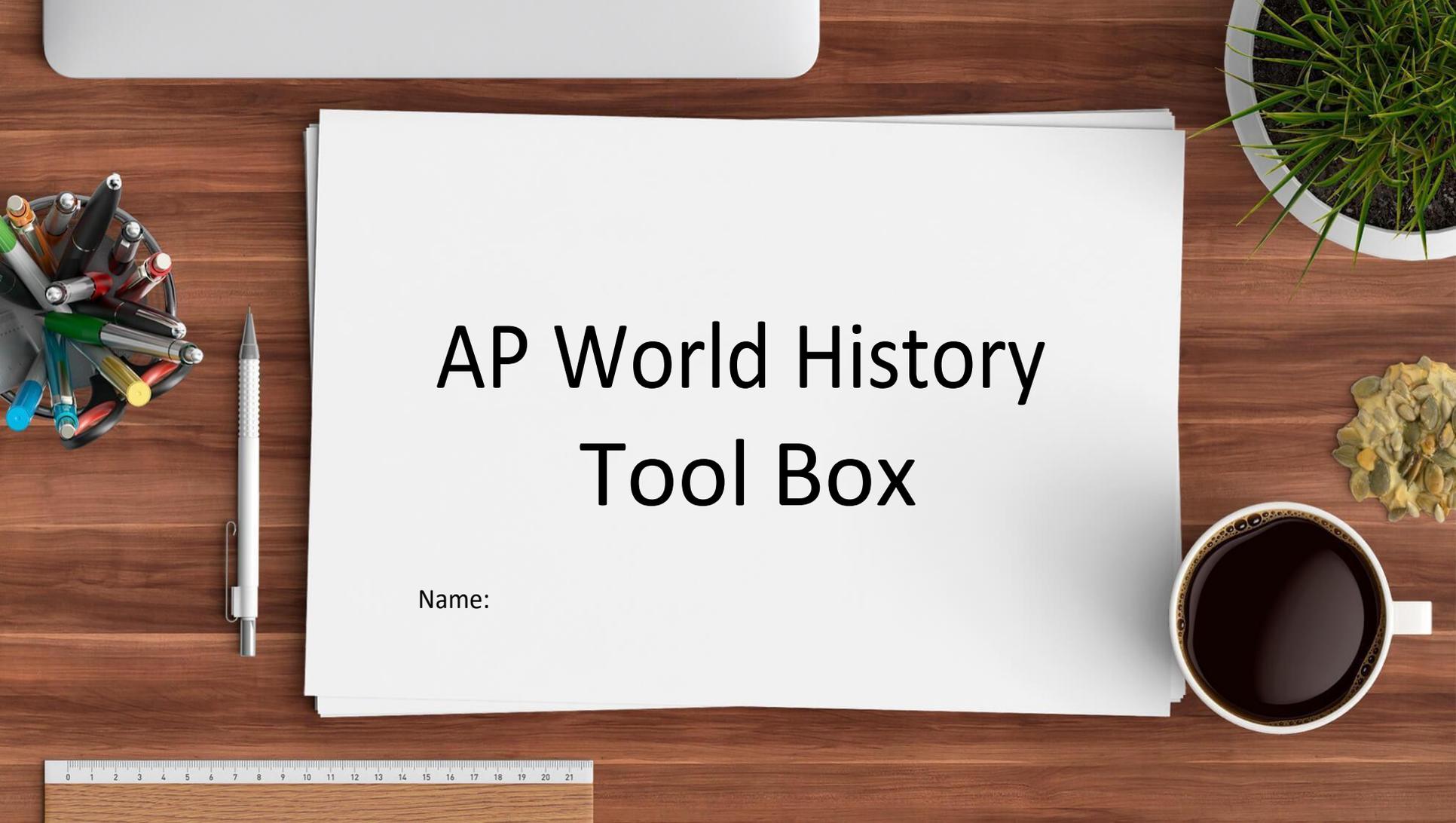
- **Slides 13-14:** Review the Historical Thinking Skills on pg. 14 of the CED. On Slide 12, summarize these skills.
- **Slides 15-19:** Review the exam details.
- **Slides 20-21:** Review the “ACE” strategy. This is an extremely important strategy that we will discuss in the first weeks of school for answering SAQs.
- **Slides 22-24:** Review the “HAPPY” document analysis strategy. Read the excerpt on Slide 23. On Slide 24, use short sentences to explain the Historical context, Audience, Purpose, and Point of view of the excerpt. For “Why,” reflect on how this document could be used in a historical argument or discussion.
- **Slides 25-29:** Review the rubrics for the LEQ & DBQ.
- **Slide 30:** Make note of any questions that you have for me.

Lastly, select “File” and “Download” your presentation as a PDF. You will submit this PDF to show completion of your summer homework during the first week of school.

I look forward to a wonderful year of investigating History with you!

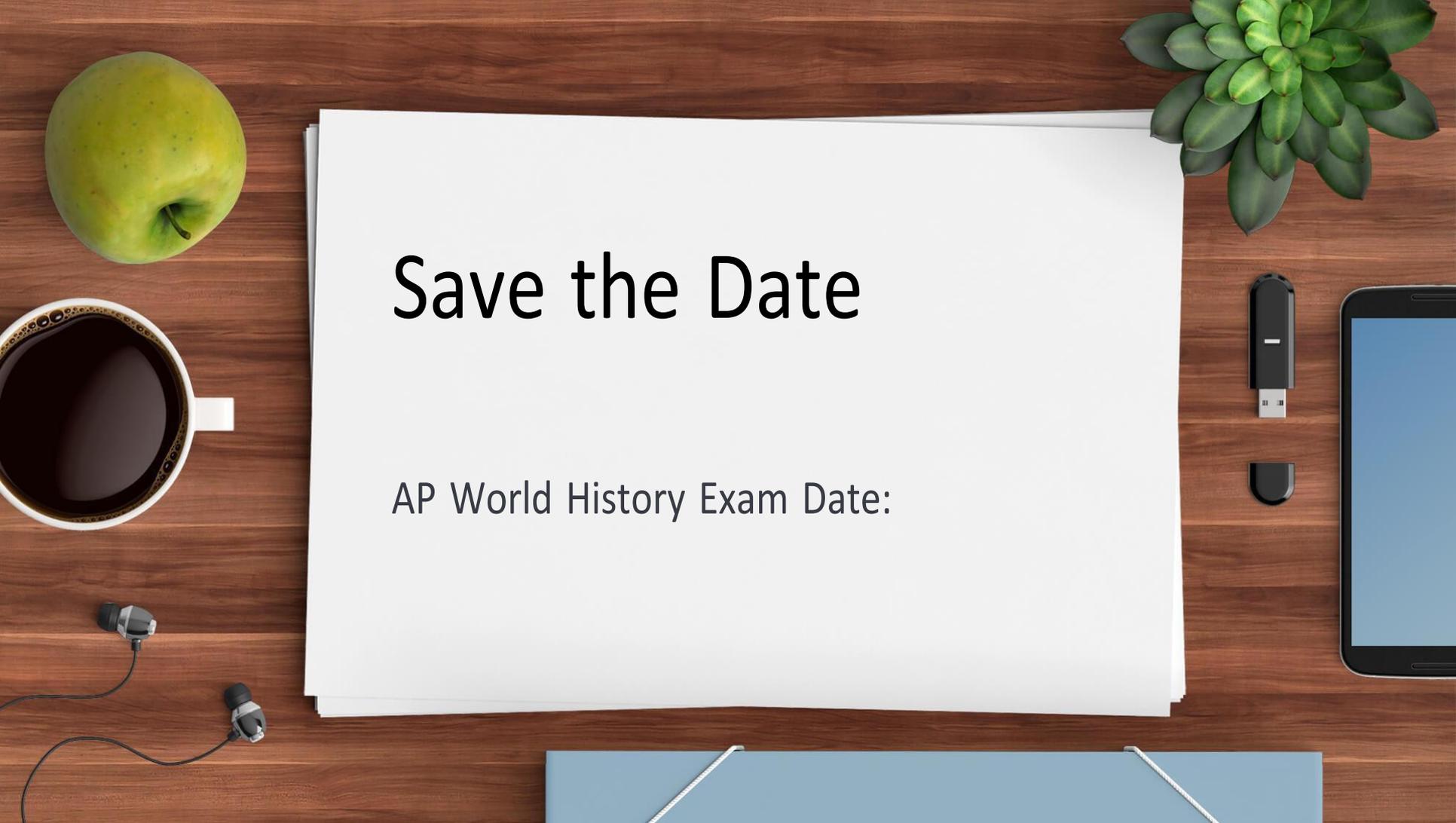
Ms. Huyler

Brittany.huyler@lausd.net



AP World History Tool Box

Name:

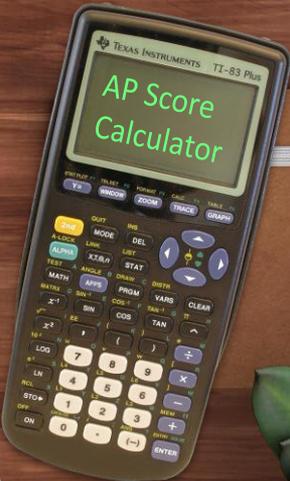
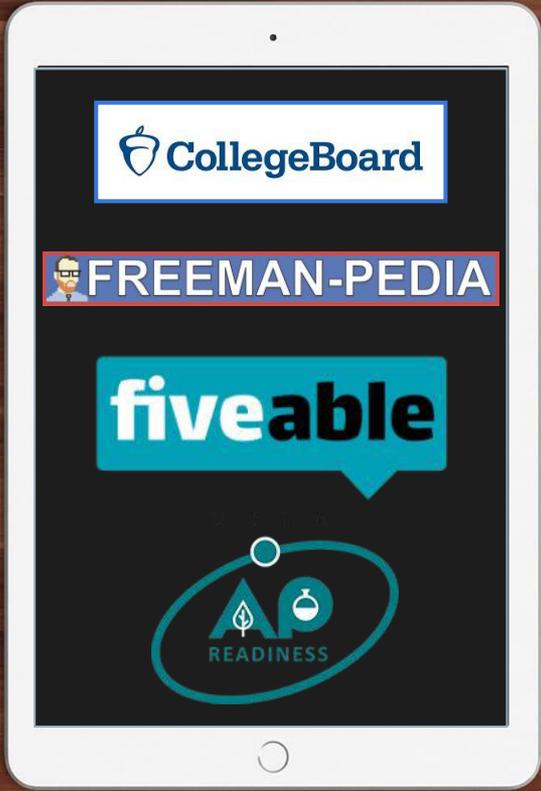


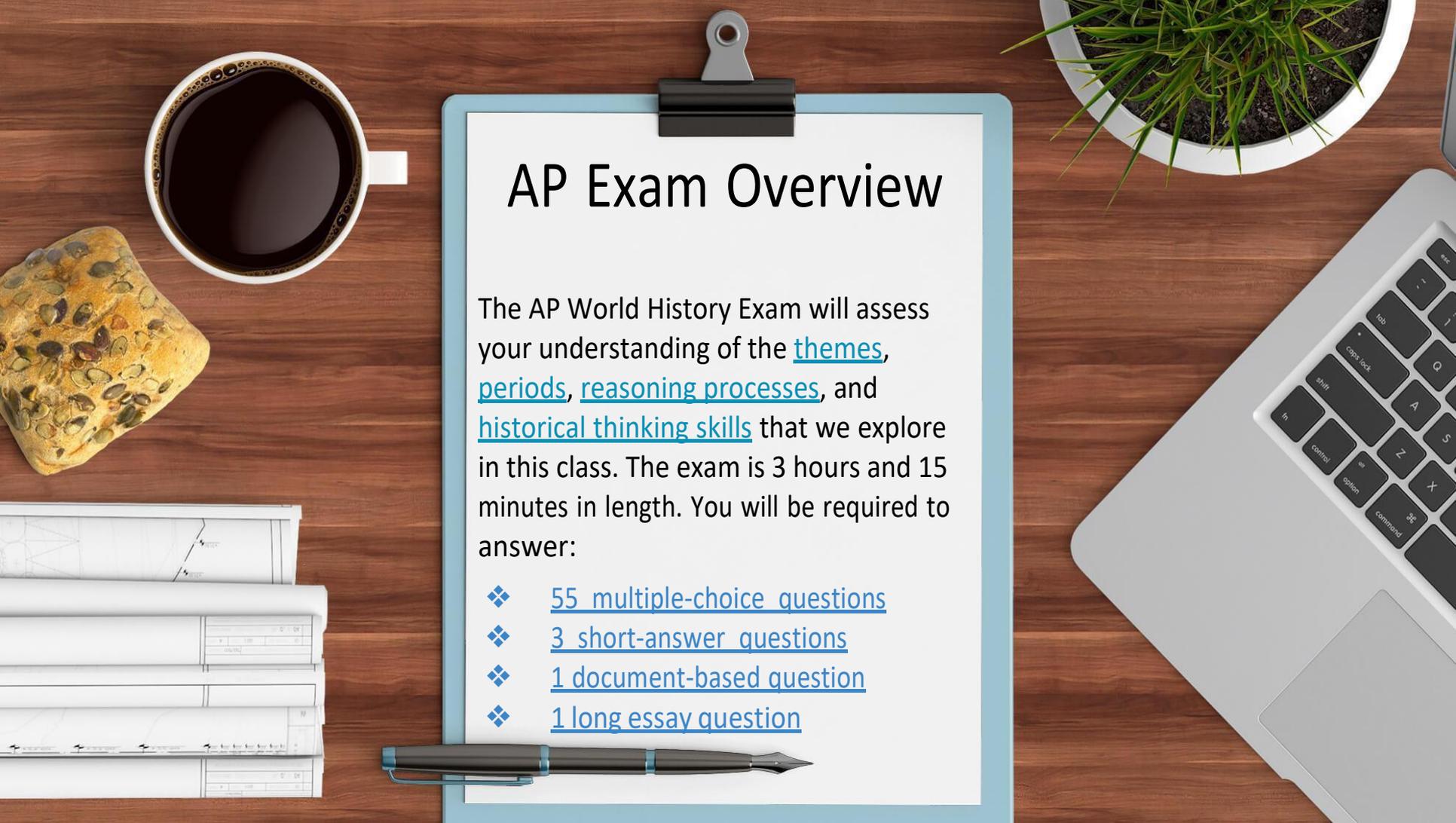
Save the Date

AP World History Exam Date:



Check out these websites...





AP Exam Overview

The AP World History Exam will assess your understanding of the [themes](#), [periods](#), [reasoning processes](#), and [historical thinking skills](#) that we explore in this class. The exam is 3 hours and 15 minutes in length. You will be required to answer:

- ❖ [55 multiple-choice questions](#)
- ❖ [3 short-answer questions](#)
- ❖ [1 document-based question](#)
- ❖ [1 long essay question](#)



AP World History Themes:

AP World History highlights six (6) overarching themes that receive equal attention throughout the course. These themes serve as the unifying threads, allowing students to put whatever is particular about each period into a larger framework. These themes also help give students a way to make comparisons over time.

The six themes are:

- ❖ Theme 1: Humans and the Environment (ENV)
- ❖ Theme 2: Cultural Developments and Interactions (CDI)
- ❖ Theme 3: Governance (GOV)
- ❖ Theme 4: Economic Systems (ECN)
- ❖ Theme 5: Social Interactions and Organization (SIO)
- ❖ Theme 6: Technology and Innovation (TEC)

Summarize the 6 themes

Theme 1:

Theme 2:

Theme 3:

Theme 4:

Theme 5:

Theme 6:

AP World History Periods

The AP World History curriculum is divided into four (4) major “periods” in history spanning from c. 1200 through the present-day. The four periods, listed below, each represent a different era/set of events throughout history.

- ❖ Period 1: The Global Tapestry & Networks of Exchange (c. 1200 to c. 1450)
- ❖ Period 2: Land-Based Empires & Transoceanic Interconnections (c. 1450 to 1750)
- ❖ Period 3: Revolutions & Consequences of Industrialization (c. 1750 to 1900)
- ❖ Period 4: Global Conflict, Cold War and Decolonization, & Globalization (c. 1900 to the present)

Units & Topics

Period 1:

Period 2:

Period 3:

Period 4:

AP History Reasoning Processes (3 C's)

Comparison

- ❖ Describe similarities and/or differences between different historical developments or processes.
- ❖ Explain relevant similarities and/or differences between specific historical developments and processes.
- ❖ Explain the relative historical significance of similarities and/or differences between different historical developments or processes.

Causation

- ❖ Describe causes and/or effects of a specific historical development or process.
- ❖ Explain the relationship between causes & effects of a specific historical development or process.
- ❖ Explain the difference between primary & secondary causes and between short-and long-term effects.
- ❖ Explain how a relevant context influenced a specific historical development or process.
- ❖ Explain the relative historical significance of different causes and/or effects.

Continuity & Change

- ❖ Describe patterns of continuity and/or change over time.
- ❖ Explain patterns of continuity and/or change over time.
- ❖ Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Comparison

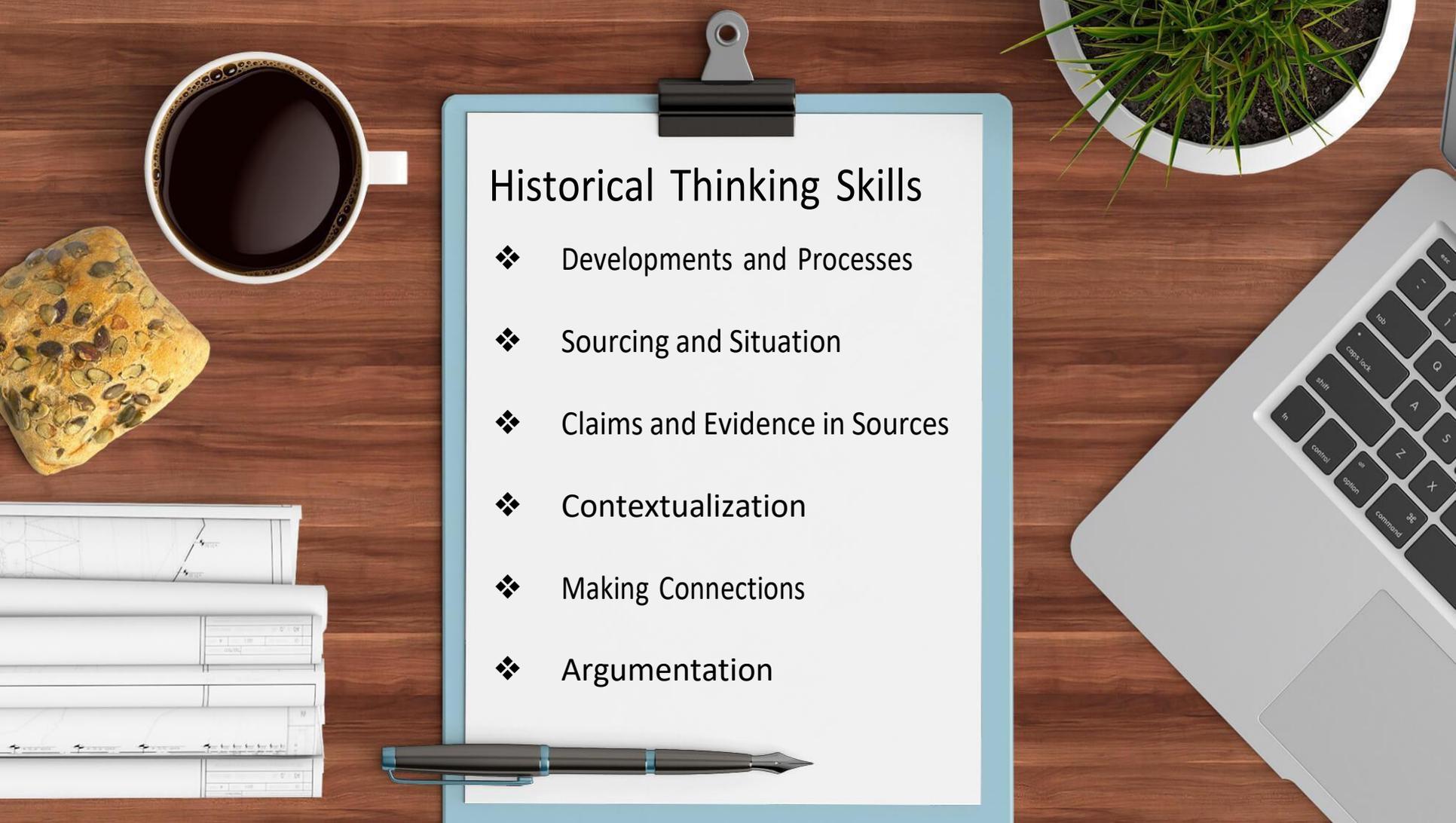
Type response here:

Causation

Type response here:

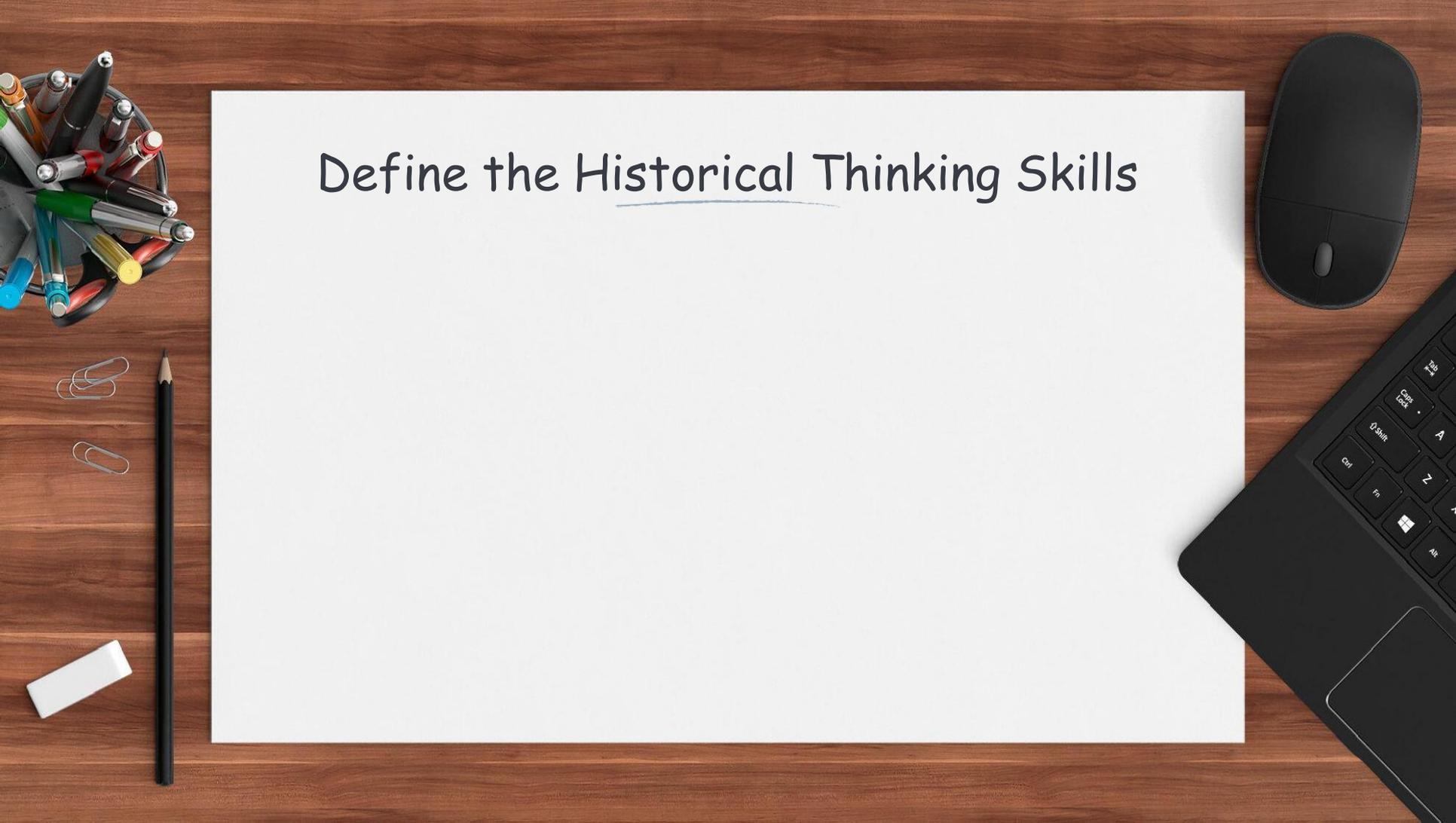
Continuity & Change

Type response here:



Historical Thinking Skills

- ❖ Developments and Processes
- ❖ Sourcing and Situation
- ❖ Claims and Evidence in Sources
- ❖ Contextualization
- ❖ Making Connections
- ❖ Argumentation



Define the Historical Thinking Skills

Exam Details





Section 1A: Multiple Choice

55 Questions | 55 Minutes | 40% of Exam Score

- Questions usually appear in sets of 3–4 questions.
 - Students analyze historical texts, interpretations, and evidence.
 - Primary and secondary sources, images, graphs, and maps are included.
- 
- 

Section 1B: Short Answer

3 Questions | 40 Minutes | 20% of Exam Score

- Students analyze historians' interpretations, historical sources, and propositions about history.
- Questions provide opportunities for students to demonstrate what they know best.
- Some questions include texts, images, graphs, or maps.
- Students choose between 2 options for the final required short-answer question, each one focusing on a different time period:
 - Question 1 is required, includes 1 secondary source, and focuses on historical developments or processes between the years ~~1200 and 2001~~.
 - Question 2 is required, includes 1 primary source, and focuses on historical developments or processes between the years ~~1200 and 2001~~.
 - Students choose between Question 3 (which focuses on historical developments or between the years 1200 and 1750) and Question 4 (which focuses on historical developments or processes between the years 1750 and 2001) for the last question. **No sources are included for either Question 3 or Question 4.** ["ACE" the SAQ](#)

Section 2A: Document-Based Question

1 Question | 1 Hour (includes 15-minute reading period) | 25% of Exam Score

- Students are presented with 7 documents offering various perspectives on a **historical development** or **process**.
- Students assess these written, quantitative, or visual materials as historical evidence.
- Students develop an argument supported by an analysis of historical evidence.
- The document-based question focuses on topics from 1450–2001.

[DBQ Rubric](#)

Section 2B: Long Essay

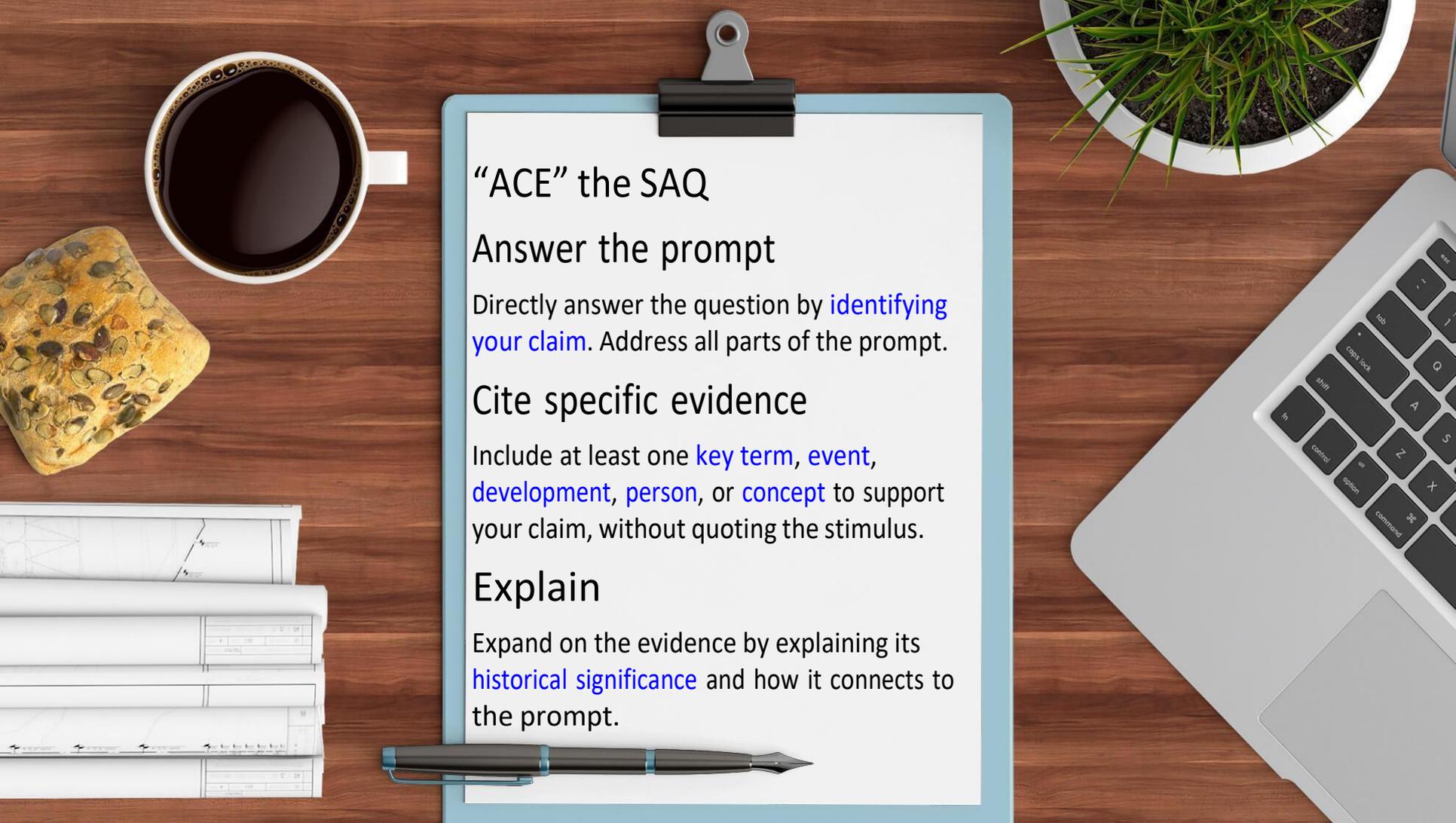
1 Question | 40 Minutes | 15% of Exam Score

- Students **explain and analyze** significant **issues** in world history.
- Students **develop an argument** supported by an **analysis of historical evidence**.
- The question choices focus on the same skills and the same reasoning process (e.g., [comparison, causation, or continuity and change](#)), but students choose from 3 options, each focusing primarily on historical developments and processes in different time periods—either 1200–1750 (option 1), 1450–1900 (option 2), or 1750–2001 (option 3).

[LEQ Rubric](#)



Strategies & Rubrics



“ACE” the SAQ

Answer the prompt

Directly answer the question by **identifying your claim**. Address all parts of the prompt.

Cite specific evidence

Include at least one **key term**, **event**, **development**, **person**, or **concept** to support your claim, without quoting the stimulus.

Explain

Expand on the evidence by explaining its **historical significance** and how it connects to the prompt.

“HAPPY” Document Analysis

Historical Context

- Causation: Can you bring out into the open connections between the Document and Historical Facts?
- Chronology: Can you place the Primary Source within its appropriate place in the Historical Narrative or Timeline?
- PRIOR KNOWLEDGE: What do you know that would help you further understand the Primary Source?

Audience

- For whom was the source created, and how might this affect the reliability or accuracy of the source?

Purpose

- WHY or FOR WHAT REASON was the source produced at the time it was produced? What was the author’s GOAL?

Point of View

- Can you identify an important aspect of WHO the author is, and explain HOW this might have impacted what they wrote?
- Can you identify an influence that shaped the author or source, and EXPLAIN HOW THAT INFLUENCE specifically affected the document’s content?

WhY

- How does the document impact/shape/reflect popular arguments on the subject?
- How does the document reflect ‘continuity or change over time?’
- What are the limitations of the document?



“In Los Angeles Unified, where almost 80 percent of students live in poverty and 82 percent are Latino and African American, Ds and Fs by high school students have increased about 15 percent compared with last year. Meanwhile, reading proficiency in elementary grades has fallen 10 percent. In Illinois, students have lost more than a year of math progress. In New York City, 82 percent of students are children of color, largely from communities that have been disproportionately impacted by the virus, suffering tremendous loss and trauma that accompanies kids into the classroom. Across the country, math performance on standardized tests lags the prior year by 5 to 10 percentile points.

It’s time to treat the dire situation facing public school students with the same federal mobilization we have come to expect for other national emergencies, such as floods, wildfires and hurricanes. A major, coordinated nationwide effort — imagine a Marshall Plan for schools — is needed to return children to public schools quickly in the safest way possible.

Schools have shown that they can stay open safely despite community spread of the virus, but that demands the right set of actions, and adequate financial support, to bring students back safely and address the impact of this crisis head on.”



Austin Beutner, Richard Carranza and Janice Jackson-
Superintendents of the nation’s three largest school districts,
New York, Los Angeles and Chicago, respectively.
“*We need a Marshall Plan for our schools. And we need it now.*”
Washington Post, December 13th, 2020



Historical Context

Audience

Purpose

Point of View

Why



AP History DBQ Rubric (7 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

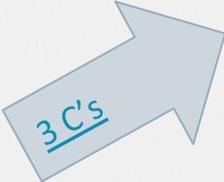
continues on next slide

AP History DBQ Rubric (continued)

Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE (0–3 pts)	<p><u>Evidence from the Documents</u></p> <p>1 pt. Uses the content of at least three documents to address the topic of the prompt.</p> <p>-OR-</p> <p>2 pts. Supports an argument in response to the prompt using at least six documents.</p>	<p>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</p> <p>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</p>
	<p><u>Evidence beyond the Documents</u></p> <p>1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</p>	<p>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</p>

continues on next slide

AP History DBQ Rubric (continued)

Reporting Category	Scoring Criteria	Decision Rules
<p>D. ANALYSIS AND REASONING</p> <p>(0–2 pts)</p>  	<p>1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p> <p>1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</p> <p>A response may demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none">❖ Explaining nuance of an issue by analyzing multiple variables❖ Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect❖ Explaining relevant and insightful connections within and across periods❖ Confirming the validity of an argument by corroborating multiple perspectives across themes❖ Qualifying or modifying an argument by considering diverse or alternative views or evidence <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>

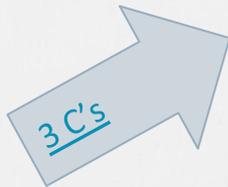
AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
A. THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
B. CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
C. EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt. -OR- 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.	To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

continues on next slide

AP History LEQ Rubric (continued)

Reporting Category	Scoring Criteria	Decision Rules
D. ANALYSIS AND REASONING (0–2 pts)	<p>1 pt. Uses historical reasoning (e.g. comparison, causation, continuity and change) to frame or structure an argument that addresses the prompt.</p> <p>OR</p> <p>2 pts. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p>	<p>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</p> <p>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</p> <ul style="list-style-type: none">❖ Explaining nuance of an issue by analyzing multiple variables❖ Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects❖ Explaining relevant and insightful connections within and across periods❖ Confirming the validity of an argument by corroborating multiple perspectives across themes❖ Qualifying or modifying an argument by considering diverse or alternative views or evidence <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>



Any questions?

