
2025-2026 SUMMER ASSIGNMENT
AP WORLD HISTORY: MODERN
Mrs. Spires-Howe
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Dear Future Historian,

I am honored to have the opportunity to teach you AP World History this coming school year. Advanced Placement World History is a full year course that explores the expansive history of the human world. Students will learn information but also the critical thinking and problem-solving skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in a chronological study of World History. This course will be both rigorous and rewarding. Emphasis will be placed on preparing students for the AP World History Exam, which will be administered in May. An extensive selection of in-depth readings – including the textbook – and the writing of different types of essays will be stressed in this course. The ultimate benefits of this class will be an informed view of how the world has developed up to the start of the third millennium CE, the stimulation of intellectual growth, and the acquisition of important historical critical thinking skills. Advanced Placement classes provide students with an opportunity to engage in a rigorous curriculum that will better prepare them for college. Students are able to earn college credit for scores on the AP exam that range from a 3-5. The concept of AP World History is to focus on the big ideas, concepts, themes, and trends of history. Instead of focusing on minor events and occurrences, we will focus on the big ideas that have shaped world history and our world today.

The summer assignment gives students the ability to get a head start on the coursework that we will be covered at the beginning of the school year. The following assignments are MANDATORY, and must be completed before school starts. The course work will be graded and students will be tested on the content within the first two weeks of school.

Be sure to read the assigned portions of the book thoroughly. DO NOT SKIM.

If you have any questions or concerns, please feel free to email me at any time or message me via Remind.
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Mrs. Melody Spires-Howe

AP World History Course Description

In AP World History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures and technology and innovation.

Course Textbook (School provided):

AMSCO Advanced Placement Edition *World History: Modern [1200-Present]*

Themes

The themes serve as the connective tissue of the course and enable students to create 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 students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

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.

Part 1: Introduction and Prologue Notes

Read the Prologue (Parts 1-3) and **highlight/annotate key concepts/themes.**

- Part 1: Human Development to 600 B.C.E
- Part 2: The Classical Era c. 600 B.C.E. to c. 600 C.E.
- Part 3: Postclassical Civilizations, c. 600 C.E. to 1200 C.E.

Written Requirement: Highlight key points and annotate (add notes to a text giving explanation or comment). Be sure to add annotations for unknown people, places, events, or terms.

AP World History: Modern connects content across time and region using AP Themes. Use the reference to the left to identify themes within the reading. You can assign each theme a highlighter color/marker color/ pencil color (be sure to provide a key) or use hashtags for example #Governance beside the term city-states. An example annotated page can be found on the digital summer assignment page. This will be submitted on the first day of school.

Part 2: Vocabulary

Use the text to define the Key Terms by Theme. Terms are located on the last page of the Summer Assignment document.

Written Requirement: Define the aforementioned terms on paper (handwritten or typed) or a printed Quizlet. This will be submitted on the first day of school. This information will be included on the quiz that will be given on the first week of school.

Part 3: Reflect on the Prologue Questions

Written Requirement:

- Review the Historical Reasoning Processes definitions listed below.

- Comparison- This skill is the ability to describe, compare, contrast, and evaluate two or more historical events or developments in the same or different eras or periods, or in the same or different locations. It requires an ability to identify, compare, contrast, and evaluate a given historical event or development from multiple perspectives.
- Causation – This skill is the ability to identify, analyze, and evaluate the relationships among many historical events and developments as both causes and effects. Not all causes and effect are equally important.
- Continuity & Change over Time- This skill is the ability to recognize, analyze, and evaluate the dynamics of history over periods of time of varying lengths, often investigating import patterns that emerge.

Answer the six *Reflect on the Prologue* questions on page lxii (the last page of the summer assignment).

- **Be sure to answer the questions using the Historical Reasoning Process mindset indicated in each question (the bolded and underlined term) and use textual evidence from the passage. Your responses should be typed and submitted on the first day of school.**

Assessment

The work completed over the summer will be counted as the first minor grade (quiz) of the first nine weeks.

Due Dates: All assignments are due on the first day of school.

If you have any questions about the assignments, please feel free to contact me at

SpireMe@boe.richmond.k12.ga.us or via Remind. Have a great summer!!!