

Name: _____ Period: _____

AP World History: Modern Summer Homework

Hello! Welcome to AP World History: Modern. I'm so glad you're looking at the homework on July 22nd and not on August 10th! At least... I hope you are :). This homework is assigned to ensure we get to cover all the content for AP World, as it is a class that covers 800 years of World History, which is quite difficult to do in just 2 semesters. I expect that this homework will take you around **3 HOURS** to complete. Use this time as a metric to understand how much shorter / longer you might expect to take on homework in this class, as you plan your next school year.

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Get to Know You Google Form:

You guys are all human beings outside of the classroom. I want to know more about you, both as a student and outside of that role! Please take the time to fill in this Google Form so I can get to know you and support you next year! <https://forms.gle/aSpT8ezfcprcGTNaA>

How to take Effective Lecture Notes

There will be many lectures in AP World History: Modern. With the amount of content to cover, this is a necessary evil. As a result, it is super important to know how to EFFECTIVELY take notes during a lecture. Do NOT try to write everything down; you will find that I speak too fast to write everything I say. Instead, use the following techniques, and watch the following video to ensure you are prepared for lectures in this class.

Use Your Pen

- Lecture notes should be as **specific** and **concrete** as possible: be precise about the lecturer's key ideas. It makes them easier to understand, remember, and apply.
- Take **selective notes**. Don't try to copy information verbatim. Write down ideas from the lecture that are most salient. If you get stuck or desperate, write down single "cue" words to help remind you of the topic, then go back and fill in the blanks later.
- Pounce on lecture information that ties together or explains important themes. Use comparison and contrast to **find relationships** and to create "mental filing systems" to organize information.

Use Your Ears

- Develop the **intention to learn** while you are in a lecture. You've made the effort and taken the time to show up. Make the most of your time by learning the information as you receive it. The more information you understand, the less you'll have to memorize later.
- **Listen for clues**. When the speaker takes a deep breath or changes her intonation, big things are usually coming.

Use Your Body

- **Get involved** in the ideas and information being presented. Rather than thinking of yourself as "attending" (in the passive sense of "being at") a lecture, think in terms of "participating in" the lecture (the way you would participate in a conversation).
- **Sit up front** to hear better, see better, and avoid distractions.
- **Compare notes** with fellow students to get their strategies for good note taking.

Watch the video and answer the following questions. On YouTube by **Jeffery Kaplan:**
“Lecture #11: Taking Notes Effectively - which words should you write down?”

<https://youtu.be/ATmJb3bH2E0?si=0v3G-py0pyM2DApt>

1. What are the four main note-taking techniques shared throughout the video?

2. Which of the four note-taking techniques is the MOST important according to Dr. Kaplan? Why?

3. How does Dr. Kaplan’s recommendation for taking notes differ from how you typically take notes? How will you be adjusting your note-taking using the advice from the video?

How to take Effective Reading Notes

Assigned reading is the bane of every high school (and college) student. However, there is no better way to learn, and no better way to communicate information, than through books. We need to cover 800 years of history, and as a result you will NEED to read the textbook to ensure you have the depth of information necessary for the AP Exam. Watch the video about taking reading notes and answer the following questions.

On YouTube by **Jeffery Kaplan** as “**Lecture #9: How to Read so that you *Retain* Information**” <https://youtu.be/uiNB-6SuqVA?si=e5hLlKh9P8mHrR>

1. Define the two terms Dr. Kaplan uses at the beginning of the video.

2. Summarize Dr. Kaplan’s marginalia method. Why does it work?

3. How does Dr. Kaplan’s recommendation for reading notes differ from how you take notes? How will you be adjusting your reading notes with the advice from the video?

The Short Essay Question, Document-based Question, and Long Essay Question

These three questions, alongside the standard Multiple-Choice Question, are the main sections of the AP Exam. It is important that you know how to approach and answer them. While we will be spending the majority of the school year working on these, I want you to see what an example SAQ, DBQ, and LEQ look like before the year starts.

SAQ – 2025 Exam Short Answer Question

“History teaches us that those who forget to think about themselves will be forgotten by others! It is this principle that prompts me to publish a women’s newspaper.

My sisters, join me so that we shall not be left behind while everyone else around us is pushing forward. We demand the right to cultivate our human potential and the right to act independently in the state.

We want to spread the great ideas of liberty and humanity through every avenue open to us. To the wider world, we want to spread these ideas through the press. Within the narrower world of our families, we want to spread these ideas through example, instruction, and child-rearing.

We want to earn our liberty and humanity, not by striving individually—each one for herself— but rather by looking after those who languish forgotten and neglected in poverty, misery, and ignorance—each for all.”

Source: Louise Otto-Peters, German writer, first issue of the Women’s Newspaper, the first women’s newspaper published in Germany, 1849. The newspaper was banned by the government in Saxony, Germany.

Respond to parts A, B, and C.

A. Identify one likely audience for the claims that the author makes in the passage.

B. Describe one historical context during the nineteenth century that explains the increased poverty and misery referred to in the fourth paragraph.

C. Explain how one ideology or set of ideas likely influenced the author’s claims in the passage

DBQ – 2025 Exam Document-Based Question

1. Evaluate the extent to which the spread of industrialization provided women with new opportunities and/or challenges during the period circa 1850 to 1950.

In your response you should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least four documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least two documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of a historical development related to the prompt through sophisticated argumentation and/or effective use of evidence.

Document 1 (on a real DBQ, there will be 7 Documents)

Source: Vera Karelina, Russian woman labor activist and revolutionary, describing her work as a political organizer among factory workers in St. Petersburg in the 1890s, memoir published in the Soviet Union in 1926

“I began the mass organization of women in the Factory Workers’ Society. Each branch of the Society elected its own chairwoman and secretary. The chairwoman of one of the branches was Maria Soldatova, who worked at a cigarette factory.

Maria was forty years old and illiterate. But she possessed inexhaustible energy and natural organizational ability and could understand and think quickly. Despite her illiteracy, Maria was unanimously elected chairwoman of her branch. She often complained about her illiteracy, and would always say, ‘If only I could read and write, I could do so much more for the factory and the Society.’ When someone offered to teach her to read and write, she began to study diligently.”

LEQ – 2025 Exam Long Essay Question

In the period circa 1450 to 1750, new connections between world regions led to the movement or transfer of people, animals, plants, and pathogens.

Develop an argument that evaluates the extent to which such movements or transfers led to demographic, cultural, or social changes across the Atlantic region during this period.

Below, you will find sample answers for each of the questions. These are not what you are expected to write immediately, but they are something to strive to throughout the year.

SAQ – Sample Answers

A. One likely audience for the claims the author makes are lower class women in Germany. For example, many feminist movements begin to emerge in this time period like Mary Wollstonecrafts Vindication of the rights of women and Olympe DeGouges Declaration of the rights of Woman and Female citizen. This shows how many females begin to take part in movements for womens rights and independence and evidences why were a likely audience for a women's newspaper.

B. One historical context during the nineteenth century that explains the increased poverty and misery referenced in the fourth paragraph is the Industrial Revolution. For example, as the industrialization took place in Europe many people begin to specialize in certain parts of large working spaces called factories. These factories had low sanitation and incredibly long working hours aswell as low wages. Additionally, in order to find jobs many people migrated to cities which were crowded with squalid conditions in housing spaces like tenements. These conditions show how increased poverty and misery referenced was by the author.

C. One set of ideas that likely influenced the authors claims in the passage were Enlightenment Ideas. For example, enlightenment ideas of natural rights produced by John Locke were prevalent in the time period, these ideas were that people had the rights to life, liberty and property. The authors claims are influenced by this because they reference ideas of liberty and humanity for women globally. They also highlight indivudalistic ideas that were also part of the enlightenment. This shows how the ideas developed in the enlightenment influenced the authors feminist claims in the passage.

DBQ – Sample Answer

Throughout the period circa 1850 to 1950, numerous economic, social, political changes were sweeping the globe. Many of these changes involved the roles of women in society. For most of modern history, societies have been ruled patriarchally and women have had limited chances to contribute to society. Furthermore, men occupied most of the workforce because their strength was needed in manual labor. However, with Eli Whitney's invention of the cotton gin and interchangeable parts, previously labor intensive tasks could now be automated. This process of increased usage of technology in manufacturing and fabricating was called the industrial revolution. This revolution started in Great Britain, where vast coal reserves and other natural resources were perfect to fuel society's growing reliance on machines such as the steam engine. People flocked to cities in order to get jobs at factories, which needed throngs of unskilled workers, where they worked long hours and lived in cramped living conditions. As a result, societies rapidly urbanized, and wealth gaps were increasingly polarized between the wealthy investors in factories and the low-class factory workers. However, the increased adoption of capitalism and *laissez faire* economics also produced a more prominent middle class. All of these factors produced unique and difficult changes to how women contributed to society. In the time period circa 1850 to 1950, women had some new opportunities due to the spread of industrialization, such as the ability to become economically independent, but also faced many hardships such as unfair wages and treatment, and increased dangers and social pressure.

One way women experienced new opportunities in the time period circa 1850 to 1950 was their ability to become economically independent from men. Source 3 states poor women in China were being sent to factories because they were able to afford food for themselves due to this work. In this period of industrialization, factories provided work that women could do in order to provide for themselves and their family. This idea of women in the workforce, supporting themselves, was especially revolutionary in China, as traditional Confucian beliefs gave women little place in society, as they were expected to submit to their husbands or other men in their lives. Additionally, the author of source 6 states that she was able to earn her own money and support herself working in a factory. The reason the author wrote this text was to convince women that despite the hardships they faced in a newly industrialized economy, it was still far better than being stuck in the cult of domesticity. The ability for women to become independent from the men in their lives was one of the major social developments in the period of industrialization circa 1850 to 1950.

Despite new opportunities industrialization gave women, women also faced hardships such as poor treatment by factory owners, and were subjected to extreme danger every day. For example, in the US, the Triangle Shirtwaist fire killed and injured hundreds of women

working in a textile factory, many of them young girls. This disaster is a perfect example of how many factory owners took advantage of their workers, especially women, by cutting corners in safety. Tragedies like the triangle shirtwaist fire sadly weren't uncommon, as the capitalist economy of the time period benefitted owners who maximized profits and minimized costs. This often meant that factories were extremely unsafe places. Furthermore, the author of source 5 states that female textile workers in Japan were lied to about wages, exposed to terrible working conditions, and compares her experiences to being in hell. While women working in factories were able to make money for themselves, they were often taken advantage of by being given low wages and poor treatment. The author of this source wrote this because she wanted to shed light on the dark side of factories claiming to give women easy, well-paying jobs. Additionally, Source 7 states that as men moved to work in factories, women were forced to not only take care of domestic affairs, but also replace men in many positions of responsibility. The age of industrialization not only gave women new opportunities, it forced them to adapt to fill new gaps in society. Source 7 is also better understood under the context of Apartheid, where Black Africans were kept separate from whites. This meant that many women of this time in South Africa not only faced discrimination based on their gender, but also their race.

LEQ – Sample Answer

Leading up to the period 1450 - 1750 many states rose to power. Such states desired more economic power and wanted their presence to be felt in the global stage. Additionally, they adopted a mercantilist ideology, to gain more exports than imports and maintain their precious metals. The Indian Ocean trade was thriving, and the development of technology such as the Chinese Junks, Dutch Fleets, or further developments of maps and the discovery of the Americas in 1492 led to many nations wanting to participate in global trade. Such exchanges like the Trans-Atlantic trade led to the movement of people, cultures, animals and pathogens. Such movements greatly led to demographic, cultural, and social changes in across the Atlantic region with the spread of diseases like measles and smallpox wiping out enormous populations of natives, or the vast population spike Europe gained due to the immense new crops obtained from the new world.

Discovery of the Americas and the Trans-Atlantic Slave trade was one of the major and most impactful networks of exchange for many nations. The discovery of the Americas, and the raw materials they held led to many nations to race over to gain as much power as they could. Spain discovered the Americas first, but the Dutch, France, Great Britain, and Portugal also jumped in to gain as much territory and goods as they could. The Americas

contained vast amounts of raw materials and goods that could be used. These nations that went to the Americas enslaved the natives there and forced them to work for them. The natives were forced to work brutal conditions on plantations known as Haciendas and were treated as less than humans. Along with the Europeans, there came diseases such as measles and small pox. These diseases wiped out the indigenous populations and millions died over the span of a few years leading the native population demographic declining vastly.

Additionally, the rising demand for cash-crops led to the development of the plantations on which the Natives worked, but with so many natives dying under the harsh conditions, European powers began enslaving Africans and taking them to the Americas to work. They set up ports on the west side of Africa and worked deals with African Kingdoms to sell men to them. As there were brutal and laborious jobs, the men were mainly taken which led to there being too many women in Africa. This led to Polygyny, where men in Africa married and reproduced with many different women. The enslaved men in the Americas were treated very harshly and worked under the same brutal conditions as the natives.

The Americas contained many new plants and animals as well, Such plants and animals were brought back to Europe and many European plants and animals were sent to the Americas, the crops from the Americas, such as squash, caused a surge in population for Europe, as more food allowed more people to eat and in the end Europe's population grew largely due to the crops imported from the Americas.

The mix of African slaves, native populations and European populations also created social changes in the Americas, the Spaniards set of the *Hasta System*, which was a caste system based on the race / ethnicity you were. This pure spaniards / europeans were at the top while the african native mixes were at the bottom, this segregated the people and brought numerous differences among those populations.

Finally, due to the many different races and ethnicities present in the Americas, there were a lot of cultural traditions and changes brought to each area. The Spaniards brought their architecture and also used Native drawings and designs as inspirations in their own architecture. The natives utilized the newer Spaniard farmign and agricultural methods. There were also many religious transfers and conversions as well, as the Spaniards attempted to convert the Natives and Africans, and some natives kept their own religions and some had syncretized religions.