



**Lexington Christian Academy:
Pursuing a World-Class, Christ-centered Education**

Advanced Placement World History

2025 - 2026

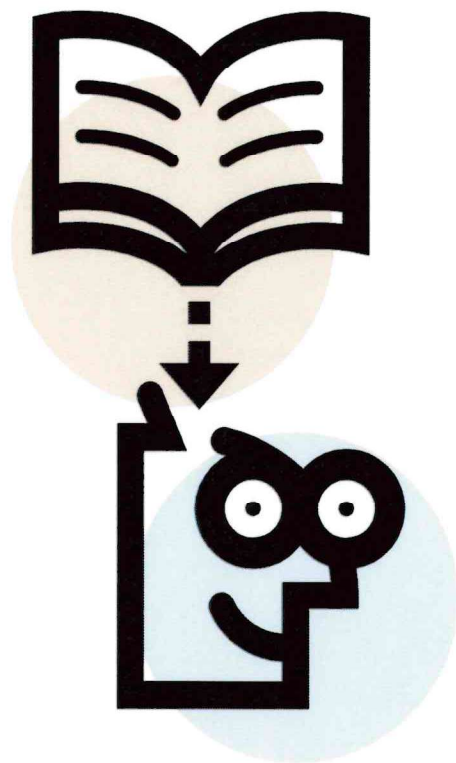
Instructor: Mr. Perkins
Office: 859.422.5700 ext. 5744
rperkins@lexingtonchristian.org

**Introduction, Course Welcome
&
Summer Work**

*The fear of the LORD is the beginning of knowledge, but fools despise wisdom
and discipline
-Proverbs 1:7*

What is the GOAL? What is the BIG PICTURE?

- ◆ PREPARE you to succeed on the nationwide Advanced Placement World History exam – not of my creation.
- ◆ CONTEND with and cover the material of an ever-expanding and continually reinterpreted field of study
- ◆ UTILIZE history as a tool to help you see God at work and to make you better people intellectually.
- ◆ TRAIN you in ways which shall serve you well at the undergraduate level: time management, higher-level logic and critical thinking skills, and first-rate oral and written competencies, utilized on an individual and team basis



Items List

- * Ways of the World by Strayer and Nelson 3rd Edition (ISBN: 9781319022723)
- * At least one 1" three ring binder and filler paper
- * Black or blue ink pens
- ** Dividers for: notes, classwork, homework, supplemental material.
- ** Review book for AP World History Exam
Princeton Review or AMSCO are the two that I recommend (You only need one!)

- * Mandatory
- ** Optional, but a good idea

Below you will find some rules for writing. These rules will prove useful for you in writing for the AP and I encourage you to review them in preparation for written assignments throughout the year.

Golden Rules for Writing

1. **ASSUME THAT YOUR READER IS AN ALIEN** -- In other words, spell things out clearly and concisely
2. **THINGS, A LOT, STUFF, and CONTRACTIONS...NEVER...enough said!**
3. **KEEP YOUR EYE ON THE BALL** Are you answering the question being asked? Are you staying in the scope of the question?
4. **"HAPPILY EVER AFTERISMS"** – ditch them.
5. **TENSES: DO NOT SHIFT THEM** – this is the PAST that you are writing about...keep it that way.
6. **DO NOT INJECT YOURSELF INTO HISTORY** –You were not there, so do not use personal pronouns
7. **NEVER WRITE CONVERSATIONALLY!!!** Do not write like you talk, do not use slang, and do not talk to the reader.
8. **STAY CRISP AND PROFESSIONAL** –Write as an *expert* in the field. Do not be cute. Use the K.I.S.S. method.
9. **AVOID REPETITION** – From the department of redundancy department: avoid tendencies in word or phrase usage and sentence structure.
10. **STREAM OF CONSCIOUSNESS** – unless you are William Faulkner, do not just ramble on. Have a specific mental picture, an intellectual starting point, and destination for your work.
11. **DIRECT IS NICE, BUT JUMPING RIGHT IN IS NOT** – Give the reader a thesis first – tell the reader what it is that you are going to prove/disprove, advocate/reject, agree with/disagree with, etc.
12. **DO NOT LEAVE HANGING POINTS** – JUSTIFY your conclusions. Express facts rather than imply them. In other words, demonstrate to me why I should believe your writing.
13. **RESPONSES SHOULD BE FREE STANDING** – I should be able to read your work and right away know what question you are answering, even if I never saw it.
14. **IDENTIFY YOUR PRONOUNS AND USE "THEM" SPARANGLY** – It is pretty easy to confuse the daylights out of the reader in no time at all if he/she has to struggle to figure out who "them" is/are could be....
15. **"LUMPING" IS AS VAGUE AS IT IS INACCURATE** – Be cautious about placing too much unity into the thoughts and actions of the many, I.E.: "The colonists felt... The Native Americans hated... The Europeans wanted..." Could there be subsets within the groups? Specifically, which groups or sorts of the aforementioned felt, hated, or wanted?

Below you will find learning devices that could be helpful throughout the year. These are included in order to expose you to them and to allow you time to review them. They are very helpful in writing and utilizing sources in your writing. It is expected that you will use them as you write and analyze a source.

APPARTS: This learning device is used for text sources

AUTHOR?

- WHO CREATED THE SOURCE?
- WHAT DO YOU KNOW ABOUT THE AUTHOR?
- WHAT IS THE AUTHOR'S POINT OF VIEW?

PLACE AND TIME?

- WHERE AND WHEN WAS THE SOURCE PRODUCED?
- HOW MIGHT THIS AFFECT THE MEANING OF THE SOURCE?

PRIOR KNOWLEDGE?

- BEYOND INFORMATION ABOUT THE AUTHOR AND THE CONTEXT OF ITS CREATION, WHAT DO YOU KNOW THAT WOULD HELP YOU FURTHER UNDERSTAND THE PRIMARY SOURCE?
- FOR EXAMPLE, DO YOU RECOGNIZE ANY SYMBOLS AND RECALL WHAT THEY REPRESENT?

AUDIENCE?

- FOR WHOM WAS THE SOURCE CREATED AND HOW MIGHT THIS AFFECT THE RELIABILITY OF THE SOURCE?

REASON?

- WHY WAS THIS SOURCE PRODUCED AT THE TIME IT WAS PRODUCED?

THE MAIN IDEA?

- WHAT POINT IS THE SOURCE TRYING TO CONVEY?
- USE A QUOTATION FROM THE SOURCE TO HELP ANSWER THIS.

SIGNIFANCE?

- WHY IS THIS SOURCE IMPORTANT? ASK YOURSELF "SO WHAT?" IN RELATION TO THE QUESTION ASKED.
- WHAT DID THIS SOURCE HELP TO ACCOMPLISH?

OPTIC: This learning device is to be used with visual documents (paintings, woodcuts, photographs, etc.)

Overview?

- LOOK QUICKLY – WHAT DO YOU SEE?
- BE BRIEF AND GENERAL

Parts?

- LOOK CLOSELY – WHAT DO YOU SEE?
- TAKE THE DOCUMENT APART, SECTION BY SECTION

Title?

- DOES IT HAVE A TITLE? WHAT IS IT? WHY DID THE ARTIST GIVE IT THAT TITLE?
- DOES IT NOT HAVE A TITLE? WHAT WOULD AN APPROPRIATE TITLE BE?

Inference?

- WHAT IS THE ARTIST TRYING TO COMMUNICATE TO THE AUDIENCE?
- WHY WAS THE SOURCE PRODUCED AT THIS PARTICULAR TIME?

Conclusion?

- IS THIS DOCUMENT SUCCESSFUL AT COMMUNICATING THE ARTIST'S INTENDED POINT?

HIPPOS: This learning device is to be used with all types documents (paintings, woodcuts, photographs, etc.)

Historical Context?

- WHEN AND WHERE WAS THE SOURCE PRODUCED?
- WHAT WAS OCCURRING AT THE TIME THE DOCUMENT WAS PRODUCED THAT MAY HAVE PLAYED A ROLE IN ITS CREATION?
- WHAT EFFECT DID IT HAVE DURING THE TIME PERIOD IN WHICH IT WAS CREATED?

Intended audience?

- FOR WHOM WAS THE SOURCE CREATED AND HOW MIGHT THIS AFFECT THE RELIABILITY OF THE SOURCE?

Purpose?

- WHY WAS THIS DOCUMENT CREATED?
- DID IT HAVE THE INTENDED OUTCOME?

Point of view?

- WHAT IS THE AUTHOR / ARTIST / SPEAKER TRYING TO COMMUNICATE TO THE AUDIENCE?
- WHY WAS THE SOURCE PRODUCED AT THIS PARTICULAR TIME?
- IS THIS DOCUMENT SUCCESSFUL AT COMMUNICATING THE INTENDED POINT?

Outside information?

- BEYOND INFORMATION ABOUT THE AUTHOR AND THE CONTEXT OF ITS CREATION, WHAT DO YOU KNOW THAT WOULD HELP YOU FURTHER UNDERSTAND THE PRIMARY SOURCE?
- FOR EXAMPLE, DO YOU RECOGNIZE ANY SYMBOLS AND RECALL WHAT THEY REPRESENT?

Synthesis?

- WHAT DIFFERENT ERA CAN YOU **SPECIFICALLY** CONNECT THIS TO?

AP World History Summer Extravaganza 2025

There is a plethora of material that we must cover in Advanced Placement World History. In order to do so, there must be an assignment over the summer so we can hit the ground running in August. Please do not leave this to the last minute. This is due on **first day of school**. Please put some time and effort into this assignment. Please let me know if you have any questions. You can email me with any questions.

Part 1: Complete the attached Mapping Exercise.

Part 2: Complete the Common World History Terms.

Part 3: Read Working with Evidence, AP Historical Thinking Skills, and the Prologue in Ways of the World text. This reading provides an excellent introduction to the course. I recommend that you take notes as you read these sections, but I do not grade them and they are not required – this is strictly up to you.

Part 4: Read Chapters 1 and 2 in Ways of the World by Strayer and **do 2 HIPPOS for each chapter. One HIPPOS should be on a primary source and one should be a secondary source for each chapter (you should end up with 4 HIPPOS).** The sources can be found in the textbook or a primary source website. Please note that you will have a test over Chapters 1 and 2 in the first five days of school.

Part 5: Complete Reading Notes for Chapter 1 and Chapter 2. These are located at the end of this packet. You should have a separate set of Reading Notes for each Chapter. **Please Note: These are to be handwritten and not typed. AND you will have more section boxes than there are in each Chapter.**

Part 6: Bring the AP World History contract signed by you and one of your parents on the first day of school.

Advanced Placement Contract

I understand that the objective of this AP course is to:

- Give students the experience of a college-level curriculum
- Provide students with an opportunity to learn the content and skills of a college introductory-level World History course
- Help students develop the types of study skills that are necessary for success in any course at the college level
- Prepare students to be able to demonstrate on the AP World History exam the information and concepts they have learned and the skills they have developed

I understand that this course demands more hours of homework, more individual initiative, and a higher level of dedication than high school level courses. Although common practice is not to assign work over winter and spring holidays, I understand that if needed, I may have work over these vacations.

I understand that I will be expected to take the AP exam in May 2026 administered by the College Board. The exam will cost approximately \$98.00 (based on 2024 price). I understand that if I do not take the AP exam I will take the final for the spring.

I understand that my signing this paper not only signifies that I have read and understand the material above, but also represents a formal commitment to myself, my classmates and to my teacher to excel honorably in this class.

If you have any questions, please do not hesitate to contact me.

Sincerely,



Mr. Perkins

rperkins@lexingtonchristian.org

859.422.5700

Student Name: _____ Signature: _____ Date: _____

Parent Name: _____ Signature: _____ Date: _____

Part 1: Mapping Exercise

Neatly label the world maps with the land and water features listed below in the color indicated in parentheses. Print neatly and make sure your maps are easy to read.

Map 1: Bodies of Water and Rivers

Oceans, Seas, Bays, Lakes (color them blue)

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

Rivers (draw them in blue)

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

Map 2: Mountains and Deserts

Mountains (Brown)

1. Alaska Range
2. Rocky Mountains
3. Appalachian Mountains
4. Andes Mountains
5. Alps
6. Atlas Mountains
7. Ural Mountains
8. Hindu Kush
9. Himalaya Mountains

Deserts (yellow)

1. Gobi Desert
2. Kalahari Desert
3. Sahara Desert
4. Thar Desert
5. Sierra Madre Desert
6. Mojave Desert
7. Namib Desert
8. Syrian Desert

Bodies of Water and Rivers



Mountains and Deserts



Part 2: Common World History Vocabulary

Below you will find a chart of vocabulary words that will be repeated over and over during the course. These words will apply to many different cultures throughout history. It is important that you become familiar with the words and their meanings. Your definitions should be hand-written in complete sentences that thoroughly explain the word as it relates to the study of World History.

Absolutism	
Agriculture	
Aristocracy	
Bias	
Bureaucracy	
Chiefdom	
City-State	
Civilization	
Commercial	
Demography	

Divination	
Dynasty	
Empire	
Epidemic	
Forager	
Globalization	
Indentured servant	
Interregional	
Kingdom	
Medieval	
Merchant	
Monotheism	

Nation	
Neolithic	
Nobility	
Nomad	
Ocean	
Pandemic	
Papacy	
Pastoral	
Patriarchal	
Periodization	
Polytheism	
Prehistoric	

Primary Source	
Revolution	
Rural	
Scribe	
Secondary Source	
Serf	
Shaman	
Slave	
State	
Steppes	
Urban	

Name: _____

AP World History: Reading Notes

Chapter Title and Number:

Pages: to

Dates Covered:

Single Sentence Main Idea of Chapter:

List 5 Most Significant Events in this Chapter

Year

Event

1.

2.

3.

4.

5.

Big Picture Questions: Located at the end of each Chapter. Each Question should be answered in 5-7 sentences.

Historical Figures or People Groups in this Chapter (Ten Figures or People Groups)

Name and location Of person or people group	Political Position of person (Political Party, Elected Position, Leadership Position) Or political system of people group	Significance (What makes this person or people group important)	Significant Action taken by this person or contribution of this People Group

Zooming In (Pick 2)

Title:

Pg.

Respond to each question associated with the Zooming In with a paragraph (5-7 sentences)
response per question

Title:

Pg.

Respond to each question associated with the Zooming In with a paragraph (5-7 sentences)
response per question

Section Title (Orange in Color)

One Key Person or Event from this Section and its Significance (5 to 7 Sentences)

5-7 Sentence Summary of this Section

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One Key Person or Event from this Section and its Significance (5 to 7 Sentences)

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