

2025 AP World History Summer Project Instructions:

This is a five-part project. It is due August 27 (Scarlet) or August 28 (Grey) at 11:59 p.m. to your class Canvas page. Instruction for Canvas submission will be given on the first day of classes. You will complete all parts of this packet.

Part 1: Unit 0 Reading Guide

- Read the prologue section in your textbook to complete the reading guide. You should also use the PowerPoint and other resources linked below:
 - [Unit 0 PPT](#)
 - [Unit 0 Textbook pages](#)

Part 2: Ancient Trade Network Document Analysis

- You will read five sources and practice the skills of summarizing and analyzing causes and effects

Part 3: Introduction to the short answer questions (SAQ)

- You will be introduced to the AP short answer question in this section. You will attempt to answer one SAQ based on a stimulus.

Part 4: Document Sourcing – Silk Roads

- You will continue practice working with documents in this section. You will analyze a document using the acronym CAPP (Context, intended audience, purpose, point of view) and explain how those terms influence the interpretation of documents

Part 5: Comparison and Thesis writing

- You will learn how to write an AP World History style thesis. You will then practice the skill by analyzing Christianity, Hinduism, Judaism and Islam before writing two thesis statements making comparisons of the four belief systems.

Part 6: Multiple Choice Practice

- Forty percent the AP Exam scoring comes from the stimulus-based multiple choice question sections. In this section, you will be introduced to AP style questions that assess your ability to reason using historical thinking skills.

How to complete this project:

Order your textbook using [the link here](#). **You must purchase a paperback copy.** There will be a textbook check the first week of school, so you must have ordered your physical copy by then.

If you have questions over the summer email Dr. Rick (jrick@stjohnschs.org) or Mr. Smith (jsmith@stjohnschs.org).

Submission instructions will be provided on the first day of class.

Part I: Unit 0 Reading Guide

APWH| “Reading Guide”: Early Human Foundations to 1200 (Unit 0)

We will be completing reading guides throughout the year. This packet is a very similar format to your reading guide. While you do not have access to a book yet, we have included a PPT that goes along with this packet to assist you in answers the questions and taking notes.

Objectives:

- Explain how agriculture changed human life
- Discuss common characteristics of river valley civilizations and classical empires.
- Identify key trade routes pre–1200
- Explain common reasons that early dynasties and empires declined

Big Idea:

Early human history has important context in the development of the world before 1200. As people shifted from hunter–gatherer life to settled agriculture, they began to build societies with several common characteristics. The rise, developments within, and fall of these societies had great impact on world history. Today we look at the broad context, but as we study the world beginning at 1200, we will look at individual regions more in–depth.

Topic	Main Ideas
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1. Stone Ages

A. Paleolithic Age (Old Stone Age)

- Out of Africa Theory:
- Characteristics:

B. Neolithic Age (New Stone Age)

- Agriculture:
- What was the result:
- Characteristics:

- Pastoralism:

2. Rise and Fall of Civilizations

A. What is the:

- 1st Wave:
- 2nd Wave:

B. Common Characteristics of 1st and 2nd wave civilizations

- 1 – Urban focus/urbanization:
- 2 – Social Hierarchy:
- 3 – Patriarchy:
- 4 – Centralization:
- 5 – Emphasis on Trade:

	<ul style="list-style-type: none"> 6 – Infrastructure/Monumental Architecture:
4. Why do Empires Collapse?	<p>A. What are common reasons early empires/dynasties/civilizations fall?</p>

Challenge Questions | *Answer the following questions using specific details and complete sentences unless specified. You must use the [linked PPT](#)*

1) Explain specifically how agriculture changed human life.

2) Why would early civilizations, such as the Indus and Yellow River Valley civilizations, locate themselves by water? Try to identify and explain TWO reasons.

3) How does this quote from the *Epic of Gilgamesh* illustrate or suggest urbanization?

4) How does this text from the *Code of Hammurabi* illustrate or suggest social hierarchy?

5) Trade routes are important for several reasons, not simply because they allow goods to go back and forth. Identify and explain TWO other reasons trade routes may prove influential to history.

6) Choose one of the reasons that empires tend to collapse. Explain how it leads to collapse.

Part 2: Ancient Trade Networks: A Connected World

The ancient world was much more connected than people think. Trade linked the new civilizations that had formed due to surpluses in agriculture, from Egypt to Mesopotamia to the Indus River Valley Civilizations. We will engage in a discussion focused on what CAUSED those relationships to form, and how these relationships are an EFFECT of the increase in civilization.

Directions:

- 1) You will analyze the source. Read through them, look at them, annotate them if needed. Think about what the CAUSES and EFFECTS of ancient trade networks are. How and why did these networks develop, and how are they related to the increase in civilization across the world?

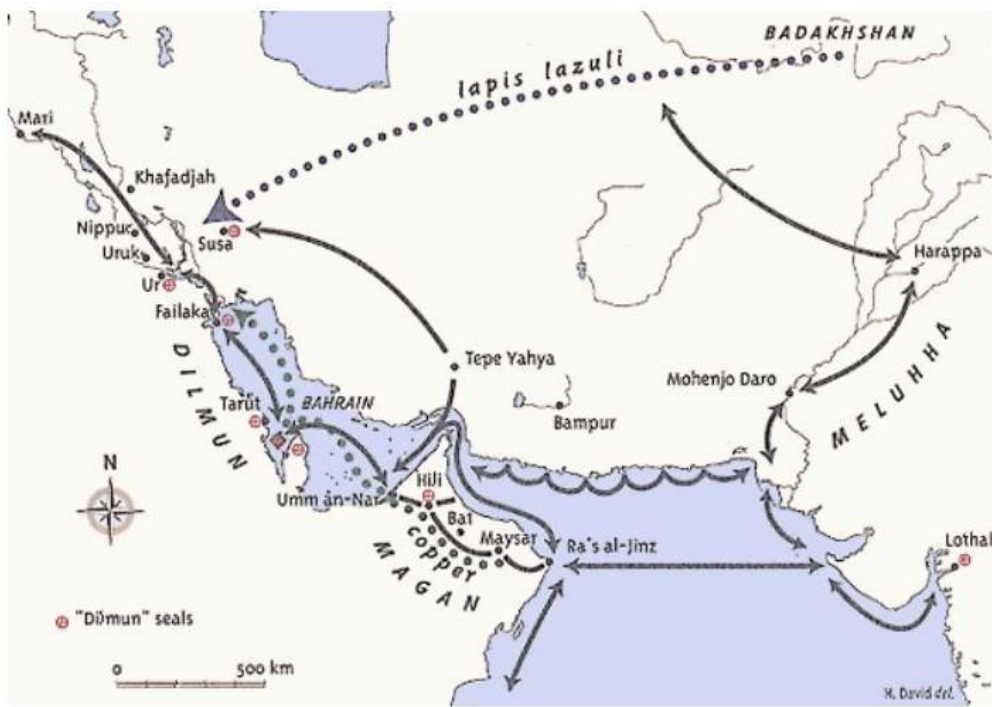
Source	Summarize the Document in one or two sentences. What do you see? What is this?	What are some conclusions (inferences) about the IMPACTS or EFFECTS of the Neolithic Revolution on the world? How does this SHOW that farming changed the world?
Source 1: A map showing crossroads of the trading routes of the early Bronze Age.		
Source 2: A Bull's Head made of copper.		
Source 3: Fresco of a town in Crete		
Source 4: Tribute from Nubia		
Source 5: Letter from a Pharaoh		
Source 6: Phoenician Trade Maps		

Sources:

Source 1:

A map showing Bahrain/Dilmun at the crossroads of the trading routes of the early Bronze Age.

From an exhibition in July of 2000 at the Brunei Gallery at the School of Oriental and African Studies (SOAS) University of London called "[Traces of Paradise - The Archaeology of Bahrain 2500 BC - 300 AD.](#)"



Source 2:

A Bull's Head made of copper. This is from under Barbar temple in Dilmun ca. 2000 - 1800 BCE. It is generally seen as a decoration on a small harp, based on items that came from the Royal Graves of Ur (in Mesopotamia). It is difficult to determine whether it was produced by a bronze-caster in Dilmun or if it came through the trade

networks with Mesopotamia.

From an exhibition in July of 2000 at the Brunei Gallery at the School of Oriental and African Studies (SOAS) University of London called "[Traces of Paradise - The Archaeology of Bahrain 2500 BC - 300 AD.](#)"

Source 3:

A fresco of the town of Akrotiri on the island of Santorini in Greece, from around 1600 BCE. It's during the age of the Minoan Civilization, that dominated the island of Crete and surrounding areas during that time. *Source from the University of Texas, Classical.*



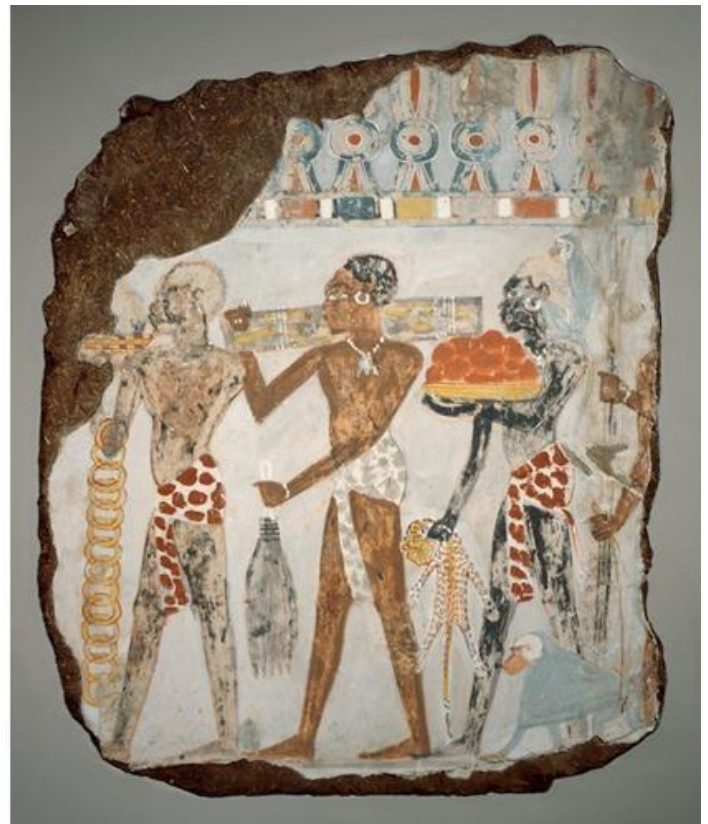
Source 4:

"Tribute from Nubia" - Painting from the tomb of Sebekhotep, a treasury official who worked for Egypt's Pharaoh Thutmose IV. (14th Century BCE)

"One of Sebekhotep's duties was to receive gifts sent to the king from overseas, and this painting was part of a larger scene depicting foreign trade missions bringing tribute. It shows three men from Nubia (present-day Sudan) carrying luxury items: gold rings, logs of ebony, giraffe tails, red jasper and a leopard skins as well as a live monkey and baboon.

In the ancient world, leaders of nations communicated by sending envoys to each other's courts. As seen here, etiquette required exchanges of gifts as a sign of good faith and mutual respect. Letters were sent via messengers carrying 'passports' that gave them diplomatic protection. Since there was often no common language, discussions and correspondence usually required interpreters and translators."

From The British Museum's "[Teaching History with 100 Objects](#)"



Source 5:

One of “The Armarna Letters” - or letters sent between the Pharaoh of Egypt and other Mediterranean and Mesopotamian royalty during the 14th Century. Archaeologists found 382 tablets, all written in Cuneiform, since it was the language of trade in the Middle East at the time. This letter is from King Suppiluliuma, the King of Hatti (which is modern day Anatolia/Turkey), and is known as “EA41.” From [Ancient Egypt Online](#).

“From Suppiluliuma, king of Hatti to Akhenaten (the Pharaoh of Egypt)

The messages I sent to your father (Amenhotep III) and the wishes he expressed to me will certainly be renewed between us. O King, I did not reject anything your father asked for, and your father never neglected none of the wishes I expressed, but granted me everything. Why have you, my brother, refused to send me what your father during his lifetime has sent me?

Now, my brother, you have acceded to the throne of your father, and similarly as your father and I have sent each other gifts of friendship, I wish good friendship to exist between you and me. I have expressed a wish to your father. We certainly shall make it come true between us. Do not refuse, my brother, what I wished to receive from your father. It concerns two statues of gold, one standing, the other sitting, two silver statues of women, a chunk of lapis lazuli and some other things. They are not gifts in the true sense of the word, but rather, as in the majority of similar cases, objects of a commercial transaction. If my brother should decide to deliver these, may my brother deliver them. If my brother should not decide to deliver them, as soon as my chariots are ready to carry the cloth, I shall send it to my brother. What you, my brother may want, write to me and I shall send it to my brother?”

Source 6: Phoenician Trade Routes. Map from Encyclopedia Britannica.

Part 3: SHORT ANSWER (SAQ) for AP History Exams

Get used to these, you'll see them on:

AP World History: Modern

AP United States History

AP European History

What is an **SAQ**? What does it look like? What do I “do?”

- It is NOT an essay. However, you do need to answer in COMPLETE SENTENCES, and DIRECTLY.
 - Typical answers are 2-5 Sentences for **each part**.
- There will be three separate “questions,” with three separate boxes for each question.
 - See the sample sheet for what they look like. You CANNOT write outside of the box!
- The questions are divided into three tasks, labeled A, B, and C.
 - Each of the sub-questions will be graded separately, so you should label these A-B-C on your paper and have 2-5 sentences for each part.
- Answer the question it's ASKING, not the question you WISH it was asking.

What might a response look like? Make an easy, three-four sentence response with the acronym **A-C-E**:

- **Answer the Question** – Write your answer to the question, or your claim. If it includes a source, MENTION THAT SOURCE in your answer!
- **Cite Evidence** – Support your answer with FACTS and NOUNS – specific evidence! (Who, What, When, Where, Why, How? – You don't need all of these, but make sure you have a few)
- **Explain** – Describe WHY your evidence answers the question.

For more help, watch the [SAQ video here](#).

Part 3: PRACTICE SAQ

Use the sample “SAQ” Response sheet to answer the following SAQs

Question 1: Answer all parts of the question that follows in the box below:

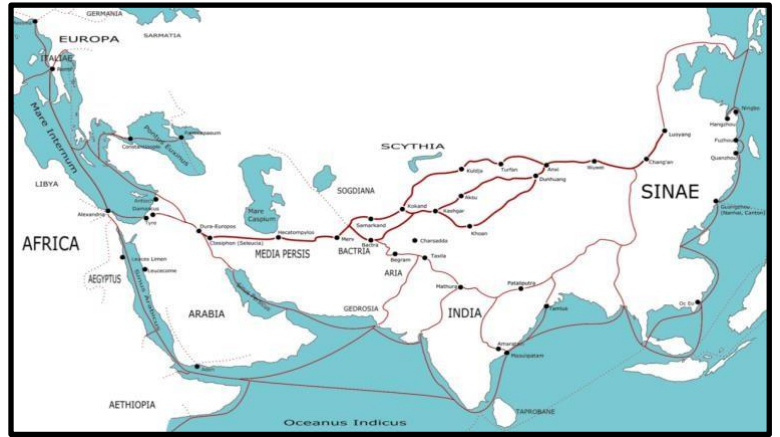
“To science we owe dramatic changes in our smug self-image. Astronomy taught us that our earth isn’t the center of the universe but merely one of billions of heavenly bodies... Now archaeology is demolishing another sacred belief: that human history over the past million years has been a long tale of progress. In particular, recent discoveries suggest that the adoption of agriculture, supposedly our most decisive step toward a better life, was in many ways a catastrophe from which we have never recovered...”

- Jared Diamond, “The Worst Mistake in the History of the Human Race,” *Discover Magazine*, May 1987.

- A. Identify ONE specific historical example that corroborates the claim made by Jared Diamond.
- B. Explain ONE specific historical example that refutes the claim made by Jared Diamond.
- C. Explain ONE specific result of the adoption of agriculture by humankind.

Part 4: Primary Sources from the Silk Roads: “Sourcing” the Documents

The Silk Roads might be the most iconic trade network of the ancient world. While it's not a road made of silk, the Silk Road Network revolutionized how connected the people of the ancient world became. So let's take a look, and try out a few AP Skills while we're at it



Steps for this activity:

1. Read the two primary sources from the Silk Roads.
 - a. These sources are longer and more difficult than most sources. So, should you give up at the first word you do not know or if the reading gets tough? Absolutely not! There will be many times in this class that you come across words that are unfamiliar to you. So look them up! Ask Siri, Alexa, or Google if your fingers are tired, but try your best. At the end of the day, you will likely get the main ideas even if you don't understand every vocabulary word.
2. Analyze the “Sourcing” of the documents and fill in the graphic organizer using an element of CAPP.
 - a. Your choices are:
 - i. **Context:** What is going on in the time period that affects the author or source? What may have caused the document to be written in this way?
 - ii. **Audience:** Who is this written for? How does that affect how you interpret the document?
 - iii. **Purpose:** Why is the Author writing it? What is their intent or goal? Is this document reliable?
 - iv. **Point of View:** How could the author's nationality, class, race, gender, religion, occupation, etc. influence their views? How could those things influence the way the document is written? Is this document reliable based on the information from the source or the author?
 - b. The entire time you're analyzing documents like this, you're thinking about a possible essay prompt. So for us, that prompt is: *“To what extent did trade routes like the Silk Roads link Afro-Eurasia?”*

Part 4: Primary Sources from the Silk Roads: “Sourcing” the Documents

“To what extent did trade routes like the Silk Roads link Afro-Eurasia?”

- 1. Choose ONE CAPP Elements (NOT ALL FOUR!) to analyze for each of the sources below and explain how they frame how a reader should understand the document.
- 2. Explain how the document could be used to answer the question – how much did trade routes like the Silk Roads link Afro-Eurasia?

You should be gearing your response toward the prompt: **“To what extent did trade routes like the Silk Roads link Afro-Eurasia?”**

Document 1: <i>The Voyage around the Erythrean Sea</i>	#1	
	#2	
Document 2: <i>The Peoples of the West</i>	#1	
	#2	

Document 1: [The Voyage around the Erythraean Sea](#)

The *Periplus Maris Erythraei* (or ‘Voyage around the Erythraean Sea’) is from ca. 50-ish CE. It is written by an anonymous, Greek-speaking Egyptian merchant. Because it’s so descriptive, historians generally believe that the author traveled to most if not all of the lands mentioned in the document. Whoever he is, the author provides a wealth of information. He discusses the lengths and conditions of the routes and when the routes are the calmest. He also describes the key docks and stores, the local people, and the imports and exports of the region.

The translator notes that you might want to know that a measurement of “10 Greek Stadion” is the same as 1 Mile, or 1.6 Kilometers.

6. There are imported into these places, undressed cloth made in Egypt for the Berbers; robes from Arsinoe; cloaks of poor quality dyed in colors; double-fringed linen mantles; many articles of flint glass, and others of murrhine, made in Diospolis; and brass, which is used for ornament and in cut pieces instead of coin; sheets of soft copper, used for cooking-utensils and cut up for bracelets and anklets for the women; iron, which is made into spears used against the elephants and other wild beasts, and in their wars. Besides these, small axes are imported, and adzes and swords; copper drinking-cups, round and large; a little coin for those coming to the market; wine of Laodicea and Italy, not much; olive oil, not much; for the king, gold and silver plate made after the fashion of the country, and for clothing, military cloaks, and thin coats of skin, of no great value. Likewise from the district of Ariaca across this sea, there are imported Indian iron, and steel, and Indian cotton cloth; the broad cloth called *monache* and that called *sagimtogene*, and girdles, and coats of skin and mallow-colored cloth, and a few muslins, and colored lac. There are exported from these places ivory, and tortoise-shell and rhinoceros-horn. The most from Egypt is brought to this market from the month of January, to September, that is, from Tybi to Thoth; but seasonably they put to sea about the month of September.

7. From this place the Arabian Gulf trends toward the east and becomes narrowest just before the Gulf of Avalites. After about four thousand stadia, for those sailing eastward along the same coast, there are other Berber market-towns, known as the “far-side” ports; lying at intervals one after the other, without harbors but having roadsteads where ships can anchor and lie in good weather. The first is called Avalites; to this place the voyage from Arabia to the far-side coast is the shortest. Here there is a small market-town called Avalites, which must be reached by boats and rafts. There are imported into this place, flint glass, assorted; juice of sour grapes from Diospolis; dressed cloth, assorted, made for the Berbers; wheat, wine, and a little tin. There are exported from the same place, and sometimes by the Berbers themselves crossing on rafts to Ocelis and Muza on the opposite shore, spices, a little ivory, tortoise-shell, and a very little myrrh, but better than the rest. And the Berbers who live in the place are very unruly.

8. After Avalites there is another market-town, better than this, called Malao, distant a sail of about eight hundred stadia. The anchorage is an open road-stead, sheltered by a spit running out from the east. Here the natives are more peaceable. There are imported into this place the things already mentioned, and many tunics, cloaks from Arsinoe, dressed and dyed; drinking-cups, sheets of soft copper in small quantity, iron, and gold and silver coin, not much. There are exported from these places myrrh, a little frankincense (that known as “far-side”), the harder cinnamon, *duaca*, Indian copal and *macir*, which are imported into Arabia; and slaves, but rarely.

45. Now the whole country of India has very many rivers, and very great ebb and flow of the tides; increasing at the new moon, and at the full moon for three days, and falling off during the intervening days of the moon. But about Barygaza it is much greater, so that the bottom is suddenly seen, ... and now it is dry where ships were sailing just before; and the rivers, under the inrush of the flood tide, ... are driven upwards more strongly against their natural current, for many stadia.

46. For this reason entrance and departure of vessels is very dangerous to those who are inexperienced or who come to this market-town for the first time. For the rush of waters at the incoming tide is irresistible, and the anchors cannot hold against it; so that large ships are caught up by the force of it, turned broadside on through the speed of the current, and so driven on the shoals and wrecked; and smaller boats are over-turned; and those that have been turned aside among the channels by the receding waters at the ebb, are left on their sides, and if not held on an even keel by props, the flood tide comes upon them suddenly and under the first head of the current they are filled with water. ...

48. Inland from this place and to the east, is the city called Ozene, formerly a royal capital; from this place are brought down all things needed for the welfare of the country about Barygaza, and many things for our trade : agate and carnelian, Indian muslins and mallow cloth, and much ordinary cloth. Through this same region and from the upper country is brought the spikenard that comes through Poclais; that is, the Caspapyrene and Paropanisene and Cabolitic and that brought through the adjoining country of Scythia; also costus and bdellium.

49. There are imported into this market-town, wine, Italian preferred, also Laodicean and Arabian; copper, tin, and lead; coral and topaz; thin clothing and inferior sorts of all kinds; bright-colored girdles a cubit wide; storax, sweet clover, flint glass, realgar, antimony, gold and silver coin, on which there is a profit when exchanged for the money of the country; and ointment, but not very costly and not much. And for the King there are brought into those places very costly vessels of silver, singing boys, beautiful maidens for the harem, fine wines, thin clothing of the finest weaves, and the choicest ointments. There are exported from these places spikenard, costus, bdellium, ivory, agate and carnelian, lycium, cotton cloth of all kinds, silk cloth, mallow cloth, yarn, long pepper and such other things as are brought here from the various market-towns. Those bound for this market-town from Egypt make the voyage favorably about the month of July, that is Epiphi.

Document 2: [“The Peoples of the West” from the Weilue by Yu Huan](#)

This is a Chinese account composed between 239 and 265 CE (AD). It is a difficult document for historians because the borders were always changing and many people were nomadic. Yu Huan, the author, lived in a northern kingdom that had formed after the breakup of the Han Dynasty called “Wei.” Its location was very friendly to trade, even after the Han Dynasty fell apart.

Most historians agree that Yu Huan never traveled abroad himself. He stayed in China. However, he had a lot of information from the people that China traded with to the west. He also had a lot of information on the trade routes.

The translator for this document struggled with the names of some locations or sea routes because the information is slim and many of those places are no longer called what they were back in the classical era. But the translator did his best, so bear with him as you read. You’ll notice question marks when he was not entirely sure of the location.

Section 11 – Da Qin (Roman territory/Rome)

The kingdom of Da Qin (Rome)¹ is also called Lijian.² It is west of Anxi (Parthia) and Tiaozhi (Characene and Susiana), and west of the Great Sea.³

From the city of Angu (Gerrha)⁴, on the frontier of Anxi (Parthia), you take a boat and cut directly across to Haixi (‘West of the Sea’ = Egypt).⁵ With favourable winds it takes two months; if the winds are slow, perhaps a year; if there is no wind, perhaps three years.⁶

The country (that you reach) is west of the sea (*haixi*), which is why it is called Haixi (literally: ‘West of the Sea’ = Egypt). There is a river (the Nile) flowing out of the west of this country, and then there is another great sea (the Mediterranean). The city of (Wu) Chisan (Alexandria)⁷ is in Haixi (Egypt).

From below this country you go north to reach the city of Wudan (Tanis?).⁸ You (then) head southwest and cross a river (the Sebannitus branch of the Nile?) by boat, which takes a day. You head southwest again, and again cross a river (the Canopis branch of the Nile?) by boat, which takes another day.⁹ There are, in all, three major cities [that you come to].¹⁰

Now, if you leave the city of Angu (Gerrha) by the overland route, you go north to Haibei (‘North of the Sea’ – the lands between Babylonia and Jordan), then west to Haixi (Egypt),¹¹ then turn south to go through the city of Wuchisan (Alexandria). After crossing a river, which takes a day by boat, you circle around the coast (to the region of Apollonia, the port of Cyrene). (From there, i.e. the region of Apollonia) six days is generally enough to cross the (second) great sea (the Mediterranean) to reach that country (Da Qin = Rome).¹²

This country (the Roman Empire) has more than four hundred smaller cities and towns. It extends several thousand *li* in all directions.¹³ The king has his capital (that is, the city of Rome) close to the mouth of a river (the Tiber).¹⁴ The outer walls of the city are made of stone.

This region has pine trees, cypress, sophora, catalpa, bamboo, reeds, poplars, willows, parasol trees, and all sorts of plants.¹⁵ The people cultivate the five grains [traditionally: rice, glutinous and non-glutinous millet, wheat and beans], and they raise horses, mules, donkeys, camels and silkworms.¹⁶ (They have) a tradition of amazing conjuring. They can produce fire from their mouths, bind and then free themselves, and juggle twelve balls with extraordinary skill.¹⁷ The ruler of this country is not permanent. When disasters result from unusual phenomena, they unceremoniously replace him, installing a virtuous man as king, and release the old king, who does not dare show resentment.¹⁸

The common people are tall and virtuous like the Chinese, but wear *hu* (‘Western’) clothes. They say they originally came from China, but left it.¹⁹

They have always wanted to communicate with China but, Anxi (Parthia), jealous of their profits, would not allow

them to pass (through to China).²⁰

The common people can write in *bu* ('Western') script.²¹ They have multi-storeyed public buildings and private; (they fly) flags, beat drums, (and travel in) small carriages with white roofs, and have a postal service with relay sheds and postal stations, like in the Middle Kingdom (China).

From Anxi (Parthia) you go around Haibei ('North of the Sea' – the lands between Babylonia and Jordan) to reach this country.²²

The people (of these countries) are connected to each other. Every 10 *li* (4.2 km) there is a *ting* (relay shed or changing place), and every 30 *li* (12.5 km) there is a *zhi* (postal station).²³ There are no bandits or thieves, but there are fierce tigers and lions that kill those travelling on the route. If you are not in a group, you cannot get through.²⁴

This country (Rome) has installed dozens of minor kings. The king's administrative capital (Rome) is more than 100 *li* (42 km) around.²⁵ There is an official Department of Archives.

The king has five palaces at 10 *li* (4.2 km) intervals. He goes out at daybreak to one of the palaces and deals with matters until sunset and then spends the night there. The next day he goes to another palace and, in five days makes a complete tour. They have appointed thirty-six leaders who discuss events frequently.²⁶ If one leader does not show up, there is no discussion. When the king goes out for a walk, he always orders a man to follow him holding a leather bag. Anyone who has something to say throws his or her petition into the bag. When he returns to the palace, he examines them and determines which are reasonable.²⁷

They use glass to make the pillars and table utensils in the palaces.²⁸ They manufacture bows and arrows. They divide the various branch principalities of their territory into small countries such as that of the king of Zesan (Azania?),²⁹ the king of Lüfen (Leucos Limen),³⁰ the king of Qielan (Wadi Sirhan),³¹ the king of Xiandu (Leukê Komê),³² the king of Sifu (Petra),³³ (and that of) the king of Yuluo (Karak).³⁴ There are so many other small kingdoms it is impossible to give details on each one.

Section 12 – Products of Da Qin (Roman territory)

This country produces fine linen.¹ They make gold and silver coins. One gold coin is equal to ten silver coins.²

They have fine brocaded cloth that is said to be made from the down of 'water-sheep'. It is called Haixi ('Egyptian') cloth. This country produces the six domestic animals, which are all said to come from the water.³

It is said that they not only use sheep's wool, but also bark from trees, or the silk from wild cocoons,⁴ to make brocade, mats, pile rugs, woven cloth and curtains, all of them of good quality, and with brighter colours than those made in the countries of Haidong ('East of the Sea').⁵

Furthermore, they regularly make a profit by obtaining Chinese silk, unravelling it, and making fine *bu* ('Western') silk damasks.⁶ That is why this country trades with Anxi (Parthia) across the middle of the sea. The seawater is bitter and unable to be drunk, which is why it is rare for those who try to make contact to reach China.

The mountains (of this country) produce nine-coloured jewels (fluorite) of inferior quality. They change colour on different occasions from blue-green to red, yellow, white, black, green, purple, fiery red, and dark blue.⁷ Nowadays nine-coloured stones of the same type are found in the Yiwu Shan (a mountain range east of Hami).⁸

In the third Yangjia year (CE 134), the king of Shule (Kashgar), Chen Pan [who had been made a hostage at the court of the Kushan emperor, for some period between 114 and 120, and was later placed on the throne of Kashgar by the Kushans],⁹ offered a blue (or green) gem and a golden girdle from Haixi (Egypt).¹⁰

Moreover, the *Xiyu Jiutu* ('Ancient Sketch of the Western Regions') now says that both Jibin (Kapisha-Gandhāra) and Tiaozi (Characene and Susiana) produce precious stones approaching the quality of jade.¹¹

Da Qin (the Roman Empire) has plenty of:

- (1) gold
- (2) silver
- (3) copper
- (4) iron
- (5) lead
- (6) tin
- (7) 'divine tortoises' – tortoises used for divination
- (8) white horses with red manes
- (9) fighting cocks
- (10) rhinoceroses
- (11) sea turtle shell
- (12) black bears
- (13) 'red hornless (or immature) dragons' (which produced the famous "dragons' blood" resin)
- (14) 'poison-avoiding rats' = mongooses
- (15) large cowries
- (16) mother-of-pearl
- (17) carnelian
- (18) 'southern gold'
- (19) kingfisher feathers
- (20) ivory
- (21) coloured veined jade
- (22) 'bright moon' pearls
- (23) luminescent 'pearls' or pearl-like jewels (probably large diamonds)
- (24) genuine white pearls
- (25) yellow amber
- (26) (red) coral
- (27) ten varieties of glass: red, white, black, green, yellow, blue-green, dark blue, light blue, fiery red, purple
- (28) a magnificent jade
- (29) white carnelian?
- (30) rock crystal or transparent glass
- (31) various semi-precious gems
- (32) realgar
- (33) orpiment
- (34) nephrite
- (35) multicoloured jade or gemstone
- (36) ten sorts of wool rugs: yellow, white, black, green, purple, fiery red, deep red, dark blue, golden yellow, light blue and back to yellow
- (37) finely patterned multicoloured wool carpets
- (38) nine colours of multicoloured lower quality wool carpets (kilims rather than knotted carpets?)
- (39) gold threaded embroidery
- (40) polychrome (warp twill) fine silk or chiffon
- (41) woven gold cloth
- (42) purple *chi* cloth
- (43) *falu* cloth
- (44) purple *chiqu* cloth
- (45) asbestos cloth
- (46) fine silk gauze cloth
- (47) shot silk, 'clinging cloth' or 'cloth with swirling patterns'?
- (48) *dudai* cloth
- (49) cotton-wool cloth?
- (50) multicoloured *tao* cloth
- (51) crimson curtains woven with gold
- (52) multicoloured 'spiral curtains'?
- (53) *yimei*

Da Qin (the Roman Empire) has plenty of:

- (54) gold
- (55) silver
- (56) copper
- (57) iron
- (58) lead
- (59) tin
- (60) 'divine tortoises' – tortoises used for divination
- (61) white horses with red manes
- (62) fighting cocks
- (63) rhinoceroses
- (64) sea turtle shell
- (65) black bears
- (66) 'red hornless (or immature) dragons' (which produced the famous "dragons' blood" resin)
- (67) 'poison-avoiding rats' = mongooses
- (68) large cowries
- (69) mother-of-pearl
- (70) carnelian
- (71) 'southern gold'
- (72) kingfisher feathers
- (73) ivory
- (74) coloured veined jade
- (75) 'bright moon' pearls
- (76) luminescent 'pearls' or pearl-like jewels (probably large diamonds)
- (77) genuine white pearls
- (78) yellow amber
- (79) (red) coral
- (80) ten varieties of glass: red, white, black, green, yellow, blue-green, dark blue, light blue, fiery red, purple
- (81) a magnificent jade
- (82) white carnelian?
- (83) rock crystal or transparent glass
- (84) various semi-precious gems
- (85) realgar
- (86) orpiment
- (87) nephrite
- (88) multicoloured jade or gemstone
- (89) ten sorts of wool rugs: yellow, white, black, green, purple, fiery red, deep red, dark blue, golden yellow, light blue and back to yellow
- (90) finely patterned multicoloured wool carpets
- (91) nine colours of multicoloured lower quality wool carpets (kilims rather than knotted carpets?)
- (92) gold threaded embroidery
- (93) polychrome (warp twill) fine silk or chiffon
- (94) woven gold cloth
- (95) purple *chi* cloth
- (96) *falu* cloth
- (97) purple *chiqu* cloth
- (98) asbestos cloth
- (99) fine silk gauze cloth
- (100) shot silk, 'clinging cloth' or 'cloth with swirling patterns'?
- (101) *dudai* cloth
- (102) cotton-wool cloth?
- (103) multicoloured *tao* cloth
- (104) crimson curtains woven with gold
- (105) multicoloured 'spiral curtains'?
- (106) *yimei*

- Hance Altogether (they have) twelve types of aromatic plants.¹³

As well as the overland route from Da Qin (Roman territory) through Haibei (‘North of the Sea’ – the lands between Egypt and Parthia), one can also follow the sea south along the seven commanderies of Jiaozhi (stretching down the north Vietnamese coast),¹ which are in contact with foreign countries.² Nearby (or ‘North’)³ is a waterway (the Red River)⁴ which leads to Yongchang⁵ in Yizhou (a commandery in present-day southern Yunnan).⁶ That’s why rare items come from Yongchang.

In early times only the maritime routes (to Da Qin) were discussed because they didn’t know there were overland routes.⁷

Refer to the [video](#) and use the [textbook pages from Unit 0](#) to write a thesis statement response to the following two essay prompts:

1. Evaluate the most significant causes for the spread of universalizing religions such as Buddhism, Christianity, and Islam before 1200 C.E.
2. Compare the ways in which belief systems such as Buddhism and Christianity spread through trade networks and political structures before 1200 C.E.

AP World History: Modern
Part 6: Unit 0 Stimulus-Based Multiple Choice Questions

For more help with SBMCQs (Stimulus Based MCQs) watch [linked here](#). Use the following image for the next three questions:



Rock paintings of Neolithic farming in Tassili de Maghdet, Libya. Photograph: Roberto Esposti/Alamy

1. ___ Which of the following historical processes is best depicted in the image above?
 - a. Systematic agriculture
 - b. Domestication of the horse for warfare
 - c. Development of polytheism
 - d. Political revolution

2. ___ Which of the following was a possible cause of the development depicted in the image above?
 - a. The creation of government structures forced people into roles
 - b. People desired a stable and productive food source
 - c. The creation of large-scale art projects that would project power
 - d. People sought new technologies for hunting and gathering

3. ___ Which of the following was an immediate effect of the development depicted in the image above?
 - a. The invention of war machines like the catapult and battering ram
 - b. The building of empires and very large states
 - c. The discovery of fire
 - d. The development of urban areas, including markets to sell surplus goods

Use the following excerpt for the next three questions:

"Our constitution does not copy the laws of neighboring states; we are rather a pattern to others than imitators ourselves. Its administration favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they afford equal justice to all in their private differences; if no social standing, advancement in public life falls to reputation for capacity, class considerations not being allowed to interfere with merit; nor again does poverty bar the way, if a man is able to serve the state, he is not hindered by the obscurity of his condition."

- Pericles, Athenian Statesman. Funeral Oration after the first battles of the Peloponnesian War, Recorded by Thucydides – Historian of the Peloponnesian Wars – ca. 460/455 – 399 BCE.

4. ___ The above passage is best understood in the context of which of the following?
 - a. Greece became unified as one independent state after the war against Persia.
 - b. City-states in Greece were not unified as an empire and often fought against each other.
 - c. Patriarchy was the norm in Classical Age Empires and States.
 - d. Social stratification intensified and expanded during the Classical Age.
5. ___ Which of the following would support the claim made by Pericles in his Funeral Oration?
 - a. Athens utilized a council of 500 and an assembly of all male citizens to make decisions during.
 - b. Tyrants ruled Athens through most of its history.
 - c. The Greek city-states were able to defeat Persia during the Greco-Persian wars, allowing for Athens to rise in power.
 - d. The Peloponnesian War allowed for the rise of Alexander the Great and the spread of Hellenism.
6. ___ Which of the following would contradict the claim made by Pericles in his Funeral Oration?
 - a. Athens lost the war to the Spartans, creating a power vacuum.
 - b. Athens did not allow women, slaves, or foreign-born people to participate in its democracy.
 - c. Historians did not write unbiased accounts of history, which makes this source unreliable.
 - d. Mycenae fought brutal wars against Troy, and eventually won using cunning and manipulation.

Utilize the following excerpts for the next three questions:

Excerpt 1

Table V: Females shall remain in guardianship even when they have attained their majority.
Table XI: Intermarriage shall not take place between plebeians and patricians.

- Twelve Tables of Rome, ca. 450 BCE

Excerpt 2

If women are given work that requires contact with the outside, they will sow disorder and confusion throughout the Empire. Sham and inquiry will come to the Imperial Court, and the Sun and the Moon (Emperor and Empress) will wither away... Women must not be allowed to participate in the affairs of government.

- Yang Chen, a famous Confucian Scholar (Eastern Han Dynasty, ca. 50 CE)

7. ___ The views expressed in these excerpts are best seen as evidence of which of the following in societies from 600 BCE – 600 CE?
- The absence of inter-class marriages
 - The social rejection of children born out of wedlock
 - The persistence of patriarchy
 - The evolution towards equality in gender hierarchies.
8. ___ The tone of the first excerpt most clearly resulted in which of the following developments in Classical societies?
- A political structure that passed power inside of the family
 - A social hierarchy that privileged men
 - The stratification of economic classes
 - The continued practice of filial piety.
9. ___ Which of the following changes over time between 8,000 BCE and 600 CE is best supported by BOTH excerpts?
- Imperial societies shifted towards matriarchy as they expanded.
 - Inter-class marriage was promoted in several societies.
 - Patriarchy was the most important factor that shaped imperial societies.
 - Social stratification shaped gender relations in imperial societies.

Utilize the following excerpts for the next three questions:

Excerpt 1:

Jesus: "Do to others as you would have them do to you." Luke 6:31
Jesus: "If anyone strikes you on the cheek, offer the other also." Luke 6:29
- Excerpts from the Christian Bible

Excerpt 2:

Buddha: "Consider others as yourself." Dhammapada 10:1
Buddha: "If anyone should give you a blow with his hand, with a stick, or with a knife, you should abandon any desires and utter no evil words." Majjhima Nikaya 21:6
- Excerpts from Buddhist Texts

10. ___ Which of the following is a similarity between the two religions based on the excerpts?
- Both seek to respect or honor other people
 - Both indicate that one may achieve salvation
 - Both show the importance of polytheistic theology
 - Both identify Buddha as the god of the universe
11. ___ All of the following were ways in which both religions mentioned in the excerpts initially spread in their respective regions **EXCEPT**:
- Trade networks
 - Conversion of important leaders
 - Wars of struggle to gain converts
 - Support from lower classes
12. The rise of Christianity and the teachings of Jesus were centered in which of the following regions?
- The Middle East and East Africa
 - The Mediterranean and Europe
 - East Asia and Southeast Asia
 - South Asia and West Africa