

AP World History Summer Assignment 2017

Welcome to AP World History. I am looking forward to a great year with you. For some of you this will be your first AP course. AP World History is a college level survey course that will introduce you to the cultural, political and economic history of our planet. To be successful, you will need to be focused and work hard. The course will cover the history of the world from around 8000 B.C.E. to modern times. You will take a look at the big picture of history, trace cultures over time, examine human interactions, learn valuable skills and take the AP World History Exam. That being said, the purpose of this summer assignment is to get a jump start on the curriculum. We will cover 21 chapters this year and have approximately 31 weeks to do so. This assignment will help us get a jump start on the material and introduce you to the course work.

Course Text:

Tignor, R.L. *Worlds Together, Worlds Apart: From the Beginnings of Humankind to the Present (AP® Edition)*

This assignment will be available online as well, should you need an extra copy of it. Please see the APWH Haiku page. It is public so anyone can access it under Mesa teacher page. I will make announcements there over the summer when needed. At this point I am setting a *tentative* date of August 3rd at 10:30am -11:30am to meet to go over any assignment needed within the summer packet.

The assignment will be due on August 18, 2017. No late assignments will be accepted. There will be a test on the material.

If you have any questions or concerns about the assignment, I will be available almost all of the summer at cpoia@murrieta.k12.ca.us. Please reach out to me if you need help on part of the assignment. I highly suggest that everyone emails me just so I can create a mailing list of AP World History Students should I need to email an update or hints regarding the Summer Assignment.

The Summer Assignments:

1. Chapter 1 Notes, Vocabulary, and Questions
2. Chapter 2 Notes, Vocabulary, and Questions
3. Chapter 3 Notes, Vocabulary, and Questions
4. Map of the World
5. S.P.I.C.E. Chart: Mesopotamia
6. S.P.I.C.E. Chart: Egypt
7. InQuizitive Assessments- see Haiku

Chapter 1

Pages 1-37

Questions: Using complete sentences, answer the following questions:

1. Why do human communities produce creation narratives and what do creation narratives have in common?
2. How do natural selection and adaptation play a role in evolution?
3. What are some of the distinctive features of hominids, especially australopithecines, Homo habilis, and Homo erectus?
4. In what ways are humans, Homo sapiens, different from our hominid ancestors?
5. How did Homo sapiens come into being? In what ways did hunting and gathering shape the dynamics of early human communities?
6. What do cave art and the so-called Venus figurines suggest about the values of human communities prior to the agricultural revolution?
7. Where, when, and how did the agricultural revolution take place, and what were the results? Describe the process of plant and animal domestication and how that led to settled agriculture (via both innovation and borrowing).
8. What is pastoralism, and how did varying types of pastoralists (both transhumant herders and nomadic pastoralists) interact with settled agricultural communities?

Vocabulary Note Cards

australopithecines p. 6

creation narratives p. 4

domestication p. 22

evolution p. 5

hominids p. 5

Homo erectus p. 12

Homo habilis p. 12

Homo sapiens p. 14

Hunting and gathering p. 20

Pastoralism p. 23

Settled agriculture p. 22

Chapter 2

Pages 46-79

Questions: Using complete sentences, answer the following questions:

1. Where and how did river basins contribute directly to the emergence of cities, from 3500–2000 BCE? What were some similarities and differences in irrigation techniques among these early civilizations?
2. In what ways did cities in Mesopotamia, Egypt, and the Indus Valley differ from pastoral nomadic communities? How did the development of these cities introduce a hitherto unknown urban-rural divide?
3. What are some similarities and differences among the cities and city-states that developed in Mesopotamia, Egypt, and the Indus Valley? Compare, for example, developments in social hierarchies, religion, and the production of monumental architecture (including temples and palaces).
4. Compare technological developments, including writing (scribes) and other technologies (such as the use of bronze and jade), in the various river-basin societies. What might account for the regional variations in technologies?
5. How did long-distance trade influence the political, economic, and technological development of urban societies in Egypt, Mesopotamia, and the Indus Valley?
6. Contrast the agricultural developments in East Asia with those taking place in Mesopotamia, Egypt and the Indus Valley at about the same time (3500-200 BCE)
7. Identify shared characteristics of settlements in Europe, Anatolia, the Aegean, the Americas, and Africa between 5000 and 2000 BCE.

Vocabulary Note Cards

Bronze p. 49

City p. 53

City-state p. 54

River basin p. 48

Scribes p. 56

social hierarchies p. 54

territorial state p. 58

urban-rural divide p. 49

Chapter 3

Pages 86-1117

Questions: Using complete sentences, answer the following questions:

1. Explain the differences between pastoral nomads and transhumant herders. How did each shape Afro-Eurasian history during the second millennium BCE?
2. Analyze the impact on Afro-Eurasia of the domestication of horses and the invention of the chariot. How did these developments affect both nomadic and settled peoples?
3. Define the term territorial state. In what areas of Afro-Eurasia did this new form of political organization emerge and thrive?
4. How do Amun-Re, Ahmosis, and Hatshepsut contribute to an understanding of Egypt as a territorial state? Explain the role of the Amorites and Hammurabi's Code in the formation of territorial state in Mesopotamia. What do these developments suggest about the religious, political, and legal dimensions of territorial states?
5. In what ways did the Hyksos and Hittites influence territorial state formation in Egypt and Mesopotamia? How does the Battle of Qadesh offer an example of that interaction?
6. Contrast the formation of territorial states in Egypt and Mesopotamia with the impact of Vedic peoples in South Asia.
7. Contrast the formation of the Shang state in East Asia with developments happening at the same time in Egypt, Mesopotamia, and South Asia. Explain the role of metallurgy and oracle bones in supporting Shang authority.
8. Define the term micro-society. Compare and contrast Polynesian micro-societies of the South Pacific with the Minoans and Mycenaeans of the Aegean.

Vocabulary Note Cards

Amorites p. 97

chariot p. 88

Hammurabi's Code p. 98

Hittites p. 100

Hyksos p. 95

micro-society p. 109

oracle bones p. 108

pastoral nomads p. 88

territorial state p. 92

transhumant herders p.88

Map of the World

The map is small, but it fits on the page! Draw/label the following geographic feature and locations listed below. Use the maps provided. You can use your textbooks and the internet to find the locations. Do not try to cram all of these features into one world map, I have provided you with three copies of maps. I know some of the rivers and such will be hard to label on the map, as they are not “drawn” on the map. I suggest assigning them a number and writing the number map in the area you would find the rivers, mountains, etc.

Being able to identify geographical locations is not only a part of the AP World History content, but it is critical for certain types of historical analysis.

Identify the location of the following features on the world map and label them as follows:

•Using **black ink**, write in the name of each feature or along the length of the feature:

-Mountain Ranges: use a **brown** color pencil, draw several triangles along the length of the range $\triangle\triangle\triangle$

-Rivers: trace or draw the river using **blue** color pencil

-Large bodies of water: color the entire body of water with a **blue** color pencil

-Deserts: shade the entire area with a **tan** or **yellow** color pencil

-Plateaus: shade the entire area with a **green** color pencil

-Straits: using a **black pen**, write the name and draw a straight line to the strait

-Regions: label each region

Asian Regions:

East Asia

Southeast Asia

South Asia

Central Asia

Middle East

African Regions:

North Africa

West Africa

Central Africa

South Africa

East Africa

Latin America:

South America

Caribbean

Mexico

Central America

For the following just label:

Europe

North America

Oceania

Sub-Saharan Africa

Rivers:

Danube River

Nile River

Niger River

Tigris River

Euphrates River

Indus River

Ganges River

Yangtze River

Huang He (Yellow) River

Amazon River

Straits:

Bosporus Strait

Straits of Malacca

Strait of Gibraltar

Mountain Ranges:

Kunlun Mountains (Kunlun Shan)

Himalaya Mountains

Hindu Kush Mountains

Andes Mountains

Pyrenees Mountains

Ural Mountains

Bodies of Water:

Atlantic Ocean

Pacific Ocean

Indian Ocean

Black Sea

Caspian Sea

Mediterranean Sea

North Sea

Red Sea

Sea of Japan

South China Sea

Gulf of Mexico

Persian Gulf

Bay of Bengal

Deserts & Plateaus:

Gobi Desert

Sahara Desert

Taklamakan Desert

Deccan Plateau

Tibetan Plateau

•Using **black ink**, write in the name of each feature or along the length of the feature:

-Cities: use a brown color pencil, draw in a • symbol in the city's location

-Origins of Food Domestication: circle the area in green

-Islands: using a **black pen**, write the name and draw in islands if not visible on map

-Bodies of water: color the entire body of water with a **blue** color pencil (draw in on map if not already there)

-Historical Regions: shade the entire area with a **tan** or **yellow** color pencil and label

-Coasts: Use a red color pencil to shade in the coastal region

-Canals and Regions: write in name at its proper location

Asian Regions:

East Asia

Southeast Asia

South Asia

Central Asia

Middle East

African Regions:

North Africa

West Africa

Central Africa

South Africa

East Africa

Latin America:

South America

Caribbean

Desert

Central America

For the following just label:

Europe

North America

Oceania

Sub-Saharan Africa

Cities:

Athens

Xi'an

Jerusalem

Cholula

Varanasi (Benares)

Lisbon

Damascus

Rome

Istanbul

Cuzco

Some Origins of Food Domestication:

Mesoamerica

Fertile Crescent

Huang He (Yellow River) Valley

Sahel

Central Andes

Islands:

Polynesia

Indonesia

Cuba

Haiti

Falkland Islands

Bodies of Water:

Lake Victoria

Arabian Sea

Aral Sea

Persian Gulf

Historical Regions:

Mesopotamia

Anatolia

Tibet

Indus Valley

Persia

Babylonia

Coasts:

Gold Coast

Mosquito Coast

Ivory Coast

Canals:

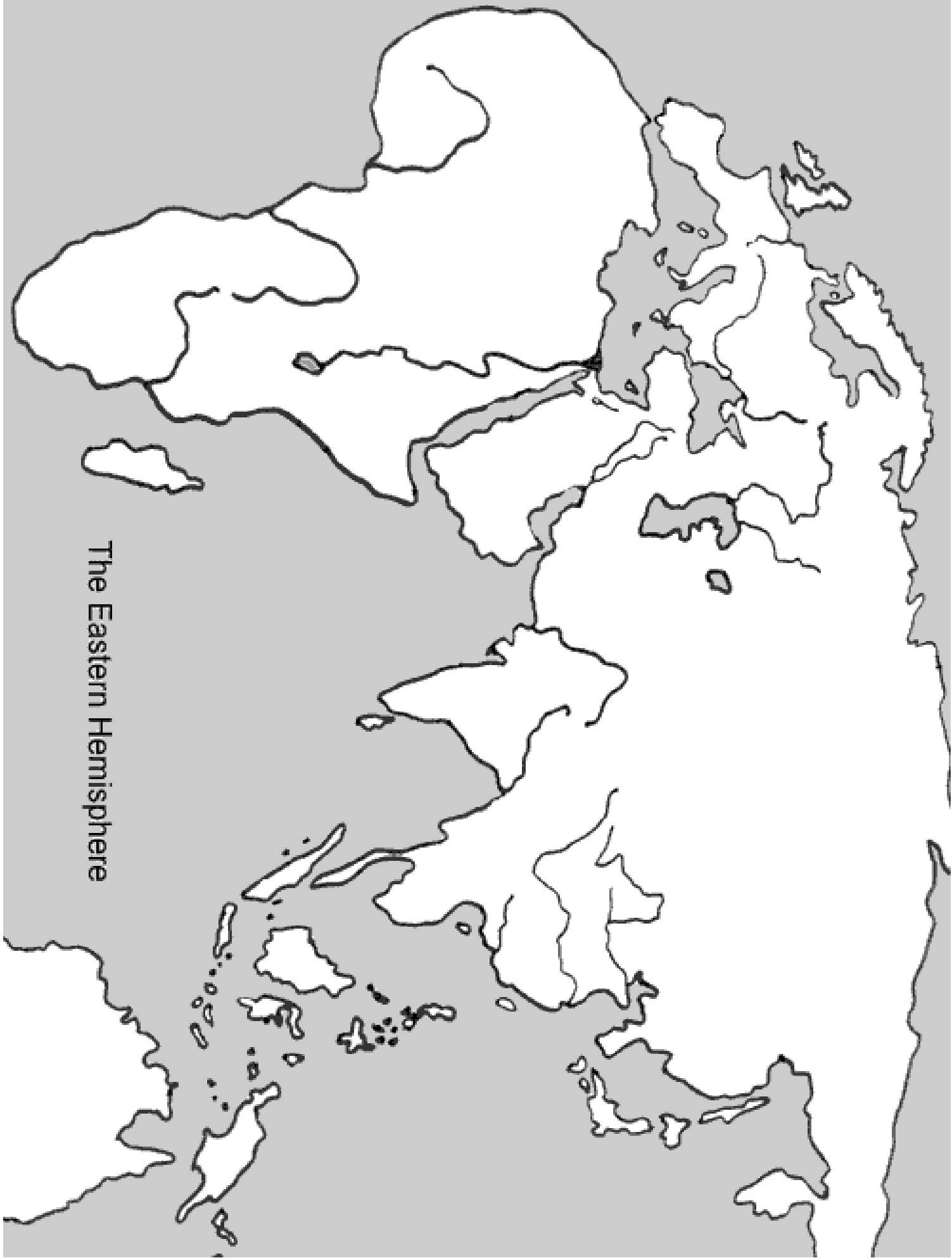
Panama Canal

Suez Canal

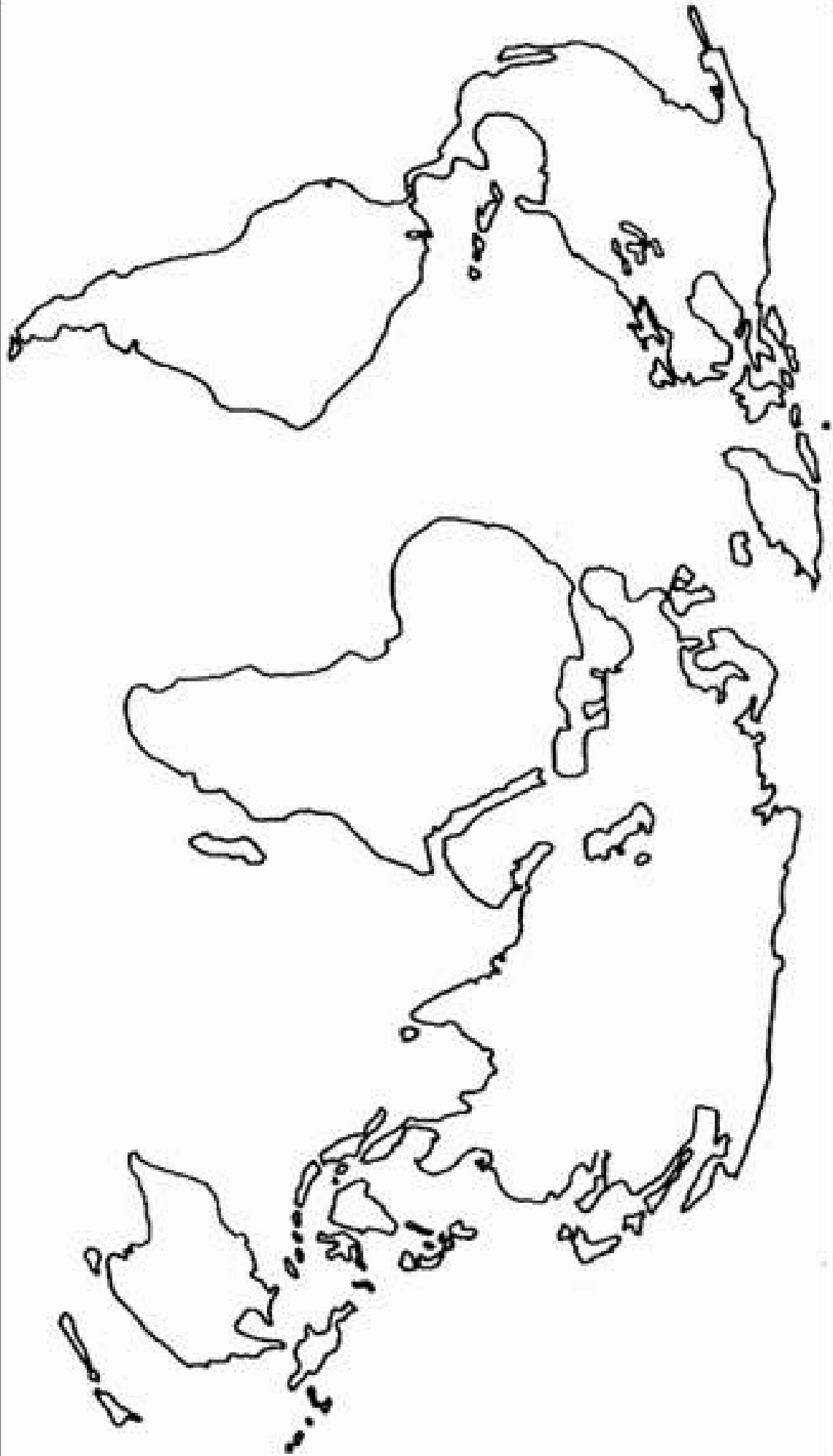
Suzhou Canals

Canals of Bruges

Canals of Venice



The Eastern Hemisphere





Colonial Empires

- Spain
- Portugal
- Britain
- France

0 500 1,000 kilometers
0 500 1,000 miles

HOW TO TAKE CHAPTER READING NOTES:
AP WORLD HISTORY

	Chapter Number and Title
	SKIP TWO LINES
CHAPTER THESIS:	-In your own words write the thesis for the chapter; you are trying
	to find the “big idea” for the chapter which can usually be found
	in the beginning paragraphs
	SKIP TWO LINES
MAIN SECTION HEADINGS:	-Write a single sentence identifying the main idea of the section
-Write name of the main section heading and start outline format with a Roman numeral one	
	SKIP ONE LINE
SUB-SECTION HEADING:	-Write bulleted facts that help support the main idea/thesis; after the fact identify what area of SPICE it is from, put all that apply ex. (P) if the fact is about a political issue
-Write name of the sub-section heading and start outline format	-Note key vocabulary, ideas and concepts
With a lettering system; skip a line between sub-sections	-Describe connections, importance and significance between people, places and events
You will do this for all the main section heading and their sub-sections	
	SKIP TWO LINES AFTER LAST SUB-SECTION NOTES
QUESTIONS :	Create questions from current chapter and also from previous chapters ; phenomena can spread between different chapters

Notecards

The purpose of notecards, or any other learning aid, is to gain a familiarity with the subject and keep it fresh over a long period of time. History is a subject, not unlike foreign language, which must be relearned and used in order to be understood.

Do not memorize. Memorization will not be helpful on the exam. Create connections with notecards. Develop a facility with their use. Students who do well on notecards, keep up with them, take them seriously, and consistently study with them do well on the AP exam.

Steps

1. Make notecards from a list provided by the text, or on your own. Cards can be 3x5, 4x6, or any other size, although I recommend 3x5. They should be uniform.
2. The front of the card should have the concept or phrase, where in the text it came from (chapter and page), and any additional connecting device, such as a theme or thread.
3. The back of the card should have a complete thought that corresponds to the concept or phrase on the front that a) defines, b) lists significance, and c) analyzes the significance. Concepts should also include an example. Look for General Significance and Historical Significance
4. While studying with the stack, make three piles:
 - a. Cards you immediately recognize and can immediately answer
 - b. Cards you recognize eventually and can eventually answer
 - c. Cards you do not recognize
5. Reshuffle groups b and c, and start over again. The idea is to get all cards into group a. When that is completed, move on to another set of cards.
6. Do not use the notecards for more than 15 minutes at a time. Take a break and do something completely different for another 30 minutes and then come back to the cards. Eat, drink, walk to the bathroom, do different homework, or even watch some TV or listen to the radio or read. You'll be much more successful if you limit your time with the cards.

1:22

Domestication

A) The bringing under human control of wild plants and animals.

B) As various plants and animals were domesticated around the world, people settled in villages and social relationships changed

C) Controlling environment leads to communities shifting from a hunting-and-gathering lifestyle to agricultural.

17:638

Imperialism

A) Forceful control of one over another. Systematic exchange of ideologies based on concepts of superiority

B) Historically how one group gained control over another. Rulers measured national strength not only by their people's unity but also by their economic power and the conquest of new territories.

C) Westward Expansion, Cultural Imp

S.P.I.C.E. CHART

The five themes of A.P. World History serve as unifying threads through which students can examine broader themes throughout each period. Themes also help to facilitate comparisons and aid you in understanding information as components of a broader framework. The ability to sort information is an essential skill for AP World History students. They relate to the five (5) major themes of APWH. If you find that you need more information outside of Chapters 2 and 3 you can always use the internet.

Theme 1: Social (Development and transformation of social structures)

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involved analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

Theme 2: Political (State-building, expansion and conflict)

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Theme 3: Interaction between humans and the environment

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods and exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment - and the ability to master and exploit it - increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a "green" movement to protect and work with the natural world, instead of exploiting it.

Theme 4: Cultural (Development and interaction of cultures)

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what is shared with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

Theme 5: Economic (Creation, expansions and interactions of economic systems)

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

Name _____ Per _____ Date _____

A.P. World History: S.P.I.C.E. Chart

Culture/Civilization: _____ Ancient Egypt _____

<p><u>SOCIAL</u></p> <p>Family, Gender Relations, Social Classes, Inequities, Life Styles</p>	
<p><u>POLITICAL</u></p> <p>Leaders, Elites, State Structures, Wars, Revolutions, Diplomacy, Treaties, Courts, Laws, Nationalism</p>	
<p><u>INTERACTION</u></p> <p>Demography, Disease, Patterns of Settlement, Migration, Diffusion, Technology</p>	
<p><u>CULTURE</u></p> <p>Religions, belief systems, philosophies, ideologies, math, science, technology, arts, architecture, writing, literature</p>	
<p><u>ECONOMIC</u></p> <p>Type of system, technology, commerce, industry, capitol/money, trade, trade goods, natural resources, agriculture, type of business</p>	

Name _____ Per _____ Date _____

A.P. World History: S.P.I.C.E. Chart

Culture/Civilization: _____ Mesopotamia _____

<p><u>SOCIAL</u></p> <p>Family, Gender Relations, Social Classes, Inequities, Life Styles</p>	
<p><u>POLITICAL</u></p> <p>Leaders, Elites, State Structures, Wars, Revolutions, Diplomacy, Treaties, Courts, Laws, Nationalism</p>	
<p><u>INTERACTION</u></p> <p>Demography, Disease, Patterns of Settlement, Migration, Diffusion, Technology</p>	
<p><u>CULTURE</u></p> <p>Religions, belief systems, philosophies, ideologies, math, science, technology, arts, architecture, writing, literature</p>	
<p><u>ECONOMIC</u></p> <p>Type of system, technology, commerce, industry, capitol/money, trade, trade goods, natural resources, agriculture, type of business</p>	