

AP World History Summer Assignment 2019

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 breadth of this course will cover history of the world from around 1200 C.E. to modern times. You will look at the big picture of history, trace cultural changes over time, examine human interactions, learn valuable skills and take the AP World History Exam. We will cover 15 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. Although it may seem “religion” heavy for Chapters 8 and 9 it is important to look at the foundation of major empires we will study from here on out.

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 1st at 10:30am -11:30am to meet to go over any assignment needed within the summer packet.

The assignment will be due on August 16, 2019. No late assignments will be accepted. Please do not wait until the last minute to complete. There will be a test on the material upon return.

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.

The Summer Assignments:

1. Chapter 8 Notes, Vocabulary, and Questions
2. Chapter 9 Notes, Vocabulary, and Questions
3. Map of the World

Chapter 8

Pages 280-318

Questions page 311: Using complete sentences, answer the following questions:

1. What are the major characteristics of a universalizing religion, for the period from 300 to 600 BC? In what specific ways do Christianity, Buddhism, and other religious developments in this period fit this model? What traditions do not? How do natural selection and adaptation play a role in evolution?
2. What factors contributed to the “fall” of the Roman Empire in the west? How do Christianity and the rise of Byzantium challenge the notion that Rome “fell”?
3. Explain the role of the Sasanians and the Sogdians in fostering connections along the Silk Roads.
4. What forces contributed to the development of Hinduism out of Brahmanism?
5. In what ways does the concept of the Sanskrit cosmopolis help to explain the nature of cultural unity in South Asia in this period?
6. What are some of the ways in which Buddhism universalized in this period, and what impact did this have on South Asian and East Asia?
7. In what specific ways did the Northern Wei dynasty attempt to fill the void left by the collapse of the Han dynasty?
8. What was the impact of the Bantu migrations on sub-Saharan Africa? What helped to unite the Bantu peoples?
9. In what ways did Teotihuacan and later the Mayans bring a degree of unity to parts of Mesoamerica? What factors impeded them?

C. 8 Vocabulary Note Cards

Bantu migrations p.304

Byzantium p. 290

Code of Manu p.299

Creed p.286

Hinayana Buddhism p. 298

Hinduism p. 296

Madhyamika (Middle Way) Buddhism p. 301

Martyr p. 283

Sanskrit cosmopolis p. 298

Universalizing religion p. 282

Chapter 9

Pages 320-359

Questions on page 353: Using complete sentences, answer the following questions:

1. Describe the origins and basic beliefs of Islam, including Muhammad, the Quran, and the five pillars of Islam. To what extent does this tradition fit the model for a universalizing religion (as described in Chapter 8)?
2. Trace the process, including jihad, by which Islam expanded from a new, localized religious tradition on the Arabian Peninsula to a dominant political power in western Afro-Eurasia. How did that expansion require a balancing act between political powers (such as the caliphate and religious authority (such as the ulama and sharia law)?
3. Although the Abbasid dynasty brought a great degree of integration across western Afro-Eurasia, what were some of the regional distinctions (in Spain, central Eurasia, and Africa) as well as internal divisions (such as between Sunnis and Shiites)?
4. How did the Tang Dynasty establish its control over East Asia? What role did the army, civil service examinations, and eunuchs play in Tang political organization?
5. How did the Tang interact with foreign ideas (including Zoroastrianism, Christianity, and Buddhism) and influence other polities (as in Korea and Japan)?
6. Identify some of the distinctive features of Christendom in western, northern, and eastern Europe. Compare the Roman Catholic Church and Greek Orthodoxy?
7. Explain the role of monasticism within Christian Europe. How does that compare with the role of monasticism in Tang China?
8. Analyze the impact of the Vikings in this period of world history, both in Europe and beyond.

C. 9 Vocabulary Note Cards

Caliphate p.326

Civil service examinations p. 335

Eunuchs p. 336

Five pillars of Islam p. 323

Greek Orthodoxy p. 350

Monasticism p. 347

Roman Catholic Church p. 347

Sharia p. 327

Shiites p. 331

Sunnis p. 330

Vikings p. 349

Map of the World

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.

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

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

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:

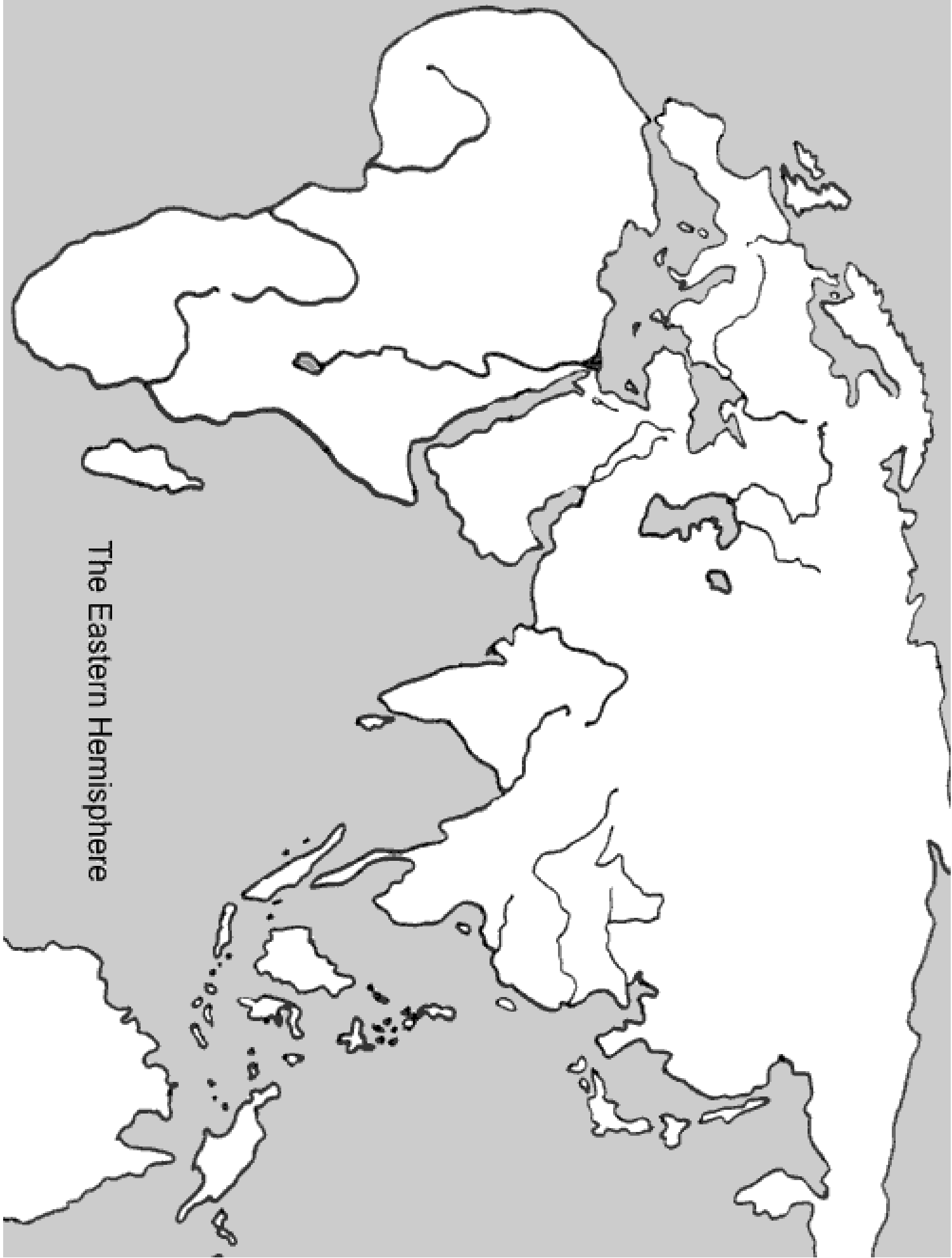
Panama Canal

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

17:638

Imperialism

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.

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

