

AP World History (WHAP) Summer Assignment – Summer 2017

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Welcome to AP World History!!!

Please read this entirely. There is important information that will build the foundation for the entire class.

The purpose of this assignment is to begin the lengthy process of learning all of world history from prehistoric man to the present day. Due to the fact that we have a short period of time to master a great deal of material, we should go ahead and get started. This assignment is designed to get a head start on the material. You will cover the first two chapters of *World History* using the study guides provided. Reading the textbook is crucial in order to learn all of the information necessary to do well in this course.

There will be a test over the first two chapters and the map of the world on Monday August 7☺

This assignment is due the first day of school.

As you complete your assignments you will be tempted to use a variety of online resources to short cut your work. However, most of the online resources are not created or developed according to AP World History standards. The reality is that using the text given by me is the best and easiest resource to use to get the information for this class. Make your life easier and save hours of time by using the provided text.

If you just have to use online resources please use the following sites that are aligned with the AP World History Key Concepts and curriculum.

- apworldipedia.com
- freeman-pedia.com
- you tubes – World History Crash Course

In AP World History we will divide the units of study into **6 time periods.**

Period 1: Technological and Environmental Transformations: 8000 BCE – 600 BCE

Period 2: Organization and Reorganization of Human Societies: 600 BCE – 600 CE

Period 3: Regional and Interregional Interactions: 600 CE – 1450 CE

Period 4: Global Interactions: 1450 CE – 1750 CE

Period 5: Industrialization and Global Interactions: 1750 CE – 1900 CE

Period 6: Accelerating Global change and Realignment: 1900 CE – Present

As we study the world we will focus on **5 themes**. Please keep this in a safe place so you may refer back to this throughout the year.

Theme 1: Interaction between Humans and the Environment (ENV)

The interaction between humans and the environment is a fundamental theme in 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 more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human impact on 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. Beginning with the Industrial Revolution, human effects on the environment increased with the development of more sophisticated technologies, the exploitation of new energy sources, and a rapid increase in human populations.

OVERARCHING QUESTIONS:

1. How have people used diverse tools and technologies to adapt to and affect the environment over time? **[ENV-1 and 2]**
2. How and to what extent has human migration and settlement been influenced by the environment during different periods in world history? **[ENV-3, 4, 5, and 6]**
3. How has the environment changed as a consequence of population growth and urbanization? **[ENV-7 and 8]**
4. How have processes of industrialization and global integration been shaped by environmental factors and in turn how has their development affected the environment over time? **[ENV-9]**

In other words: Demographics – Where did they go and why?

Disease – How did they die?

Migrations – Where did they move and how?

Patterns of Settlement

Technology – New technology

Theme 2: Development and Interaction of Cultures (CUL)

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 it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

OVERARCHING QUESTIONS:

1. How and why have religions, belief systems, philosophies, and ideologies developed and transformed as they spread from their places of origin to other regions? **[CUL-1, 2, and 3]**
2. How have religions, belief systems, philosophies, and ideologies affected the development of societies over time? **[CUL-4 and 5]**
3. How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another? **[CUL-6 and 7]**
4. In what ways do the arts reflect innovation, adaptation, and creativity of specific societies? **[CUL-8 and 9]**

In other words: Religion, belief systems, philosophy, ideologies, science and technology

Theme 3: State Building, Expansion, and Conflict (SB)

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained, and to the conflicts generated by those processes. In particular, this theme encourages the comparative study of different state forms (e.g., 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 the 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 (e.g., agrarian, pastoral, mercantile), various cultural and ideological foundations (e.g., 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.

OVERARCHING QUESTIONS:

1. How have different forms of governance been constructed and maintained over time? **[SB-1 and 2]**
2. How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution? **[SB-3, 4, 5, and 6]**
3. How have conflicts, exchanges, and alliances influenced the processes of state building, expansion, and dissolution? **[SB-7, 8, 9, and 10]**

In other words: political structure and forms of governance, empires, nations, revolts and revolutions and the reasons for, global organizations

Theme 4: Creation, Expansion, and Interaction 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 paid 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.

OVERARCHING QUESTIONS:

1. How and to what extent have modes of production and commerce changed over time? **[ECON-1, 2, 3, and 4]**
2. How have different labor systems developed and changed over time? **[ECON-5, 6, and 7]**
3. How have economic systems and the development of ideologies, values, and institutions influenced each other over time? **[ECON-8 and 9]**
4. What is the relationship among local, regional, and global economic systems; how have those relationships changed over time? **[ECON-10, 11, 12, and 13]**

In other words: agricultural production, trade and labor systems, industrialization, economic ideologies

Theme 5: 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 involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

OVERARCHING QUESTIONS:

1. How have distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies? **[SOC-1, 2, and 3]**
2. How, by whom, and in what ways have social categories, roles, and practices been maintained or challenged over time? **[SOC-4, 5, 6, and 7]**
3. How have political, economic, cultural, and demographic changes affected social structures over time? **[SOC-8]**

In other word: gender relationships, family and kinship, racial and ethnic constructions, social classes

Please read the Key Concepts for Period 1. This is what you should know for the AP Exam.

Era 1: Technological & Environmental Transformations, to c. 600 B.C.E.



Key Concept 1.1: Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to tundra. Humans also developed varied and sophisticated technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions. [Textbook: Chapter 1]

- A.** Humans developed increasingly diverse and sophisticated tools – including multiple uses of fire – as they adapted to new environments.
- B.** People lived in small groups that structured social, economic, and political activity. These bands exchanged people, ideas, and goods.

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists' mobility facilitated technology transfers through their interaction with settled populations.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems. [Textbook: Chapter 1]

- A.** Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged independently in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Indus River Valley, the Yellow River (or Huang He) Valley, Papua New Guinea, Mesoamerica, and the Andes.
- B.** People in each region domesticated locally available plants and animals.
- C.** Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.
- D.** Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.

II. Agriculture and pastoralism began to transform human societies. [Textbook: Chapter 1]

- A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population and led to specialization of labor, including new classes of artisans and warriors, and the development of elites.
- B. Technological innovations led to improvements in agricultural production, trade, and transportation.

Illustrative examples of technological innovations:

- Pottery
- Woven textiles
- Wheels and wheeled vehicles
- Plows
- Metallurgy

- C. Patriarchal forms of social organization developed in both pastoralist and agrarian societies.

Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

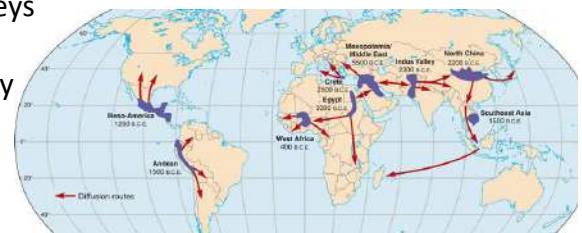


As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished. [Textbook: Chapter 2]

Required examples of core and foundational civilizations:

- Mesopotamia in the Tigris and Euphrates River Valleys
- Egypt in the Nile River Valley
- Mohenjo-Daro and Harappa in the Indus River Valley
- Shang in the Yellow River or Huang He Valley
- Olmecs in Mesoamerica
- Chavín in Andean South America



II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley. [*Textbook: Chapter 2*]

- A.** States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Rulers of early states often claimed divine connections to power. Rulers also often enjoyed military support.
- B.** As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states.
- C.** Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.

Illustrative examples of new weapons and modes of transportation:

- Composite Bows
- Iron Weapons
- Chariots
- Horseback Riding

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. [*Textbook: 28-40; 45-53; 58-66; 84-91; 110-114; 124-127*]

- A.** Early civilizations developed monumental architecture and urban planning.

Illustrative examples of monumental architecture and urban planning:

- Ziggurats
- Pyramids
- Temples
- Defensive Walls
- Streets and Roads
- Sewage and Water Systems

- B.** Systems of record keeping arose independently in all early civilizations and subsequently spread.

Illustrative examples of systems of record keeping:

- Cuneiform
- Hieroglyphs
- Pictographs
- Alphabets
- Quipu

- C.** States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.

Illustrative examples of systems of legal codes:

- Code of Hammurabi (Babylon)
- Code of Ur-Nammu (Sumer)

- D.** New religious beliefs developed in this period continued to have strong influences in later periods.

Required examples of new religious beliefs:

- The Vedic religion
- Hebrew monotheism
- Zoroastrianism

- E. *Trade expanded* throughout this period from local to regional to interregional, with civilizations exchanging goods, cultural ideas, and technology.

Illustrative examples of the development of interregional trade:

Egypt ⇔ Nubia

Mesopotamia ⇔ Indus Valley

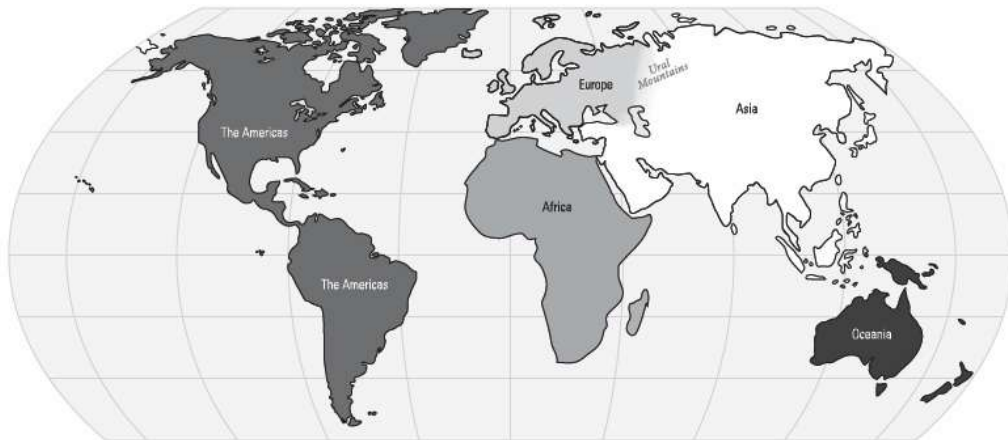
Mesopotamia ⇔ Egypt

- F. Social hierarchies, including patriarchy, intensifies as states expanded and cities multiplied.

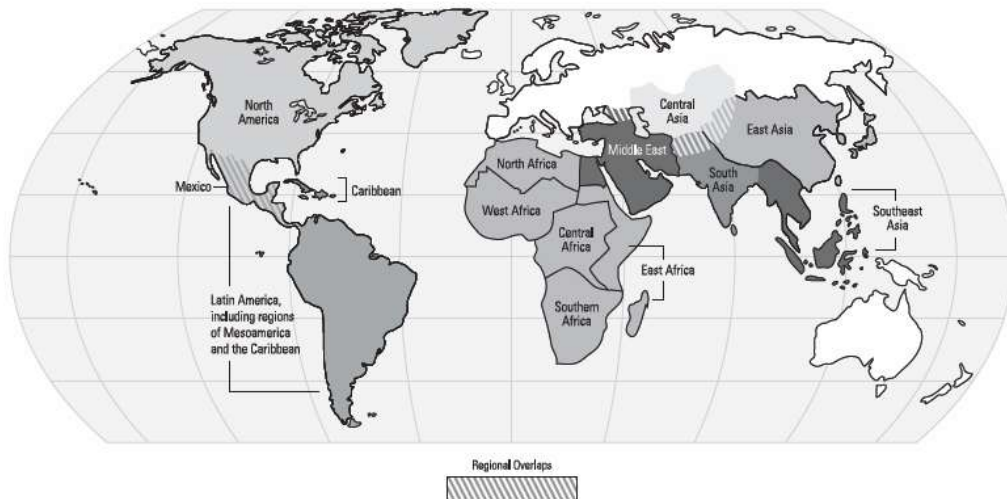
Items to study for Geography Test

Your Geography Test will cover the main regions indicated on the two maps below. Additionally you need to know the specific items on page two. If you are unfamiliar with any of them, use a map or the internet to find these places. You will have to identify these on a blank map. No word bank will be provided.

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Source for these maps: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

Specific Items you will have to identify

Cities:

Canton (China)
Baghdad
Batavia
Mecca
Malacca
Constantinople/ Istanbul
Cordoba
Jerusalem
Tenochtitlan
Timbuktu
Beijing
Kilwa
Calcutta
Jenn (Africa)
Moscow

Deserts

Sahara Desert
Gobi Desert
Kalahari Desert

Bodies of Water

Indian Ocean
Black Sea
South China Sea
Arabian Sea
Mediterranean Sea
The Straits of Gibraltar
The Bering Sea
Caribbean Sea
Caspian Sea
Sea of Japan
Atlantic Ocean
Pacific Ocean
Bosporus
Persian Gulf

Rivers:

Nile
Niger
Amazon
Tiber
Ganges
Yellow (Huang He)
Yangtze
Indus
Tigris
Euphrates

Mountains:

Hindu Kush
Himalayan
Alps
Pyrenees
Andes
Caucasus
Urals

Continents and Land Areas:

Indonesia
Philippines
Indian Sub-continent
Arabian Peninsula
Korean Peninsula
Japan
Swahili Coast (East Africa)
Sub- Saharan Africa
South Asia
Southeast Asia
Middle East
Iberian Peninsula
Sumatra
Malaysian Peninsula
Crimean Peninsula
Anatolia
Central Asia steppes

Chapter 1 Study Guide

From Hunter – Foragers to Settled Societies

Please hand -write this entire assignment. No typed assignments will be accepted. Please do your own work. I read everything you turn in, word for word. I will know if you copy from a friend or from the internet.

Part A: Annotate the text.

As you read take notes over the text, jot down 3 bullet points for each of the subtitles. Bullet points should be between 1 -4 words max. You are welcome to complete your notes however you like: Bullets, pictures, in the margins, etc. Just read!

Part B: Key Terms

As you read define these key terms. Be sure to identify the who, what, when, where and significance. Understanding the vocabulary is a key to success in AP World history, therefore you will have terms quizzes on a weekly basis. You will be given a list of term and you will have to define the who, what, when, where and significance of the term.

- | | |
|-----------------------------|---|
| 1. Homo sapiens Sapiens | 16. Monotheism |
| 2. Paleolithic Period | 17. Hebrews |
| 3. Patriarchal | 18. Zoroastrianism |
| 4. Hunter – Forager | 19. Technological Innovations from 8000 – 600 BCE |
| 5. Animism | 20. textiles |
| 6. Shamans | 21. metallurgy |
| 7. Neolithic Revolution | 22. Bronze Age |
| 8. Agriculture | 23. civilization |
| 9. Domestication | 24. Core and foundational civilizations |
| 10. Pastoralism | 25. Social Stratification |
| 11. Nomad | 26. Overfarming |
| 12. Specialization of labor | 27. Overgrazing |
| 13. Merchants | |
| 14. Jericho | |
| 15. Catal Huyuk | |

Part C: Historical Thinking Skills (*Periodization*)

A part of AP World History is to develop Historical Thinking Skills. We will work to develop these skills throughout the year in order to be prepared for the exam in May. The following essay question focuses on one of the skills you will need to develop. Answer the following question in paragraph form. Please include a thesis statement to begin your argument. Note: You can argue it is a turning point or it is not a turning point.

Analyze the extent to which the Neolithic Revolution is a turning point in world history.

In the development of your argument, explain what changed and what stayed the same from the period before the Neolithic Revolution to the period after the Neolithic Revolution. (*Historical thinking skill: Periodization*)

Chapter 2 Study Guide

The First Civilizations

Please hand -write this entire assignment. No typed assignments will be accepted. Please do your own work. I read everything you turn in, word for word. I will know if you copy from a friend or from the internet.

Part A: Annotate the text.

As you read take notes over the text, jot down 3 bullet points for each of the subtitles. Bullet points should be between 1 -4 words max. You are welcome to complete your notes however you like: Bullets, pictures, in the margins, etc. Just read!

Part B: Key Terms

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|--------------------------------|----------------------|--------------------------|----------------------------|
| 1. Tigris and Euphrates Rivers | 16. Phoenicians | 31. Mummification | 46. Upanishads |
| 2. Mesopotamia | 17. Hebrews | 32. Hieroglyphics | 47. Huang He |
| 3. Fertile Crescent | 18. Abraham | 33. The Book of the Dead | 48. Xia Dynasty |
| 4. Sumerians | 19. Ten Commandments | 34. Papyrus | 49. Shang Dyn |
| 5. Uruk | 20. Moses | 35. Nubia | 50. Ancestor
Veneration |
| 6. City-state | 21. Monotheism | 36. Kush | 51. Oracle
bones |
| 7. Polytheistic | 22. Jewish Diaspora | 37. Axum | 52. Zhou |
| 8. Ziggurat | 23. Desertification | 38. Indus River Valley | 53. Mandate of
Heaven |
| 9. division of labor | 24. King Menes | 39. Harappa | 54. feudalism |
| 10. cuneiform | 25. Old Kingdom | 40. Mojenjo – Daro | 55. maize |
| 11. Epic of Gilgamesh | 26. Middle Kingdom | 41. Aryans | 56. Olmec |
| 12. Babylonians | 27. New Kingdom | 42. Dravidians | 57. Chavin |
| 13. Empire | 28. Hyksos | 43. Sanskrit | |
| 14. Code of Hammurabi | 29. Hittites | 44. The Vedas | |
| 15. Astrology | 30. Pharaoh | 45. Rig Veda | |

Part C: Historical Thinking Skills (Comparison)

Compare and Contrast the Early River Valley Civilization. Use the information from themes above to help you fill in the chart

	Interactions between Humans and the Environment (ENV)	Development and Interaction of Cultures (CUL)	State Building, Expansion, and Conflict (SB)	Creation, Expansion, and Interaction of Economic System (ECON)	Development and Transformations of Social Structures (SOC)
Indus River Valley					
Huang He River Valley					
Egypt					
Mesopotamia					

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Study Guide – Foundations 8000 BCE – 600 BCE

Directions: Go to youtube.com Search for Crash Course World History. Answer the questions for each video.

A. Watch The Agricultural Revolution: Crash Course World History #1

1. HOW DO WE HAVE EVIDENCE OF HUNTER-GATHERERS (H-G) AND THEIR LIFEWAYS?	5. WHAT IMPACT DOES AGRICULTURE HAVE ON THE ENVIRONMENT?
2. WHAT ADVANTAGES DID H-G HAVE OVER EARLY AGRICULTURALISTS?	6. WHAT ADVANTAGES DO YOU THINK THAT EURASIA HAD WITH ITS ZOOLOGICAL SET OF ANIMALS COMPARED TO THE AMERICAS?
3. WHERE DID AGRICULTURE EMERGE? WHICH FOOD CROPS ARE ASSOCIATED WITH WHICH AREAS?	7. IF H-G HAD A "BETTER AND HEALTHIER" LIFEWAY, WHY DID PEOPLE BECOME AGRICULTURALISTS?
4. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF AGRICULTURE?	8. WHAT DO HISTORIANS SAY ARE THE DRAWBACKS TO COMPLEX CIVILIZATIONS AND AGRICULTURE?

B. Watch Indus Valley Civilization Crash Course World History #2.

1. HOW IS THE CONCEPT OF "CIVILIZATION" A USEFUL CONSTRUCT? WHEN IS IT NOT A USEFUL CONSTRUCT?	4. WHY WAS THE INDUS VALLEY A PRIME LOCATION? HOW DID THE ENVIRONMENT IMPACT THE PEOPLE WHO LIVED THERE?
2. HOW DOES JOHN GREEN DEFINE WHAT CONSTITUTES A CIVILIZATION? HOW DOES THIS COMPARE TO OTHER DEFINITIONS OF CIVILIZATION YOU HAVE LEARNED?	5. WHAT EVIDENCE EXISTS OF LONG-DISTANCE TRADE AND WITH WHOM?
3. WHERE DID THE EARLIEST CIVILIZATIONS EMERGE? WHY THERE?	6. WHAT APPEARS TO BE UNIQUE ABOUT THE IVC, BASED ON YOUR KNOWLEDGE OF OTHER CIVILIZATIONS?

C. Watch Mesopotamia: Crash Course World History #3.

1. JOHN GREEN BEGINS BY DISCUSSING ONE OF THE MOST OBVIOUS CONSEQUENCES OF AGRICULTURE...WHAT IS IT AND WHAT ARE THE MOST IMMEDIATE CONSEQUENCES FOR THOSE SOCIETIES?	
2. HOW DOES MESOPOTAMIA COMPARE WITH THE INDUS RIVER VALLEY (IRV)? IDENTIFY BOTH SIMILARITIES AND DIFFERENCES. THINK OF WHY A SPECIFIC SIMILARITY AND A SPECIFIC DIFFERENCE MIGHT EXIST. (THIS IS ANALYSIS; ONE OF THE MORE CHALLENGING SKILLS YOU WILL NEED TO DEVELOP).	
3. CUNIFORM: WHAT THREE POINTS DOES JOHN GREEN MAKE ABOUT THE ADVENT OF WRITING?	4. WHAT WAS HAMMURABI'S MOST SIGNIFICANT CONTRIBUTION?
a) _____	5. WHAT ARE THE CHALLENGES OF EMPIRE WHAT IS THE USUAL RESULT? OR TO PUT IT IN MATH TERMS:
b) _____	_____ + _____ = _____
c) _____	

D. Watch Ancient Egypt: Crash Course World History #4

1. WHAT POINT IS JOHN GREEN MAKING ABOUT THE DIFFERENT "LENSES" WE USE WHEN WE STUDY HISTORY?

2. HOW DID THE NILE RIVER SHAPE THE WORLDVIEW OF THE EGYPTIANS? HOW DID THIS COMPARE TO THE MESOPOTAMIAN WORLDVIEW?

3. HOW WAS EGYPTIAN CIVILIZATION DIFFERENT FROM MOST OTHER RIVER VALLEY CIVILIZATIONS? WHY DO YOU THINK THIS WAS?

4. WHAT DOES THE CONSTRUCTION OF THE PYRAMIDS REPRESENT? (NOT "WHAT WAS THE PURPOSE OF THE PYRAMIDS?")

5. WHAT WAS THE MOTIVATION FOR BUILDING THE PYRAMIDS? (NOT "WHAT WAS THE PURPOSE OF THE PYRAMIDS?")

6. WHAT PROTECTED EGYPT FROM OUTSIDE PEOPLES? HOW WERE THE EGYPTIANS EVENTUALLY CONQUERED BY SEMITIC PEOPLES OF THE MIDDLE EAST?

E. Watch The End of Civilization (In the Bronze Age): Crash Course World History 211

1. WHAT DO TEXTBOOKS NORMALLY DO TO THE RIVER VALLEY CIVILIZATIONS?

2. WHAT DO EGYPT, MESOPOTAMIA, ANATOLIA, ETC. HAVE IN COMMON?

a. TRADE: What did underwater archaeologists find on the shipwreck?

b. WAR: What was one of the main drivers of economic growth?

c. FAMILY: How did these civilizations share familial relationships?

3. WHAT ARE WE REALLY TALKING ABOUT WHEN WE USE THE WORD 'CIVILIZATION'?

4. WHAT HAPPENED AROUND 1200 BCE TO MYCENAEANS, MINOANS, HITTITES, AND (PARTIALLY) EGYPT?

a. WHAT CAUSED THIS?

b. WHAT IS THE THEORY OF ARCHAEOSEISMOLOGISTS?

5. HOW DOES INTERDEPENDENCE IN THE BRONZE AGE HELP LEAD TO ITS DOWNFALL?