

AP World History Summer Assignment 2021 – 2022

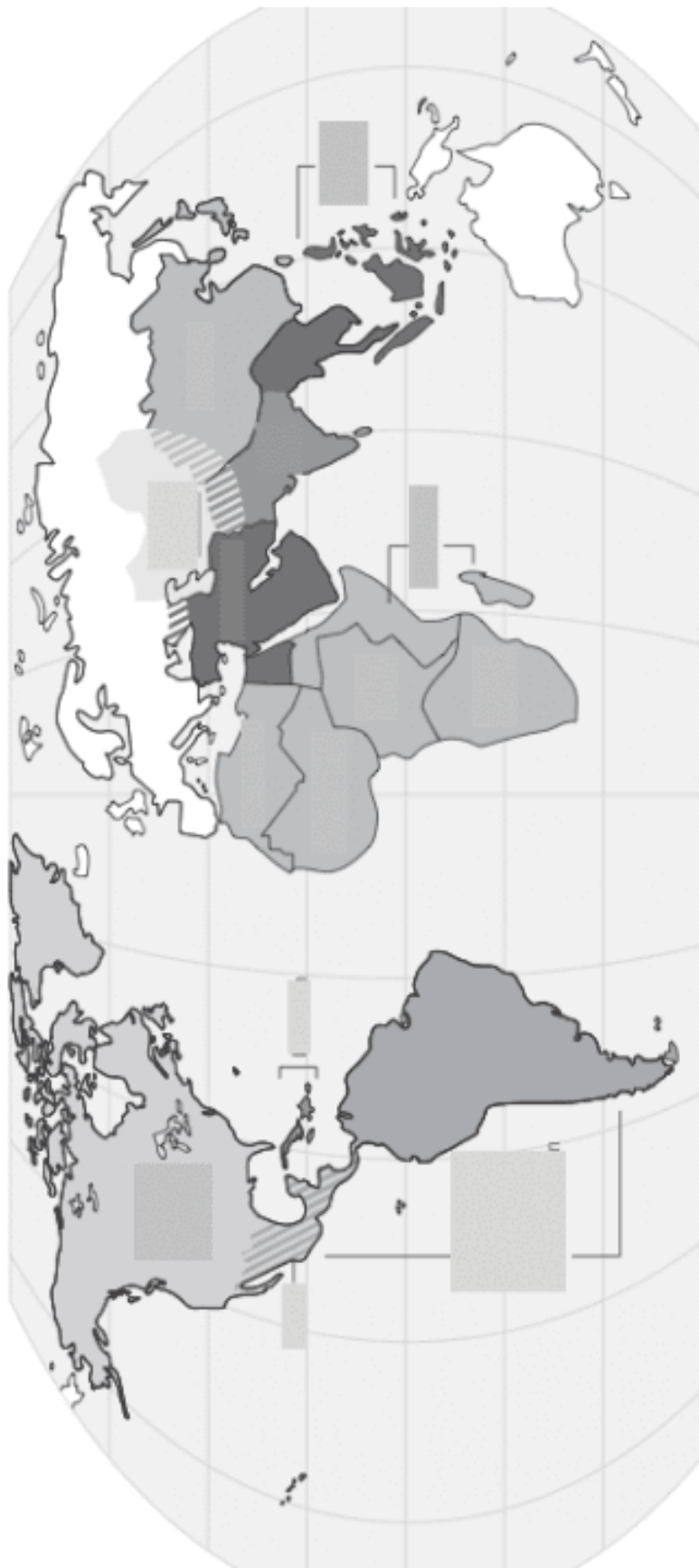
Welcome to AP World History! You have chosen to take a college-level course that provides a survey of global history to the present. This course will be rigorous, but highly rewarding if you put in the appropriate amount of work. Over the summer, you will be completing assignments that will make it possible for us to cover all of our material prior to the AP exam in May so it is very important that you complete these tasks. Summer assignments (Parts 1-5) will be due on the first day of class in August and be taken for a grade. This grade can then be used during the first semester as a replacement grade for an assessment (trust me, you are going to want this). If you have any questions over the summer, please email me at amanda.gosart@henry.k12.ga.us (I will do my best to respond within 24 hours).

Part 1: Geography (50 points)

This course is a basic overview of the most significant regions/empires in the world. As such, we jump around from region to region quite often. It will be important that you are able to locate the major regions and empires on a world map throughout the course. Take a look at the map of the AP regions and familiarize yourself with it. Then, complete the attached blank map where you should color and label the appropriate regions, countries, and bodies of water/landforms listed below. A geography quiz over this information will take place the first week of school.

AP Regions (label on regions map; 15 points)	Bodies of Water/Landforms (label on blank world map; use blue for water, brown for the landform; 13 points)	Countries (label on blank world map; use black pen or pencil to label countries; 17 points)
North America Mexico Caribbean Latin America Middle East Central Asia South Asia East Asia Southeast Asia Oceania North Africa West Africa Central Africa East Africa Southern Africa *shade areas where regions overlap	Ganges River Tigris River Euphrates River Nile River Mediterranean Sea Black Sea Yellow Sea Red Sea Caribbean Sea Atlantic Ocean Pacific Ocean Indian Ocean Sahara Desert	China Japan Egypt India Russia Mexico Canada Spain Portugal United Kingdom France Italy Israel Algeria South Africa Brazil Peru

AP World History: World Regions — A Closer Look





Part 2: Identifications

You will need to complete identifications for the terms listed below. We will complete identifications throughout the year for our various units of study. An identification is essentially a definition taken to the next level. All identifications should include:

- what/who the term is
- the time period in which it occurred (a century is fine)
- where it occurred
- why it is significant

Each identification **MUST** be handwritten; typed identifications will not be accepted.

Note: Some of the following identification terms are overarching terms/themes that are found throughout the course. As such, it is not necessary to specify a time period or location for these terms. The who/what and significance of the term is still required. These terms are noted by an asterisk ().

- | | |
|------------------------------|--------------------------------|
| 1. Alexander the Great | 21. Han Dynasty |
| 2. Autocratic* | 22. Hinduism |
| 3. Buddhism | 23. Ideology* |
| 4. Bureaucracy* | 24. Indus Valley Civilizations |
| 5. Caste System | 25. Judaism |
| 6. Christianity | 26. Liberal* |
| 7. City-State* | 27. Matriarchy* |
| 8. Civilization* | 28. Mesopotamia |
| 9. Confucianism | 29. Monotheistic* |
| 10. Conservative* | 30. Nation-State* |
| 11. Constitution* | 31. Pastoralism |
| 12. Consumerism* | 32. Patriarchy* |
| 13. Deity* | 33. Polytheistic* |
| 14. Democracy* | 34. Roman Empire |
| 15. Diffusion* | 35. Roman Republic |
| 16. Domestication of Animals | 36. Silk Road |
| 17. Eurocentric* | 37. Sovereignty* |
| 18. Fertile Crescent | 38. Specialization of Labor |
| 19. Feudalism* | 39. Syncretism* |
| 20. Hammurabi's Code | 40. Taoism |

Part 3: Writing Activity

In this part of the assignment, all you need to do is answer the following question in 1-2 paragraphs:

Are there man-bats on the moon?

To answer this question, consult the following image and excerpts to support your answer. Your answer should include:

- A thesis: your decisive answer on this question (yes, or no?).
- Paragraph 1: Two to three sentences that support your argument with evidence from the image and excerpts.
- Paragraph 2: Two to three sentences explaining WHY the evidence led you to say *yes* or *no*. For example, if you said *no*, what about the evidence seemed suspect? If you said *yes*, what about the evidence seemed convincing? I want to hear about the details!

Historical Background:

- Yes, this is a real question. “In 1835, an incredible story broke in the Sun Newspaper, New York City, which reported that the famed astronomer Sir John Herschel had made Great Astronomical Discoveries. While cataloging and mapping nebulae in the night sky at the Cape of Good Hope, South Africa, Herschel trained his reportedly hyper powerful telescope on the Moon.”
- Herschel went on to discover that the moon was in fact populated with an abundance of creatures, including intelligent man-bats who were capable of building great cathedrals and engaging in deity worship.

Source #1: *The New York Sun*, August 1835

We were thrilled...to perceive four successive flocks of large winged creatures, wholly unlike any kind of birds, descend with a slow even motion from the cliffs on the western side, and alight upon the plain. . . .

Certainly they were like human beings, for their wings had now disappeared, and their attitude in walking was both erect and dignified....They averaged four feet in height, were covered, except on the face, with short and glossy copper-colored hair, and had wings composed of a thin membrane, without hair, lying snugly upon their backs,...The face, which was of a yellowish flesh color, was a slight improvement upon that of the large orang outang, being more open and intelligent in its expression, and having a much greater expansion of forehead. The mouth, however, was very prominent, though somewhat relieved by a thick beard upon the lower jaw, and by lips far more human than those of any species of similar genus.

Source #2: A description of the telescope which was capable of magnifying the inhabitants of the moon. *The New York Sun*, August 1835

It is well known that the great reflecting telescope of the late elder Herschel, with an object-glass four feet in diameter, and a tube forty feet in length, possesses a magnifying power of more than six thousand times.... Sir John Herschel had submitted his plans and calculations in adaptation to an object-glass of twenty-four feet in diameter: just six times the size of his venerable father's. For casting this ponderous mass, he selected the large glass-house of Messrs.

The weight of this ponderous lens was 14,826 lbs. or nearly seven tons after being polished; and its estimated magnifying power 42,000 times. It was therefore presumed to be capable of representing objects in our lunar satellite of little more than eighteen inches in diameter, providing its focal image of them could be rendered distinct by the transfusion of article light.

Source #3: An artist's rendering of the various forms of intelligent life found on the moon, including man-bats. *The New York Sun*. August 28th, 1835



Part 4: Intro Unit, Digital Notebook

Complete the activities/slides in the attached Google Slide presentation. This will explore the various world religions and some basic information about them. Click the link below to access it. Once you open it, **please make a copy of it for yourself** so that you can complete it.

<https://docs.google.com/presentation/d/104ZBxi8Or7lAoanJRTo2oiwZQtTdeEOTcURPw65f9Yjw/edit#slide=id.p1>

Part 5: Crash Course Videos

Agricultural Revolution –

https://www.youtube.com/watch?v=Yocja_N5s1l

1. HOW DO WE HAVE EVIDENCE OF HUNTER-GATHERERS (HG) AND THEIR LIFEWAYS?
2. WHAT ADVANTAGES DID H-G HAVE OVER EARLY AGRICULTURALISTS?
3. WHERE DID AGRICULTURE EMERGE? WHICH FOOD CROPS ARE ASSOCIATED WITH WHICH AREAS?
4. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF AGRICULTURE?

5. WHAT IMPACT DOES AGRICULTURE HAVE ON THE ENVIRONMENT?
6. WHAT ADVANTAGES DO YOU THINK THAT EURASIA HAD WITH ITS ZOOLOGICAL SET OF ANIMALS COMPARED TO THE AMERICAS?
7. IF H-G HAD A "BETTER AND HEALTHIER" LIFEWAY, WHY DID PEOPLE BECOME AGRICULTURALISTS?
8. WHAT DO HISTORIANS SAY ARE THE DRAWBACKS TO COMPLEX CIVILIZATIONS AND AGRICULTURE?

The Indus Valley Civilization –

<https://www.youtube.com/watch?v=n7ndRwqJYDM>

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

Ancient Mesopotamia –

https://www.youtube.com/watch?v=sohXPx_XZ6Y

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?
 - a) _____
 - b) _____
 - c) _____
4. WHAT WAS HAMMURABI'S MOST SIGNIFICANT CONTRIBUTION?
5. WHAT ARE THE CHALLENGES OF AN EMPIRE AND WHAT IS THE USUAL RESULT? OR TO PUT IT IN MATH TERMS:
 _____ + _____ = _____

Ancient Egypt –

<https://www.youtube.com/watch?v=Z3Wvw6BivVI>

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?

The Bronze Age –

<https://www.youtube.com/watch?v=ErOitC7OyHk>

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?

*****Other worthwhile videos to catch you up on all the stuff you should be familiar with before we jump into time at the year 1200 can be found at the link below. These are all done by Eileen Baranyk and they are all less than 7 minutes long. There is nothing to “do” for this...just here in case you are interested and want to watch. *****

<https://www.youtube.com/playlist?list=PLCUQTRQujsuGmD0beSfJpKjAbcF-F74OJ>