

AP World History Summer Assignment

Dear Students:

I am really excited that you have decided to enroll in AP World History. Advanced Placement World History (APWH) is a thematic, college-level course designed to familiarize students with the broad patterns of the human experience. Students will concentrate on change and continuity over time, the unique aspects of social institutions and the common characteristics that tie them together, and the dynamics of how cultural interactions have shaped history since recorded history. Students are charged with the role of historian and will engage in a plethora of activities that encourage critical thinking and hone their ability to debate established historical interpretations and express their educated views using primary source documents. Throughout the academic year, students will actively compare cultures and look for historical patterns that stretch across units and tie all human populations together throughout history.

The primary purpose of this summer assignment is to help you acquire the base knowledge necessary for instant immersion in AP World History once the 2013-2014 academic year begins. There are three sections to the summer assignment. Be sure to read each section carefully and follow the instructions precisely. I have provided you with suggested schedule for task completion, but please remember that you are responsible for your own pacing.

YOU WILL HAVE A TEST BASED ON THE SUMMER ASSIGNMENT MATERIAL DURING THE FIRST WEEK OF SCHOOL!

A Special Note About Plagiarism: Plagiarism, the act of taking credit for the academic work of someone else, will not be tolerated in AP World History. Whenever you are asked to write in this course--whether it be a glossary entry, a religion chart, or a full essay--**it must be in your own words**. The expectations for WHAP assignments are much greater than you will have experienced in your previous classes (even if you have already taken AP courses before). Your answers **MAY NOT** be copied directly from the book, instead they must be paraphrased (PUT THEM IN YOUR OWN WORDS). All SLHS policies related to plagiarism will be followed as explained in the Student handbook.

AP WORLD HISTORY Summer Assignment: OVERVIEW

PART 1: Map Activity and Current Events (**Complete by mid-June**)

PART 2: Read **ONE** of the following books and complete the accompanying assignment. (**Complete by mid-July**)

Book option 1: "This Fleeting World" by David Christian. **OR**

Book option 2: A History of the World in 6 Glasses by Tom Standage.

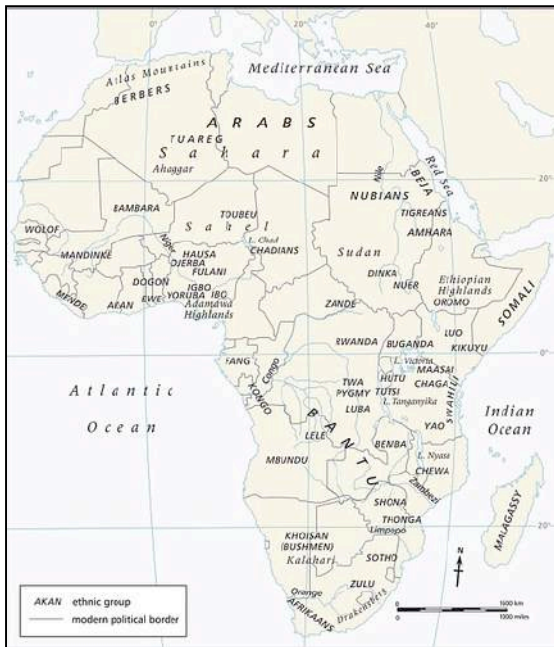
(Note – The price of these books ranges from around \$4.00 used (alibris.com, amazon.com) to \$16.00 new. If this cost is a severe hardship for you, consider splitting the cost of the book with another AP World History student. The Library is another great place to find these books!

PART 3: Human Pre-History Exploratory (**Complete by 1st day of school**)

PART 1: Map Activity and Current Events

As a preview of topics and issues we will examine in the classroom, students are required to familiarize themselves with major world events and complete a written assignment. Work should be submitted in 12-pt font and double spaced. Due the first day of school, this “news journal” will be the starting point for your analysis and understanding of world history. Short summaries and analysis of news events should be reflective of your own knowledge and questions you have about the world around you. As you develop your ideas, be sure to consider:

- 1) How current news events relate to the five world history themes
- 2) The potential impacts of the events
- 3) The geographic region in which they occur.



The 5 Major Themes for the course are:

1. Interaction between humans and environment
2. Development and interaction of cultures
3. State-building, expansion, and conflict
4. Creation, expansion, & interaction of economic systems
5. Development and transformation of social structures

The 4 Critical Thinking Skills that anchor the course are:

- Crafting Historical Arguments
- Chronological Reasoning
- Comparison and Contextualization
- Historical Interpretation and Synthesis

Summer Assignment Part 1:

What is going on in the world?

Background: World History professors have noted large numbers of students do not have a geographic sense of the globe and therefore, are unable to make historical connections between events and regions. Developing the 4 Critical Thinking skills listed above is essential to your success in AP courses. Your summer assignment is meant to introduce you to these skills.

Part I: To enhance your familiarity with geographic location and the strategic importance of waterways you will complete a map that will be used as a reference guide all year in AP World.

Part II: To increase your awareness of global issues in key regions/countries outside of the United States you will keep a current events journal in which you will identify, summarize and analyze contemporary issues and events. The purpose of the project is for you to become more familiar with the major regions of the world and the events that currently impact each region. Investigating contemporary issues will serve as an introduction to global contextualization and allows you to understand a small part of recent world history.

Getting Started on the Task:

1. Complete the map activity
2. Check out major news sources (online or in-print)

reuters.com	nytimes.com	csmonitor.com	japantimes.co.jp
ap.org	cnn.com	guardian.co.uk	moscowtimes.ru
foreignpolicy.com	latimes.com	bbc.co.uk	indianexpress.com
economist.com	washingtonpost.com	buenosairesherald.com	egypttoday.com
jpost.com	english.aljazeera.net	granma.cu/ingles/index.html	english.peopledaily.com

Additional links may be found at: http://college.holycross.edu/orgs/himalayan_cultures/jladen/source.htm

3. Choose 3 relevant articles – from different locations and about different issues (see page 3 for examples)
 - Articles should be from at least two different sources.
 - At least one source should be international-meaning NOT a U.S. news source.
 - Record the location of the article on your map.
4. Read each article carefully. Highlight and annotate (write notes in the margins if necessary)
 - a. Main ideas, supporting ideas, key vocabulary, people, places, events...
 - i. *You may need to look up and/or define certain vocabulary words*
5. Complete the written assignment below. You can use the sample as a template for completing the assignment. Please use 12 font, Times New Roman.
6. Include a printout of each of these articles in your project folder.

WRITTEN ASSIGNMENT:

- **Summary:** Write a thorough and accurate summary of the major points of each article. At least 1 detailed paragraph that includes the FACTS or 5 Ws - Who, What, Where, When, Why?
- **Theme:** What AP World History theme does this article relate to and how? (AP Themes are listed/described on pages 6-7 of this document)
- **Analysis:** Share your own reactions or opinion of the article and your ideas on the impact of the event.

The entire assignment should take between 4-6 hours

DUE: The First Day of School!

Map Activity

Using the map provided, locate and label each item on a map. You will have a map quiz on these locations the first week of school that will assess your ability to locate these items. **You can use the following websites to test your knowledge of the items:** <http://www.ilike2learn.com/ilike2learn/> and <http://www.sheppardsoftware.com/Geography.htm> (Note: these review sites contain more information than the items listed for this map assignment/test). You may complete the activity using multiple maps if you would like. Suggested reference websites for the physical geography maps:

MSN Encarta Global Map: <http://encarta.msn.com/encnet/features/mapcenter/map.aspx>

HRW World Atlas: http://go.hrw.com/atlas/norm_hm/world.htm

Continents (Red)

1. North America
2. South America
3. Australia
4. Europe
5. Antarctica
6. Asia
7. Africa

Oceans , Seas, Bays, Lakes (Blue)

1. Atlantic Ocean (1 N. North and 1 S. South)
2. Pacific Ocean (2N North and 2S South)
3. Indian Ocean
4. Arctic Ocean
5. North Sea
6. Baltic Sea
7. English Channel
8. Norwegian Sea
9. Barents Sea
10. Mediterranean Sea
11. Adriatic Sea
12. Aegean Sea
13. Black Sea
14. Caspian Sea
15. Great Lakes
16. Red Sea
17. Persian Gulf
18. Arabian Sea
19. Bay of Bengal
20. South China Sea
21. East China Sea
22. Yellow Sea
23. Sea of Japan
24. Caribbean
25. Hudson Bay
26. Cape of Good Hope
27. Cape Horn
28. Gulf of Guinea
29. Gulf of Mexico

Rivers (Green)

1. Nile River
2. Tigris
3. Euphrates
4. Amazon River
5. Mississippi River
6. Rio Grande River
7. Indus River
8. Yellow River (Hwang He)
9. Yangtze
10. Ganges River
11. Irrawaddy River
12. Mekong
13. Congo
14. Rhine
15. Danube
16. Niger

Deserts (Tan or Yellow)

1. Gobi
2. Kalahari
3. Sahara
4. Thar
5. Mojave
6. Arabian
7. Namib Desert
8. Atacama Desert

Mountain ranges (Orange^)

1. Himalayas
2. Hindu Kush
3. Pamirs
4. Andes
5. Sierra Madre
6. Alps
7. Appalachian
8. Rocky
9. Atlas
10. Pyrenees Mountains
11. Ural Mountains

Straits (Purple)

- Bosporus Strait
- Strait of Magellan
- Strait of Gibraltar
- Strait of Malacca

Regions - Color Code

- North Africa
- West Africa
- East Africa
- Central Africa
- Southern Africa
- Middle East
- East Asia
- Central Asia
- Southeast Asia
- South Asia
- Latin America (including regions of Mesoamerica and the Caribbean)
- Western Europe
- Eastern Europe
- North America
- Oceania

Penninsulas and other landforms (striped lines)

- Arabian Peninsula
- Balkans
- Crimean
- Horn of Africa
- Iberian Peninsula
- Yucatan Peninsula
- Rift Valley
- Asian Steppe

Region & Countries	Themes / Events
Western Europe Greece, Germany, Spain, Ireland, G. Britain, France Eastern Europe Russia, Belarus, Poland, Ukraine, Georgia	-Recession -Interaction & Global Trade -Discrimination & Religious Xenophobia -Political Corruption
Africa Sudan, Sierra Leone, South Africa Kenya, Nigeria, Zimbabwe, DRC	Civil War ; Gender Inequality Resource Depletion; Election Fraud Refugees/displaced peoples
Middle East Saudi Arabia, Iran, Syria, Egypt, Iraq Yemen, Israel/Palestine; Turkey	Gender inequality; Religious Conflict; Social Inequality and Revolution Refugees/Displaced peoples; Press/Media freedom
Central Asia Afghanistan, Pakistan, *Uyghurs Kyrgyzstan, Uzbekistan, Kazakhstan	Gender Inequality; Poverty; War; Terrorism; Drug Trafficking
East Asia China, Japan, North and South Korea, *Tibet South East Asia Vietnam, Thailand, Cambodia, Indonesia, Myanmar/Burma, Malaysia	Censorship & Authoritarian Rule Global trade & Interaction Social Inequalities Political Corruption
South Asia India, Sri Lanka, Bangladesh, *Tibet	Poverty, Global Trade & Growth Social Inequalities; Religious Conflict
Latin America & Caribbean Mexico, Peru, Venezuela, Argentina, Brazil, Colombia, Nicaragua, Guatemala, Cuba	-Poverty & Migrations -Political Conflicts/Corruption -Global Trade and Interaction

SAMPLE :

Theme/Region	Specific Evidence from the Article that summarizes KEY FACTS and supports your analysis of theme	Analyze why this EVENT is important and the possible impact of the event (this requires applying your social studies knowledge)
State Building Expansion and Conflict <i>(this seems to deal with conflicts within the countries as well as between the U.S. and others. Also, seems to happen in places that already have conflict between the government and the people)</i> Central Asia	<p>Obama administration is supporting and providing “shadow” internet and phone services in areas where governments censor the internet. The report focuses on Afghanistan and seems to relate to efforts to overthrow governments as the U.S. is focusing on dissident groups. This is an expensive proposition with at least \$50 million spent on a cell phone network in Afghanistan independent of the government. The technology seems to be pretty basic – WiFi in a suitcase – with the goal to allow uncensored communication in areas in which people are being persecuted by their governments.</p> <p>Glanz, J. and J. Markoff. (June 12, 2011). “U.S. Underwrites A Detour Around Censors.” <i>New York Times</i>. Retrieved from http://www.nytimes.com/2011/06/12/world/12internet.html</p>	<p>It seems that this will inevitably set up conflict between existing governments and the U.S., but perhaps the ends justify the means? If this means people have more freedoms – including speech -to speak out against their governments? Well then ultimately the people will benefit from these freedoms.</p> <p>One Q that should be asked: are the actions of the U.S. putting people in unnecessary danger? It seems the burial of cell phones at the North Korean border might be a dangerous and fool-hardy item to retrieve no matter how badly you needed to make a phone call.</p> <p>Perhaps, a more important Q is what is the interest of the U.S. in helping the dissident groups and will it contradict other interests – economic for example?</p>

AP World History Course Themes Described

The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description. *You should read through each course theme and try to relate each of your news articles to these themes. The news articles need not relate to ALL themes. The goal is for you to start developing an understanding of what each theme is all about.*

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

Theme 1: Interaction between Humans and the Environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

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 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 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 2: Development and Interaction of Cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

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.

Theme 3: State-Building, Expansion, and Conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

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 4: Creation, Expansion, and Interaction of Economic Systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

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.

Theme 5: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

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.

PART TWO: BOOK ANALYSIS

Book Option 1

A History of the World in 6 Glasses

By Tom Standage

“6 Glasses” is a book which takes an innovative approach to world history. The author looks at the development of world civilization through the prism of the beverages that people drank in various time periods. These are (in chronological order): beer, wine, spirits, coffee, tea, and Coca-Cola. The use of this book as a summer reading assignment in no way represents any endorsement by the teachers of EJCHS of the use or misuse of any of these beverages, alcoholic, caffeinated or otherwise. The book merely offers an innovative and (hopefully) interesting perspective to initiate our semester long discussion of world history. Our purpose in reading the book is to get a sense of how civilizations and cultures develop and how numerous forces (political, technological, economic, social, religious, cultural, ecological) all affect even the most mundane aspects of people’s daily lives.

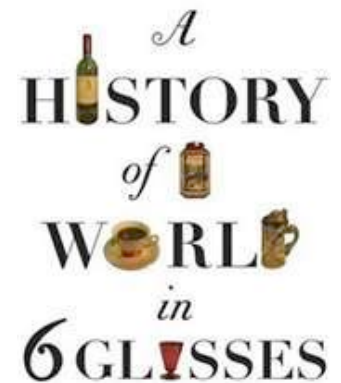
Book Details:

Paperback: 274 pages

Publisher: Walker Publishing Company

Language: English

ISBN-13 978-0-8027-1552-4



1. Provide Short Answers to the questions listed on the next page.

- **Your answers must satisfy the following requirements:**

- Each answer should be about one to two paragraphs long.
- Start each answer with a sentence or two that express your main idea(s). Think in terms of patterns or themes.
- The idea(s) must be clear, logical, and argumentative (can be supported by evidence from the book).
- Provide specific evidence (examples) from the book that will support ideas expressed at the beginning of your short answer. Whether it is a direct quote from the book or a reference (paraphrase), indicate the page in parenthesis.
- Your answers should be done in complete sentences with no or minimal grammar and sentence structure mistakes. Please use 12 font, Times New Roman.

“6 Glasses” Questions

1. How might beer have influenced the transition from hunting and gathering to agricultural based societies?
2. What opportunities associated with wine drinking did men have in ancient Greece that women did not?
3. Why was wine adopted as a ritual drink in Christianity, but Islam prohibited the use of alcohol?
4. Read the following quote from the book. Do you agree? Why or why not? Support your argument with specific examples. It is not enough to say “yes, I agree’ or “ no, I do not.”
“Distilled drinks, alongside firearms and infectious diseases, helped to reshape the modern world by helping the inhabitants of the Old World to establish themselves as rulers of the New World.” Pg 129
5. Describe coffee’s effect on the balance of power between various regions of the world.
6. Why was tea important to China’s economy and its relationship with other countries?
7. How did tea change history in India?
8. How did coco-cola become the world’s most recognized product? How does coca-cola affect, and how is it affected by, people’s views of the United States?
9. Of the six that the author discusses, which beverage do you think has played the most significant role in history? Defend your choice. What beverages have been left out of this book that might have had an effect on society?
10. What do you think is the beverage for the next era in history? (Do you agree with the author’s choice in the epilogue?) Defend your choice.

Part 2: Book Option 2

This Fleeting World: A Short History of Humanity

By David Christian

This Fleeting World is your launch pad for a year of historical exploration; these questions and suggestions will help to guide you. Feel free to meander through the book at your leisure, lingering on the “thought experiments” or following a tangent of an idea or link that interests you within this guide. The first thing you’ll notice about *This Fleeting World* is that it moves fast! But don’t worry; it’s not meant to tell you everything you need to know about human history. Rather, this book provides broad brushstrokes, noting the most significant “threshold moments” that changed the way we have lived on Earth.

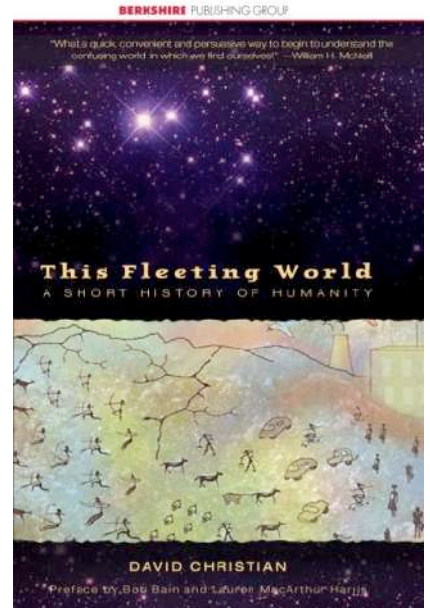
Book Details:

Paperback: 120 pages

Publisher: Berkshire Publishing Group 1st edition

Language: English

ISBN-13: 978-1-933782-04-1



1. Provide Short Answers to the “Big Picture History” Questions.

- **Your answers must satisfy the following requirements:**

- Each answer should be about one to two paragraphs long.
- Start each answer with a sentence or two that express your main ideas, patterns or themes.
- The idea(s) must be clear, logical, and argumentative (can be supported by evidence from the book).
- Provide specific evidence (examples) from the book that will support ideas expressed at the beginning of your short answer. Whether it is a direct quote from the book or a reference (paraphrase), indicate the page in parenthesis. You must have at least one example from each ERA identified in the book (see This Fleeting World, PREQUEL, XXVII)
- Your answers should be done in complete sentences with no or minimal grammar and sentence structure mistakes. Your answers should be typed.

2. Respond to one “Thought Experiment” from each of the three eras outlined by Christian. Your responses should be about one paragraph long. Also, respond to the “Big Thought” activities at the end of this document.

To hear the author David Christian explain what big history is, watch his TED talk:

http://www.ted.com/talks/lang/eng/david_christian_big_history.html.

“Big Picture History” Questions.
(Choose any FOUR from the questions below)

1. How did development of and interaction between various societies impact trade, exchange of ideas, and distribution of resources throughout the history of humanity?
2. What trends/characteristics of humanity changed over time and which ones remained the same? (think of human ability to communicate, organize, create, destroy, etc.)
3. What factors influenced the development and spread of technologies through time?
4. What factors influenced changes in demography (population growth/decline) through time?
5. Analyze human impact on environment through time. Provide specific examples.
6. Analyze changes and continuities (i.e. consistencies) in the way human societies are structured (think social classes).
7. What elements of human culture, in your opinion, caused the most profound changes within and between societies throughout history? (There are many complex definitions of “culture” and “human culture” that you might want to explore before answering this question).
8. Provide at least three ideas/theories that caused the most influential changes in the world. (for this question, you can provide at least one important idea per era.)
9. How did political organization and functions of states change over time? (think of systems of government, expectations of ruled and rulers, responsibilities and loyalty of citizens, etc.)

Sample Response: (you may not do this question for your response).

Question: *Analyze changes and continuities in gender relations throughout history.*

Sample Response:

Throughout the entire history of humanity, males and females specialized in, or were expected to perform, gender-specific tasks. Relationship between males and females were most likely based on equality during the foraging era of human history. Later, with the emergence of organized societies, males became the dominant gender. In the modern era, female are still generally lagging behind in opportunities and rights in comparison to males though, nowadays, many societies are striving for more equitable gender relations. During the foraging era, females were most likely in charge of child rearing and food gathering. Though the tasks that each gender performed were different, gathering was a more reliable source of food compared to hunting. So, specialization in tasks did not result in gender hierarchy dominated by males (p.11). However, this gender hierarchy did emerge during the agrarian era. Possible explanations include: growing importance of large number of children to agricultural communities, increased specialization of tasks outside of household in more complex societies, as well as male domination in “organization of violence” (p.40). In general, the modern era witnessed improvements in opportunities for women in professional and political spheres. More control over reproduction as well as opening of new jobs for women as a result of urbanization and commercialization allowed females to defy their traditional role as child bearers (p.64). However, these changes are not uniform throughout the world. “Worldwide in 1990 about eighty women were in secondary education ... for every hundred men, and only about sixty women were in paid employment for every hundred men”(p.86). So, true gender equality is still a goal and not an achievement.

Does this response satisfy the requirements mentioned on the previous page?

YES! Because:

- Main ideas were expressed in the beginning of the answer (see underlined sentences above).
- The main ideas are clear, logical and can be supported by evidence from the book.
- More specific evidence was provided from each ERA.
- Information and quotes were cited in the answer (page #s in parentheses).
- The answer is typed and satisfies grammar and sentence structure requirements.

EXTRA “:BIG THOUGHT” ACTIVITIES

Big thought activity #1

Understanding history depends on asking good questions. This is a skill and art that we will develop further this year. A good question is one that asks how or why; not who or what. Good questions almost always lead to more questions than answers. Don't feel you need “correct” answers to any of these. Your teachers will not have “correct” answers to all of them either!

Pose 9 questions about the history described in this book. What do you want to know more about? What do you WONDER about? Please create 3 for each main section of the book (**Beginnings**, **Acceleration**, and **Our World**).

Big thought activity #2

The secret to “getting it” is often applying new information you receive to your own world. The objective here is to have you think about the relevance to your own lives of studying history from any era.

After you have finished the book, find a current event that relates to something interesting in *This Fleeting World*. It might be a new archeological find or scientific breakthrough, or a prediction about population growth in the future. Consider sources such as the New York Times, BBC, <http://www.archaeology.org/>, or other reliable news sources.

In one paragraph, identify the page/section of the book that connects to the article and describe how the two are connected in your thinking. Be sure to bring your article, or link to it to class in the fall.

PART THREE: Human Pre-History Exploratory

While the AP World History curriculum technically begins firmly in the Neolithic Era (c.8000 BCE-3500 BCE), it is important to have a base knowledge of Upper Paleolithic Era (c.40,000 BCE to c.10,000 BCE; also known as the "Stone Age") patterns before the rise of sedentary agriculture. For thousands of years leading up to the Neolithic Revolution, human beings relied on a hunter-gatherer form of existence – a way of life that still exists today in parts of South America, Sub-Saharan Africa, and Southeast Asia. While hunting and gathering may seem to some today as a brutish existence, it has worked remarkably well and actually enjoyed some advantages over early sedentary farming life. The survival skill set that early humans developed during the Paleolithic Era allowed human beings to spread throughout the globe at a surprising pace. By 12,000 BCE human beings could be found on six of the world's seven continents.

The purpose of this section is to introduce you the movement of humans during the Paleolithic period, the hunter-gatherer lifestyle they employed to survive, and the slow transition toward sedentary agriculture during the Neolithic Revolution. Please note that this section will require a mixture of readings from the internet and a recent article from National Geographic, "*The Greatest Journey*". You will need to respond to the **THREE** questions listed below after you have read **ALL** of the material. Please note that the questions are designed to make you think critically about what you have read and combine multiple sources to arrive at a single, well written answer. In other words, you cannot simply hunt down a passage or two to find an answer – you have to read and understand the entire material to create an answer! This sort of thinking will define your AP experience in the coming year. Remember, if you are ever completely stumped, please email me for help.

Make sure you **USE YOUR OWN WORDS**. Each answer will likely be at least a page in length, single-spaced, if it is to adequately address the entire question.

Readings & Exploratories--Please complete them in the following order:

1. "*The Greatest Journey*", National Geographic, March 2006. Please note that this article is 5 pages and you will need to click "Continue" at the bottom to continue reading the article.

<http://ngm.nationalgeographic.com/2006/03/human-journey/shreeve-text>

2. An excellent map that accompanies the article can be found online at

http://ngm.nationalgeographic.com/ngm/0603/feature2/images/mp_download.2.pdf

3. Explore the Atlas of the Human Journey interactive map developed by National Geographic at

<https://genographic.nationalgeographic.com/genographic/lan/en/atlas.html> You will need to watch the videos and read the text for this interactive website to gather information.

4. Read "Human Life in the Era of Hunters and Gatherers" developed by History-World.org at <http://history-world.org/paleolithic2.htm>

Question for Readings 1-4 (this question should require about 1 page typed to answer)

Explain how human technological and social development fostered the rapid movement of people throughout the globe during the latter phases of the Paleolithic Era (c.60,000 BCE to 12,000 BCE). Be sure to include how these developments allowed early hunter-gatherers to cope with various environmental pressures and challenges as they moved from continent to continent.

Readings & Exploratories--Please complete them in the following order:

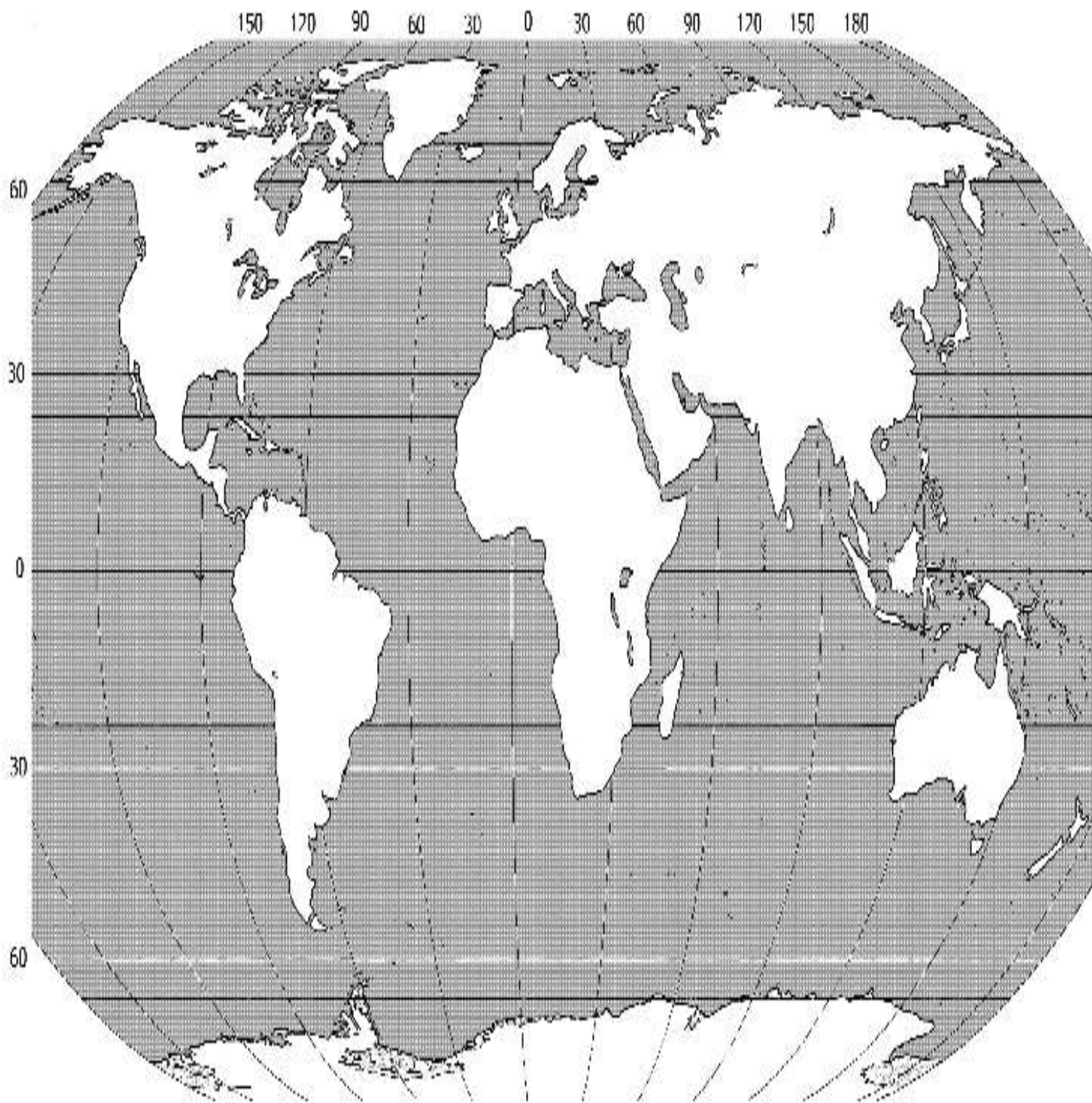
5. Read "Agriculture and the Origins of Civilization: The Neolithic Revolution" developed by History-World.org at <http://history-world.org/neolithic.htm>

6. Read "The Neolithic Transition" developed by History-World.org at <http://history-world.org/neolithic1.htm>

Questions for Readings 4-6 (each question should require about 1 page typed to answer)

Compare the advantages and disadvantages of adopting a sedentary agricultural lifestyle. To answer this question, you will need to look at the factors that motivated formerly nomadic peoples to settle down and adopt a sedentary lifestyle. What were some of the benefits? Were there any negative consequences of settling down? How did the social roles of men & women change--especially for women? Explain which lifestyle YOU feel is the most advantageous.

How does the spread of agriculture during the Neolithic period compare to the spread of human beings during the Paleolithic Era? (In other words, how do the geographic patterns of agriculture's spread differ from that of earlier human movements? Did agriculture spread from Africa as humans had, or were there other points of origin?)



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3000 kilometers
2000 miles
Robinson Projection