

A.P. World History
Summer Assignment
2017-2018

In order to accomplish our goals for this course, it is imperative that reading and writing assignments are completed over the summer. The assignments below represent material that provides a basic foundation for understanding the history of the world—both time and place. The below assignments are due on or before Friday, September 8, 2017. Partial credit at a maximum score of 50% can be earned for any assignments turned in by the end of the school day Monday, September 11, 2017. No assignments will be accepted after Monday, September 11, 2017. All submitted work should be proofread and typed. All submitted work must be original and of your own effort.

If you have questions over the summer, you can always contact Mr. Barratt at jbarratt@longbranch.k12.nj.us.

The course website can be accessed at: <http://lbps.schoolwires.net/Page/7767>

Assignment #1: Analyzing Historical Perspective

- One aspect of the course is the ability to interpret and critique historical perspectives.
- Watch a video sequence (YouTube link) from Jared Diamond's "**Guns, Germs, and Steel**", which is based upon the book of the same name. It is approximately 54 min. in length.
- Read Jared Diamond's essay "**The Worst Mistake in the History of the Human Race**" (.pdf file)
- Create a typed paragraph response to EACH of 15 comprehension questions, and be sure each response clearly answers the question(s) with detailed support.
- *Remember: A grade of a 0% will be awarded to any student who plagiarizes or copies off of another student or from an uncredited online source. Must be written in your own words!
- Questions #1-11 relate to the video, while questions #12-15 relate to the essay.

- Format to Follow:

- This must be typed!
- 12 size font
- 1" margins
- Paragraphs = min. 5 sentences
- Times New Roman Font
- Title Page (see sample at right→)

Your Name AP World History Summer Assignment #1 Analyzing Historical Perspective (Questions) 2017
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- Grade: This assignment will be worth 25 points (a test grade), and will account for part of your summative writing average during the 1st marking period.

- Accessing the Reading Assignment and Video (Where Is It?):

The ability to answer the comprehension questions 1-15 requires the viewing of a video link and the reading of an essay (both by Jared Diamond) that can be accessed at the High School's home site with all the AP summer assignments at:

<http://lbps.schoolwires.net/Domain/15>

- It can also be accessed on the course home site:

<http://lbps.schoolwires.net/Page/7767>

- The article can also be found online at:

<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

- The video can also be found online at:

<https://www.youtube.com/watch?v=QwZ4s8Fsv94>

- OPTIONAL: The remainder of the video can also be found online at:

(Part 2) https://www.youtube.com/watch?v=iR8OaVDB3_E

(Part 3) <https://www.youtube.com/watch?v=opZD8237rJ8>

Watch the video based on Jared Diamond's book *Guns, Germs, and Steel*. Answer each of the following reflection questions in a paragraph. Paragraphs should be a minimum of 5 sentences, and should clearly answer all parts of each question with supporting examples.

1. What was Yali's question? How did it lead Diamond to do the research which led to *Guns, Germs, and Steel*?
2. What is "cargo" as used in the question posed by Yali? How was cargo viewed by many New Guineans?
3. Contrast the colonialist view of "genetic superiority" vs. Diamond's view of New Guineans in terms of abilities? Why does he feel the way he does?
4. What starting point in history did Diamond choose for his analysis, and why does Diamond see modern-day Papua New Guineans as directly correlating to human societies from 13,000 years ago? What characteristics does he see in them that supports this correlation?
5. Archaeologist Ian Kuijt has dug in Middle Eastern sites to uncover what may have been the world's first granaries. What are they, and what does it say about those early societies?
6. Why did humans begin selecting individual plants for planting, and how did this "domestication" interfere with nature's processes?
7. What locations on the Earth did farming develop independently, and what crops were in use in each location? Why did Papua New Guineans not fit this trend?
8. Do you agree or disagree with Diamond's consideration of "geographic luck" as an explanation for the "haves" and "have-nots" in the world's human societies? Explain.
9. How are plants and animals an interrelated "package"? Examine the many uses of animals.
10. Why were the people of the Fertile Crescent "geographically blessed"? Why would this give them a huge head start to the building of civilization?
11. How does Diamond explain that the Earth's X axis running east and west helped proliferate the spread of human habits, including farming and technology? Would the Earth's Y axis running north and south work in the same way? Why or why not?

The Neolithic Revolution is considered one of the seminal events in the history of the human species. In a period of several thousand years, humans went from a largely migratory species to an increasingly sedentary and agricultural society. Historians have often remarked on the vital importance and positive nature of this change, as it led to the development of cities and civilizations. However, there are historians who do not agree that this was a positive development. In fact, some argue that the Neolithic Revolution was a horrendous turning point in the history of the human species. Jared Diamond is such a thinker, and he offers up a distinct thesis in his infamous article *The Worst Mistake in the History of the Human Race*. **Read this article, and answer each of the following reflection questions in a paragraph.** Paragraphs should be a minimum of 5 sentences, and should clearly answer all parts of each question with supporting examples.

12. Write what you believe to be Diamond's thesis.
13. What are Diamond's two most persuasive statements? Why did you select them?
14. Many critics of Diamond argue that he has had plenty of opportunity to join a hunter-gatherer society and he refused to. Should it influence our opinion of his argument if he is not willing to do so? Explain.
15. What should human beings and human societies want from their existence?

Assignment #2: Writing a Document-Based Question (DBQ) Essay

- One of the sections of the AP exam is to be able to successfully write a response to a given free-response question that also provides documents for you to analyze.
- Write a structured response to the essay prompt, and analyze and utilize as many documents as possible (NOTE: all have the potential to be used) provided in the packet.
- *Remember: A grade of a 0% will be awarded to any student who plagiarizes or copies off of another student or from an uncredited online source. Must be written in your own words!
- Rubric and Essay Structure Suggestions are located on the following pages.
- Format to Follow:
 - This must be typed!
 - 12 size font
 - 1" margins
 - Double space
 - Times New Roman Font
 - Title Page (see sample at right→)
 - *A **Works Cited** page will not be necessary, as the packet of documents provided should serve as appropriate sources/evidence to answer the question. These documents must be referenced and incorporated in your response. This can be done by specifically referencing a document [EX: "According to Doc. B..."] or by listing the document used in parentheses when evidence from it is used. [EX: (Doc. B)]
- Grade: This assignment will be worth 25 points (a test grade), and will also account for part of your summative average for writing assignments during the 1st marking period.
- Accessing the DBQ (Where Is It?):
 - It can be accessed at the High School's home site with all the AP summer assignments <http://lbsps.schoolwires.net/Domain/15>
 - It can also be accessed on the course home site: <http://lbsps.schoolwires.net/Page/7767>
 - The entire essay and its contents can be found within this packet (pgs 7-9) Essay tips and a rubric can be found just prior (pgs. 5-6)

Your Name AP World History Summer Assignment #2 DBQ Essay 2016
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Assignment #3: Memorizing the location of important world geographical features

- Practice learning the locations of these 50 features and their spelling. During the first week of school, you will be asked to take a geography test where you will need to locate and spell them correctly on a map provided. Test will have a 25 point value.

Oceans	Continents	Map Features	Water Sites	Landmarks	Countries
○ Atlantic ○ Pacific ○ Arctic ○ Indian	○ N America ○ S America ○ Europe ○ Asia ○ Australia ○ Africa ○ Antarctica	○ Equator ○ Prime Meridian ○ International Dateline ○ Tropic of Cancer ○ Tropic of Capricorn ○ Arctic Circle ○ Antarctic Circle ○ 4 Compass Pts: North, South, East, West	○ Nile River ○ Mississippi River ○ Amazon River ○ Danube River ○ Congo River ○ Tigris & Euphrates Rivers ○ Great Barrier Reef ○ Great Lakes	○ Rocky Mts ○ Andes Mts ○ Himalayas Mts ○ Alps Mts ○ Sahara Desert ○ Gobi Desert ○ Arabian Desert ○ Great Plains	○ China ○ Japan ○ England ○ Spain ○ Italy ○ Mexico ○ France ○ Russia ○ Germany ○ India ○ Egypt ○ Brazil ○ Canada ○ Philippines ○ Greenland

Assignment #4: The Significance of Milestones in World History

- In preparation for the AP exam, you will be required to remember and analyze the significance of world events that have regional or global impact throughout history.
- Going back in time, research what made each of these years so significant on a regional or global scale by summarizing and explaining the significance of the events that are listed below.
- *Remember: A grade of a 0% will be awarded to any student who plagiarizes or copies off of another student or from an uncredited online source. Must be written in your own words!
- Format to Follow:
 - This must be typed!
 - 12 size font
 - 1" margins
 - Times New Roman Font
 - Follow format below
- Grade: This assignment will be worth 25 points (a test grade), and will also account for part of your writing average during the 1st marking period. Each date will be worth 3 points: 1 for Summary, 1 for Significance, and 1 for Paragraph Requirement. 5 pts for effort/format.

Your Name AP World History Summer Assignment #4 Date			(FORMAT EXAMPLE)
<u>Milestones in World History</u>			
<u>Year/Event</u>	<u>Summary of Event</u>	<u>Significance of Event</u>	
476 AD			
1492 AD			

- Reminder: Both the **Summary** and the **Significance** columns should be at least a paragraph response each. (Minimum 4-5 sentences) Be sure to write in your own words and write in a clear, concise manner. Make sure to describe all details included in your response.
- Note: Each year listed obviously had more than one event happening during that year. Your task is to determine the event with the **most profound historical importance from that year** and describe and explain the significance of that event as a major milestone in history.

Years of Significance:		
○ 563 BC	○ 711 AD	○ 1492 AD
○ 323 BC	○ 1066 AD	○ 1588 AD
○ 221 BC	○ 1215 AD	○ 1789 AD
○ 44 BC	○ 1348 AD	○ 1918 AD
○ 476 AD	○ 1453 AD	○ 1969 AD

Assignment #2: Document-Based Question (DBQ) Essay

This task has been designed to test your ability to work with historical documents. There are seven documents for you to analyze. It is suggested you analyze the rubric provided as well as the tips sheet for writing the DBQ essay. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document. Some documents have been edited for the purposes of this assignment.

Directions: Examine the documents for their historical content. Then, respond to the prompt in a typed, double-spaced essay that demonstrates clear arguments supported by evidence from groupings of documents.

Historical Context: The development of early civilizations was greatly affected by geographic factors.

Writing Task: Using information from the documents and your knowledge of global history and geography, write an essay in response to the following:

Q: How were the lives of the peoples of the ancient world shaped by the geography of their region?

Document 1:

Old Stone Age	Middle Stone Age	New Stone Age
<ul style="list-style-type: none">-150,000 to 10,000 years ago-Made weapons and tools of stone and wood-Fished and hunted for food-Sewed clothing of animal skins-Lived in caves-Used fire for warmth and cooking	<ul style="list-style-type: none">-10,000 to 8,000 years ago-Life much the same as Old Stone Age-Certain animals were domesticated (dogs and goats)	<ul style="list-style-type: none">-8,000 to 6,000 years ago-Learned to farm-Raised animals-Learned to weave baskets, make clothing from plant fibers and wool, make clay pots

Adapted from *The Earth and Its Peoples*, textbook

Document 2:



Physical Map of China

Document 3:

“Gilgamesh...built a wall around his city to make it safe against attack. Its pinnacles shone like brass. Its outer surface was armored with stone cladding [facing], every brick had been hardened in the fire. The people of Uruk groaned beneath the burden of the building of the wall, for Gilgamesh drove them on without pity...The drums that summoned the people to work were sounded without pause, so that the son had no time to spend with his father, nor the lover with his lady.”

From “The Epic of Gilgamesh”

Document 4:

“I opened the passages for the streams throughout the nine provinces, and conducted them to the sea. I deepened the channels and canals, and conducted them to the streams.”

From “The Legend of Yu”

Document 5:



Geography of the Ancient Middle East Map

Document 6:

“Praise to thee, O Nile, that issues from the earth and comes to nourish Egypt...That waters the meadows, that nourishes all cattle, that gives drinks to desert places...Lord of fish, that makes the water fowl go upstream...That makes barley and creates wheat, so that he may cause temples to keep festivities...He that makes trees according to every wish.”

From “Hymn of the Nile”

Document 7:



Picture of Mohenjo-Daro in the Indus Valley, first excavated in 1922

AP WORLD DBQ RUBRIC

Summer Assignment 2017 revision

Name: _____

DBQ: _____

I. CONTEXTUALIZATION Situates the argument by explaining the broader historical context that is immediately relevant to the question (2-3 sentences).

-Some prompts will only accept context that is *within the time frame of the prompt*.

-For some prompts, the period *immediately* before may be appropriate.

II. THESIS Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

MUST be located in the introduction and/or conclusion (first or last paragraph).

III. DOCUMENT ANALYSIS (TWO POINTS)

	Used	POV / CAP (Any) <i>Context, Audience, Purpose</i>
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		

CORRECTLY USES the content of *at least SIX* of the documents to support the stated thesis (or a relevant argument).

EXPLAINS the significance of author's POV, context, audience, and/or purpose (CAP) for *at least TWO* documents.

Students are advised to use ALL documents and do POV/CAP analysis on 5 in case of a mistake.

OUTSIDE EVIDENCE Provides an example or additional piece of SPECIFIC evidence beyond those found in the documents to support or qualify the argument.

Must be 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference. Better safe than sorry! It's a good idea to use at least TWO pieces of evidence.

IV. ARGUMENTATION Develops and supports a **cohesive argument** [typically supporting the thesis, if present] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification.

Basically, develop a coherent and consistent argument and put the documents in conversation with each other. In practice, this is often a capstone point for an excellently argued essay that impresses the reader.

SYNTHESIS Extends the argument by explaining the connections between the argument and a similar development in a different historical period or geographical area.

*Basically, take the **argument** beyond the prompt's time frame and/or geographical area.*

A student may also bring in a course theme and/or approach to history that is not the focus of the essay (political, social, etc.) or to a different academic discipline (e.g., political science, art history, or anthropology) to get the synthesis point, but these approaches are less common than time/place synthesis.

NOTE: Although there is no set rule, there is a consensus that *context* should appear in the first paragraph and that *synthesis* should appear at the end of the essay.

TOTAL POINTS:

/7

Structure Suggestions for DBQ Essay

The AP World course experienced a change to its DBQ format and rubric in the 2016-2017 school year. It is expected students will become familiar with some of its features; thus an abridged rubric has been provided to complement an essay question on one of the earliest subjects covered in the AP World course - the origins of human societies. Please analyze the DBQ packet (question/documents), review the rubric, and read the following for tips on how to write a structured essay that will earn a high rubric score:

I Introduction Paragraph (Rubric Points I and II)

- **Context** – Early sentences can “set the tone” by introducing the time period and key concepts
 - *To effectively earn this point, one must introduce the time period in human history, and what factors were at play for early human beings.
 - *3-4 sentences can be effective in developing context.
 - *Remember that contextual sentences “set the table” for the thesis, which delivers the “meat” (main ideas of the essay)
- **Thesis Statement** - expresses your arguments for the question and the means of proving it
 - *The thesis serves as the “backbone” or road map of your essay.
 - *It should be clear, specific, and fully demonstrate an answer to the question.
 - *On the 2017 Summer Rubric, an effective thesis statement will count double as 2 pts of 7 total

II Body Paragraphs (Rubric Points IIIa, IIIb, and IV)

- 1st Sentence (Topic Sentence) for each body paragraph should display the exact argument you make in your thesis statement in the Intro. It should “echo” the thesis and cue the reader of what argument will be proven
- **Document Evidence** – The bulk of your sentences should serve to provide evidence and support that effectively prove your point. They should incorporate evidence and analysis of the documents. You should make an effort to explain how the documents selected help to support your thesis argument
 - *On the 2017 Summer Rubric, an effective use of at least 6 documents will count double as 2 pts of 7 total
- **POV Analysis** - Analysis of the point of view of an author of a document is also useful in supporting thesis, and required at least 4 times to score a rubric point for the DBQ essay.
 - *1-2 sentences should be dedicated to explaining the author of a document’s point of view/attitude, and/or why they have the point of view they do, and/or how the document fits in to the broad scheme of things at the time
 - *On the 2017 Summer Rubric, you will be assessed on your ability to analyze the POV of any 2 documents, not four
- **Argumentation** - On the Summer Assignment DBQ, you will be scored on your ability to use the documents not only as support for your thesis, but in effective coordination with each other. “Building” an argument using the documents together is what is being assessed. Think of each document as a “Lego brick” being used to build arguments.
 - *Effective transitional words are useful to link the documents together.
 - *The Argumentation rubric point is best scored when the documents have been effectively grouped together for what they have in common or for the ways they contrast each other. Useful themes for grouping documents include: political, artistic, religious, technological, environmental, economic, social, and/or organizational patterns.

III Conclusion

- Thesis needs to be re-emphasized, but in different wording from Intro paragraph (meaning it should not be copy/pasted from Intro all over again)
- Summary of main points acceptable as concluding aspect of essay
- Big Picture – Effective way to conclude could be to tie your overall response into a “big picture” view of why the topic or your answers matter
- **Synthesis** – This skill will be developed later in the course. There is no expectation for its development on the 2017 Summer Assignment DBQ Essay.

Keep in Mind:

- * the documents are there to be used – all have some value, and it is up to you to figure out how they can be of use to prove your thesis
- * use linking comparative words and transitional words such as “whereas”, “in addition to”, etc. to help set up direct comparisons and/or introduce documents
- * avoid just block quoting each of the documents; the real measure of a student’s ability on this essay is to express the significance of the documents, find ways to group them, and utilize them as evidence to support their argument (as expressed in the thesis)

Looking Ahead: DBQ Essay on the AP Exam

- * The time allotted for the essay is 55 minutes, 15 minutes of which should be spent planning and/or outlining the answer.

* The essay is one of two required essays on the AP exam in May.