

## AP World History Summer Assignment 2016

Welcome to AP World History, we're looking forward to meeting you in the fall. **You will not have a book available for checkout.** Instead, you will have access to PDF versions of the first three chapters. These assignments will assist you in building your fundamental knowledge of World History and are intended to lay the foundation for the first time period and subsequent material covered during the course of the year.

For most of you, this is your first AP class. To be successful, you will need to stay focused and work hard. You should be prepared to spend 4-6 hours outside of class a week on AP World History. While this may seem overwhelming and daunting now, we promise you, it does get easier as long as you set aside time every day and don't procrastinate.

During the school year, we will explore 10,000 years of human history, learn valuable skills, and take the AP World History exam in May, 2017. This is an exciting and collaborative class that will allow you to look at the big picture of history, recognize trends (that time and time repeat themselves) and examine human interactions between the earth and the people which inhabit it.

The purpose of this summer assignment is to get a jumpstart on the curriculum. Our new textbook has 32 chapters which we need to cover in less than 30 weeks in order for us to have time to review before the AP exam. The summer assignment will also provide us with an opportunity to go more in depth on certain topics throughout the year.

### **This summer assignment is due on the first day of school- August 10, 2016**

**You will be turning in this packet which contains maps, vocabulary, SPICE charts & the chapter review questions. You will also staple your Cornell notes to the packet.**

**Late assignments will not be accepted** as you will be quizzed on the information from the packet on the first day of school. This packet will contain roughly three weeks of work. If you procrastinate and wait until summer is almost over, you will find it nearly impossible to finish. If you pace yourself throughout summer, this will be done faster than you think.

We will be available intermittently throughout the summer via e-mail so please do not expect an immediate response. Be sure to use the website for student examples and instructions. Don't forget to sign up for remind 101. Just click on AP World History and the sub-tab 'AP World History Summer Assignment 2016'.

Good luck, and we'll see you in August!

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#### Checklist for Completion:

- |                          |                              |                |                               |
|--------------------------|------------------------------|----------------|-------------------------------|
| 1. Chapter 1 Notes _____ | 4. Chapter 1 Key Terms _____ | 7. Map 1 _____ | 10. SPICE Chart _____         |
| 2. Chapter 2 Notes _____ | 5. Chapter 2 Key Terms _____ | 8. Map 2 _____ | 11. Ch. 1-3 Study Guide _____ |
| 3. Chapter 3 Notes _____ | 6. Chapter 3 Key Terms _____ | 9. Map 3 _____ |                               |

## Part 1: Mapping Exercise

Neatly **label** the world maps with the land and water features listed below in the **color** indicated in parentheses. Print neatly and make sure your maps are easy to read.

### Map #1: AP World Regions

Refer to page 22 in the AP World History Course Description (available on the AP website). Using the world map provided in this packet, draw and label the AP Regions based on the "closer view". You may color it if you would like but that is not a requirement. However, please use a color or striping to indicate regions that overlap.

### Map #2: Bodies of Water and Rivers

#### Oceans, Seas, Bays, Lakes (color them blue)

1. Atlantic Ocean
2. Pacific Ocean
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

#### Rivers (draw them in blue)

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

#### **HELPFUL HINT:**

The course description is on my website! Use the top map for Europe & Oceania. Use the bottom map for everything else.

### Map #3: Mountains and Deserts

#### Mountains (Brown)

1. Alaska Range
2. Rocky Mountains
3. Appalachian Mountains
4. Andes Mountains
5. Alps
6. Atlas Mountains
7. Ural Mountains
8. Hindu Kush
9. Himalaya Mountains

#### Deserts (yellow)

1. Gobi Desert
2. Kalahari Desert
3. Sahara Desert
4. Thar Desert
5. Great Basin
6. Mojave Desert
7. Namib Desert
8. Syrian Desert

# AP Regions Map



# Bodies of Water and Rivers



## Mountains and Deserts



## Part II: Notes

Directions: You will take Cornell style notes for chapters 1, 2 & 3. You will staple your completed notes to the back of your packet.

# Notetaking Skills

## Outlining

		NUMBER and TITLE of Chapter	
		<i>Skip</i>	<i>Lines</i>
	Chapter Thesis	Written across top few lines in your own words	
		Usually found within first few paragraphs of chapter	
		<i>Skip</i>	<i>Lines</i>
	Section Heading	Written across next lines, indented to show outline	
		Write main idea of section	
		Bullet list all factual data that supports main idea	
		<i>Skip</i>	<i>Lines</i>
	Sub-section Heading	Written across next lines, indented to show outline	
		Bullet list all factual data that supports main idea	
		<i>Skip</i>	<i>Lines</i>
	Vocabulary	Word written on left, definition on right	
		Repeat Key Terms in context	
		Add important phrases, new terms, concepts, ideas	
		<i>Skip</i>	<i>Lines</i>
	People/Places/Events	Word/Phrase written on left, description on right	
		Describe main importance, significance, connection	
		Write unknown vocabulary or words not in notecards	
		<i>Skip</i>	<i>Lines</i>
	Questions	Write questions on left side or at the end	
		Try to connect question with information	
		These can also be questions that you could review with.	
		<i>Skip</i>	<i>Lines</i>
	Reflection	Write a reflection for the chapter at end of notes	
		Try to reflect/analyze/answer questions or comments	
		Focus on the 5 AP WHAP Themes	
		Make it succinct and clear in a paragraph	

Helpful Hint:

Your section headings should take up no more than 1/5 of the page. Otherwise, you're just wasting paper.

# Cultural Analysis

## SPICE

### **S**ocial – *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.

### **P**olitical – *State-Building, Expansion and Conflict*

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, 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.

### **I**nteraction – *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 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.

### **C**ultural – *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.

### **E**conomic – *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.

# Notecards

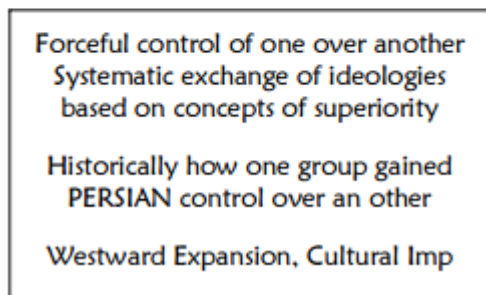
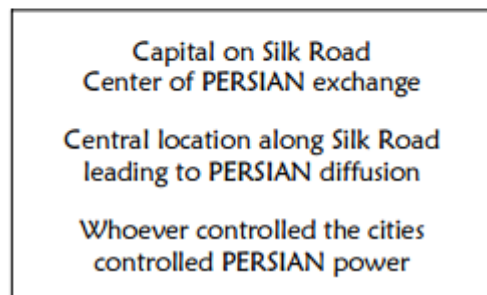
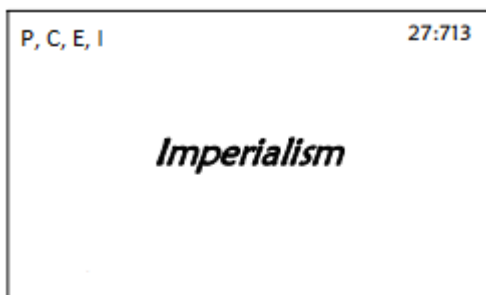
The purpose of notecards, or any other learning aid, is to gain a familiarity with the subject and keep it fresh over a long period of time. History is a subject, not unlike foreign language, which must be relearned and used in order to be understood.

**Do not memorize.** Memorization will not be helpful on the exam. Create connections with notecards. Develop a facility with their use.

Students who do well on notecards, keep up with them, take them seriously, and consistently study with them do well on the AP exam.

## Steps

1. Make notecards from a list provided by the text, or on your own. Cards can be 3x5, 4x6, or any other size, although I recommend 3x5. They should be uniform.
2. The front of the card should have the concept or phrase, where in the text it came from (chapter and page), and any additional connecting device, such as a theme or thread.
3. The back of the card should have a complete thought that corresponds to the concept or phrase on the front that a) defines, b) lists significance, and c) analyzes the significance. Concepts should also include an example. Look for General Significance and Historical Significance
4. While studying with the stack, make three piles:
  - a. Cards you immediately recognize and can immediately answer
  - b. Cards you recognize eventually and can eventually answer
  - c. Cards you do not recognize
5. Reshuffle groups b and c, and start over again. The idea is to get all cards into group a. When that is completed, move on to another set of cards.
6. Do not use the notecards for more than 15 minutes at a time. Take a break and do something completely different for another 30 minutes and then come back to the cards. Eat, drink, walk to the bathroom, do different homework, or even watch some TV or listen to the radio or read. You'll be much more successful if you limit your time with the cards.





### **Part III: Chapter Vocabulary**

Using the directions on the flashcard page, you will complete the vocabulary for the first three chapters.

Remember, you're not just writing the definition. You must have for each term:

- a. The page number where you found it in the chapter.
- b. The area/s of SPICE that this term fits.
- c. And the responses:
  - a. Definition
  - b. Explain its significance
  - c. Analyzes the significance (Why is it important?)

In the future, these will be done on flashcards. Use the student examples to help you.

#### **Chapter 1: From the Origins of Agriculture to the First River-Valley Civilizations, 8000- 1500BCE**

<b><u>Civilization</u></b>	
<b><u>Culture</u></b>	
<b><u>History</u></b>	
<b><u>Stone Age</u></b>	
<b><u>Paleolithic</u></b>	
<b><u>Neolithic</u></b>	
<b><u>Foragers</u></b>	
<b><u>Agricultural Revolution</u></b>	
<b><u>Holocene</u></b>	
<b><u>Megaliths</u></b>	
<b><u>Sumerians</u></b>	
<b><u>Semitic</u></b>	
<b><u>City-State</u></b>	
<b><u>Babylon</u></b>	
<b><u>Hammurabi</u></b>	
<b><u>Scribe</u></b>	
<b><u>Ziggurat</u></b>	
<b><u>Amulet</u></b>	

<u>Cuneiform</u>	
<u>Bronze</u>	
<u>Pharaoh</u>	
<u>Ma 'at</u>	
<u>Pyramid</u>	
<u>Memphis</u>	
<u>Thebes</u>	
<u>Hieroglyphics</u>	
<u>Papyrus</u>	
<u>Mummy</u>	
<u>Harappa</u>	
<u>Mohenjo-Daro</u>	

**Chapter 2: New Civilizations in the Eastern & Western Hemispheres, 2200BCE- 250BCE**

<u>Loess</u>	
<u>Shang</u>	
<u>Zhou</u>	
<u>Mandate of Heaven</u>	
<u>Confucius</u>	
<u>Daoism</u>	
<u>Yin/Yang</u>	
<u>Kush</u>	
<u>Meroë</u>	
<u>Celts</u>	
<u>Druids</u>	

<u>Olmec</u>	
<u>Chavín</u>	
<u>Llama</u>	

### **Chapter 3: The Mediterranean & Middle East: 2000BCE- 500BCE**

<u>Iron Age</u>	
<u>Hittites</u>	
<u>Hatshepsut</u>	
<u>Akhenaten</u>	
<u>Ramses II</u>	
<u>Minoan</u>	
<u>Mycenae</u>	
<u>Shaft Graves</u>	
<u>Linear B</u>	
<u>Neo-Assyrian Empire</u>	
<u>Mass Deportation</u>	
<u>Library of Ashurbanipal</u>	
<u>Israel</u>	
<u>Hebrew Bible</u>	
<u>First Temple</u>	
<u>Monotheism</u>	
<u>Diaspora</u>	
<u>Phoenicians</u>	
<u>Carthage</u>	
<u>Neo-Babylonian Kingdom</u>	

## **Part IV: Study Guide**

### Chapter 1-3 Study Guide

Directions: Answer the following questions in complete sentences and complete thoughts. Several of these will be on the exam on the first day of school.

1. Describe the conditions leading to the transition from food gathering to food cultivation. Also, briefly describe the differences and similarities in agriculture around the world.
2. Why did Neolithic peoples form permanent settled communities? What were the advantages and disadvantages of those communities?
3. How did the status and experience of women change as Mesopotamian society developed into a civilization?
4. Explain how the first Egyptian civilization was shaped by its natural environment.
5. Compare/contrast the civilization in the Indus Valley with the civilizations in Mesopotamia and Egypt.
6. The Warring States period was a time of political and social change in China. How do Daoism and Confucianism reflect these changes?
7. What was the importance of trade to the native civilizations that emerged along the Nile south of Egypt?

8. What do the civilizations in China, Nubia and the Americas have in common? How were they shaped by long distance trade?
  
9. How were the Assyrians able to conquer and control such a large and diverse empire?
  
10. What factors led to Egypt losing its isolationist perspective in the Near East?
  
11. What is meant by the description of Carthage as a commercial “empire”?
  
12. Compare/contrast the rise of civilizations in the Aegean Sea area with the rise of earlier world civilizations.
  
13. What were the many reasons for the nearly simultaneous collapse of several civilizations in the Middle East and Mediterranean during the Late Bronze Age?
  
14. What was the importance of the Mandate of Heaven in the transition from the Shang to Zhou period?
  
15. Explain Celtic Europe using SPICE (Social, Political, Interactions, Cultural, Economic).

## Part V: SPICE Chart

Use the SPICE chart to break apart each chapter by their various themes.

Theme	Chapter 1	Chapter 2	Chapter 3
<p><b><u>Social Structures</u></b></p> <ul style="list-style-type: none"> <li>• Gender roles and relations</li> <li>• Family and kinship</li> <li>• Racial and ethnic constructions</li> <li>• Social and economic classes</li> </ul>			
<p><b><u>(Political)State-Building, Expansion and Conflict</u></b></p> <ul style="list-style-type: none"> <li>• Political structures and forms of governance</li> <li>• Empires</li> <li>• Nations and nationalism</li> <li>• Revolts and revolutions</li> <li>• Regional, trans-regional, and global structures and organizations</li> </ul>			
<p><b><u>Interaction Between Humans and the Environment</u></b></p> <ul style="list-style-type: none"> <li>• Demography and disease</li> <li>• Migration</li> <li>• Patterns of settlement</li> <li>• Technology</li> </ul>			
<p>4. <b><u>Cultures</u></b></p> <ul style="list-style-type: none"> <li>• Religions</li> <li>• Belief systems, philosophies and ideologies</li> <li>• Science and technology</li> <li>• The arts and architecture</li> </ul>			
<p><b><u>Economic Systems</u></b></p> <ul style="list-style-type: none"> <li>• Agricultural and pastoral production</li> <li>• Trade and commerce</li> <li>• Labor systems</li> <li>• Industrialization</li> <li>• Capitalism and socialism</li> </ul>			