

Canyon High School

Summer Assignment – AP World History

Congratulations on your decision to enroll in AP World History! I am looking forward to a great year with you. AP World History is a fast-paced, complex and in-depth overview of nearly 10,000 years of human history and is one of the most interesting courses that you will tackle in your high school career! Perhaps you are wondering why there is a summer assignment...Let me see if I can explain...

These assignments are designed to help you build your fundamental knowledge of World History and are intended to lay a foundation for the first unit as well as subsequent material that we will cover throughout the course of the year. **You will not need a textbook to complete these assignments**, they are completely self-contained.

This is your first opportunity to take an Advanced Placement class. To be successful, you will need to focus and to work hard every day both in and out of the classroom. You should be prepared to spend four to six hours a week outside of class on AP World History. If this does not seem realistic for your schedule, then you may wish to reconsider taking this course. This is not a course that should be taken exclusively for rank points. In addition exploring 10,000 years of human history, we will learn valuable study, organizational, and critical thinking skills and will take the AP World History Exam in May, 2015. We will look at the big picture of history, trace cultures over time, and examine human interactions. After this class, you will have a completely new perspective on history! This summer assignment will give you sneak peak into the types of work that we will be doing throughout the year.

**This summer assignment is due the first day of school –
August 26, 2014**

General Directions for the Summer Assignment:

1. Your work should be hand-written. Your handwriting should be legible. You should only write on the front of a sheet of notebook paper (preferably college-ruled notebook paper).
2. Your responses to each assignment and/or question should be original (your own words). Copying from any source will result in an automatic zero that cannot be corrected.
3. This packet (and all sheets of notebook paper you completed the assignments on) is due on the first day of school, August 26th. **It will be graded**. A rubric is included below the description of each assignment.
4. You will have a quiz the first week of school that covers the information in this Summer Assignment.

Lesson #1: AP 101 (10 points)- The purpose of this Lesson is to familiarize you with the AP Curriculum. This course is different from any course which you may have taken before. The curriculum is governed by the AP College Board and it is structured so that students all over the world who take the course and then challenge the exam are on a “level playing field”. Every teacher who teaches an Advanced Placement Course has to submit a syllabus to the College Board for approval, this way you can be sure that you are learning what you need to know to be successful in the course and ultimately on the exam...which is why you are going to challenge yourself this year right?!

Go to the College Board website and answer the following: (Remember, AP students ALWAYS answer in complete, grammatically correct, full sentences! Please always use blue or black ink.

<https://apstudent.collegeboard.org/apcourse/ap-world-history/about-the-exam?worldhist>

1. What are the 6 time periods covered in the exam?
2. What percentage of the exam is each time period allotted?
3. What topics does Section I cover?
4. What 3 types of essays are required in Section II?
5. How much time is given for the exam overall? For Section I? For Section II?

Again, please use college-ruled notebook paper to answer the questions above. All responses MUST be in full sentences, as always in an AP course, and must be *in your own words*. Be advised that all work turned in from the summer assignment through the end of the course must be your own ORIGINAL work. Copying from the internet or from another student is considered cheating and will not be tolerated. “Divide and Conquer” – where a group of students each do a section of the assignment and then copy each others' information is also considered cheating and is not allowed.

Rubric Lesson 1 – AP 101

Question 1: _____/2

Question 2: _____/2

Question 3: _____/2

Question 4: _____/2

Question 5: _____/2

Lesson #2: Geography (30 points): Below you will find several pages of maps. You will need to use them to complete this part of the assignment. You have all had a year of geography so this should be an easy review for you! This is an extremely important assignment and I want you to pay attention to details and give it your full effort. It is important to know where the physical features are located (you will find out how much of an impact that geography has on history!). However in Map Exercise #2, you will be looking at the same geography but will be mapping different civilizations that used to inhabit those areas. Remember, geography is the study of “space” history is the study of “time”- but we will learn how they intersect and impact one another!

Map Exercise #1: Geographic features (draw/label the following, use the maps provided, do **not** try to cram all of these features into one world map). You should use colored pencils for your map work...

- 1.) **All 7 continents**
- 2.) **Oceans:** Atlantic, Pacific, Indian
- 3.) **Seas:** Mediterranean, North, Black, Caspian, Arabian, Red, Baltic, Caribbean
- 4.) **Other Bodies of Water:** Persian Gulf, Bay of Bengal, Hudson Bay, Gulf of Mexico
- 5.) **Mountains:** Ural, Caucasus, Alps, Himalayas, Hindu Kush, Cascades, Andes
- 6.) **Rivers:** Mississippi, Columbia, Amazon, Niger, Nile, Indus, Tigris, Euphrates, Yellow, Volga, Danube

Map Exercises #2: Civilizations, 8000 BCE – 600 BCE (draw & label the following using the world and the regional maps provided.) You will highlight the location of all the civilizations on a world map and then individually on the regional maps as applicable.

- 1.) All 7 continents
- 2.) Mesopotamia (Tigris/Euphrates Rivers)
- 3.) Babylonia
- 4.) Egypt & Nubia (Nile River)
- 5.) Mohenjo-Daro & Harappa (Indus River) (note the Ganges River just so that you know where it is)
- 6.) Shang (Yellow River)
- 7.) Olmecs
- 8.) Chavin (Andes Mountains)
- 9.) Assyrians
- 10.) Phoenicia/Israel/Judah

11.) Minoans & Myceneans

12.) Hittites

Map Exercise #3: The World According to AP: (You can expect a quiz on the AP World Regions in the first week of school)

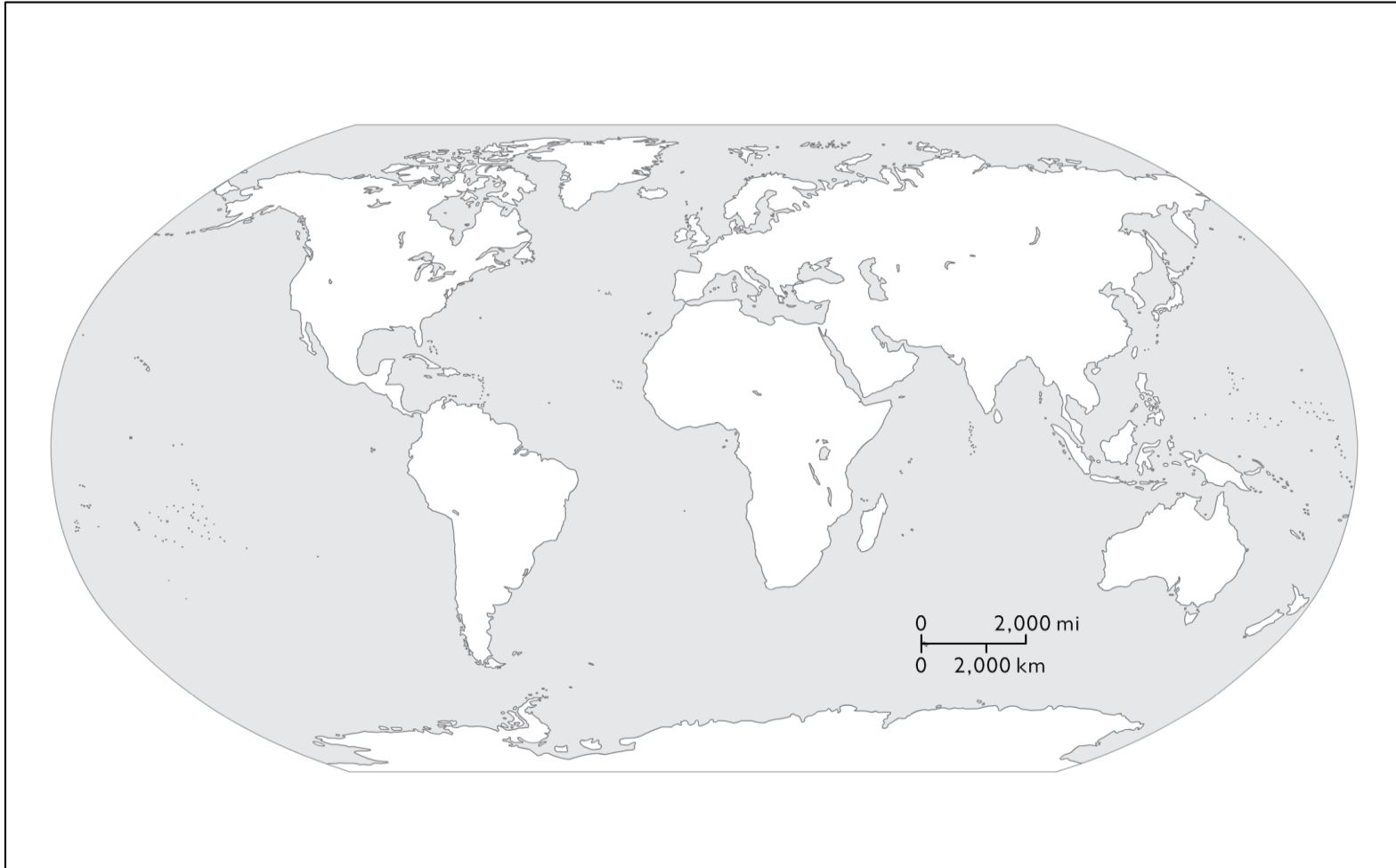
You will need to be able to identify regions of the world as defined by the AP World History curriculum. With over a quarter of million students testing every year, it is necessary that everyone be “on the same page”. Therefore, the AP has laid the world out in the 2 maps that follow. Please be sure that you memorize the “Regions Map” and the “Closer Look”. I will explain why this is so important in the first week of class!

Rubric Lesson 2 – Geography

Map Exercise 1: _____/20

Map Exercise 2: _____/20

Map Exercise 3: Will be assessed the first week of class!





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GEOGRAPHIC

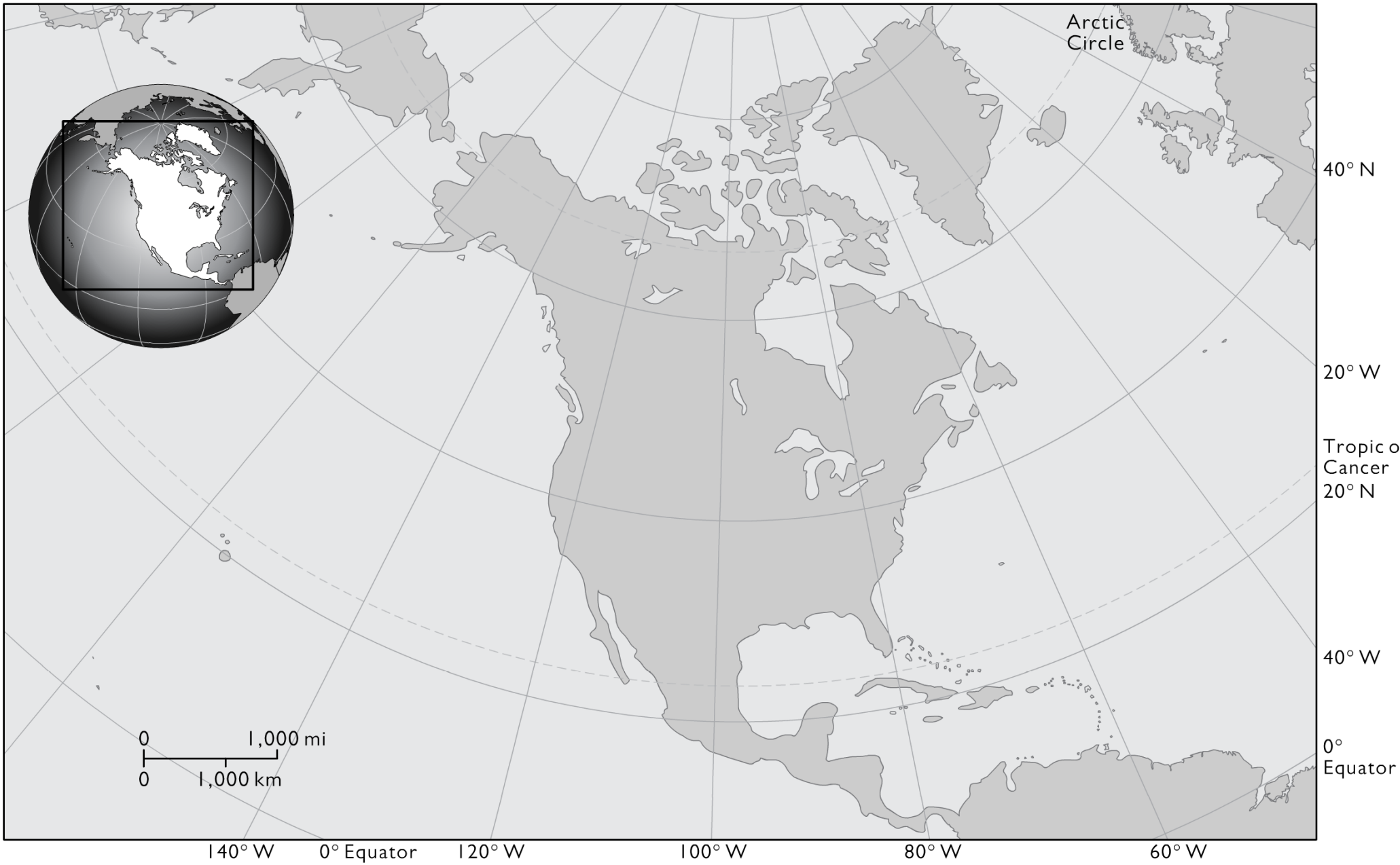
education 

INDIA

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SOUTH AMERICA



140° W

0° Equator

120° W

100° W

80° W

60° W

40° N

20° N

Tropic of
Cancer
20° N

40° W

0°
Equator

0 1,000 mi
0 1,000 km

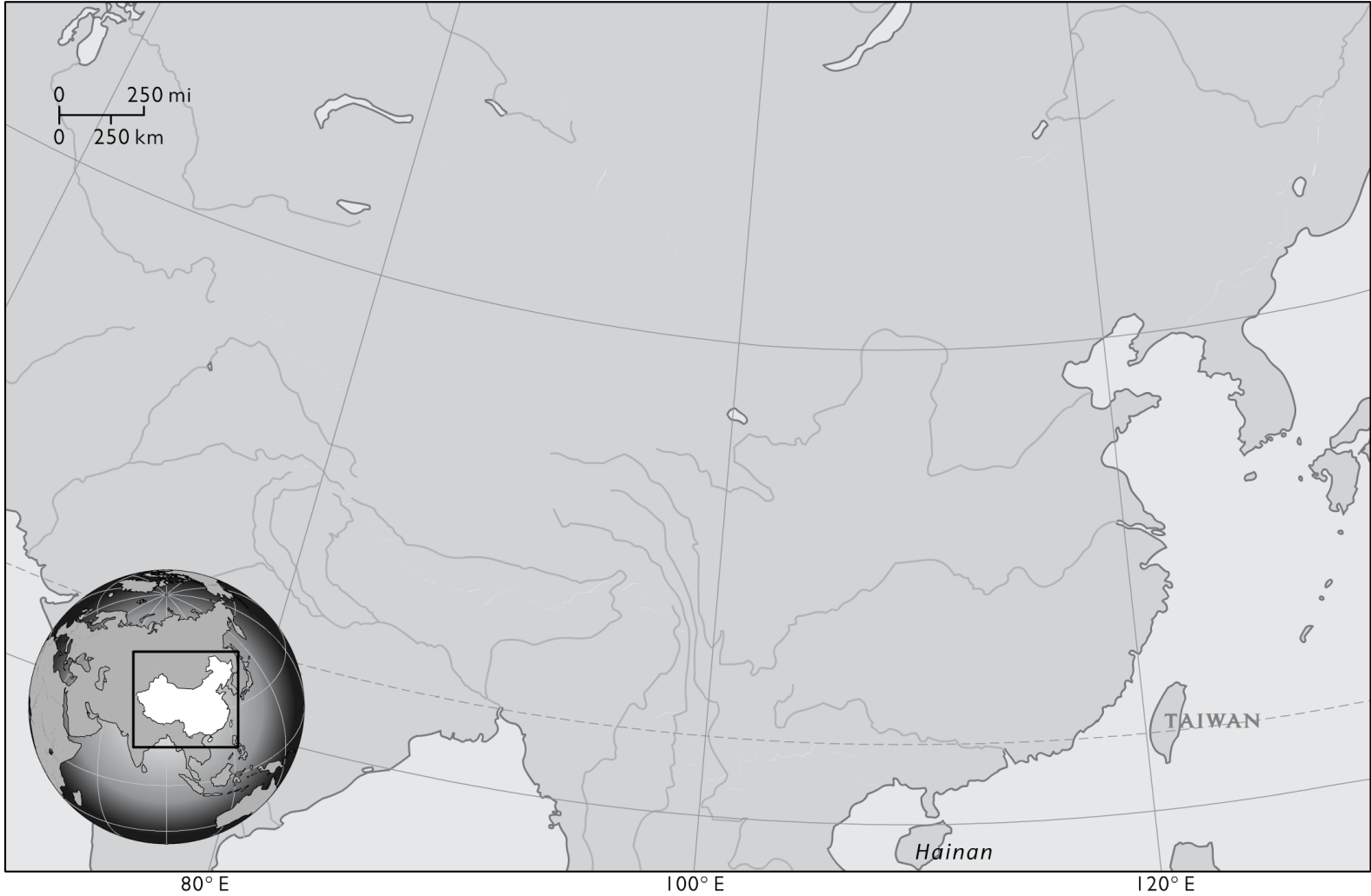
NORTH AMERICA

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EUROPE

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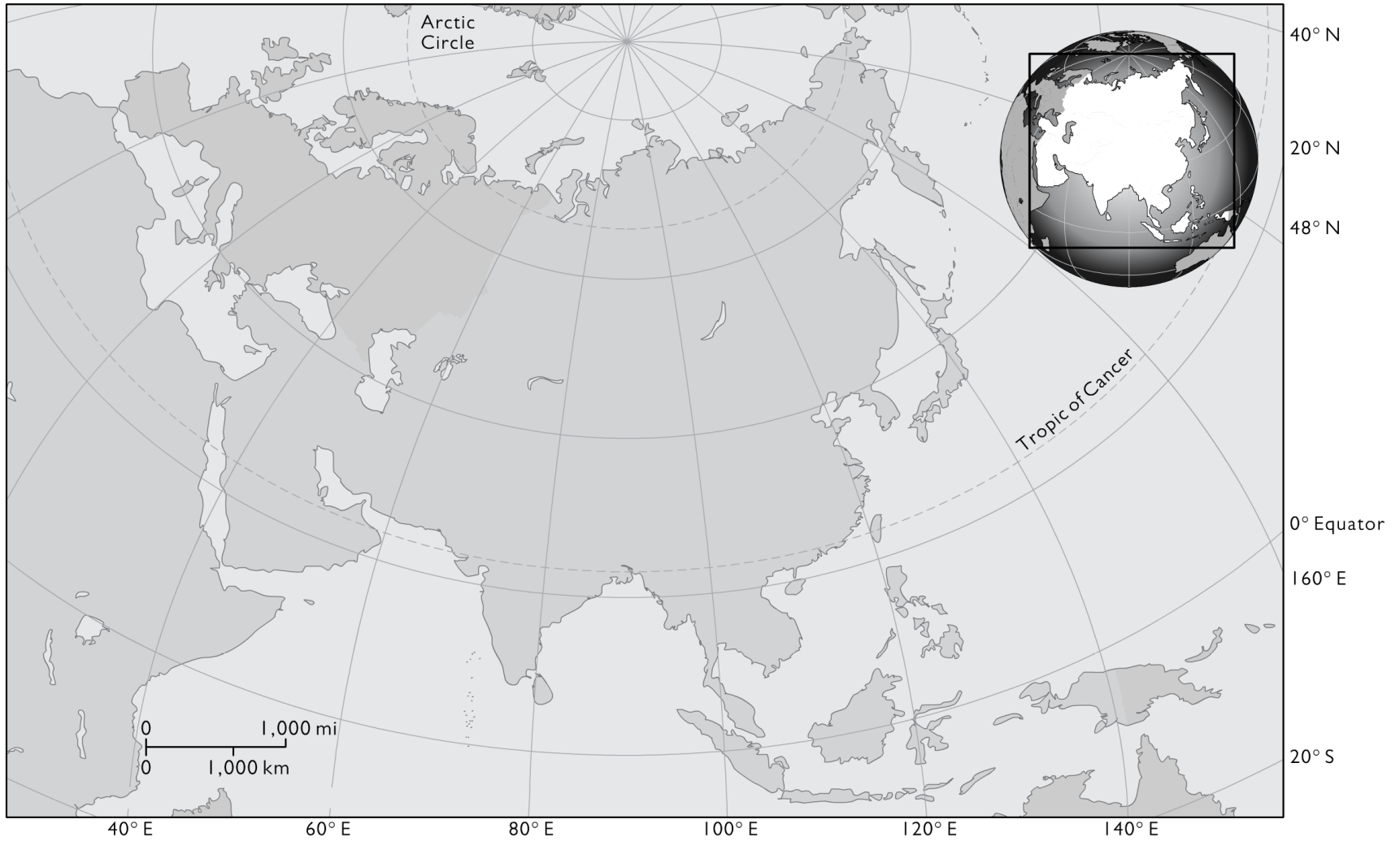


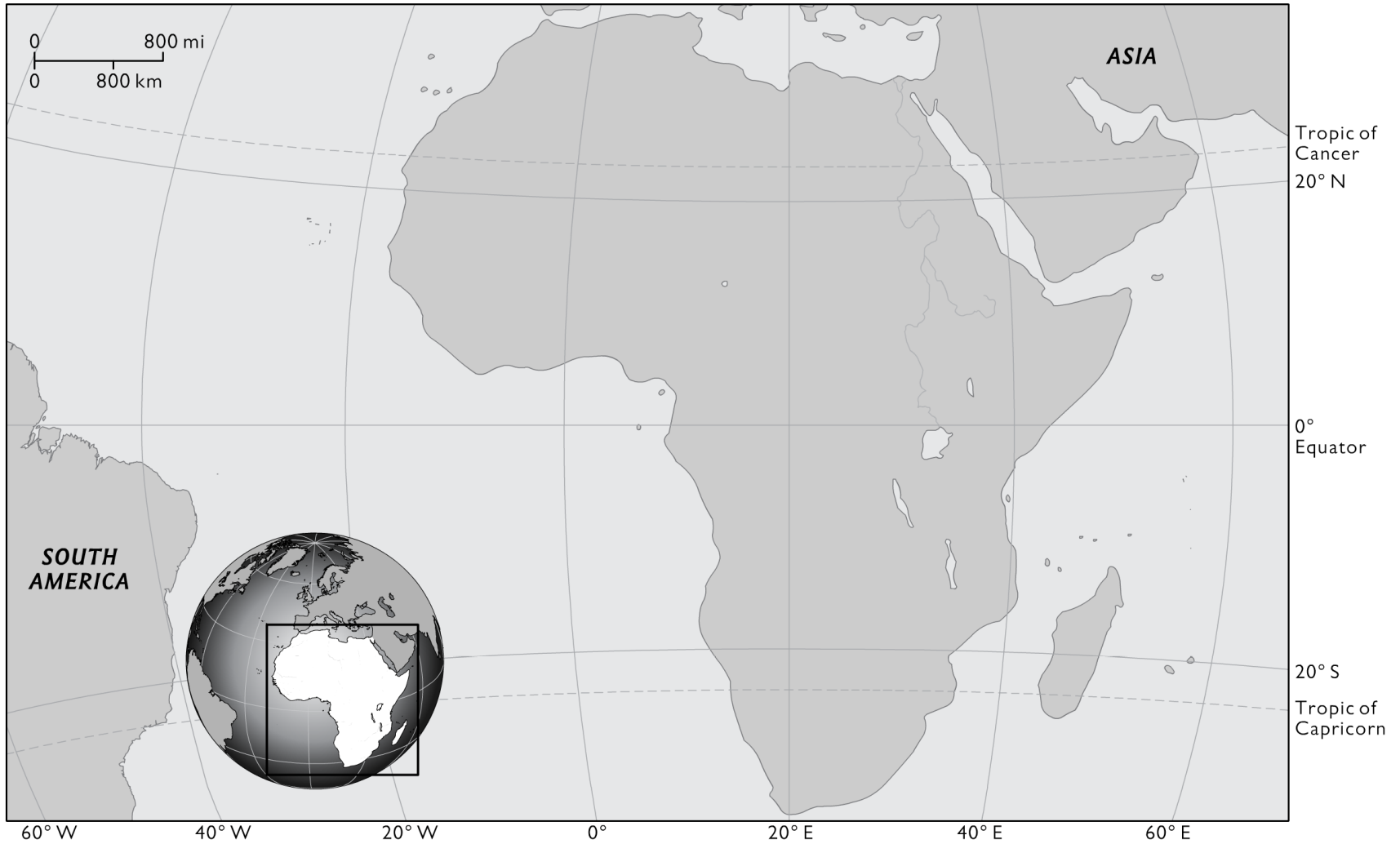
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CHINA

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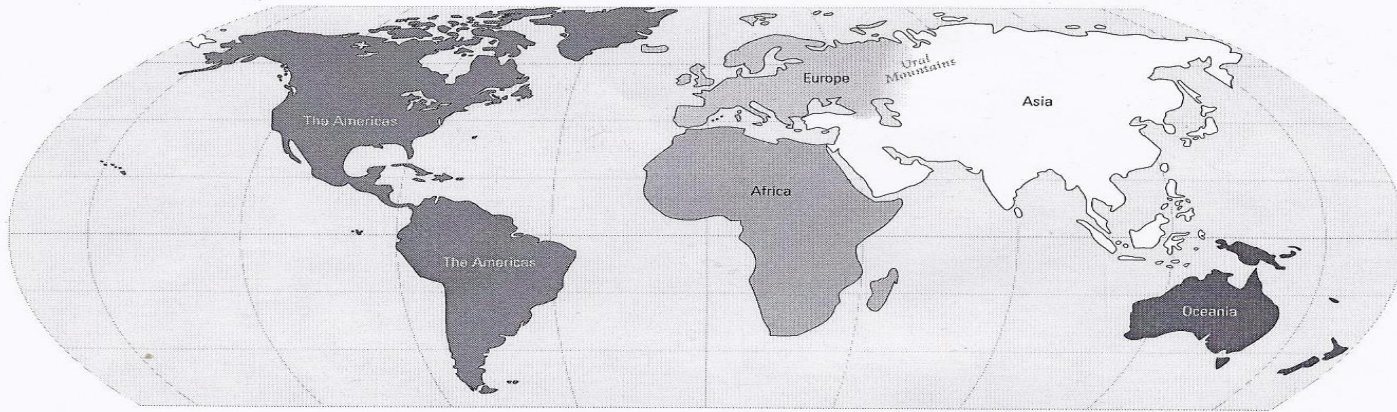




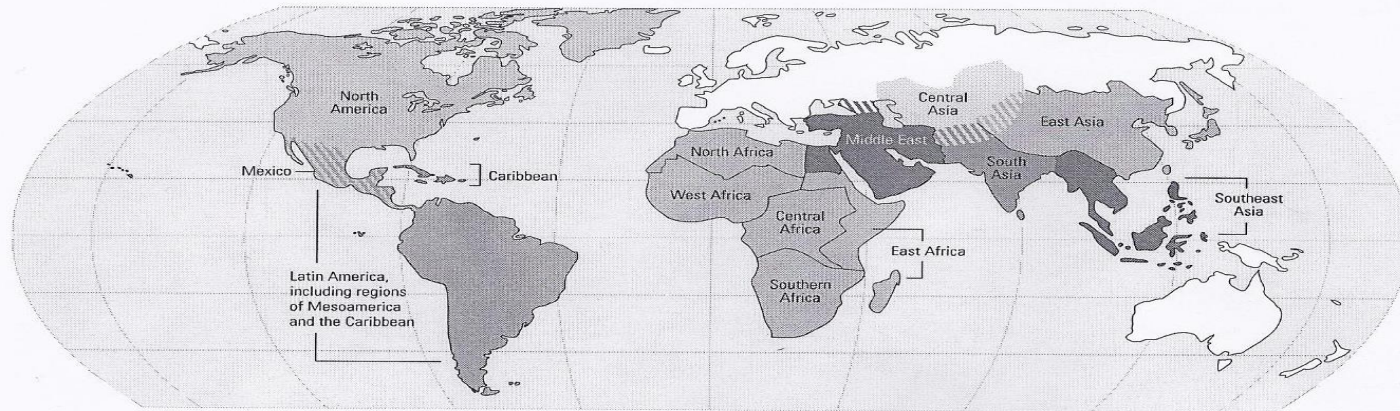
AFRICA

Map Exercise #3

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look



Regional Overlaps

Lesson #3: 40 General AP World History Vocabulary Terms (40 points): Below you will find a list of vocabulary words that will be repeated over and over during the course. These words will apply to many different cultures throughout world history. You should define the terms in the format that is below. Your definitions should be complete sentences, as always in this course, the definition should be explained in your own words. You should cite the source you used for each term's definition in the last column. You should create and complete this chart on a piece of notebook paper. (Just so that you know...Wikipedia is NOT an acceptable source for this project or throughout the year! No points will be awarded if you use it...again, I do not want you to copy the definitions, you must think of a way to say it in your own way.) Please use blue or black ink

Term	Definition	Source
agriculture		

Continue the format above for the following vocabulary terms – agriculture, aristocracy, bias, bureaucracy, chronology, city-state, civilization, commercial, culture, democracy, demography, dynasty, economic, era, evolution, empire, epidemic, globalization, industrialization, intraregional, interregional, matrilineal, migration, monotheism, nation, nationalism, nobility, pandemic, pastoral, patriarchal, periodization, political, polytheism, primary source, revolution, religion, rural, secondary source, society, trans-regional, and urbanization.

Mrs. Eldridge's Example

Term	Definition	Source
Prehistoric	The term prehistoric refers to the time period of history that happened before written history records existed.	Merriam-Webster On-line Dictionary

Rubric Lesson 3 – Vocabulary

Terms: _____/5

Definitions : _____/20

Source: _____/10

Lesson #4 AP World History Readings: You will need to download the five AP World History essays covering a variety of topics that we will study this year. These essays will give you a great “snap shot” of some of the types of subjects that we will be learning about this year. In addition to just understanding the topics I want you to be prepared to make connections between topics and to always ask yourself, “So What”! Why is this important? Why did things happen the way that they did? What factors were in place that may have affected how things transpired? What impact did events have upon the people/civilizations that followed? :0)

After reading each essay, complete the assignment for the reading that is explained below. Each of the readings is excerpted from The National Geographic Almanac of World History by Patricia S. Daniels and Stephen G. Hyslop. Your answers to these questions should be handwritten on a sheet of notebook paper, answered in your own words and as always, in complete sentences in blue or black ink.

Essay 1 – “The Rise of Agriculture and Complex Societies”

1. Define the term ‘nomadic’.
- Answer: The term nomadic means...
2. Explain how agriculture transformed human existence.
- Answer: Agriculture transformed human existence by...
3. Explain the connection between the rise of civilizations and water sources.
- Answer: The connection between the rise of civilizations and water sources is...

Essay 2 – “The Evolution of Writing”

1. Define the term ‘illiterate’.
2. Explain how the shift from pictographs to phonetic alphabets changed the learning process.
3. Respond to the quote, “Writing for him who knows it is better than all other professions. It pleases more than bread and beer, more than clothing and ointment. It is worth more than an inheritance in Egypt, more than a tomb in the west.”

Essay 3 – “The Classical Tradition”

1. Define the term ‘classicism’.
2. Explain why Renaissance artists, thinkers and architects looked to the classical age for inspiration.
3. Identify writers, artists, architects, and musicians, as well as their works, of the classical period.

Essay 4 – “The Silk Road and the East-West Connection”

1. Define the term ‘commodity’.
2. Explain the overall impact, including the things that moved along it, of the Silk Road as a trade route.

3. Explain the decline of the Silk Road.

Essay 5 – “Plagues and Peoples”

1. Define the term 'eradicate'.
2. Explain why Europeans didn't contract unfamiliar diseases in the New World and carry them back home.
3. Explain the impact of disease on the New World.

Rubric

Essay1, Question 1 ____/1

Essay1, Question 2 ____/1

Essay1, Question3 ____/1

Essay2, Question 1 ____/1

Essay2, Question 2 ____/1

Essay2, Question3 ____/1

Essay3, Question 1 ____/1

Essay3, Question 2 ____/1

Essay3, Question3 ____/1

Essay4, Question 1 ____/1

Essay4, Question 2 ____/1

Essay4, Question3 ____/1

Essay5, Question 1 ____/1

Essay5, Question 2 ____/1

Essay5, Question3 ____/1

Example Timeline

In order to dedicate the time necessary to successfully complete this assignment and to establish a firm foundation for AP World History, the timeline below is an example of how you could allot your time this summer. Please understand that one of the main challenges that confounds AP students in time management! Please do not make the mistake of thinking that you can procrastinate throughout the summer and then complete this assignment the weekend before school begins! That would be a mistake and it will be reflected in your grade!

June 4 – June 7 – Take a Break!

June 9 – June 13 – Lesson #1

June 16 – June 20 – Lesson #2 Map Exercise #1

June 23 – June 27 – Lesson #2 Map Exercise #2 (1st half)

June 30 – July 4 – Lesson #2 Map Exercise #2 (2nd half) and #3 Map Exercise

July 7 – July 11 – Lesson #3 Vocabulary (complete 1st 20 terms this week)

July 14 – July 18 - Take a Break!

July 21 – July 25 – Lesson #3 Vocabulary (complete 2nd 20 terms this week)

July 28 – Aug 1 – Lesson #4 Complete Essays 1 and 2

Aug 4 – Aug 8 - Lesson #4 Complete Essays 3 and 4

Aug 11 – Aug 15 – Complete Essay 5

Aug 18 – Aug 21 - Spend this week reviewing and studying your summer assignment work – all four assignments. Be sure you have followed all the guidelines, answered every question and completed, fully each of the assignments that required written work. You will be quizzed on all aspects of this summer assignment.

Hopefully you are able to follow this schedule and have weekends off...learn to plan now it will pay off this year!

AP World History Notebook

You should come to class Tuesday, August 26th with your AP World History notebook set up and ready to be used. We will hit the ground running on Day 1! Your AP World History notebook should be at least 2" (any color) and should be set up with the following 11 dividers: Maps, Period 1, Period 2, Period 3, Period 4, Period 5, Period 6, DBQ Essay, CCOT Essay, Comparison Essay, and Miscellaneous. On Tuesday, August 26th you should have with you (and every day thereafter in class) your AP World History notebook, college-ruled notebook, paper, pencils (mechanical are best), and pens (blue or black ink only).

Summer contact information: Should you have any questions, feel free to email me at jennifer.eldridge@comalisd.org

Good luck...I look forward to meeting you in August!