

# Summer Assignment

## AP World History

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Instructor:

Jeffrey Stockwell – [jeffrey.stockwell@polk-fl.net](mailto:jeffrey.stockwell@polk-fl.net)

Student Name: \_\_\_\_\_

**Due Date will be posted in Schoology.**

As a WHAP student, you are held to a higher expectation than the average student of history. Despite the fact that you may only be in the 10<sup>th</sup> grade, AP World History is a college level course; you will be given college level work. As part of the college level curriculum and expectation, there is the opportunity to earn college credit; however, this can only be achieved if you are willing to put forth college level effort. As an introduction to this course, it is required that you complete this summer assignment in an effort to become more familiar with the areas of history that are covered. The purpose of this assignment is to cover some of the basic background information you will be expected to know. Your entire packet is due on the date listed above to your WHAP teacher.

### **Part I: Geographical Coverage**

Students need basic geographical knowledge in order to understand world history. The map below gives students a starting point for identifying regions and their locations relative to other regions and landforms. Geospatial awareness is fundamental knowledge for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History course.

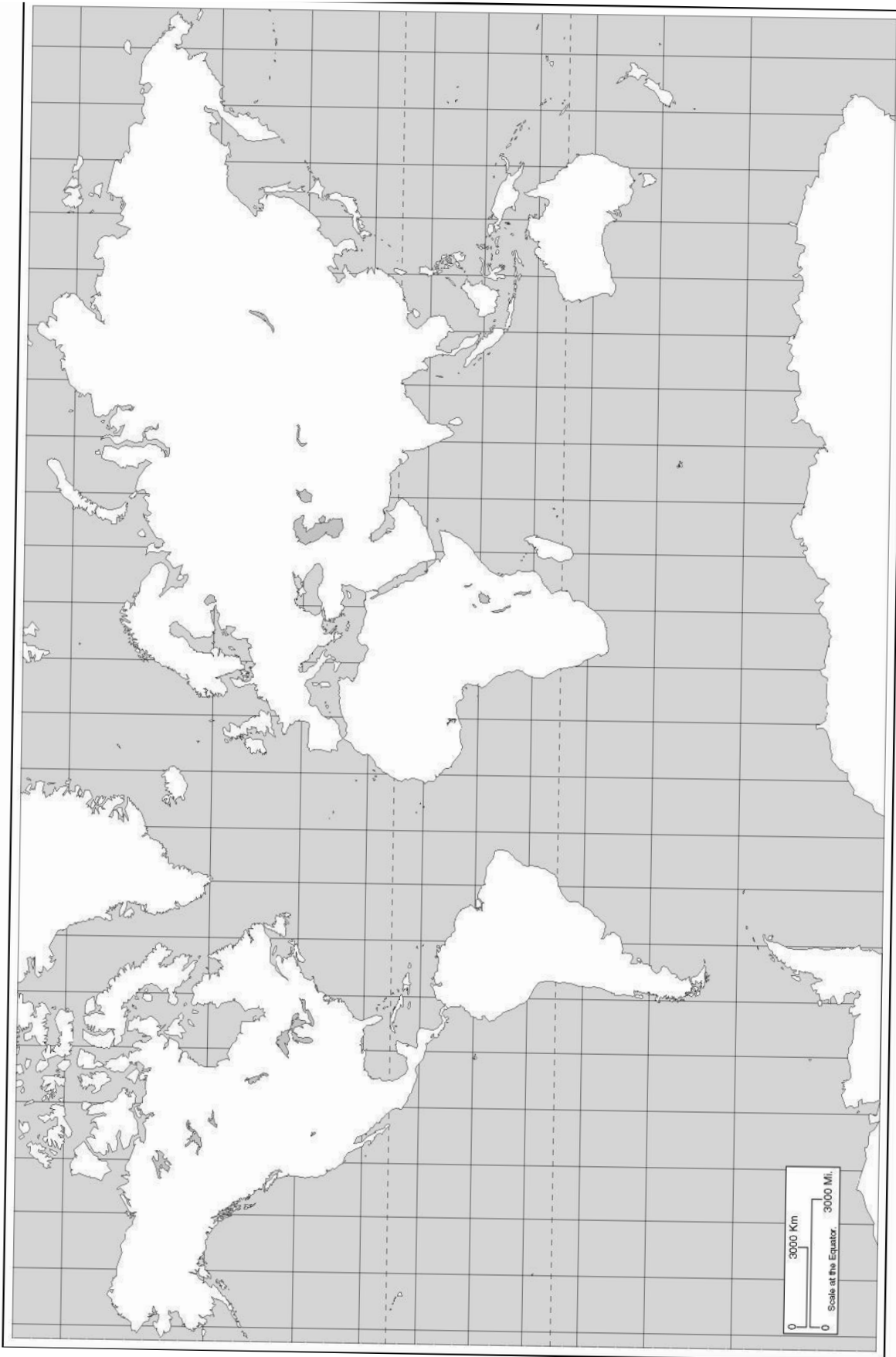
Materials: Internet, maps provided, colored pencils

Directions: Please input the following information on the map provided.

- AP World History – World Regions, a closer look
  - This map identifies the various sub-regions within the five major geographical regions. These regions will be used repeatedly during the AP World History course and students are expected to learn them.
  - Label the following sub-regions on the map and color in the geographical borders. ■  
Central Asia
    - East Asia
    - South Asia
    - Southeast Asia
    - Middle East
    - North Africa
    - West Africa
    - Central Africa
    - East Africa
    - Southern Africa
    - Sub-Saharan Africa (this will overlap)
    - North America
    - Latin America (will overlap)
    - Caribbean
    - South America
- Label all the continents and major waterways (major oceans and seas).

**AP World History World Regions – A Closer Look**

MERCATOR PROJECTION OF THE WORLD



Produced by the Cartographic Research Lab  
University of Alabama

## **Part II: Period 1 Foundations c. 8,000 BCE to 600 BCE**

The first time period you will study in WHAP is the Foundations period, which takes place from around 8,000 BCE (Before Common Era) to around 600 BCE. As you study history, the world's map will evolve and it is important to know and understand what the world looked like during that particular time period.

- Label the following river valley civilizations on the map and color in their geographical borders.
  - Nile River Valley Civilization
  - Tigris/Euphrates River Valley Civilization (Mesopotamia/Babylonia/Assyria)
  - Indus River Valley Civilization
  - Huang He River Valley Civilization



### **Part III: Introduction to the Pre-Classical Civilizations**

For this section of your assignment, you will learn more about four of the major civilizations established in the Foundation period through the Crash Course World History playlist, hosted by John Green (*The Fault in Our Stars*). Watch the following videos and answer the questions in the space provided.

#### ▪ **Crash Course #1: Agricultural Revolution** ○

Watch this:

[https://www.youtube.com/watch?v=Yocja\\_N5s1I&index=1&list=PLBDA2E52FB1EF80C9](https://www.youtube.com/watch?v=Yocja_N5s1I&index=1&list=PLBDA2E52FB1EF80C9)

○ Answer the following questions:

1. How do we have evidence of Hunter-Gatherers (H-G) and their lifeways? (New word that means “ways of life”, do not use “lifestyle”).
2. What do most early civilizations have in common?
3. What advantages did H-G have over early agriculturalists?
4. Where did agriculture emerge? Which food crops are associated with which areas?
5. What are the advantages and disadvantages of agriculture?
6. What impact does agriculture have on the environment?
7. What other life style emerged besides being a H-G or a farmer (agriculturalist)?
8. What were the advantages and disadvantages to Pastoralism (being a herder)?
9. What advantages do you think that Eurasia had with its zoological set of animals compared to the Americas?
10. Evaluate John Green’s thesis that “the greatest evolutionary advantage an animal species can have is being useful to humans.” Agree/disagree, why?
11. If H-G had a “better and healthier” lifeway, why did people become agriculturalists?
12. What point do you think John Green is making about the use of the word “savage”? How might this also apply to concepts of being “civilized” or “uncivilized”?

13. What do historians say are the drawbacks to complex civilizations and agriculture?
14. What other impacts do complex civilizations have on the environment?
15. What does John Green say about “revolutions”?

▪ **Crash Course #2: Indus River Valley Civilization** ○ Watch:

<https://www.youtube.com/watch?v=n7ndRwqJYDM&index=2&list=PLBDA2E52FB1EF80C9>

Answer the following questions:

1. How is the concept of “civilization” a useful construct? When is it not a useful construct?
2. How does John Green define what constitutes a civilization? How does this compare to other definitions of civilization you have learned?
3. Where did the earliest civilizations emerge? Why there?
4. Why was the Indus Valley a prime location? How did the environment impact the people who lived there?
5. How do we know, what we know, about the IVC?
6. How did they use technology to interact with the environment to improve their quality of life?
7. What evidence exists of long-distance trade and with whom?
8. What appears to be unique about the IVC, based on your knowledge of other civilizations?
9. What theories do historians have about the fate of the IVC? As historians, what evidence might one look for to support or disprove these three theories?

▪ **Crash Course #3: Mesopotamia** ○

Watch this:

[https://www.youtube.com/watch?v=sohXPx\\_XZ6Y&list=PLBDA2E52FB1EF80C9&index=3](https://www.youtube.com/watch?v=sohXPx_XZ6Y&list=PLBDA2E52FB1EF80C9&index=3)

○ Answer the following questions:

1. John Green begins by discussing one of the most obvious consequences of agriculture...what is it and what are the most immediate consequences for those societies?
2. Gilgamesh...Rural vs. Urban: explain what John Green is talking about?

3. Historically speaking, why do you think cities tend to win? But *did* cities always win? Explain.
4. Why do you think early cities devoted resources to building monumental architecture, like ziggurats?
5. How might the environment of Mesopotamia influence or shape people's perceptions of their gods?
6. What is the significance of the emergence of palaces? How did kings gain power over priests? How did they keep it?
7. CUNEIFORM: What three points does John Green make about the advent of writing?
  - a)
  - b)
  - c)
8. How did the environment of Mesopotamia shape the economy of the society?
9. What factors led to the downfall of the Mesopotamian city-states and to what effect? (A causes and effects question)
10. What was Hammurabi's most significant contribution?
11. Compare new city-states with the old city-states of Mesopotamia. Identify 3 specific similarities and 3 specific differences. State a *reason* for at least one similarity and one difference.
12. Who provided the basis for the development of territorial kingdoms? How? Why does this "base" prove to be unsteady?
13. What legacy did the Assyrians leave?
14. What are the challenges of empire and what is the usual result?

15. How did Assyrian kings attempt to legitimize their rule?

#### **Part IV: World Religions and Semi-Religious Philosophies**

##### **Religious Charts attached.**

The influence of major religions and semi-religious philosophies on societies will provide a reoccurring theme throughout the course. Much of this portion of the assignment should be a review of things learned in World Geography, however, you are required to go into greater depth. It is important for you to be familiar with each religion as we proceed. Please follow the directions below:

1. Visit the following websites:
  - a. BBC Religion and Ethics Website: <http://www.bbc.co.uk/religion/religions/>
  - b. Infoplease.com Website: <http://www.infoplease.com/ipa/A0113529.html>
2. Complete the following chart (attached):
  - **Symbol** – Draw in and name the appropriate symbol for each religion; describe its meaning and significance.
  - **Founder/Patriarch** – Name and describe the historical founder.
  - **Place and Date of Origin** – When and where the religion began, describe the religions' beginning.
  - **Holy or Sacred Texts** – Make sure to look at the websites carefully, describe the religious text and its main theme.
  - **Teachings** – Summarize the core beliefs and teachings of each religion (ex: Islam's Five Pillars).
  - **Role of Women** – Explain the accepted role of women in each religion.



# Major Religions of the Pre-Classical Period

	<i>Judaism</i>	<i>Hinduism</i>
Symbol		
Founder / Patriarch		
Place and Date of Origin		
Holy or Sacred Text		
Teaching or Core Beliefs		

Role of Women		
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# Major Religions of the Pre-Classical Period

	<i>Christianity</i>	<i>Islam</i>
Symbol		
Founder / Patriarch		
Place and Date of Origin		
Holy or Sacred Text		
Teaching or Core Beliefs		

Role of Women		
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# Major Religions of the Pre-Classical Period

	<i>Confucianism</i>	<i>Budhism</i>
Symbol		
Founder / Patriarch		
Place and Date of Origin		
Holy or Sacred Text		
Teaching or Core Beliefs		

Role of Women		
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**Part VI: Understanding AP History Writing – Historical Thinking Skills**

A major component of AP World History is historical writing by using historical thinking skills. These skills help students gain better critical thinking skills, which can be applied to real world situations. During the AP exam in May, students will be expected to write the following: 4 short answer questions, 1 document-based question, and 1 long essay question. In order to gain a greater understanding of the subject, complete the chart below with the following: definition for each of the skills and what should the student be able to do.

<b>HTS</b>	<b>Definition</b>	<b>I Should Be Able To...</b>
Historical Causation		
Continuity & Change over Time		
Periodization		
Comparison		
Contextualization		
Historical Argumentation		

Historical Evidence		
Interpretation		
Synthesis		