

Mr. Parkinson  
Summer Assignment

## *AP World History – 2017-18*

Welcome to AP World History! For all of you, this will be your first experience with an AP course. You may have heard from teachers and your guidance counselor already, but let me stress the point again: AP classes require an **incredible work ethic, advanced organizational skills, the desire to question, and commitment**. Make no mistake about it, this is a college-level course. 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, 2018. This is an exciting class that will allow us to look at the big picture of history, trace cultures over time, and examine human interactions.

“Why do we have to do a summer assignment?” This is a commonly asked question within local educational circles. The reason is NOT because I am trying to take away your summer and burden you with a heavy work load. CHS begins school after Labor Day whereas most school systems in the U.S. begin school in mid-August. However, all students take the AP Exam on the same day in mid-May which puts us about 3-4 weeks behind most other school systems. In order for us not to get too far behind, it is imperative that I assign you some work over the summer.

These summer assignments are meant to prepare you for the first day of class (and beyond), as well as inform you of the expectations I have for you. Though this class will certainly be challenging, I also hope that it will be informative and fun!

### **Logistics and details**

- Organization is **key** to success in an AP class. You will need to be a great deal of thought into how best to organize all that you do. This task begins now.
  - Create a copy of this document and complete your summer assignment that way. (I will share this document via Google Drive), **OR**
  - Create a new document, and complete all components of this assignment on that document. Just be sure to add headings, number response, and be organized in all that you do.
- I recommend that you purchase a single-subject notebook, probably 2in. and **heavy duty**.
- You may email me anytime over the summer at [jeffreyparkinson@hvrsd.org](mailto:jeffreyparkinson@hvrsd.org) with any questions or concerns you may have. But please, first try to answer your own question by reading this document carefully, and by thinking about possible solutions to your issue. If you still can't find the answer, don't hesitate to email me.
- All summer work will be due on the **second day of class**. However, I STRONGLY recommend that you break the work up over the course of the summer. This will ensure timely completion of the packet, and will allow you to engage with history over a protracted time period. Recommended pacing guide:

<b>Part I: Complete by July 11</b>	<b>Part III: Complete by July 25</b>	<b>Part V: Complete by August 15</b>
<b>Part II: Complete by July 15</b>	<b>Part IV: Complete by August 1</b>	<b>Part VI: Complete by August 30</b>

## **Part I - Overview of AP World History**

Read pages 6-36 of the [AP World History Course & Exam Description](#). This reading will provide you with an overview of the historical thinking skills this course is intended to enhance as well as the themes of world history that provide the framework for the course. Answer the questions below. For numbers 11 and 12, no written answer is needed.

1. Define historiography (hint: you will need to look elsewhere for this).
2. How might you become proficient in the historical thinking skill of **Historical Argumentation**? Cite an example of this skill.
3. What should you be able to do to demonstrate *Appropriate Use of Relevant Historical Evidence*?
4. How might you become proficient in the historical thinking skill of **Chronological Reasoning**? Cite an example of this skill.
5. What should you do to be able to demonstrate knowledge of *Patterns of Continuity and Change Over Time*?
6. Why is **Periodization** challenging yet important in a study of history?
7. How might you become proficient in the historical thinking skill of **Comparison and Contextualization**? Cite an example of this skill.
8. What does it mean to *Contextualize*?
9. How might you become proficient in the historical thinking skill of **Historical Interpretation and Synthesis**? Cite an example of this skill.
10. Come up with **one word** to describe each of the five course themes (page 10)
11. Memorize the location of the following AP World Region (page 35):
  - a. Southeast Asia
  - b. East Asia
  - c. Central Asia
  - d. South Asia
  - e. The Middle East
  - f. North Africa
  - g. West Africa
  - h. Central Africa
  - i. Southern Africa (you cannot refer to it as South Africa as that is a modern nation-state),
  - j. Latin America & the Caribbean
  - k. North America
  - l. Western Europe
  - m. Eastern Europe
12. Memorize the five Unit Periods (shown on page 36) for the course, and think about why each date has been chosen to mark either the beginning or the end of a historical period.. They are as follows:
  - Unit I- Beginnings to c. 600 BCE
  - Unit II- c. 600 BCE- c. 600 CE
  - Unit III- c. 600 CE- c. 1450 CE
  - Unit IV- c. 1450 CE- c. 1750 CE
  - Unit V- c. 1750 CE- c. 1900 CE
  - Unit VI- c. 1900 CE to the Present

## Part II – The History of Our World in 18 Minutes

- Watch this brief [Ted Talk given by David Christian](#). As you read take notes (you may need to hit pause as you notate). Afterward, write a one paragraph summary of the purpose of Christian’s lecture. Be sure to support your answer with evidence from Christian’s point of view

## Part III – An Evening with John Green

- Watch the following *Crash Course* videos, and answer the corresponding questions.

<p><a href="#">The Agricultural Revolution</a></p>	<ol style="list-style-type: none"> <li>1. How do we have evidence of hunter-gatherers (H-G) and their lifeways?</li> <li>2. What advantages did H-G have over early agriculturalists?</li> <li>3. Where did agriculture emerge? Which food crops are associated with which areas?</li> <li>4. What were the advantages and disadvantages of agriculture?</li> <li>5. What impact does agriculture have on the environment?</li> <li>6. What advantages do you think that Eurasia had with its zoological set of animals compared to the Americas?</li> <li>7. If H-G had a “better and healthier” lifeway, why did people become agriculturists?</li> <li>8. What do historians say are the drawbacks to complex civilizations and agriculture?</li> </ol>
<p><a href="#">Indus Valley Civilization</a></p>	<ol style="list-style-type: none"> <li>1. How is the concept of “civilization” a useful construct? When is it not a useful construct?</li> <li>2. How does John Green define what constitutes a civilization? How does this compare to other definitions of civilization you have learned?</li> <li>3. Where did the earliest civilizations emerge? Why there?</li> <li>4. Why was the Indus Valley a prime location? How did the environment impact the people who lived there?</li> <li>5. What evidence exists of long-distance trade and with whom?</li> <li>6. What appears to be unique about the IVC, based on your knowledge of other civilizations?</li> </ol>
<p><a href="#">Ancient Mesopotamia</a></p>	<ol style="list-style-type: none"> <li>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?</li> <li>2. How does Mesopotamia compare with the Indus River Valley (IRV)? Identify both similarities and differences. Think of why a specific similarity and a specific difference might exist. (This is <u>analysis</u>; one of the most challenging skills you will need to develop).</li> <li>3. Cuneiform: What three points does John Green make about the advent of writing?</li> <li>4. What was Hammurabi’s most significant contribution?</li> <li>5. What are the challenges of empire? What is the usual result? Or to put it in math terms: _____ + _____ = _____</li> </ol>
<p><a href="#">Ancient Egypt</a></p>	<ol style="list-style-type: none"> <li>1. What point is John Green making about the different “lenses” we use when we study history?</li> <li>2. How did the Nile River shape the worldview of the Egyptians? How did this compare to the Mesopotamian worldview?</li> <li>3. How was Egyptian civilization different from most other river valley civilizations? Why do you think this was?</li> <li>4. What does the construction of the pyramids represent? (Not “What was the purpose of the pyramids?”)</li> <li>5. What was the motivation for building the pyramids? (Not “What was the purpose of the pyramids?”)</li> <li>6. What protected Egypt from outside peoples? How were the Egyptians eventually conquered by Semitic peoples of the Middle East?</li> </ol>
<p><a href="#">Bronze Age</a></p>	<ol style="list-style-type: none"> <li>1. What do textbooks normally do to the River Valley civilizations?</li> <li>2. What do Egypt, Mesopotamia, Anatolia, etc. have in common?             <ol style="list-style-type: none"> <li>a. Trade: What did underwater archaeologists find on the shipwreck?</li> <li>b. War: What was one of the main drivers of economic growth?</li> <li>c. Family: How did these civilizations share familial relationships?</li> </ol> </li> <li>3. What are we really talking about when we use the word “civilization”?</li> <li>4. What happened around 1200 BCE to Mycenaeans, Minoans, Hittites, and (partially) Egypt?             <ol style="list-style-type: none"> <li>a. What caused this?</li> <li>b. What is the theory of archaeoseismologists?</li> </ol> </li> <li>5. How did interdependence in the Bronze Age help lead to its downfall?</li> </ol>

**Part IV: Map Activity**

Neatly label the world maps with the land and water features listed below in the color indicated in parentheses. Print neatly (you will need to print the maps out) and make sure your maps are easy to read.

**Map #1: AP World Regions (page 5)**

Refer to page 2 in this packet. Using the world map provided in this packet, draw and label the AP Regions. You may color it if you would like to, but that is not a requirement. However, please use a color or striping to indicate regions which overlap.

**Map #2: Bodies of Water and Rivers (page 6)**

<p><b>Oceans, Seas, Bays, Lakes (write names in blue)</b></p> <ol style="list-style-type: none"><li>1. Atlantic Ocean</li><li>2. Pacific Ocean</li><li>3. Indian Ocean</li><li>4. Arctic Ocean</li><li>5. North Sea</li><li>6. Baltic Sea</li><li>7. English Channel</li><li>8. Norwegian Sea</li><li>9. Barents Sea</li><li>10. Mediterranean Sea</li><li>11. Adriatic Sea</li><li>12. Aegean Sea</li><li>13. Black Sea</li><li>14. Caspian Sea</li><li>15. Great Lakes</li><li>16. Red Sea</li><li>17. Persian Gulf</li><li>18. Arabian Sea</li><li>19. Bay of Bengal</li><li>20. South China Sea</li><li>21. East China Sea</li><li>22. Yellow Sea</li><li>23. Sea of Japan</li></ol>	<p><b>Rivers (write names in red and trace river in blue)</b></p> <ol style="list-style-type: none"><li>1. Nile River</li><li>2. Tigris</li><li>3. Euphrates</li><li>4. Amazon River</li><li>5. Mississippi River</li><li>6. Rio Grande River</li><li>7. Indus River</li><li>8. Yellow River (Huang He)</li><li>9. Yangtze River</li><li>10. Ganges River</li><li>11. Irrawaddy River</li><li>12. Mekong River</li><li>13. Congo River</li><li>14. Danube River</li></ol>
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**Map #3: Mountains and Deserts (page 7)**

<p><b>Mountains (write name in brown)</b></p> <ol style="list-style-type: none"><li>1. Alaska Range</li><li>2. Rocky Mountains</li><li>3. Appalachian Mountains</li><li>4. Andes Mountains</li><li>5. Alps</li><li>6. Atlas Mountains</li><li>7. Ural Mountains</li><li>8. Hindu Kush</li><li>9. Himalaya Mountains</li></ol>	<p><b>Deserts (write name in yellow)</b></p> <ol style="list-style-type: none"><li>1. Gobi Desert</li><li>2. Kalahari Desert</li><li>3. Sahara Desert</li><li>4. Thar Desert</li><li>5. Sierra Madre Desert</li><li>6. Mojave Desert</li><li>7. Namib Desert</li><li>8. Syrian Desert</li></ol>
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## AP Regions Map



## Bodies of Water and Rivers





## **Part V: Textbook Concepts**

Take a look at pp.36-38 of the [AP World History Course & Exam Description](#). This portion of the curriculum is the beginning of the section known as the “Concept Outline,” which lays out all of the information students taking AP World History are required to know and master. Familiarize yourself with the general format of the outline.

In order to help you connect the AP World Concept Outline to our textbook, *World Civilizations: The Global Experience*, I have created “Textbook Concepts” assignments which have the key concepts and historical thinking skills identified by the College Board linked to page numbers in your text. To ensure that you build a foundation for understanding the key concepts and historical thinking skills for the AP World History course, you are required to provide textual evidence which proves the key concept using historical examples. Basically, you have to demonstrate that the statement is true by using historical facts. We will be using these assignments throughout the year.

For your summer assignment, I am asking you to complete the first three concepts assignments of the year, which cover Time Period 1 (Beginnings-600 BCE). **All three concepts are posted in OnCourse Classroom.**

## **Part VI: Continuity and Change**

One of the four essays that you will be asked to write on the AP World History Exam is a Continuity and Change Over Time (CCOT) essay. This is a style of essay that examines how something changes and stays the same over time. For example, we could look at how world trade patterns changed from 1450 to 1750, or how the role of women changed in the Middle East from 1900 to the present. This essay forces us to examine the beginning situation, what caused it to change, and its ending condition. However, we must also consider what stayed the same.

This summer, I’d like you to write your own Continuity/Change Over Time essay about yourself. You should pick an area to specialize in: education, friends, responsibility, religious life, athletics, music, or another topic of your choosing. In regards to a time frame, start the essay wherever it’s appropriate for the topic. More advanced essays will look at 3-4 different specialty areas (1 paragraph for each) and will be able to tie them all together to give a more thorough analysis of you.

The chart below should be completed to help you plan before you write and to provide an organizational structure for your essay. You will use a similar planning chart throughout the year as we write other CCOT essays. If you are striving for a more advanced essay you would have 3-4 different charts (1 for each category). I don’t expect perfect essays, but I do expect you to give it a try. Basic essays will have a minimum of three paragraphs with a clear thesis. A basic essay will earn a maximum grade of a B. In order to earn an A for this part of the summer assignment, you will need to attempt the more advanced essay and have a logical thesis tying it together. By completing this essay, I will have a chance to understand your writing ability as we begin the class and you will have a chance to practice one of the three essay structures we will focus on (and the one that is typically the hardest for students on the AP exam).

Characteristics at beginning of Time Period	Examples of Significant Changes, Turning Points, or Developments Note types of changes (sudden, gradual, developmental)	Characteristics at end of Time Period
	1. 2. 3.	
	<b>Significant Continuities</b>	
	1. 2. 3.	
<b>Reasons Why Changes &amp; Continuity Occurred</b>	1. 2. 3.	