Summer Assignments: A.P. World History

Welcome to Advanced Placement World History!

For your summer assignment, I am asking you to do a series of activities that will assist in building your fundamental skills and knowledge of World History. These assignments are intended to lay the foundation for the material that we will cover during the course of this school year, including the primary thinking skills and historical organization system (SPRITE) that we’ll be utilizing. The purpose of the summer assignment is to set the stage for the yearlong curriculum. We have so much material to cover (10,000 years in 7.5 months!), and by spending time over the summer it will help us start with more ease in August.

For most of you, this is your first A.P. class. An Advanced Placement class requires all students to stay focused and to work hard. You should be prepared to spend 3-5 hours each week reading, studying, and doing work for this course. Between the summer assignments and the regular school year, we will explore 10,000 years of human history and learn valuable skills in preparation for the AP exam in May 2019. This will be an exciting class that will allow us to look at the BIG PICTURE of history, trace cultures and themes over time, and examine human interactions with each other and the environment.

THIS ASSIGNMENT IS DUE ONE-WEEK BEFORE THE FIRST DAY OF SCHOOL (WEDNESDAY, AUGUST 8, 2018 by 11:59pm). Late assignments will be penalized 10% per day, including weekend days. It is important for you to demonstrate that you are capable of successfully completing independent work in the time allotted. This will help to provide me with a clear picture of your ability to handle a college-level course in the sophomore year of high school. You will receive grades for this work: answering the video, book, and textbook questions, the book-based maps, and a map quiz (which will be at start of school, but not the first day).

Please read and follow the directions carefully. Your assignment will need to be completed on Google Docs and uploaded to the Google Drive folder that I have shared with you. WHEN YOU SHARE THIS DOC WITH ME, YOU MUST SHARE IT WITH THE “CAN EDIT” FEATURE SELECTED. I will not make any changes to your work but would like the ability to see the order in which you worked on your project. During the first week, when I have your rosters and sections assigned for the fall semester, you will submit your entire summer assignment to Canvas for it to be checked for originality and authenticity through turnitin.com. Therefore, it is essential that all work be put into your own words and not copied from ANY source.

Remember that all of the summer assignments are INDEPENDENT WORK. The use of any resources on the internet for answering discussion questions will be viewed as plagiarism. When submitting your assignments, you are pledging that the work is the result of only your efforts. Feel free, however, to use the internet for the Pre-Reading Questions of Assignment #1 and for Questions 14-26 of Assignment #5, so long as you cite your sources.

I will be available to answer questions this summer. My email address is ccurtis@gallowayschool.org. It is summer, so be patient. I travel a bit during the summer and it may take me up to a few days to respond.

We will be utilizing Canvas to organize class materials, and our course will be available upon the start of school. I am excited about seeing you all in the fall and I am looking forward to a great year!

All the best,

Mr. Curtis
ASSIGNMENT 1: GUNS, GERMS, & STEEL

Directions: For this task, you have two options: Either (1) buy the book (or check it out from the library) Guns, Germs, and Steel: The Fate of Human Societies by Jared Diamond (1999, ISBN: 0393317552) OR (2) checkout or buy the Guns, Germs, and Steel: The Fate of Human Societies (PBS) (all 3 episodes) DVD from the library.

Establish a time management PLAN for doing this assignment. Please trust me when I tell you that you cannot complete this book or movie series the day prior to school starting or even the week before it starts – especially when combined with all of the other assignments. We will refer to the text/movie throughout the year so it is important to invest time into this reading and assignment.

1. Begin by answering the pre-reading questions.
2. Read the book/watch the movie. Answer the questions as you read/watch using bullet points.

(Note: The questions are intended to be theories of the book’s author, so assume that “According to Jared Diamond in his book Guns, Germs, and Steel…” could be added to the start of each question.)

Pre-Reading Questions
1. What is your definition of world history?
2. What interests you about studying the world? What does not? Why?
3. For each time period listed below, list five big events or developments (limit to 5 per period) that occurred within that time period. The “c” that precedes each date stands for circa, meaning about or around. You may use any resources at your disposal to do this (i.e.: internet, public library, etc.). Please note BCE stands for Before Common Era (i.e.: BC – Before Christ) and CE stands for Common Era (i.e.: AD – Anno Domini – In the Year of Our Lord). The use of BCE and CE is standard among world historians and students are expected to use these in AP World History.
   A: c. 8000 B.C.E. to c. 600 B.C.E.
   B: c. 600 B.C.E. to c. 600 C.E.
   C: c. 600 C.E. to c. 1450 C.E.
   D: c. 1450 C.E. to c. 1750 C.E.
   E: c. 1750 C.E. to c. 1900 C.E.
   F: c. 1900 C.E. to the Present

Reading Questions
1. What was Yali’s question? How did it lead Prof. Diamond to do the research that led to Guns, Germs, and Steel?
2. According to Diamond, how did the size, shape and location of Eurasia give its early inhabitants natural advantages?
3. How did geography prevent the inhabitants of the Americas, Africa, and the Pacific Islands from enjoying the same advantages as Eurasians?
4. Why were the world’s nastiest germs in 1500 in Eurasia, not the Americas?
5. Describe how the location of Eurasia allowed Europeans to develop three other cultural advantages over the Americas and other native peoples by 1500.
6. Why do you believe some of Diamond’s theories have been controversial?
7. Name two things about the book/movie series you found surprising or interesting – and explain why. Identify both of these with a page number (book)/time stamp (movie).
8. To what extent do you agree with Diamond’s theories? Why?
9. What questions does reading this book make you ask? List at least three (if possible, brainstorm some possible answers).
10. What questions do historians face now – with relation to the development of civilizations?
ASSIGNMENT 2: MAP EXERCISES

Directions: On a blank world map please know the location of the following items. (Note: You do not have to turn in anything for this during the summer, but you should be prepared with the location of these items on the second day of school in August. Hint. Hint. Cough. Hint.)

On the “World Map” label the following:
- Alps
- Andes Mountains
- Caucasus Mountains
- Himalayas
- Pyrenees Mountains
- Atlantic Ocean
- Indian Ocean
- Pacific Ocean
- Baltic Sea
- Black Sea
- Mediterranean Sea
- Anatolia/Asia Minor
- Balkan Peninsula
- Iberian Peninsula
- Antarctica

On the “Africa” map label the following:
- Egypt
- Ethiopia
- Ghana
- Kenya
- Morocco
- Sudan
- Lake Chad
- Lake Victoria
- Tunisia
- Libya

On the “Middle East” map label the following:
- Iran
- Iraq
- Israel
- Lebanon
- Saudi Arabia
- Turkey
- Somalia
- Syria
- Jordan
- Turkmenistan

On the “Asia & South Pacific” map label the following:
- Afghanistan
- Pakistan
- Red Sea
- Persian Gulf
- Tigris River
- Euphrates River

On the “Europe” map label the following:
- Belgium
- England
- Germany
- Greece
- Italy
- Spain
- France
- Netherlands
- Austria
- Poland
ASSIGNMENT 3: HISTORY OF THE WORLD IN SIX GLASSES

Directions: The book that we will be reading throughout the year will be A History of the World in 6 Glasses by Tom Standage. This book traces the history of the world through a discussion of beverages that people drank in various time periods -- beer, wine, spirits, coffee, tea, and Coca-Cola (note: remember that you are too young to sample or digest any of the first three, so don’t even think about it!!! 😊😊😊 ) Reading this book will help you develop a perspective on our units in AP World History. This is a fantastic book and is read by a lot of AP World History students each year.

As you read chapters 1-4, answer the included reading questions for each chapter. Your answers need to be thorough, but do not need to be lengthy – 2 to 4 sentences should suffice except for the summary questions, where a longer request is specifically made. Answers should be in complete sentences but can be bullet points if it works for the prompt. Be sure to cite page numbers from which you take your answers in parenthesis at the end of your response. Example: Beer was seen as the drink of the lower class (p. 35).

Chapter 1: A Stone Age Brew
1. What were the consequences of the Agricultural Revolution?
2. What is the archeological evidence that supports the cultivation, harvesting, storage, and processing of cereal grains?
3. Farming led to food surpluses. Explain the developments that occurred as a result of food surplus.
4. Identify 3 reasons for the switch to farming.
5. How were grain storehouses related to the temples and the government?
6. What is the relationship of beer to the growth and development of these early civilizations? Give specific examples of how beer led to elements of civilization such as writing. This summary response should be 1-2 paragraphs and cover the material of the entire chapter.

Chapter 2: Civilized Beer
1. Mesopotamia is the “land between the two rivers”. What are the two rivers?
2. Explain the importance of the grain surplus to the development of civilization.
3. Identify the staples of the Egyptian and Mesopotamian diets.
4. Identify ways in which beer was used in daily life, religion, as medicine, and in burials.
5. Explain how beer had civilizing influences and shaped the development of Mesopotamia and Egypt. This summary response should be 1-2 paragraphs and cover the material of the entire chapter.

Chapter 3: The Delight of Wine
1. What factors led to the possibility of producing wine in Greece?
2. Where did win become an important drink?
3. How did the Greeks influence Western civilization?
4. How did the Greeks judge how cultured a person was?
5. What was the importance of the symposium? How did it influence Greek culture?
6. What was Plato’s view of democracy? How did Plato’s symposium differ from others?
7. What do archeologists know about the influence of Greek culture?
8. Explain the importance of wine in the transmission of Greek culture throughout the Mediterranean and Asia. This summary response should be 1-2 paragraphs and cover the material of the entire chapter.

Chapter 4: The Imperial Wine
1. How and in what ways did the Romans adopt the Greek culture?
2. What other crops were sacrificed in order to produce wine?
3. Compare the Roman convivium to the Greek symposium.
4. Compare the ways in which Christianity and Islam viewed the drinking of wine.
5. How was Europe divided over beer and wine drinking?
6. What impact do the Greek and Roman cultures have on modern American and European cultures? This summary response should be 1-2 paragraphs and cover the material of the entire chapter.
You must create a collection of maps to illustrate the diffusion of each of the six beverages discussed in the book. Each beverage must be shown on a different map – for a total of 6 maps. See the bottom of the directions for an example. **You will need to take a picture of your work and upload this to your Google Drive.**

Here are the directions:

- Maps should be on 8.5x11” paper with one map per page.
- Use arrows to illustrate diffusion of the beverage (or its ingredients) – where did each beverage originate? To what places did it spread?
- Include at least 5 “annotations” on each map (i.e.: notes to explain significant events that happened in places labeled on the map). Include dates!
- Include a key/legend
- Maps should be colorful. You may also include symbols or illustrations – be creative!
- Your maps should be titled and labeled with the following:

  - **Map #1: “Beer in Mesopotamia and Egypt”**: Label- Mesopotamia/the Fertile Crescent, Egypt, Tigris River, Euphrates River, Nile River, Zagros Mountains, Anatolia, Mediterranean Sea, Red Sea, Persian Gulf, Arabian Desert, Sahara Desert

  - **Map #2: “Wine in Greece and Rome”**: Label – Greece, Crete, Athens, Sparta, Italy, Rome, Mediterranean Sea, Aegean Sea, Adriatic Sea, Sicily, Corsica, France/Gaul, Spain, Tiber River, Egypt, Alexandria, Anatolia/Turkey, Germany
A blank world map is available for download here: http://www.oocities.org/usteach/downloads/worldmap.gif
ASSIGNMENT 5: TEXTBOOK READING

You will need to access the pdf from the shared Google Folder or library website to answer questions 1-8 below. Read these first two chapters of the textbook and then answer each question below in complete sentences.

Chapter 1 – From Human Prehistory to the Early Civilizations:
1. What are at least 4 main characteristics of the human species?
2. What were the most significant human achievements before the rise of agriculture and what were the patterns of early human migration?
3. What are the main differences between an agricultural and a hunting and gathering economy?
4. How did the change into farming encourage technological change?
5. Why are nomadic societies important in world history?

Chapter 2 – Early Civilizations (3500-600 BCE):
6. What were the main features of civilization as a form of human organization?
7. What did the river valley civilizations have in common?
8. Compare and contrast Mesopotamian and Egyptian political structures.
9. Compare and contrast Mesopotamian and Egyptian religions.
10. Why do we know less about Harappan civilization than about Egypt?
11. In what ways does early China represent a river valley civilization?
12. How did conditions in the Americas differ from those in Asia and North Africa during the formation of early civilizations?
13. How and why did the early civilization period come to an end and what were the main religious changes introduced by Judaism?

BIGGER PICTURE PROMPTS:
Throughout the year, you will be asked to understand bigger processes and developments that take place over time. Below are questions from Period 1 in AP World history that you will need to be able to answer by the first week of class. These questions are intended to help you identify the bigger picture and processes at play, and the answers will be found from either “Assignment 1,” “Assignment 3,” or “Assignment 5” of the Summer Assignment. You may feel it warranted to research further any of these questions. If you would like or feel the need to research further any of the questions below (#9-21), please include a MLA citation at the end of your answer for where you obtained that information. Do not use Wikipedia as a source.

Big Geography and the Peopling of the Earth
14. What was the prehistoric event that is believed to be the starting point for the migration of hunter-gatherers from East Africa?
15. In what ways did early humans adapt their technology and culture to new environments in the Paleolithic era?
16. How did Paleolithic peoples effect/impact their new environments?

The Neolithic Revolution and Early Agricultural Societies
17. What role did the patriarchy play in the formation of pastoralist and agrarian societies?
18. Explain how advances in technology resulted in trade, transportation and agricultural production.
19. What were the major effects of pastoralism and agriculture on Neolithic peoples?
20. Explain the impact of water control systems on environmental diversity.
22. What were the primary causes for social and economic advancements of the Neolithic Revolution?

Early Agricultural, Pastoral, and Urban Societies
23. Explain the transformation of warfare from pre-agricultural to post-agricultural civilizations.
24. What were the key factors which enabled states to expand and conquer neighboring states?
25. Describe the mobilization of surplus labor and resources in early states, and the source of economic support for rulers of these states.
26. What were the major centers of agricultural production during this period?
**ASSIGNMENT 6: SPRITE CHART**

**Background:** You are going to introduce yourself to me using SPRITE as a way to categorize information. You will put this information into a chart. The method for categorizing is the same we will use this year in different time periods and societies. This assignment will serve to 1) get us to know each other better and 2) to introduce you to the themes. There are no “right” answers, since this is all about you.

**Directions:** Make a chart similar to the one below on a separate sheet of paper (typed or neatly written). On the left (a small column) put one letter of “SPRITE” into each row just like the sample chart. On the right (the larger column), add attributes to answer the suggested questions. **Complete this assignment in complete sentences.**

| S | Social: Most societies are affected by the societies around them as well as the people who make up that society. Who has influenced you? (Remember, not all influences are good – think of good and bad influences.) Who are you around the most? What role do they play in your life? How do they influence you? |
| P | Political: Politics involves how nations lead themselves and what issues they see as important. What role do politics and government have in your life? What issues are important to you? What are your goals in life? |
| R | Religious: Religion often plays an important role in how societies function. Do you practice a religion? If so, how does it influence you? If not, what influences do you see in those around you? (Remember, there are no wrong answers – we are just thinking like a historian.) |
| I | Intellectual: Historians often look at what intellectual influences on societies as well as what intellectual products (art, literature, inventions, etc.) they produce. What have been the biggest influences on your intellectual development? (Consider people, classes, books, movies, etc.) |
| T | Technologically: Not all technology has wires and electricity. Changing the way you plow your fields, grow food, fight disease, make swords, or design a car is also technology. Think about FIVE inventions that really matter to you and list them. (They don’t have to be things you use every day.) Why do they matter to you? |
| E | Economic: All societies have some sort of economic system. Most produce and trade products with other societies. Consider your economic status. How do your parent/guardian’s jobs or lack of jobs affect you? (Economies can have big consequences – think about the time you have had in discussion about money.) What career do you see yourself in someday? How do you plan to achieve that economically? How will this career affect you economically? |

(for Mr. Curtis) Are you a coordinator, energizer, recorder, or observer in a group? Are you a procrastinator? If so, why and how much? Are there instances where you might procrastinate more than others? What is your ideal group project scenario? (Do you all do all of it or do you divide it up and come back together, etc.?) What is your fear about working in a group? What is your ideal group size for a study group? What is your ideal group size for a project? What do you need from your AP teacher this year – and why? What is one thing you’d like me to know about you?