

AP WORLD HISTORY SUMMER ASSIGNMENT

2017-2018

M. Worrell and J. O'Leary

Welcome to AP World History! We are looking forward to an exciting and challenging year as we explore the history of the world together. To get started, you will be completing the summer assignment described on the following pages. In AP World History, we read and analyze a lot of documents, including visuals and artifacts. This assignment is designed to introduce you to our class and to help you get started in becoming familiar with our first periodization of study, which is Periodization 1, the Pre-Classical Era (...to c. 600 B.C.E.), as well as to become familiar with important artifact evidence in world history, and the techniques used to analyze this type of evidence. The suggested time on this assignment is a few hours a day for approximately two- three weeks. Please follow the steps below to ensure your success in this class gets started on the right track! Please note there are 7 Parts to your Summer Assignment.

We hope that you have a restful and enjoyable summer and we will see you in August!
Ms. Worrell and Mr. O'Leary

Summer 2017

1. Join our class Remind101 group now! It's simple, just text @g934cb to 81010, or to receive messages via email, send an email to: <https://remind.com/join/g934cb>

2. Register for a College Board account if you do not already have one. www.collegeboard.org

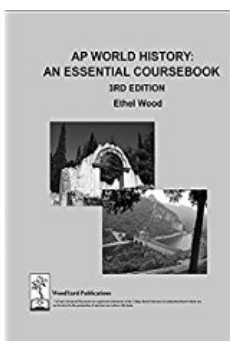
3. Sign up at <https://www.getafive.com> The Get a Five website has over 70 video lessons, 255 practice questions, mock exams and more for you to access at anytime!

4. Purchase the REQUIRED supplemental reading material:

**AP World History: AP World History: An Essential Coursebook, 3rd edition
ISBN 978-0-9895395-8-6**

***Make sure you order the 3rd edition! Click the button on the right for 3rd edition when ordering from the website below:

***You can order this book directly from the following small publishing company website or you can probably find a used book on Amazon.com. If ordering from the publisher, please do not procrastinate! It takes an average of 3 weeks to get it delivered! http://www.woodyardpublications.com/ap_world_history**



5. Read Chapters 1 and 2 in the Essential Coursebook, then complete the attached assignments labeled PART 1 through PART 5.

***Your AP World History Summer Assignment PARTS 1 through 5 are due the first day of school, August 14, 2017.**

6. Complete PART 6 of your Summer Assignment, Unit 1 Vocabulary Terms.

***PART 6 is due the 2nd week of school, Wednesday, August 23, 2017. You will also have a vocabulary test this day.**

7. Buy and READ:

A HISTORY OF THE WORLD IN 6 GLASSES [ISBN 9780802715524], and respond to questions set out below. (This is **PART 7** of your summer assignment for this course.)

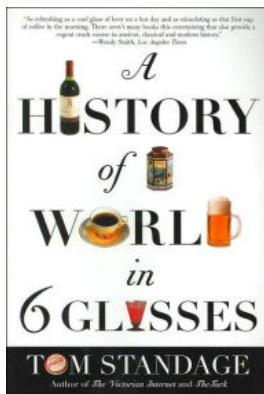
I bought a copy of this book very reasonably priced (\$5-\$6) from Amazon.

<https://www.amazon.com/History-World-6-Glasses/dp/0802715524>

You can also find this book at Barnes and Noble for around \$10.

<http://www.barnesandnoble.com/w/history-of-the-world-in-6-glasses-tom-standage/1007653113>

Please do not leave it to the very end of the summer. This is due the first day back in the Fall, Monday, August 14, 2017!



Background of the book: The particular book you have been assigned to read is one that provides an excellent and thought provoking look at world history through the humble beverage. Here's a summary of the book by an AP World History teacher from Seattle, Washington, Deborah Smith Johnston:

Tom Standage tells a popular history of the world through six beverages: beer, wine, spirits, coffee, tea and Coca Cola. A thoroughly enjoyable read, the book is full of those kinds of anecdotes and stories that help students to enjoy and remember history. Better still is the book's ability to provide a possible narrative of world history. The book is organized chronologically, allowing each beverage to tell the story of a period global processes, and connections [between the two]. Along the way, the reader can make through local stories, comparisons amongst these drinks as to which have been seen as medicinal drinks, currency, social equators, revolutionary substances, status indicators, and nutritional supplements. In studying drinks, as with food, class and social structures are emphasized allowing a social historical perspective.

Your task—

As you read each chapter, respond to each of the questions on the attached sheet. You should respond in complete sentences (no bullet points), using lined notebook paper. Staple your answers to the attached questions sheet. Make sure your name is on each page and turn it in on time. You may find that it works best to read with the questions in mind but reserve responding to the questions until completing each chapter.

AP World History: A HISTORY OF THE WORLD IN 6 GLASSES

Do not just “copy and paste” your answers directly from the book, this doesn’t prove that you understood the reading. Please put the answers in **your own words**. (PART 7 of AP World History Summer Assignment)

Chapters 1-2

1. How is the discovery of beer linked to the growth of the first “civilizations”?
2. What were some of the uses of beer by ancient cultures? (Nourishment? Ritual? Religious?)
3. How did beer “civilize” man, according to the author?
4. What is the relationship between beer and writing?

Chapters 3-4

5. How did the use of wine differ from that of beer in ancient Greece and Rome?
6. How and why did wine develop into a form of a status symbol in Greece?
7. How did the use of wine in Roman culture differ from that of ancient Greece?
8. What is the relationship between wine and empire?

Chapters 5-6

9. Briefly describe the origin of distilled spirits?
10. What is the connection between spirits and slavery?
11. Why were spirits an important staple in Colonial America? and How did rum play a role in the American Revolution?
12. What were the negative effects/uses of spirits? (Use entire chapter to answer this)

Chapter 7-8

13. Answer briefly, from whom did the Europeans get coffee and how did it spread to Europe?
14. Why was it so important to Europe’s development that many people’s beverage of choice switched from alcohol to coffee?
15. Describe coffee’s role in the Scientific Revolution.
16. Describe coffee’s role in the French Revolution.

Chapters 9-10

17. When did tea first become a mainstream drink in Asia? In Europe?
18. If tea arrived in Europe around the same time as when coffee did, why did it not find the immediate success that coffee had?
19. How was tea an integral part of the Industrial Revolution?
20. What role did the tea trade and production play in the British rule over India?

Chapters 11-12

21. What was the origin of coke, was it used medicinally and what were the additives?
22. What was the relationship of coke and World War II? and the Cold War?
23. What is meant by “globalization in a bottle”?
24. How did Coca Cola become basically seen as an American value? How did this help and hurt Coca Cola (and, in some ways, America itself?)

Epilogue

25. Describe how the scientific advancements of the 19th century brought the history of beverages full circle.
26. How many people have no access to safe water today?
27. How has access to water affected international relations?

Name: _____

Period: _____

AP World History Summer Assignment

Unit 1: Periodization 1 Pre-Classical (prehistory to c. 600 B.C.E.)

M. Worrell and J. O'Leary

Summer Assignment Due Date: Monday, August 14, 2017

Complete the below evaluation on the due date:

Student Evaluation

Read each description on the below rubric. Using the below rubric, please check the line next to the level where you believe your assignment falls. The percentage in parentheses is your expected score on the unit tests based on the quality of work included in this Assignment.

(1) Beginning (50-70%): ____	(2) Progressing (70-86%): ____	(3) Excelling (87-100%): ____
The assignment is either incomplete or there are several parts/area that could use further details.	The assignment shows the student understands the majority of the content, but there are a few areas within the assignment that could use further details or explanation.	The assignment fully shows that the student has spent a significant amount of time on the assignment, completing each part thoroughly with little else that could be added

Teacher Evaluation

Beginning: ____	Progressing: ____	Excelling: ____	Total: ____/100
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Directions: In the following pages you will find your summer assignment for Periodization 1. The assignment is set up in a specific way; so it is highly recommended that you complete it in the given order.

Part 1: Essay Practice (taking notes and analyzing)

This is where you will practice your historical thinking skills in regards to the essays. You will be required to create charts and graphic organizers to show your understanding of the material and the connections made within each prompt.

Parts 2 & 3: Themes and Concepts (organizing notes and looking at the bigger picture)

This is where you will begin to organize the content from the chapter reading and your notes into specific themes and concepts. These themes and concepts are specifically given by the College Board. You are simply asked to read through the themes and concepts, and list content from your notes and reading as it corresponds with that theme and concept.

Part 4: Geographical Coverage (geographical knowledge)

On the map provided you will shade and label the regions and sub-regions of the world studied in Period 1. You then will create a map key to signify which colors represent which region. Finally you will consider what you have learned about each region and list the most significant events that occurred in each.

Part 5: Timeline (periodization)

On the timeline provided you will include at least 10 annotations of significant events during the Pre-Classical Period. You will then choose one event which you believe is the most significant to world history and back up your argument with evidence

Part 6: Vocabulary Terms (content knowledge)

Write out the definitions of each term in PART 6, Vocabulary Terms. Study these terms. Besides the fact that you need to understand the words you are reading in order to understand the content, you will have vocabulary tests for each unit of study as well.

PART 1: Periodization 1 Practice Comparative Essay Prompts

Comparative: Analyze the similarities and differences in development of social and cultural practices during the Paleolithic and Neolithic Eras.

Paleolithic Era	Similarities	Neolithic Era

*What to include here: religion, cities, economy, government, agricultural production, social stratification, trade, transportation and its impact on **CULTURE***

Comparative: Analyze similarities and differences in political systems in the following regions (Egypt v. Huang He and Mesopotamia v. Indus) before 600 B.C.E.

Egypt	Similarities	Huang He
Mesopotamia	Similarities	Indus (pre Aryan invasion)

*What to include here: geography, religion, cities, economy, social stratification, infrastructure, etc. and its relation to the **GOVERNMENT***

PART 2: Periodization 1 Themes and Concepts

For each time period we study (there are 6 periodizations), there are “Key Concepts” we must work through, understand, analyze, etc. For Periodization 1, there are 3 Key Concepts. You will find these below, with a brief explanation of each.

Directions: Using the content from the previous chart and what you have learned through reading the chapters of Periodization 1, categorize specific historical content as it fits under each theme and objective.

Key Concept 1.1 Big Geography and Peopling of the Earth	
Concept	Content to support (Give 4-5 examples of evidence)
<p>Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions. (Key Concept 1.1.I)</p>	
Key Concept 1.2 The Neolithic Revolution and Early Agricultural Societies	
Concept	Content to support (Give 4-5 examples of evidence for each)
<p>Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems. (Key Concept 1.2.I)</p>	
<p>Agriculture and pastoralism began to transform human societies. (Key Concept 1.2.II)</p>	
Key Concept 1.3 The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies	
Concept	Content to support (Give 4-5 examples of evidence for each)
<p>Core and foundational civilizations develop in a variety of geographical and environmental setting where agriculture flourished. (Key Concept 1.3.I)</p>	
<p>The first states emerged within core civilizations. (Key Concept 1.3.II)</p>	
<p>Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art. (Key Concept 1.3.III)</p>	

AP World History would be completely overwhelming if we did not use “Themes” to categorize certain concepts. To help us better organize these 5 themes, we use the “SPICE” acronym. S.P.I.C.E. stands for **S**ocial, **P**olitical, **I**nteraction between humans and their environment, **C**ulture, and **E**conomic. Below you will find the themes and their sub-topics. You **MUST** memorize these! We will be completing SPICE charts continuously throughout the school year. The following assignment will get you familiar with using the SPICE themes for Periodization 1.

Spice Themes	Sub-topics
S – SOCIAL: Development & transformation of social structures	gender roles & relations, family & kinship, racial & ethnic constructions, social & economic classes
P – POLITICAL: State building, expansion & conflict	political structures & forms of governance, empires, nations & nationalism, wars, revolts & revolutions, regional, trans-regional, & global structures/organizations
I – INTERACTIVE: interaction between humans & the environment	demography & disease, migration, patterns of settlement, technology
C – CULTURAL: development & interaction of cultures	religions, belief systems, philosophies & ideologies, science & technology, the arts & architecture
E – ECONOMIC: creation, expansion, and interaction of economic systems	agricultural & pastoral production, trade & commerce, labor systems, industrialization, capitalism & socialism

PART 3: Periodization 1 Thematic Learning Questions

Directions: Below you will find thematic questions that correspond with specific concepts from the Curriculum Framework. Using it, as well as your Periodization 1 Content Chart, answer each of the below questions using **specific evidence**.

<p>DEVELOPMENT and TRANSFORMATIONS of SOCIAL STRUCTURES : How have distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies? How, by whom, and in what ways have social categories, roles, and practices been maintained or challenged over time? How have political, economic, cultural, and demographic changes affected social structures over time?</p>
<p>SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.</p> <p>SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.</p> <p>SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.</p> <p>SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.</p>

STATE BUILDING, EXPANSION, and CONFLICT: How have different forms of governance been constructed and maintained over time? How have economic, social, cultural, and environmental contexts influenced the processes of state building, expansion, and dissolution? How have conflicts, exchanges, and alliances influenced the processes of state building, expansion and dissolution?

POL-1 Explain and compare how rulers constructed and maintained different forms of government.

POL-2 Analyze how the functions and institutions of governments have changed over time.

POL-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

POL-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

POL-5 Assess the degree to which the functions of cities within states or empires have changed over time.

POL-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

POL-7 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

POL-8 Assess how and why commercial exchanges have influenced the process of state building, expansion, and dissolution.

POL-9 Analyze the political and economic interactions between states and non-state actors.

INTERACTION BETWEEN HUMANS AND THE ENVIRONMENT: How have people used diverse tools and technologies to adapt and affect the environment over time? How and to what extent has human migration and settlement been influenced by the environment during different periods in world history? How has the environment changed as a consequence of population growth and urbanization? How have processes of industrialization and global integration been shaped by environmental factors and in turn how has their development affected the environment over time?

INT-1 Explain how early humans used tools and technologies to establish communities.

INT-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

INT-4 Explain how the environmental factors influenced human migrations and settlements.

INT-5 Explain how human migrations affected the environment.

INT-6 Explain how people used technology to overcome geographic barriers to migration over time.

DEVELOPMENT AND INTERACTION OF CULTURES: How and why have religions, belief systems, philosophies, and ideologies developed and transformed as they spread from their places of origin to other regions? How have religions, belief systems, philosophies, and ideologies affected the development of societies over time? How were scientific and technological innovations adapted and transformed as they spread from one society or culture to another? In what ways do the arts reflect innovation, adaptation, and creativity of specific societies?

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-3 Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

CUL-8 Explain how economic, religious, and political elites defined and sponsored art and architecture.

CUL-9 Explain the relationship between expanding exchange networks and the emergence of various forms of trans-regional culture, including music, literature, and visual art.

CREATION, EXPANSION, and INTERACTION of ECONOMIC SYSTEMS: How and to what extent have modes of production and commerce changed over time? How have different labor systems developed and changed over time? How have economic systems and the development of ideologies, values, and institutions influenced each other over time? What is the relationship among local, regional, and global economic systems; how have those relationships changed over time?

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-4 Analyze how technology shaped the process of industrialization and globalization.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-11 Explain how the development of financial instruments and techniques facilitated economic changes.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

PART 4: Periodization 1 Regional Geography

Directions: Use the content from your reading and note taking to shade and label the regions and sub-regions covered in Period 1. **Shade the regions and label the sub-regions.** Create a color-coded key for the regions. Then create a list of the regions with the most significant events that occurred in each.

World Regions Key:



Regions and their most significant events:

PART 5: Periodization 1 Timeline

Directions: Using the content from your reading and note taking create a timeline of at least **10 annotations** (description of the event using more than 5 words) for the Pre-Classical Period (Prehistory– 600 BCE). Be sure to include all of the major states/empires and any significant events, discoveries, interactions, and/or achievements. Be sure to include the date/date range with your events as well.



What single event of the Pre-Classical Period had the greatest impact on world history? Explain.

AP WORLD HISTORY: PART 6: Vocabulary Terms for Periodization 1

DIRECTIONS: For each term listed below, provide a well-developed definition that explains the significance of that term. Your definition should be written in a complete sentence(s). **All terms and their definitions must be numbered and hand-written.**

ex. Cuneiform: This is the first known writing system and was developed c3500 BCE by the Sumerian civilization located in Mesopotamia's Fertile Crescent.

****Please note**:** The terms below are not necessarily listed in the order that they are found in the text. Many terms are NOT highlighted or italicized as you read them in the textbook. Use your textbook's glossary or index to locate the terms. You may also use outside resources to define the term, but the definition provided **must** be relevant to our historical studies. Do NOT trust publically edited websites such as *Wikipedia* or *Yahoo Answers* to retrieve definitions. There will be a vocabulary Test on these terms the 2nd week of school.

1. Paleolithic Era
2. Neolithic Era
3. hunting & gathering societies
4. culture
5. Neolithic Revolution (or "Agrarian Revolution")
6. domestication (*as it relates to plants & animals*)
7. civilization
8. Mesopotamia
9. cultural diffusion
10. polytheism
11. monotheism
12. Indo-Europeans
13. patriarchal societies
14. pastoralists
15. ethnocentrism
16. dynastic cycle
17. "mandate of heaven"
18. "son of heaven"
19. Shang dynasty
20. Qin Shi Huangdi
21. legalism
22. bureaucracy
23. Confucianism
24. filial piety
25. Daoism (or "Taoism")
26. Han dynasty
27. civil service exam
28. meritocracy
29. "mean people" (*as it relates to Confucian classical China*)
30. Great Silk Road (or "Silk Routes")
31. Subcontinent
32. caste system (*as it relates to Hinduism*)
33. dharma
34. reincarnation
35. Siddhartha Gautama
36. Buddhism
37. Maurya dynasty
38. Gupta dynasty
39. Chandragupta Maurya
40. Ashoka