

AP World History

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2019-2020 Summer Assignment

DUE BY AUG 12, 2019

Welcome, WHAPsters, to the history of everything that ever was! This will be, I sincerely hope, the most interesting history course you have ever taken. This is not a course about memorizing tables of minutia – not that some dates and “hard” facts don’t have their place – but it is a course (probably your first) in what is now called “Big History.” Big History is the study of history as movements, themes, and trends. It attempts to look at global and regional systems and understand their interplay, to determine why events in past have developed as they have, and what impact they have on us today. Because of its very broad scope, Big History incorporates such diverse academic disciplines as History, Biology, Physics, Anthropology, Archeology, Comparative Theology, Philosophy, Art History, Architecture, Environmental Science and Geography, Economics, and – and – well – you get the idea. We have a lot on our plates this year, but if you are the sort of person who likes understanding the “Why’s” behind the “What Happened’s” you will enjoy this course. Along the way, we will get you ready to take the AP World History Exam in May. This involves teaching you good historical analysis and detective skills, as well as helping you improve your abilities to argue via the analytic essay form.

From the College Board Course Description:

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time.

In order to best analyze this breadth of time, the course is organized into six chronological periods:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Transregional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)
- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignments (c. 1900 to the Present)

While we delve into the above listed chronological periods, we will be identifying key concepts and historical developments that will help us organize and better understand human development and history. The five themes explored in this class are:

- Interaction between humans and the environment (ENV)
- Development and interaction of cultures (CUL)
- State building, expansion, and conflict (SB)
- Creation, expansion, and interaction of economic systems (ECON)
- Development and transformation of social structures (SOC)

On the following pages you will find an assignment designed to help give you a little bit of background for our course as we will be having to cover practically the entirety of recorded human history in only a few short months.

Part 1 Send me an email (ang@pasco.k12.fl.us) acknowledging that you have read this assignment completely and intend to complete it by June 14th. While you are at it, tell me a little bit about yourself. Why are you taking this class? What would you like to get out of it? What are your interests outside of school? Whenever you send me an email, be sure to put WHAP in as the first part of the subject so that my spam filter doesn’t dump your email directly to the waste bin!

Part 2 of the summer assignment is to keep your keenly honed geographical skills sharp and to help jumpstart our visual-spatial understanding for the earliest human civilizations.

Part 2 of the summer assignment is to familiarize you with some of the vocabulary that you will be seeing and utilizing repeatedly in our coursework.

Part 3 of the summer assignment is to allow us to delve right into our studies as soon as the school year starts. John Green’s Crash Course World History is a basic primer and can be useful as an addendum to this course (however, by no means can it substitute for textbook reading).

**** All work must be completed by hand, no typed or digital work will be accepted. ****

Part I: Mapping Exercise For the first two maps, **neatly label them** with the land and water features listed below in the color indicated in parentheses. Print neatly and make sure your maps are easy to read (use colored pencils).

Map #1 – Bodies of Water, Rivers, & Straits

<i>Oceans, Seas, Bays, Lakes (color them blue)</i>		<i>Rivers (draw them in green)</i>	<i>Straits (label them in purple)</i>
1. Atlantic Ocean	16. Great Lakes	1. Nile River	1. Bosphorus Strait 2. Strait of Magellan 3. Strait of Gibraltar 4. Strait of Malacca
2. Pacific Ocean	17. Red Sea	2. Tigris River	
3. Indian Ocean	18. Persian Gulf	3. Euphrates River	
4. Arctic Ocean	19. Arabian Sea	4. Amazon River	
5. North Sea	20. Bay of Bengal	5. Mississippi River	
6. Baltic Sea	21. South China Sea	6. Rio Grande River	
7. English Channel	22. Yellow Sea	7. Indus River	
8. Norwegian Sea	23. Sea of Japan	8. Yangtze River	
9. Barents Sea	24. Caribbean Sea	9. Yellow River (Huang He)	
10. Mediterranean Sea	25. Hudson Bay	10. Irrawaddy River	
11. Adriatic Sea	26. Cape of Good Hope	11. Mekong River	
12. Aegean Sea	27. Cape Horn	12. Ganges River	
13. Black Sea	28. Gulf of Guinea	13. Congo River	
14. Caspian Sea	29. Gulf of Mexico	14. Danube River	
15. Great Lakes		15. Niger River	

Map #2 – Mountains, Deserts, and Other Landforms

<i>Mountains (color them orange)</i>	<i>Deserts (color them yellow)</i>	<i>Other Landforms (outline them red)</i>
1. Alaska Range	1. Great Basin Desert	1. Arabian Peninsula
2. Rocky Mountains	2. Peruvian Desert	2. Balkans
3. Appalachian Mountains	3. Atacama Desert	3. Crimean Peninsula
4. Alps	4. Patagonian Desert	4. Horn of Africa
5. Pyrenees	5. Sahara Desert	5. Iberian Peninsula
6. Atlas Mountains	6. Taklimakan Desert	6. Yucatan Peninsula
7. Ural Mountains	7. Gobi Desert	7. Great Rift Valley
8. Andes Mountains	8. Thar Desert	8. Asian Steppe
9. Hindu Kush	9. Kalahari Desert	9. Outback
10. Himalaya Mountains	10. Namib Desert	10. Canadian Shield

Map #3 – AP World Regions

Refer to the College Board AP World History World Regions Map (<https://apcentral.collegeboard.org/pdf/ap-world-history-course-and-exam-description.pdf?course=ap-world-history#page=40>) . Using the map provided, identify the various sub-regions (the “closer view”) within the five major geographical regions AP Regions based on the “closer view”. Additionally, identify the sub-regions of Europe as indicated on this website: <http://www.europemaps.info/>.

These regions will be used repeatedly during the AP World History course and students are expected to learn them.

<u>AP World History: World Regions – A Closer Look (color in each region differently; use striping to indicate overlapping)</u>			
Central Asia	North Africa	North America	Balkans – Southeast Europe
East Asia	West Africa	Latin America (will overlap)	Central Europe
South Asia	Central Africa	Caribbean	Eastern Europe
Southeast Asia	East Africa	South America	Northern Europe
Middle East	Southern Africa		Southern Europe
	Sub-Saharan Africa (will overlap)		Western Europe

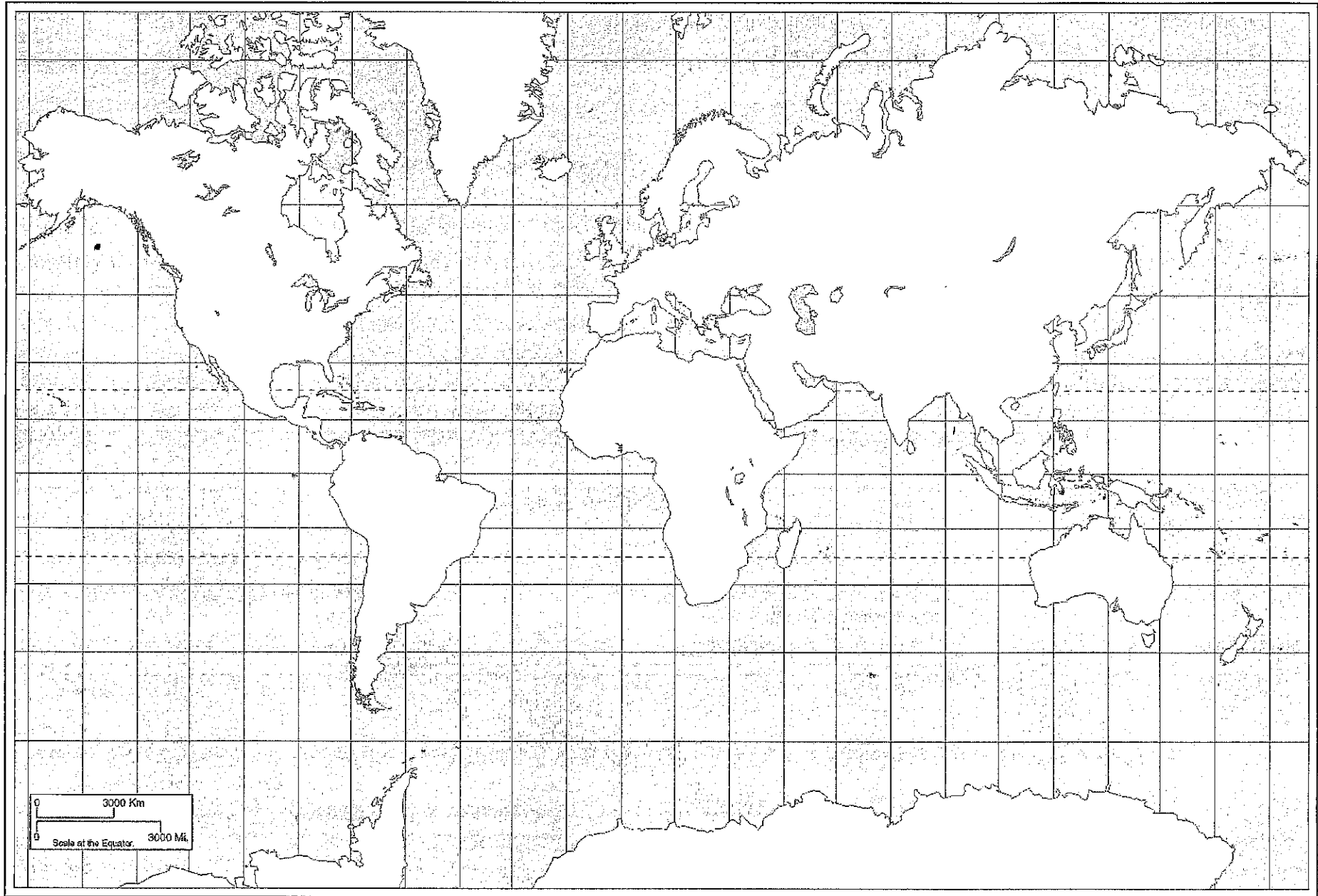
Map #4 – Period 1: Technological & Environmental Transformations (c. 8,000 BCE to 600 BCE)

AP World History is divided into six chronological periods, each composed of key concepts typically encountered in college-level world history courses. Our first chronological period focuses on Technological & Environmental Transformations which occurred from around 8,000 BCE (Before Common Era) to around 600 BCE. As we study history, we will see how the world map evolved and it is important to know and understand what the world looked like during that particular time period.

<u>Foundational Civilizations of Chronological Period 1 (color the borders of these civilizations in different colors of your choice)</u>
Mesopotamia in the Tigris and Euphrates River Valleys
Egypt in the Nile River Valley
Mohenjo-daro and Harappa in the Indus River Valley
Shang in the Yellow River (Huange He) Valley
Olmec in Mesoamerica
Chavin in Andean South America

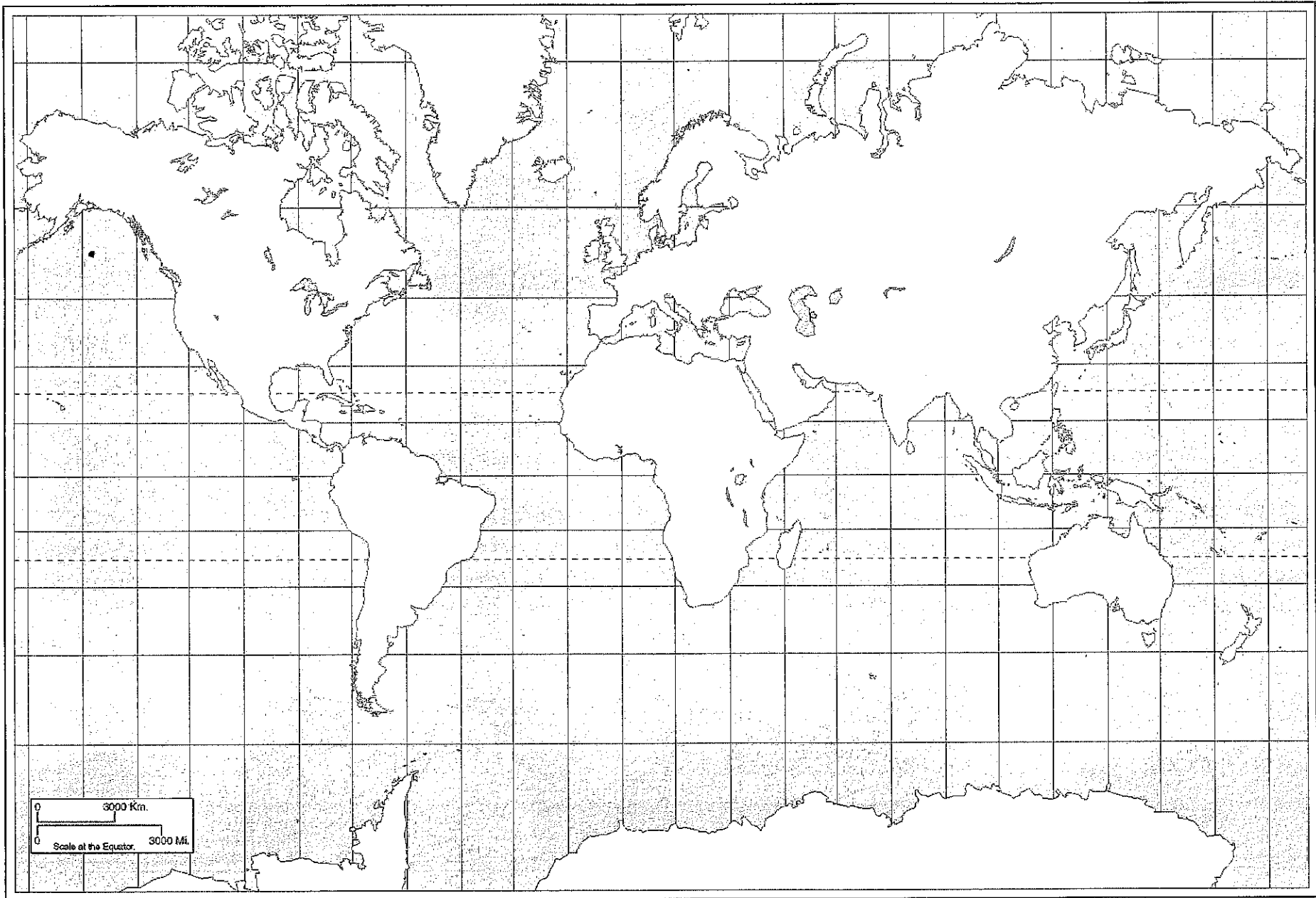
Map #1 – Bodies of Water and Rivers

MERCATOR PROJECTION OF THE WORLD



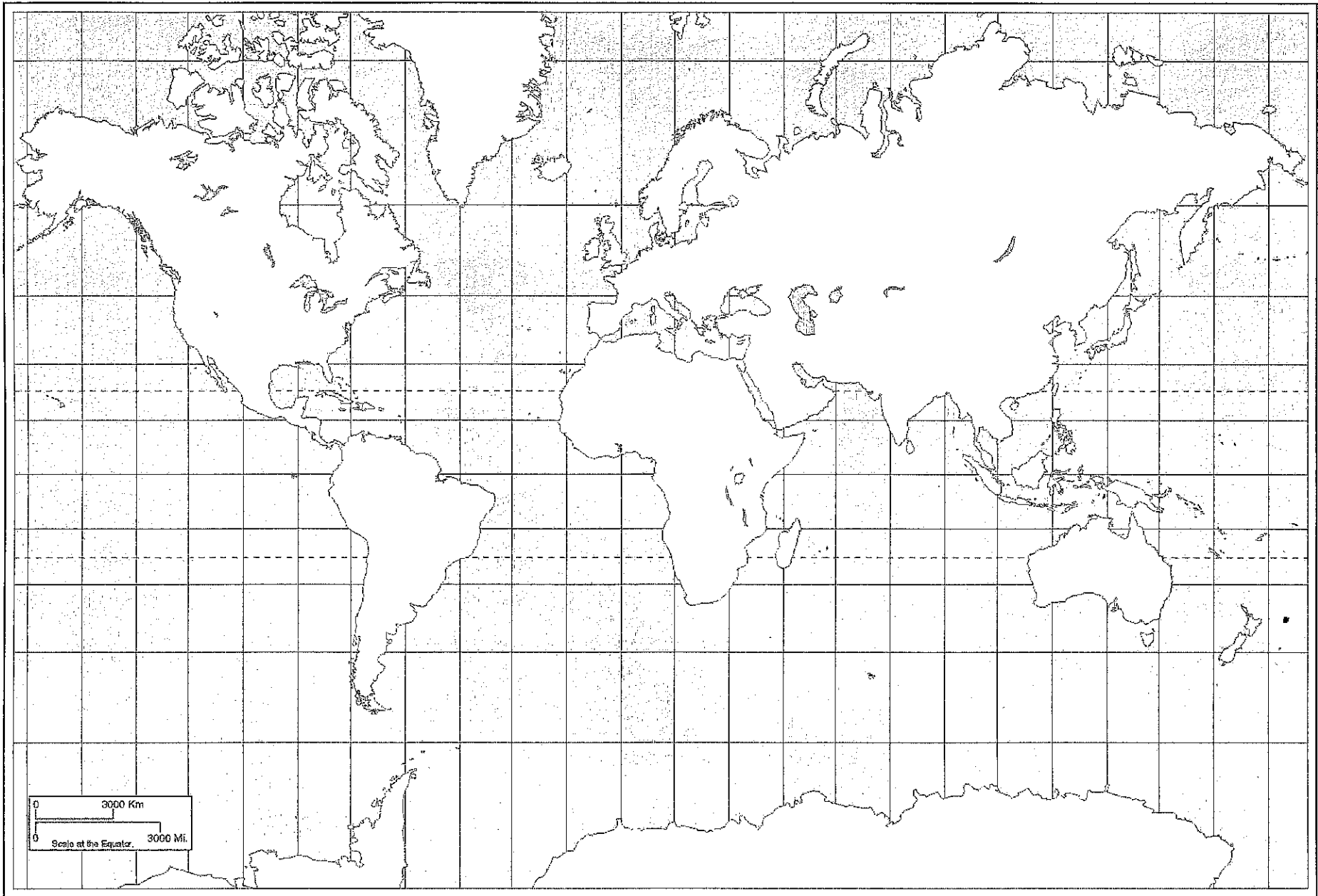
Map #2 – Mountains and Deserts

MERCATOR PROJECTION OF THE WORLD



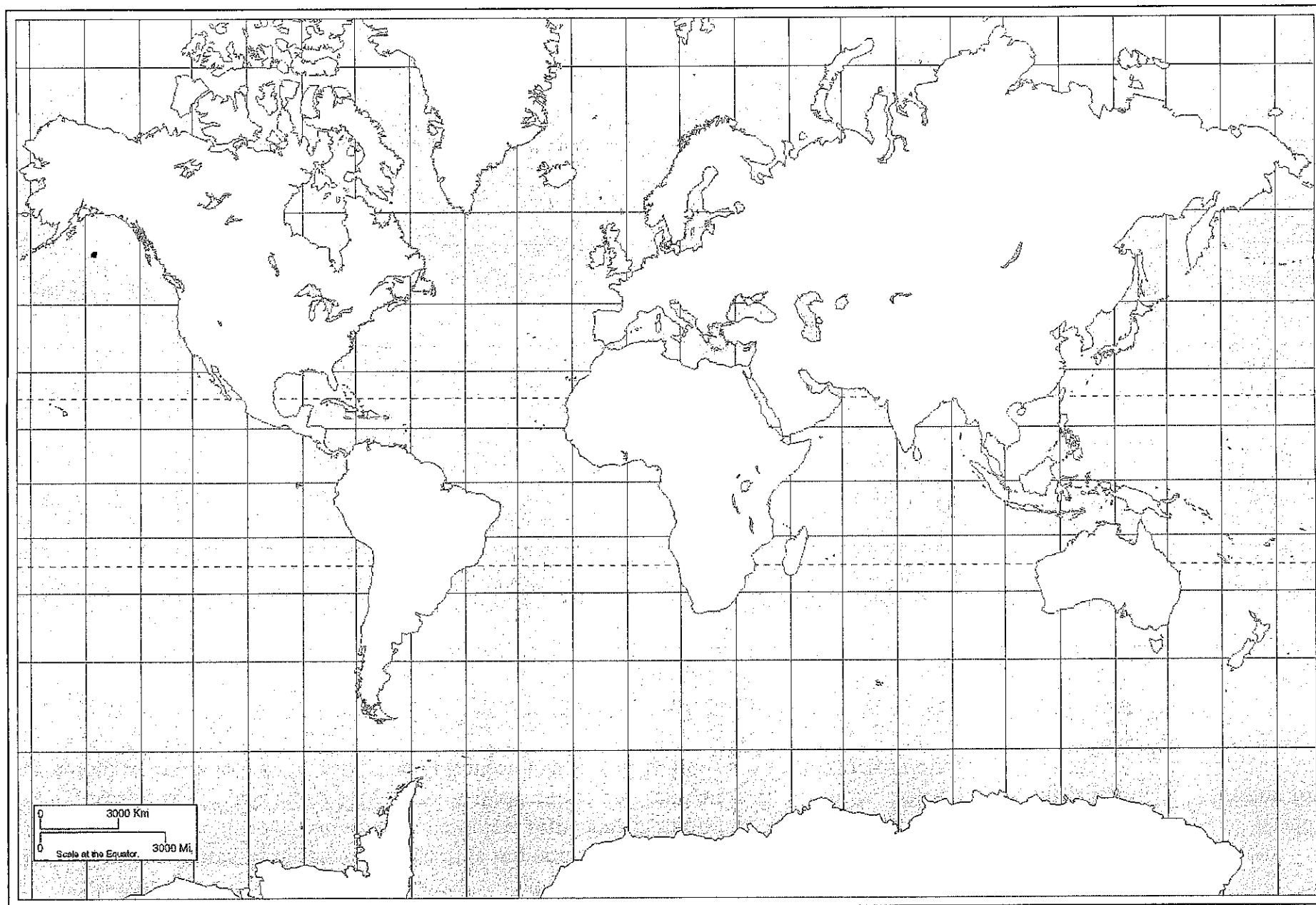
Map #3 – AP World Regions

MERCATOR PROJECTION OF THE WORLD



Map #4 – Period 1: Technological & Environmental Transformations (c. 8,000 BCE to 600 BCE)

MERCATOR PROJECTION OF THE WORLD



Part 2: Common World History Vocabulary

Below you will find a chart of vocabulary words that will be repeated over and over during the course. These words will apply to many different cultures throughout history. It is important that you become familiar with the words and their meanings. Your definitions should be hand-written and in complete sentences that thoroughly explain the word as it relates to the study of World History. Resources to find these definitions include online and hard copy dictionaries. There may be more than one definition for a term, make certain to use the historical definition that would be in line with this history class.

Absolutism	
Agriculture	
Aristocracy	
Bias	
Bureaucracy	
Chiefdom	
City-State	
Civilization	

Climate	
Commercial	
Demography	
Divination	
Dynasty	
Empire	
Epidemic	
Forager	
Globalization	
Indentured Servant	

Interregional	
Kingdom	
Medieval	
Merchant	
Monotheism	
Nation	
Neolithic	
Nobility	
Nomad	
Pandemic	

Papacy	
Pastoral	
Patriarchal	
Periodization	
Polytheism	
Prehistoric	
Primary Source	
Revolution	
Rural	
Scribe	

Secondary Source	
Serf	
Shaman	
Slave	
State	
Steppes	
Urban	
Vassal	

Part 3: A Crash Course Introduction

For this part of your assignment, you get a basic understanding of aspects for the Foundation period as studied in AP World History through John Green's *Crash Course World History*. You will need to watch the videos linked in each section and then answer the questions on a separate sheet of paper (REMEMBER – all work must be hand-written, no typed work will be accepted for credit):

The Agricultural Revolution: Crash Course World History #1

Please watch this video:

https://www.youtube.com/watch?v=Yocja_N5s1I&index=1&list=PLBDA2E52FB1EF80C9

1. How do we have evidence of hunter-gatherers and their lifeways?
2. What do most early civilizations have in common?
3. What advantages did hunter-gatherers 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 lifeway emerged besides being a hunter-gatherer or an agriculturalist?
8. What were the advantages and disadvantages to Pastoralism?
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 hunter-gatherers 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"?

Indus River Valley Civilization: Crash Course World History #2

Please watch this video:

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

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 Indus Valley Civilization?
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 Indus Valley Civilization, based on your knowledge of other civilizations?
9. What theories do historians have about the fate of the Indus Valley Civilization? As historians, what evidence might one look for to support or disprove these three theories?

Mesopotamia: Crash Course World History #3

Please watch this video:

https://www.youtube.com/watch?v=s0hXPx_XZ6Y&list=PLBDA2E52FB1EF80C9&index=3

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?
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?
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?

Ancient Egypt: Crash Course World History #4

Please watch this video:

<https://www.youtube.com/watch?v=Z3Wvw6BivVI&index=4&list=PLBDA2E52FB1EF80C9&spfreload=10>

1. What point is John Green making about the different "lenses" we use when we study history?
2. How did the Nile River shape the worldview of the Egyptians? How did this compare to the Mesopotamian worldview?
3. How was Egyptian Civilization different from most other River Valley Civilizations? Why do you think this was?
4. What does the construction of the pyramids represent? (not "what was the purpose of the pyramids?")
5. What was the motivation for building the pyramids? (not "what was the purpose of the pyramids?")
6. What changes took place in the transition from the Old Kingdom to the Middle Kingdom?
7. What protected Egypt from outside peoples? How were the Egyptians eventually conquered by Semitic peoples of the Middle East?
8. What changes took place in the transition from the Middle Kingdom to the New Kingdom?