**AP World History: Summer Assignment**

**Google Classroom Class Code:** gtmvkjp

**Part 1-Overview of AP World History (25 points):**

Read pages 5-23 of the AP World History Course & Exam Description (link is below). 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 in google classroom. For numbers 12 and 13, nothing needs to be written, but you will be tested on this material the first week of school. This is due by August 8, 2016.

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

1. Define historiography.

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. Why does a course in World History not often rely on written sources as evidence? What sources do they use in lieu of written sources?

5. How might you become proficient in the historical thinking skill of **Chronological Reasoning**? Cite an example of this skill.

6. What should you do to be able to demonstrate knowledge of *Patterns of Continuity and Change Over Time*?

7. Why is *Periodization* challenging yet important in a study of World History?

8. How might you become proficient in the historical thinking skill of **Comparison and Contextualization**? Cite an example of this skill.

9. What does it mean to *Contextualize*?

10. How might you become proficient in the historical thinking skill of **Historical Interpretation and Synthesis**? Cite an example of this skill.

11. Come up with one word to describe **each** of the five Course Themes?

12. Memorize the following AP World Regions that are shown on page 22. They are: Southeast Asia, East Asia, Central Asia, South Asia, The Middle East, North Africa, West Africa, Central Africa, Southern Africa (you cannot refer to it as South Africa as that is a modern nation-state), Latin America & the Caribbean, and North America. You should also know Western Europe and Eastern Europe.

13. Memorize the six Unit Periods (shown on page 23) for the course. They are as follows:

Unit I- Beginnings to c. 600 BCE Unit IV- c. 1450 CE- c. 1750 CE

Unit II- c. 600 BCE- c. 600 CE Unit V- c. 1750 CE- c. 1900 CE

Unit III- c. 600 CE- c. 1450 CE Unit VI- c. 1900 CE to the Present

**Part 2-Why Study History? (5 points):**

Read “Why Study History” by Peter Stearns (link is below). Write a thesis statement/sentence (this is not a summary, it is an argument) for why the study of history is important. Do not just restate the question. Submit your thesis to google classroom by August 9, 2016.

<http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998)>

**Part 3-The History of Our World in 18 Minutes (10 points):**

Watch this brief Ted Talk given by David Christian (link is below). 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. Submit your summary to google classroom by August 10, 2016.

<http://www.ted.com/talks/david_christian_big_history?language=en>

**Part 4-The Paleolithic Period/Neolithic Period (20 points):**

While the AP World History curriculum technically begins firmly in the Neolithic Era (c. 8000-3500 BCE), it is important to have a base knowledge of the Paleolithic Era, also known as the “Stone Age”. For thousands of years leading up to the Neolithic Revolution, human beings relied on a hunter-gatherer form of existence- a way of life that still exists today in parts of South America, Sub-Saharan Africa, and Southeast Asia. While hunting and gathering may seem to some today as a brutish existence, it has worked remarkably well and actually enjoyed some advantages over early sedentary farming life. The survival skill set that early humans developed during the Paleolithic Era allowed human beings to spread throughout the globe at a surprising pace. By 12,000 BCE human beings could be found on six of the world’s seven continents.

The purpose of this section is to introduce you to the movement of humans during the Paleolithic period, the hunter-gatherer lifestyle they employed to survive, and the slow transition toward sedentary agriculture during the Neolithic Revolution. You will read a combination of sources and respond to the questions listed below. The questions are designed to make you think critically about what you have read and combine multiple sources to arrive at a single, well written answer. In other words, you cannot and should not try to hunt down a passage or two to find an answer- you must read and understand the entire material to construct your response. **Your response for each** **question should be at least 1 page and answer the question completely.** Submit your answers to google classroom by August 11, 2016.

Read “Human Life in the Era of Hunters and Gatherers” developed by History-World.org at

<http://history-world.org/paleolithic2.htm>.

Read “Agriculture and the Origins of Civilization: The Neolithic Revolution” developed by

Historian-World.org at

<http://history-world.org/neolithic.htm>

Read “The Neolithic Transition” developed by History-World.org at

<http://history-world.org/neolithic1.htm>

1. Explain how human technology and social development fostered the rapid movement of people throughout the globe during the latter phases of the Paleolithic Era (c. 60,000 to 12,000 BCE). Be sure to include how developments allowed early hunter-gatherers to cope with various environmental pressures and challenges as they moved from continent to continent.

2. Compare the advantages and disadvantages of adopting a sedentary agricultural lifestyle. To answer this question, you need to look at the factors that motivated formerly nomadic peoples to settle down and adopt a sedentary lifestyle. What were some of the benefits? Were there any negative consequences of settling down? How did the social roles of men and women change especially for women?

**Part 5-The Neolithic Revolution (20 points):**

The Neolithic Revolution is considered one of the seminal events in the history of the human species. In a period of several thousand years, humans went from a largely migratory species to an increasingly sedentary and agricultural society. Historians have often remarked on the vital importance and positive nature of this change, as it led to the development of cities and civilizations. However, some historians do not agree that this was a positive development. In fact, many argue that the Neolithic Revolution was a horrendous turning point in the history of the human species.

Jared Diamond is such a thinker. In his infamous article *The Worst Mistake in the History of the*

*Human Race*, Diamond argues that not only was the Neolithic Revolution not positive, but it has led to all the evils that exist in the world today. Read the article (link is below) and answer the questions. Submit to google classroom by August 12, 2016.

<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

1. Write what you believe to be Diamond’s thesis.

2. What are Diamond’s two most persuasive statements? Why?

3. Many critics of Diamond argue that he has had plenty of opportunity to join a hunter-gatherer and he refused to. Should it influence our opinion of his argument if he is not willing to live with the consequences of it?

4. What should human beings and human societies want from their existence?

**Part 6-Map Activity (20 points):**

Create or print a blank outline map which you can locate and label each of the items listed below. Items listed with a color and number can be labeled using the appropriate color/number combination. All other items must be neatly hand drawn or outlined and clearly labeled. You will have a map quiz during the first week of school, so please study this as you complete it. This will be due on the first day of school, August 15, 2016. You can use the following websites to test your knowledge of the items:

<http://www.ilike2learn.com/>

<http://www.sheppardsoftware.com/Geography.htm>.

Suggested reference for the physical geography maps:

<http://go.hrw.com/atlas/norm_htm/world.htm>.

**Continents (RED) Rivers (GREEN)**

1. North America 1. Nile River

2. South America 2. Tigris

3. Australia 3. Euphrates

4. Europe 4. Amazon River

5. Antarctica 5. Indus River

6. Asia 6. Yellow (Huang He) River

7. Africa 7. Yangtze

8. Ganges River

9. Mekong

10. Congo River

**Oceans, Seas, Bays, Lakes (BLUE)** 11. Rhine River

1. Atlantic Ocean 12. Danube

2. Pacific Ocean 13. Niger River

3. Indian Ocean

4. Arctic Ocean **Deserts (TAN or YELLOW)**

5. North Sea 1. Gobi

6. Baltic Sea 2. Kalahari

7. English Channel 3. Sahara

8. Mediterranean Sea 5. Mojave

9. Adriatic Sea 6. Arabian

10. Aegean Sea 7. Namib

11. Black Sea

12. Caspian Sea

13. Red Sea **Straits (PURPLE)**

14. Persian Gulf 1. Bosporus Strait

15. Arabian Sea 2. Strait of Magellan

16. South China Sea 3. Strait of Gibraltar

17. East China Sea 4. Strait of Malacca

18. Sea of Japan

19. Caribbean Sea

20. Gulf of Mexico

**Mountain Ranges (ORANGE ^^)**

1. Himalayas

2. Hindu Kush

3. Andes

4. Sierra Madre

5. Alps

6. Appalachian

7. Rocky Mountains

8. Atlas

9. Pyrenees Mountains

10. Ural Mountains

**Peninsulas & Other**

**Landforms (STRIPED LINES)**

1. Arabian Peninsula

2. Balkans

3. Crimean Peninsula

4. Horn of Africa

5. Iberian Peninsula

6. Yucatan Peninsula

7. Great Rift Valley

8. Asian Steppe

**AP World Regions- Color Code**

1. North Africa

2. West Africa

3. East Africa

4. Central Africa

5. Southern Africa

6. Middle East (Southwest Asia)

7. East Asia

8. Central Asia

9. South Asia

10. Latin America & the Caribbean

11. North America

12. Western Europe

13. Eastern Europe

14. Oceania