

Rockdale Career Academy
AP World History
Summer Assignments 18-19

Dear AP World History Students,

Welcome to AP World History for the 2018-19 school year! Advanced Placement World History is a college-level course designed to expose you to the broad patterns of the human experience. In addition to a survey of historical people and events, you will explore connections and comparisons between places and time, which is the most exciting part! Upon completion of the course, you will see how everything and everyone fits into the global historical puzzle.

Your Summer Assignments are designed to provide you with the foundations that you will need in order to be successful in AP World History this year. You will find the following assignments enclosed.

- **Assignment 1: Glossary of General Terms (230 points)**
- **Assignment 2: Mapping AP World History (100 Points)**
- **Assignment 3: Geographic Knowledge (75 Points)**
- **Assignment 4: Understanding Chronology (100 Points)**
- **Assignment 5: SPICE: The 5 Themes of World History (100 Points)**
- **Assignment 6: AMSCO Chapter 1 Outline (100 Points)**
- **Assignment 7: Guns, Germs, and Steel Episode 1 (100 Points)**

I have created an itsLearning page that contains additional copies of the Summer Assignments as well as access to resources that will assist you in the completion of the assignments. If you received this letter by mail, you have already been added to the course. Please log in with your itsLearning account to access our page. If you have not been added to the course, please log in itsLearning and join the class with the code: **APWHSA**

Due Dates

- Assignments 2 – 7
 - **A Day Students:** Monday, August 6
 - **B Day Students:** Tuesday, August 7
 - There will be a quiz over assignments 4, 6, and 7 on the date that these assignments are due.

- Assignment 1
 - **A Day Students:** Wednesday, August 8
 - **B Day Students:** Thursday, August 9
 - There will be a test over these terms on the date that your glossary is due.

Late Assignments

- Any late Summer Assignments will receive a 25% points deduction. All late assignments must be turned in by Friday, August 17 to receive credit.
- The only exceptions made will be for those students that enrolled new to the course after the first day of school. They will be have two weeks from the day they arrive to complete the Summer Assignments and vocabulary test for full credit. They will have one additional week for late credit.

Please be aware that all assignments must be completed by hand. I will NOT accept assignments with printed or typed responses. No exceptions to this policy will be made or considered.

Plagiarism will not be tolerated with these or any assignments in AP World History. All assignments submitted must be the students' own individual work. Any plagiarized assignments will receive a grade of zero and students will not be allowed to replace those grades.

If you have any questions, feel free to contact me by email at khull@rockdale.k12.ga.us. Thank you, and I will see you on the first day of school.

Ms. Keidre Hull
Rockdale Career Academy

Name: _____

Summer Assignment 1 (230 points) Glossary of General Terms

For this assignment you will create a glossary of general social studies terms that you will use throughout the year in AP World History class.

Directions:

- Purchase a composition notebook. Visit the itsLearning folder labeled “AP Glossaries” for access to online glossaries.
- Hand-write the definitions of each term below in your composition notebook. Printed pages will NOT be accepted.
- All terms must be correctly numbered and underlined.
- All definitions must accurate and must be written in complete sentences.
- Assignments must follow these directions, otherwise they will not be accepted.

Due Date:

- **A Day Students:** Wednesday, August 8
- **B Day Students:** Thursday, August 9
- There will be a test over these terms on the date that your glossary is due.

Glossary List

- | | | |
|----------------------------|-------------------------------------|-------------------------|
| 1. B.C.E. | 42. elite | 82. peasant |
| 2. C.E. | 43. emigrate | 83. pharaoh |
| 3. abdicate | 44. epic | 84. philosophy |
| 4. accession | 45. ethnocentric | 85. piety/pious |
| 5. aesthetic | 46. feudalism | 86. polity |
| 6. agrarian | 47. genocide | 87. polygamy |
| 7. amenities | 48. gentry | 88. polytheism |
| 8. anarchy | 49. guild | 89. proletariat |
| 9. animism | 50. hierarchy | 90. proselytize |
| 10. antiquity | 51. hominids | 91. provincial |
| 11. appeasement | 52. homogenous | 92. regent |
| 12. aristocracy | 53. ideology | 93. republic |
| 13. asceticism | 54. imperial/imperialism | 94. rhetoric/rhetorical |
| 14. assimilate | 55. indigenou | 95. sedentary |
| 15. authoritarian | 56. infrastructure | 96. serf |
| 16. autocracy | 57. liberalism | 97. Sharia |
| 17. barbarism | 58. lineage | 98. Sinification |
| 18. bureaucracy/bureaucrat | 59. linguistic | 99. socialism |
| 19. bourgeoisie | 60. manifest | 100. state |
| 20. capitalism | 61. maritime | 101. steppe |
| 21. city-state | 62. martial | 102. stratification |
| 22. civic | 63. matrilineal | 103. Sub-Saharan |
| 23. classical | 64. mercenary | 104. subordinate |
| 24. colonial | 65. monarchy | 105. succession |
| 25. commerce | 66. monopoly/monopolize | 106. syncretism |
| 26. communal | 67. monotheism | 107. textiles |
| 27. communism | 68. mystical | 108. theocracy |
| 28. concubine | 69. nation-state | 109. theology |
| 29. conscription | 70. nationalism | 110. totalitarian |
| 30. conservatism | 71. neo | 111. tributary state |
| 31. cosmopolitan | 72. Neolithic | 112. tyranny |
| 32. coup | 73. nomadic | 113. urban/urbanize |
| 33. demography/demographic | 74. oligarchy | 114. usurp |
| 34. despot | 75. pantheon | 115. vernacular |
| 35. diaspora | 76. papal/papacy | |
| 36. dissent | 77. parliament/parliamentary system | |
| 37. dissident | 78. pastoral | |
| 38. domestic/domesticate | 79. patriarchal | |
| 39. dynasty/dynastic | 80. patrilineal | |
| 40. edict | 81. patronage | |
| 41. egalitarian | | |

Name: _____

Summer Assignment 2 (100 points)
Mapping AP World History

Map #1: World Regions, a Big Picture View.

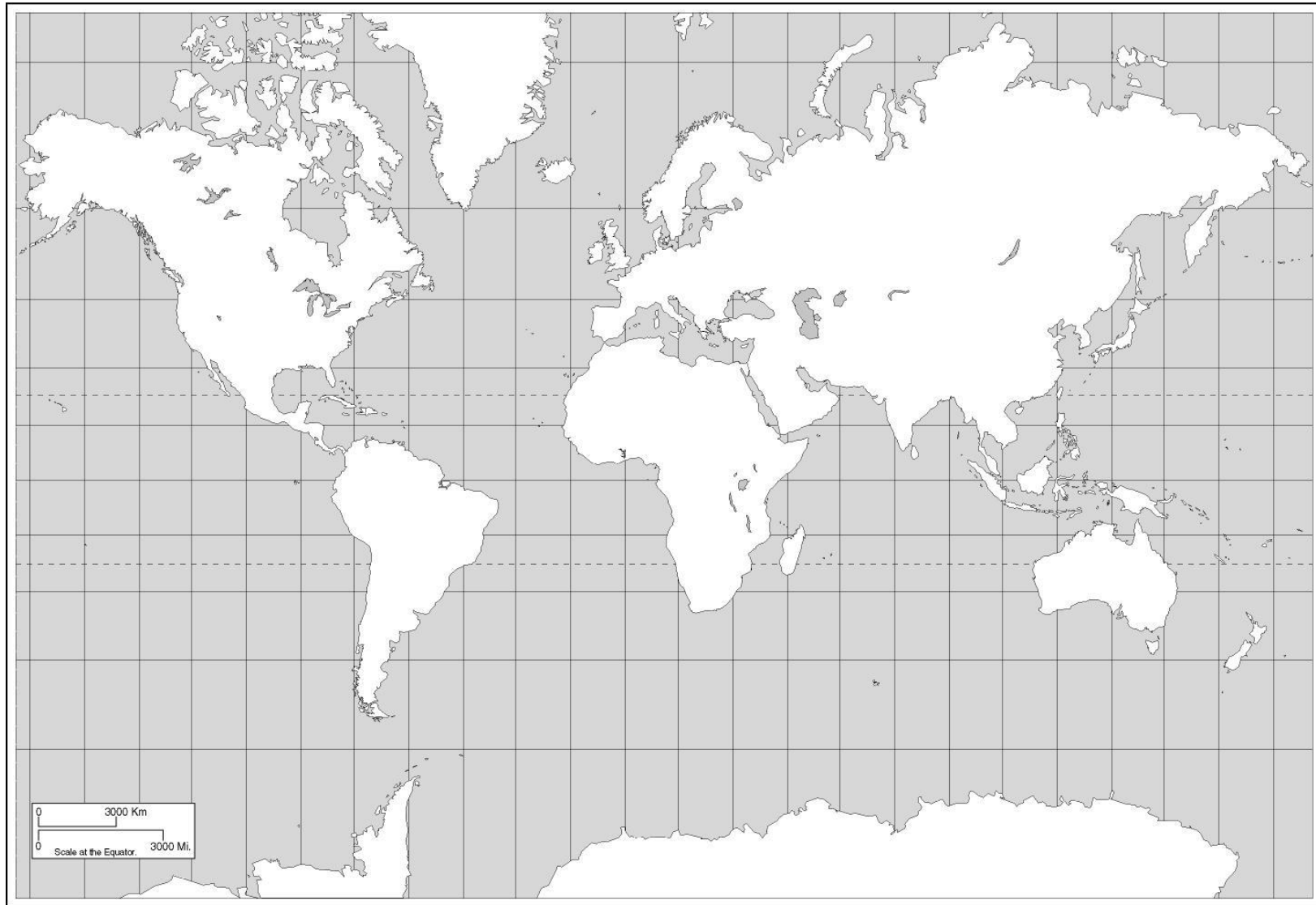
- Label the following features on the map and color in the geographical borders:
 1. The Americas
 2. Europe
 3. Africa
 4. Asia
 5. Oceania
 6. Atlantic Ocean
 7. Pacific Ocean
 8. Indian Ocean
 9. Arctic Ocean

Map #2: World Regions, a Closer Look

- This map identifies the various sub-regions within the five major geographical regions. These regions will be used repeatedly during the AP World History course and students are expected to learn them.
- Label the following sub-regions on the map and color in the geographical borders.
 1. Central Asia
 2. East Asia
 3. South Asia
 4. Southeast Asia
 5. Middle East
 6. North Africa
 7. West Africa
 8. Central Africa
 9. East Africa
 10. Southern Africa
 11. Sub-Saharan Africa (this will overlap)
 12. North America
 13. Latin America (will overlap)
 14. Caribbean
 15. South America

Map #1: World Regions – a Big Picture View (50)

MERCATOR PROJECTION OF THE WORLD

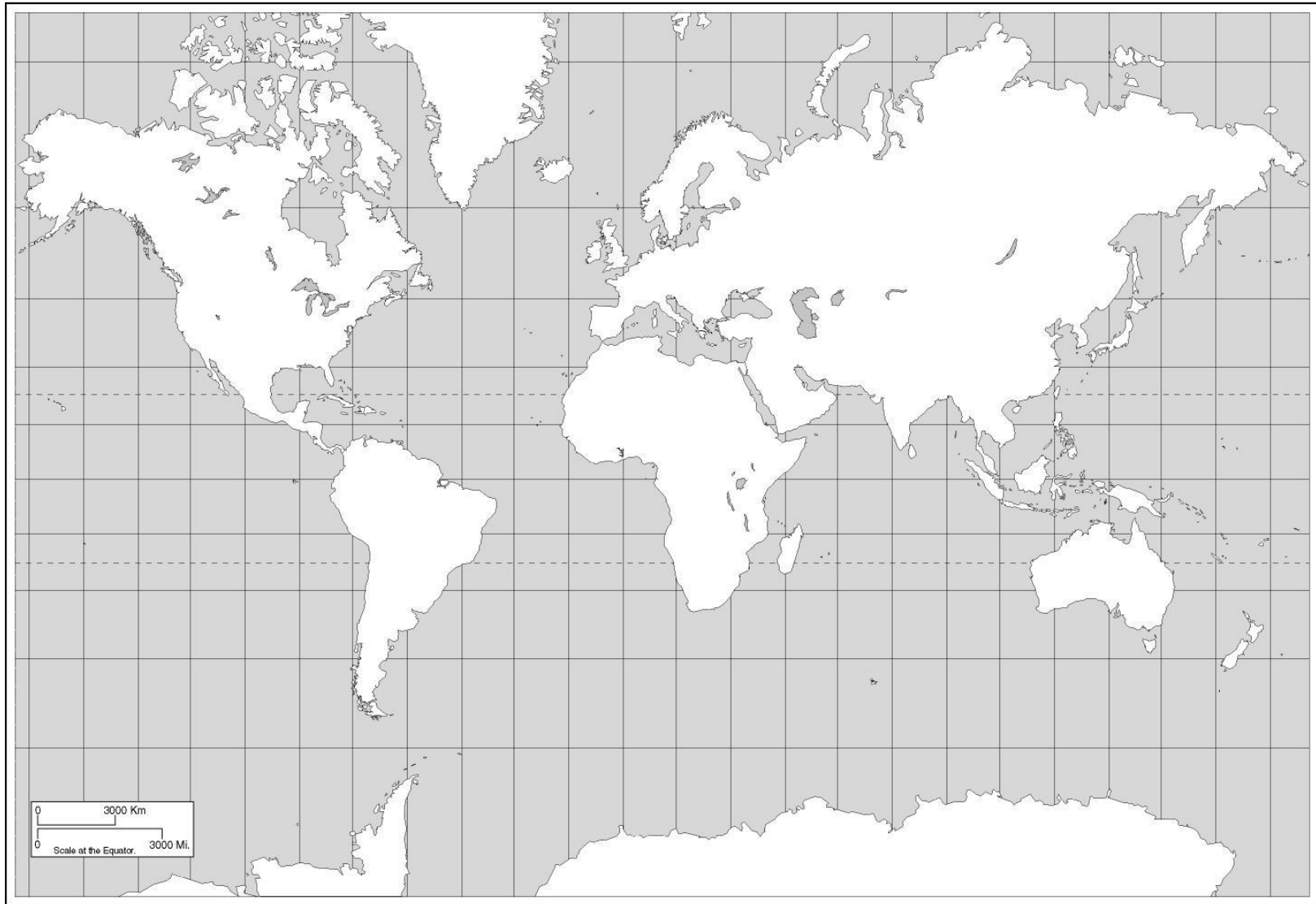


Produced by the Cartographic Research Lab
University of Alabama

Region	Color	Region	Color
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.			

Map #2: World Regions – a Closer Look (50)

MERCATOR PROJECTION OF THE WORLD



Produced by the Cartographic Research Lab
University of Alabama

Region	Color	Region	Color	Region	Color
1.		6.		11.	
2.		7.		12.	
3.		8.		13.	
4.		9.		14.	
5.		10.		15.	

Name: _____

Summer Assignment 3 (75 points)
Geographic Knowledge

Directions: Identify 5 Countries in each of the Geographic Regions below. Some countries CAN belong in more than one region.

North Africa 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	East Africa 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	West Africa 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Southern Africa 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Central Africa 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Middle East (Western Asia) 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	East Asia 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	South Asia 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Southeast Asia 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Oceania 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Latin America 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Western Europe 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Northern Europe 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Southern Europe 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	Eastern Europe 1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Name: _____

Summer Assignment 4 (100 Points)
Understanding Chronology

Chronology

When we place events in order by date we establish a chronology. It is important for us to know different methods of establishing chronology so that we can understand how events in human history are connected. There are several ways of counting years and ordering events.

Ways to Group Years

Decade: 10 years beginning with the 0 year and goes to 9. Ex: the 1990's lasted from 1990-1999

Century: 100 years from the 1st year to the 100th year. Ex: the 5th century lasted from 401-500

Millennium: 1,000 years from the 1st to the year 1000th year. Ex: the 2nd millennium lasted from 1001-2000

The Centuries: Counted from year 1 of the century and go to year 100 of it.

1-100 1 st Century	1101-1200 12 th Century
101-200 2 nd Century	1201-1300 13 th Century
201-300 3 rd Century	1301-1400 14 th Century
301-400 4 th Century	1401-1500 15 th Century
401-500 5 th Century	1501-1600 16 th Century
501-600 6 th Century	1601-1700 17 th Century
601-700 7 th Century	1701-1800 18 th Century
701-800 8 th Century	1801-1900 19 th Century
801-900 9 th Century	1901-2000 20 th Century
901-1000 10 th Century	2001-2100 21 st Century
1001-1100 11 th Century	2101-2200 22 nd Century

Ordering Years Chronologically

Before historians used

BC: Before Christ for dates before the birth of Christ (duh! ☺).

AD: Anno Domini (In the Year of our Lord) for dates from the birth of Christ to the present.

NOW historians use

BCE: Before Common Era for dates before the birth of Christ

CE: Common Era for dates from Christ's birth to the present

Same dates, different notation. But In our class will be using BCE and CE like our textbook does.

Exercises:

1. Write down the centuries for these years

670 BCE	284 CE	483 BCE
1223 CE	215 BCE	2018 CE
1776 CE	529 CE	3520 BCE

2. Write down any year for these centuries:

15 th Cent. CE	26 th Cent. BCE	11 th Cent. BC
19 th Cent. BCE	20 th Cent. CE	1 st Cent. CE

Placing Events In Time:

Timelines work a lot like number lines in math, except there is no year 0. Year 1 is in the middle. Think of BCE dates as negative number and CE dates as positive numbers.

Please plot these major world history events on the timeline below. Be sure to use dates (you do not have to describe the events yet...we'll do that throughout the year).

Events:

Neolithic Revolution/Agricultural Revolution (8500 to 3500 BCE)	Classical Period (1000 BCE to 500 CE)	Christianity (c. 50 CE)	Second Agricultural Revolution (1400 to 1800)
First Civilizations (8500 to 5000 BCE)	Buddhism (600 BCE)	Islam (622 CE)	Modern History (1914 to present)
Hinduism (1700 BCE)	Confucianism (479 BCE)	Post Classical Period (500 CE to 1450 CE)	WWI (1914 to 1918)
Shintoism (1000 BCE)	Daoism (300 BCE)	Early Modern Period (1450 CE to 1750 CE)	WWII (1938 to 1945)
Judaism (1500 BCE)	Zoroastrianism (440 BCE)	Industrial Revolution (1750 to 1914)	Cold War (1945 to 1990)

BCE

|
Year 1

CE

Name: _____

Summer Assignment 5 (100 Points)
SPICE: The 5 Themes of World History

Directions: Read about each theme of World History. Discuss both historical and current events or situations that you find interesting. You must explain how each even is related to the theme. Each response must contain minimum of 5 complete sentences. You will not receive credit for responses that do not meet these criteria.

Social: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes
- Community
- Education and schooling.

This theme is about relations among human beings. All human societies develop ways of grouping their members as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations and hierarchies of gender, race, wealth and class. The study of world history requires analysis of the processes through which social categories, roles and practices were created, maintained and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression and human ecology.

Political: State-Building, Expansion and Conflict

- Political structure
- Forms of governance
- Law and justice
- Nations and nationalism
- Conflict and resolution
- Revolts and revolutions
- Empires and confederations
- Global, trans-regional, regional political organizations

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability, on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Interactions: Between Humans and the Environment

- Population and demographics
- Disease and epidemics
- Movement and migration
- Patterns of settlement
- Adapting the environment and adapting to the environment

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but increasingly human societies also affected the environment. During

prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment — and the ability to master and exploit it — increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the 20th century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a “green” movement to protect and work with the natural world instead of exploiting it.

Cultural: Development and Interaction of Cultures

- Religions and belief systems
- Philosophies and ideologies
- Science and technology
- The arts (visual, musical, literary, dramatic)
- Architecture
- Language and communication (written and oral)

This theme explores the origins, uses, dissemination and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society’s culture may be investigated and compared with other societies’ cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

Economic: Creation, Expansion and Interaction of Economic Systems

- Agricultural and pastoral production
- Trade and commerce
- Specialization
- Labor systems
- Industrialization
- Taxation
- Capitalism and socialism

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes and human interaction with the environment.

Social

Historical Events Discussion (10 pts)

Current Events Discussion (10 pts)

Political

Historical Events Discussion (10 pts)

Current Events Discussion (10 pts)

Interactions

Historical Events Discussion (10 pts)

Current Events Discussion (10 pts)

Cultural

Historical Events Discussion (10 pts)

Current Events Discussion (10 pts)

Economic

Historical Events Discussion (10 pts)

Current Events Discussion (10 pts)

Name: _____

Summer Assignment 6 (100 points)
AMSCO Chapter 1: From Hunter-Foragers to Settled Societies

Directions: Use the information in the Assignment 6 folder on its Learning to complete this outline. Any title followed by a colon (:) requires a summary. Write your summaries in short, but complete sentences.

I. Migrating Across the Globe

A. East Africa:

1. Migrations:

B. Influence of climate change:

C. Bering Strait:

D. By 10,000 BCE:

II. Paleolithic Period

A. AKA the Stone Age:

B. Adapting to the Environment:

C. Control of Fire:

D. Hunter-Forager Society

1. Family Groupings:

2. Organization and Leadership:

3. Trade:

E. Roles in Society:

1. Patriarchal Societies:

F. Religion and Art

1. Gods and Spirits

2. Rituals and Practices

3. Artistic Expression

III. Neolithic Revolution

A. Causes for Development:

B. Agriculture:

1. Crops:

2. Diet Compared to Foraging:

3. Property:

C. Pastoralism:

1. Domesticated Animals:
2. Effect on Nomadism:
3. Ecological Consequences:
4. Property:

D. Specialization of Labor:

1. New Occupations:

E. Growth of Villages, Towns and Cities

1. Causes for Development:

2. Social Classes:

3. Jericho:

F. Governments

1. Causes for Development:

2. Leadership:

3. Role of Priesthoods:

G. Religions

1. Role of Religion:

H. Technological Innovations

1. Food storage in clay pots:

2. Drilling stick and Plows:

3. Wheels and Axles:

4. Textiles:

5. Metallurgy (Bronze):

IV. First Civilizations

A. Civilization:

B. River Valley civilizations:

C. Impact:

Name: _____

Summer Assignment 7 (100 pts)
Guns, Germs & Steel:
Episode One: Out of Eden

Directions: Watch the video ***Guns, Germs & Steel: Episode One*** shared on the itsLearning. Complete the questions below. All answers must be in complete sentences.

1. What does the video's title (*Guns, Germs & Steel*) refer to?
2. What questions will the documentary attempt to answer?
3. What is Jared Diamond's academic background?
4. What was Yali's question to Jared?
5. Why does Diamond discount race when explaining global inequality?
6. What do all advanced societies have in common?
7. In what area were humans thriving following the last ice age? How did people live there?
8. What was the fundamental problem with hunting?
9. What two cereal grasses were growing in the Middle East? How were they different from other crops?
10. What new way of life would come into existence in the Middle East that would change the face of the earth?
11. What is "domestication"?
12. Why was the turn to farming a decisive turning point in human history?
13. What parts of the ancient world independently developed farming?

14. Why did farming not bring the same benefits to the people of New Guinea?
15. According to Jared, why do Americans have an advantage over New Guineans?
16. What was a second stable source of food for farming communities?
17. Before the Industrial Revolution, what were the most powerful “machines” on the planet?
18. What are the best animals to farm (i.e. domesticate)?
19. How many animals throughout history have been successfully domesticated? Where did these species originate?
20. What are the “Big 4” of livestock animals? What area were they native to?
21. What happened as peoples began to produce farm surpluses?
22. What technology that began with the understanding of how to work with fire, would “transform the world”?
23. Why did New Guinea not develop metal technology?
24. How did the Fertile Crescent lose its early advantage?
25. Why were crops and domesticated animals in the Fertile Crescent able to thrive once people began to migrate along the same lines of latitude?
26. Where were these crops and animals taken to in the 16th century?
27. List some criticisms of Diamond’s argument? How does he answer these criticisms?
28. How would Diamond answer Yali’s question today?