

AP World History Summer Assignment 2019

Welcome to AP World History, I'm looking forward to an exciting year as we pilot Holmes High School's AP World History Course! **You do NOT need to check out a book to complete the following assignments.** These assignments will assist in building your fundamental knowledge of World History and are intended to lay the foundation for the first unit and subsequent material covered during the course of the year.

To be successful, you will need to stay focused and work hard. **You should be prepared to spend six to eight hours a week outside of class on AP World History. This includes breaks as well.** If this does not seem realistic for your schedule, then you may want to reconsider taking this course. During the school year we will explore 10,000 years of human history, learn valuable skills, and take the AP World History Exam in May, 2020. This is an exciting class that will allow us to look at the big picture of history, trace cultures over time, and examine human interactions.

The purpose of this summer assignment is to get a jumpstart on the curriculum. Our textbook has 23 chapters which we need to cover in about 30 weeks in order for us to have time to review before the AP test. The summer assignment will also provide us with an opportunity to go into more depth on certain topics throughout the year.

There will be two items you are turning in...

- 1) This packet which contains the maps, vocabulary charts and PIRATES charts.
- 2) Your typed or hand-written essay.

This summer assignment is due the First Monday of the year – AUGUST 19, 2019

Late assignments will not be accepted as you will be quizzed on some of the information from this packet as soon as school starts. It is important that you show that you are capable of successfully completing this independent assignment in the time allotted. This gives a very clear picture of your ability to handle the college-level course load you will experience throughout the year. The only exception will be those students that enrolled new to our school after the year starts. Anyone that registered prior to that date will be expected to have the assignment completed by the first day of school.

***A note about plagiarism.** We all understand that it is wrong to copy from a source when we write a paper. Remember, **it is also wrong to copy from someone else's homework.** Any kind of uncredited copying is plagiarism and you do not have my permission to copy from one another for this summer assignment. So, citing your source won't help you. At the least, plagiarism reveals a student's lack of planning, at worst it reveals an intellectual laziness that does little to benefit the student in question. Any summer assignments that are copied from others or the internet will receive a zero. As you are all new to me, I really won't have an idea of whose assignment is the original so I advise you to protect your work.

Before you leave for the summer break, please contact me with your preferred email so that I can put you on my AP list. I will send you interesting links and articles whenever they come to my attention. You are welcome to contact me over the summer but please do not expect an immediate response; it may take a few days. Good luck and we'll meet again on the first of September!

Mr. Shinkle – carter.shinkle@covington.kyschools.us

Part 1: Mapping Exercise

Neatly **label** the world map with the land and water features listed below with the **color** indicated in parentheses. Print neatly and make sure your maps are easy to read.

Map #1: AP World Regions

Refer to page 22 in the AP WORLD History Course Description (available on the AP website). Using the world map provided in this packet, draw and label the AP Regions based on the “closer view”. You may color it if you wish but this is not required.

Map #2: Bodies of Water and Rivers

Ocean, Seas, Bays, Lakes (color these blue)

- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean
- North Sea
- Baltic Sea
- English Channel
- Norwegian Sea
- Barents Sea
- Mediterranean Sea
- Adriatic Sea
- Aegean Sea
- Black Sea
- Caspian Sea
- Great Lakes
- Red Sea
- Persian Gulf
- Arabian Sea
- Bay of Bengal
- South China Sea
- East China Sea
- Yellow Sea
- Sea of Japan

Rivers (draw them in blue)

- Nile River
- Tigris
- Euphrates
- Amazon River
- Mississippi River
- Rio Grande River
- Indus River
- Yellow River (Huang He)
- Yangtze River
- Ganges River
- Irrawaddy River
- Mekong River
- Congo River
- Danube River

Map #3: Mountains and Deserts

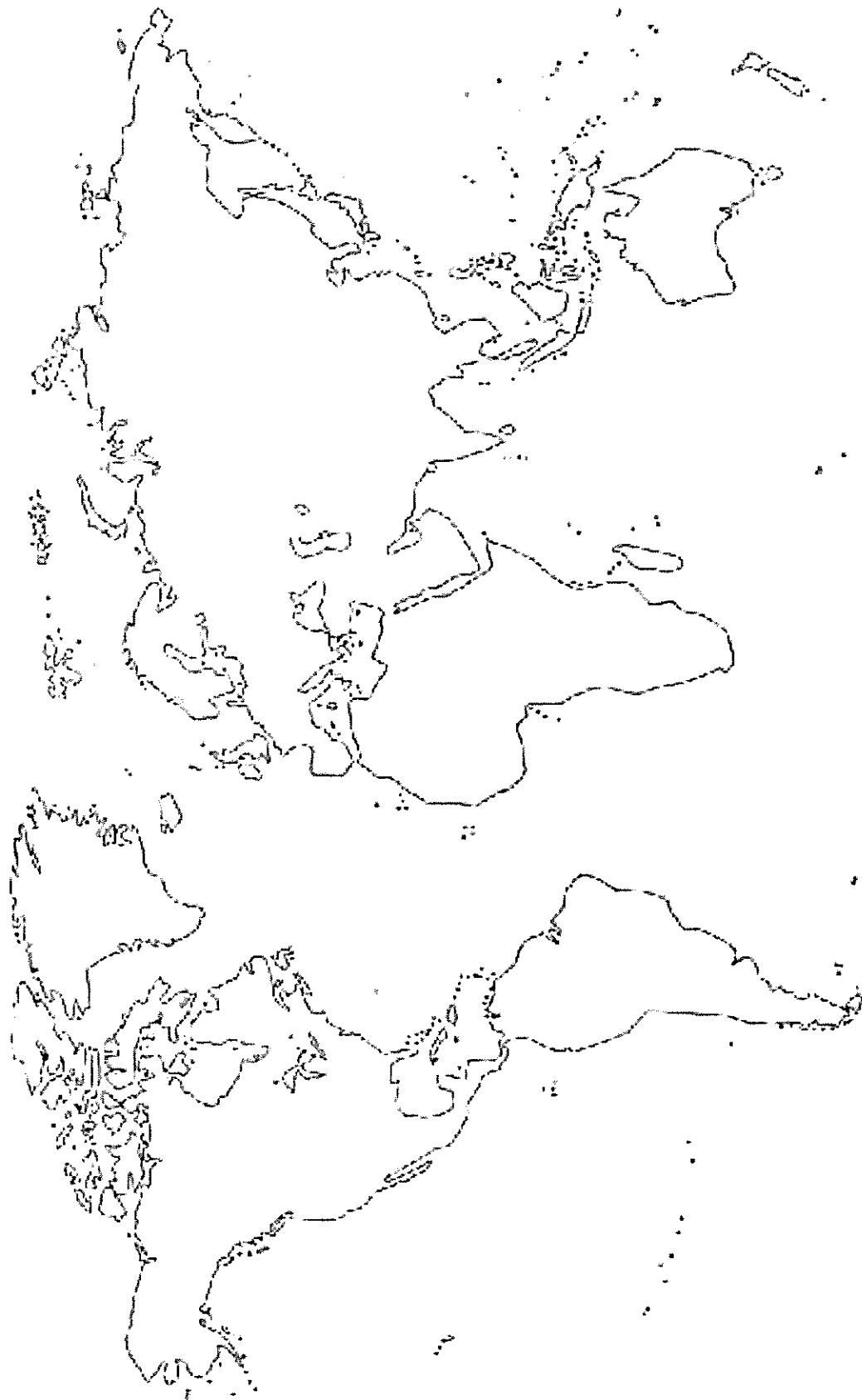
Mountains (Brown)

- Alaska Range
- Rocky Mountains
- Appalachian Mountains
- Andes Mountains
- Alps
- Atlas Mountains
- Ural Mountains
- Hindu Kush
- Himalaya Mountains

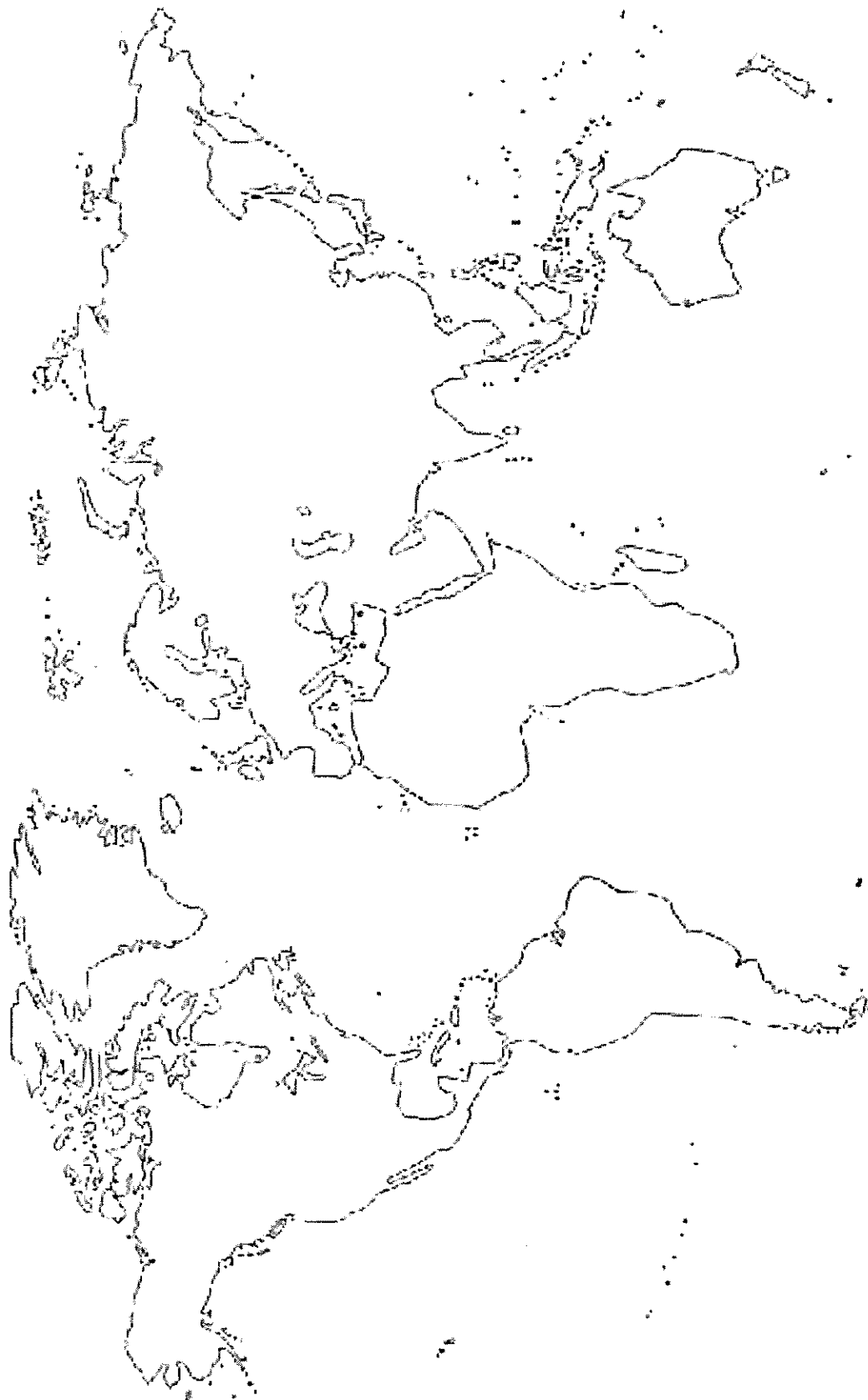
Deserts (Yellow)

- Gobi Desert
- Kalahari Desert
- Sahara Desert
- Thar Desert
- Sierra Madre Desert
- Mojave Desert
- Namib Desert
- Syrian Desert

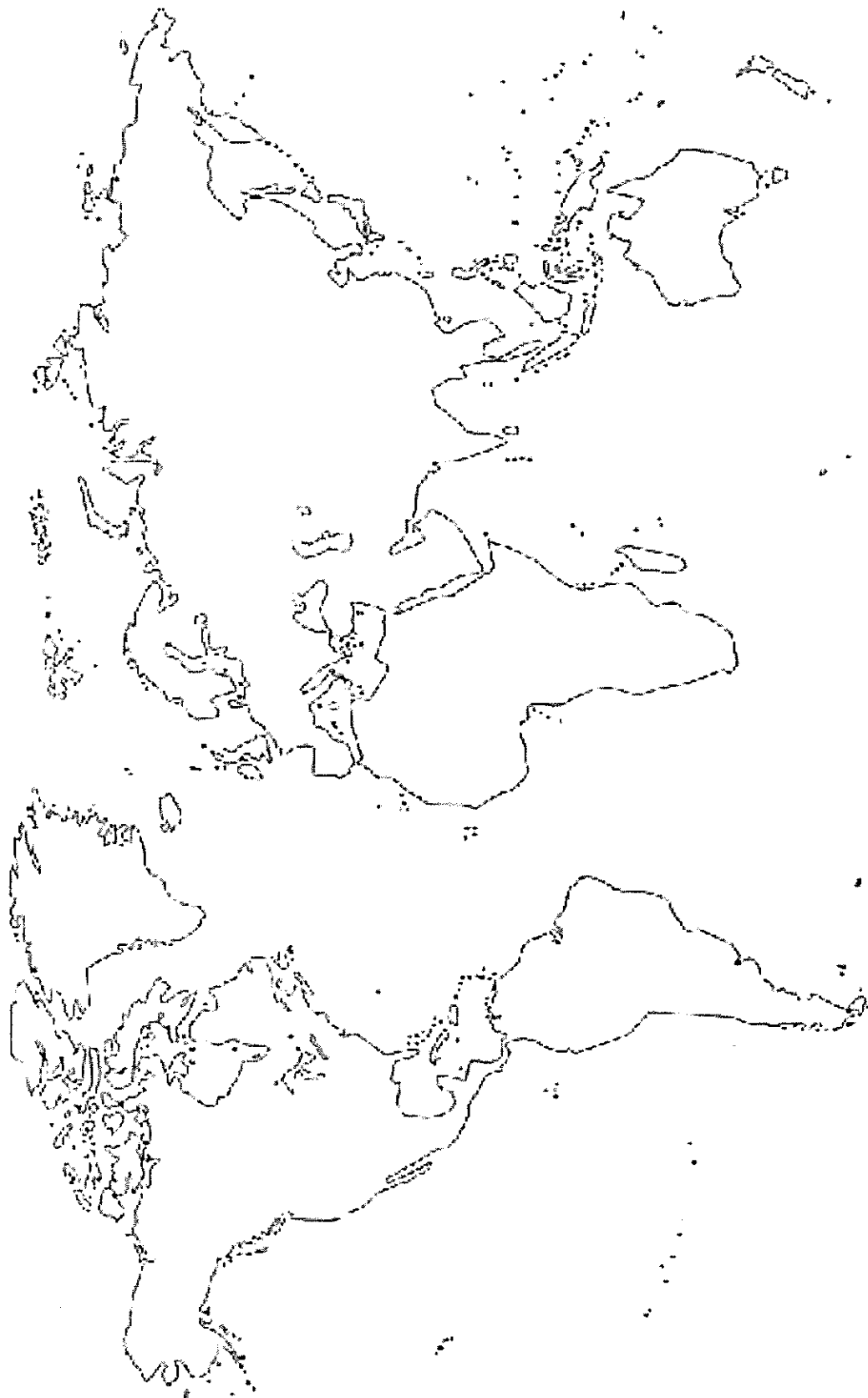
Bodies of Water and Rivers



AP Regions Map



Mountains and Deserts



Part 2: Common World History Vocabulary

Below you will find a chart of vocabulary terms 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 terms and their meanings. You will need to establish both the dictionary definition **AND** then explain the word as it relates to the study of World History. Your definitions and the explanations will be in **complete sentences**.

Term	Dictionary definition (paraphrased in your own words)	Historical Significance
Absolutism		
Agriculture		
Aristocracy		
Bias		
Bureaucracy		
Chiefdom		
City-State		
Civilization		
Commercial		

Demography		
Divination		
Dynasty		
Empire		
Epidemic		
Forager		
Globalization		
Indentured Servant		
Interregional		
Kingdom		
Medieval		
Merchant		

Monotheism		
Nation		
Neolithic		
Nobility		
Nomad		
Ocean		
Pandemic		
Papacy		
Pastoral		
Patriarchal		
Periodization		
Polytheism		

Prehistoric		
Primary Source		
Revolution		
Rural		
Scribe		
Secondary Source		
Serf		
Shaman		
Slave		
Steppes		
Urban		

Part 3: PIRATES Charts

Throughout this course you will be asked to break down cultures and civilizations to a basic level that will allow you recognize the MOST important characteristics and easily compare one civilization with another. A PIRATES chart will be used throughout the course to analyze a civilization/culture in seven components. We will also have comparison charts that will be used to show similarities and differences between multiple civilizations/cultures.

For the summer, use the internet or other resources, and analyze each the following civilizations. Complete the following PIRATES charts for each civilization listed. Include specific and general information (minimum of 5 bullet statements per topic).

Explanation of PIRATES categories:

The ability to sort information into categories is an essential skill for APWH students. Listed below are the common categories that we will utilize. They relate to the 5 major themes at AP World History.

- POLITICAL
 - Having to do with gaining, seeking, and organizing power
 - Events related to the function of government: making laws, enforcing laws, and interpreting laws
- INTERACTION WITH ENVIRONMENT
 - Having to do with how the environment shaped human societies and how humans shaped the environment
 - Including such issues as demography, disease, migration, patterns of settlement, and environmental technology
- RELIGIOUS
 - Having to do with religious beliefs, whether organized or traditional
 - The religious institutions of culture
- ART and LITERATURE
 - Having to do with art (visual, musical, written) and architecture as well as intellectual movements/philosophy
- TECHNOLOGY
 - Having to do with the technology used by the society
 - New inventions and innovations
- ECONOMIC
 - Having to do with how people meet their basic material needs
 - The production, distribution, and consumption of goods and services
 - Including such issues as domestic and international trade, monetary policies and taxation
- SOCIETY
 - Having to do with people in groups, their living together, and relations with one another
 - Includes such issues as: gender, economic status and ethnicity

Mesopotamia

Tigris and Euphrates River Valley

<p>Politics Leaders/groups State Structures Wars Diplomacy/treaties Courts/laws</p>	
<p>Interactions Geography Migration Environment Patterns of Settlement</p>	
<p>Religion Holy books Beliefs/teachings Conversion Sin/Salvation Deities</p>	
<p>Arts & Literature Writing/Literature Music Philosophy Education Intellectual Achievements Paintings and Sculpture</p>	
<p>Technology Industries Innovations Weapons Math and Science Inventions</p>	
<p>Economy Type of system Trade and commerce Capital/money Types of businesses</p>	
<p>Society Family Gender Relations Social classes Entertainment Life Styles</p>	

Ancient Egypt

Old and New Kingdoms (Nile River Valley)

<p>Politics Leaders/groups State Structures Wars Diplomacy/treaties Courts/laws</p>	
<p>Interactions Geography Migration Environment Patterns of Settlement</p>	
<p>Religion Holy books Beliefs/teachings Conversion Sin/Salvation Deities</p>	
<p>Arts & Literature Writing/Literature Music Philosophy Education Intellectual Achievements Paintings and Sculpture</p>	
<p>Technology Industries Innovations Weapons Math and Science Inventions</p>	
<p>Economy Type of system Trade and commerce Capital/money Types of businesses</p>	
<p>Society Family Gender Relations Social classes Entertainment Life Styles</p>	

Indus River Valley

Harappa and Mahenjo-Daro

<p>Politics Leaders/groups State Structures Wars Diplomacy/treaties Courts/laws</p>	
<p>Interactions Geography Migration Environment Patterns of Settlement</p>	
<p>Religion Holy books Beliefs/teachings Conversion Sin/Salvation Deities</p>	
<p>Arts & Literature Writing/Literature Music Philosophy Education Intellectual Achievements Paintings and Sculpture</p>	
<p>Technology Industries Innovations Weapons Math and Science Inventions</p>	
<p>Economy Type of system Trade and commerce Capital/money Types of businesses</p>	
<p>Society Family Gender Relations Social classes Entertainment Life Styles</p>	

Huang He River Valley

Shang and Zhou Dynasties

<p>Politics Leaders/groups State Structures Wars Diplomacy/treaties Courts/laws</p>	
<p>Interactions Geography Migration Environment Patterns of Settlement</p>	
<p>Religion Holy books Beliefs/teachings Conversion Sin/Salvation Deities</p>	
<p>Arts & Literature Writing/Literature Music Philosophy Education Intellectual Achievements Paintings and Sculpture</p>	
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<p>Economy Type of system Trade and commerce Capital/money Types of businesses</p>	
<p>Society Family Gender Relations Social classes Entertainment Life Styles</p>	

Mesoamerica and South America

Olmeecs and Chavin

<p>Politics Leaders/groups State Structures Wars Diplomacy/treaties Courts/laws</p>	
<p>Interactions Geography Migration Environment Patterns of Settlement</p>	
<p>Religion Holy books Beliefs/teachings Conversion Sin/Salvation Deities</p>	
<p>Arts & Literature Writing/Literature Music Philosophy Education Intellectual Achievements Paintings and Sculpture</p>	
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Part 4: Continuity and Change over Time Essay

One of the three essays that you will be asked to write on the AP World History Exam is a Continuity and Change over Time essay (CCOT). This is a style of essay that examines how something changes and stays the same over time. For example, we could look at how world trade patterns changed from 1450 to 1750, or how the role of women changed in the Middle East from 1900 to present. This essay forces us to examine the beginning situation, what caused it to change, and its ending condition. However, we must also consider what stayed the same.

This summer I'd like you to write your own CCOT essay about yourself. You should pick an area to specialize in: education, friends, responsibility, religious life, family, athletics, music, or another topic of your choosing. In regards to a time frame, start the essay wherever it's appropriate for the topic. More advanced essays will look at 3---4 different specialty areas (1 paragraph for each) and will be able to tie them all together to give a more thorough analysis of you.

The chart below should be completed to help you plan before you write and to provide an organizational structure for your essay. You will use a similar planning chart throughout the year as we write other CCOT essays. If you are striving for a more advanced essay, you would have 3---4 different charts (1 for each category).

I don't expect perfect essays but I do expect you to give it a try. Basic essays will have a minimum of three paragraphs with a clear thesis. A basic essay will earn a maximum grade of a B. In order to earn an A for this part of the summer assignment, you will need to attempt the more advanced essay and have a logical thesis tying it together. By completing this essay, I will have a chance to understand your writing ability as we begin the class and you will have a chance to practice one of the three essay structures we will focus on (and the one that is typically the hardest for students on the AP exam).

Final essays should be typed (single-spaced, 12 pt. font) or hand-written and will be turned in separate from the rest of the summer assignment on the first day of school.

Characteristics at beginning of Time Period	Examples of Significant Changes, Turning Points, or Developments Note <i>type</i> of change (sudden, gradual, developmental)	Characteristics at end of Time Period
	<ol style="list-style-type: none"> 1. 2. 3. 	
	Significant Continuities	
	<ol style="list-style-type: none"> 1. 2. 3. 	
Reasons <i>Why</i> Changes & Continuities Occurred	<ol style="list-style-type: none"> 1. 2. 3. 	