

In order to develop a good taste of what you will be dealing with this next year in AP World History, you will have a comprehensive summer assignment that will cover the major introductory ideas of the first unit of the course, Technological & Environmental Transformations to 600 B.C.E. Plus, we have about **10,000 years of history to cover in about 32 weeks**, so we need to cover some ground over the summer so we can hit the ground running on the first day of school. Please take this assignment seriously, for you will be graded as such. Please note that this is not a completion assignment; your work will be graded based on quality and you will not simply be given credit for getting it done. I assume that incoming sophomores who sign up for AP World History have a well-developed work ethic and that assumption will show up in the grades.

WORK SUBMISSION:

I highly suggest doing this assignment early so you can get it out of the way and not have to do it last minute. "Last minute" would need to translate into "last week" to be effective, and even that would really push it! Due to the nature of the assignment, it would be IMPOSSIBLE to try to "bust it out" in a day or two right before the due date.

The following work will be **due the first day of school on Monday, August 22nd**. All notes AND KABAT (Know And Be Able To) Assignments – attached as well as the mapping assignment.

Optional Early Points – you may earn an additional 5 points on the assignment AND get it out of the way by submitting it to me via email (scanned handwritten notes and map) by noon on **Monday, August 15th**.

**A word of wisdom – if you go for the early points, make sure your work is still of high quality. If you rush to get the work in, but basically submit it in draft form, you'll likely lose so many points that it won't be worth your while!

PART I.

100 Points

READING NOTES & SUPPLEMENTAL TEXT READING QUESTIONS

Please purchase a large and sturdy 3- or 5- subject notebook to complete your textbook notes each week. We will be reading one chapter of the textbook every week, and notebook checks make up a significant portion of your overall quarter grade. Additionally, open-note reading quizzes are frequently given to ensure that students are completing the required reading.

Guides on how to write outline notes, Cornell-style notes, and abbreviations for notetaking can be found website here: <http://mrsruddhistory.weebly.com/notes--study-skills.html> under "Study Aides and Links." It is recommended that your notes are either written as outline notes OR Cornell-style notes.

The purpose of this year's assignment is to give us a chance to spend more time on some of the content that we have always had to rush through, giving us an opportunity to spend more time on review before May's exam. It is important that you complete the assignment on the due date. Failure to do so will put you behind early in the school year.

Read the text chapter and take your reading notes first, then go back and complete the following. Simply being able to fill in the blanks here does not help **you** at all. You must be able to internalize and utilize the material in each chapter if you wish to be successful in the course and on the AP Examination in May.

- I. **Vocabulary:** Define each within the context of the course.
 1. Foragers
 2. Hunters and Gatherers
 3. Civilization
 4. City-state
 5. Irrigation
 6. Cuneiform
 7. Scribe
 8. Ziggurat
 9. Pharaoh
 10. Pyramid
 11. Hieroglyphics
 12. Papyrus

- II. **Identifications:** Identify each of the following within the context of the course.
 1. Paleolithic
 2. Neolithic
 3. First Agricultural Revolution
 4. Çatal Hüyük
 5. Mesopotamia
 6. Sumerians
 7. Semite
 8. Sargon
 9. Hammurabi
 10. Nubia
 11. Harappa
 12. Mohenjo-Daro

- III. **Ideas and Concepts:** Answer each questions clearly and completely within the course context. Provide supporting facts for your answers.
 1. How did geography and climate interact with the development of human society, including demographic factors?
 2. Place each of the major agricultural, technological, political and cultural developments in the chapter in the correct time period.
 3. Briefly evaluate the appropriateness of using “civilizations” as a basic unit of historical study.
 4. Give cultural and technological examples of diffusion, and compare them with examples of independent invention.

- IV. **Chart:** Construct, and complete, a Compare/Contrast chart comparing social hierarchies, religious practices and economic activity including technology for hunter-gatherer band and the early Neolithic towns.

- V. **Chart:** Construct a SPICE chart (See example on next page) comparing and contrasting the political structure, the cultural achievements and the social structure of Egypt, Mesopotamia and the Indus River Valley.

- VI. **Diversity and Dominance:** Answer each of the questions following this reading in your text chapter.

- VII. **For deeper understanding:**
 1. Who knew how to read and write in ancient societies? What does this tell us about early writing systems and those who could read and write?
 2. What was writing used for in the early societies?
 3. How do the writing systems in Egypt, Sumeria and the Indus River Valley differ?
 4. What can ancient writing tell us about the ancient world? What can't it tell us? Why?
 5. Why did some Paleolithic peoples abandon earlier, more nomadic ways of living and begin to live more sedentary lives in settled communities?

Name: _____ SPICE CHART

AP World History

Culture/Civilization: _____

****Pay attention to migrations in each unit of study: who, where, why!**

Social Family Gender Relations Social Classes Inequalities Life Styles	
Political Leaders, Elites State Structure Wars, Revolutions Diplomacy, Treaties, Courts, Laws Nationalism	
Interaction Demography Disease Patterns of settlement Migration Technology	
Culture Religions, belief systems, philosophies, ideologies Math, Science and Technology The arts and architecture Writing Literature	
Economic Type of System Technology, Industry Trade, Commerce Capital/Money Types of Businesses	

Read the text chapter and take your reading notes first, then go back and complete the following. Simply being able to fill in the blanks here does not help **you** at all. You must be able to internalize and utilize the material in each chapter if you wish to be successful in the course.

- I. **Vocabulary:** Define each within the context of the course.
 1. Loess
 2. Bronze
 3. Divination
 4. Oracle bones
 5. Yin/yang
 6. Llama

- II. **Identifications:** Identify each of the following within the context of the course.
 1. Shang
 2. Zhou
 3. Qin
 4. Son of Heaven
 5. Mandate of Heaven
 6. Confucius
 7. Daoism
 8. Legalism
 9. Nubia
 10. Kush
 11. Meroe
 12. Celts
 13. Druids
 14. Olmec
 15. Chavin

- III. **Ideas and Concepts:** Answer each questions clearly and completely within the course context. Provide supporting facts for your answers.
 1. Provide some cultural and technological examples of diffusion, and compare those with examples of independent invention.
 2. Identify the patterns in each of the civilizations in the chapter: China, Nubia, Celts, and the Americas.
 3. Identify the key teachings of Legalism, Confucianism and Daoism.
- IV. **Chart:** Construct, and complete, a chart comparing and contrasting the social structures, the cultural accomplishments and the political structure of: China, Nubia, the Celts, and the Americas.
- V. **Chart:** Construct a chart comparing and contrasting the use of religion in China, Nubia, the Celts and the Americas.
- VI. **Chart:** Construct a chart that compares the major societal characteristics (political structure/philosophy, economic basis, social structure gender roles and religion) in Mesopotamia, Egypt, India, China, Nubia and the Americas.
- VII. **For Deeper Understanding:** Answer each of the following questions completely and clearly within the course context. Providing supporting evidence for your answers.
 1. Explain how ancient societies used religion to justify and to retain power.
 2. Explain how the political structure of China changed over time as new ideologies like Confucianism, Daoism and Legalism were introduced into Chinese society.
- VIII. **Diversity and Dominance:** Answer each of the following after reading and taking notes on the “Diversity and Dominance” portion of the text chapter.
 1. How did Confucius view the individual’s place in society? Does this attitude extend to all members of the society? According to this belief, what would the role of the ruler be?
 2. “The Superior Man seeks within himself. The inferior man seeks within others.” Who is the Superior Man, and what is his role in Confucian society?

Read the text chapter first, and then go back and complete the following. Simply being able to fill in the blanks here does not help **you** at all. You must be able to internalize and utilize the material in each chapter if you wish to be successful in the course, and on the AP Examination in May.

- I. **Vocabulary:** Define each within the context of the course.
 1. Polytheism
 2. Monotheism
 3. Diaspora

- II. **Identifications:** Identify each of the following within the context of the course.
 1. Iron Age
 2. Hittites
 3. Hyksos
 4. Hatshepsut
 5. Akhenaten
 6. Ramesses II
 7. Mycenae
 8. Neo-Assyrian Empire
 9. Israel
 10. Abraham
 11. Hebrew Bible
 12. First temple
 13. Phoenicians
 14. Tyre
 15. Carthage
 16. Neo-Babylonian kingdom

- III. **Ideas and Concepts:** Answer each questions clearly and completely within the course context. Provide supporting facts for your answers.
 1. In what ways did the environment influence the development of the peoples of the Mediterranean and the Middle East?
 2. During the early Iron Age, why were there so many migrations of large numbers of people? How did these migrations impact the land and the people?
 3. How do the land-based and the sea-based empires of the ancient world differ from each other in respect to their style, technique and philosophical outlook?
 4. In this era of empire building, what new complex political, social and economic structures developed?
 5. What were the unique contributions of the Phoenician and Hebrew civilizations?

- IV. **Chart:** Construct, and complete, a migrations chart for the Assyrians, the Israelites and the Phoenicians. Your chart must include when they migrated, their original homeland, where they migrated to, why they migrated, their livelihood, the method of migration and the response of the native people where they settled.

- V. **For Deeper Understanding:** Answer each of the following questions completely and clearly. Provide specific facts for support.
 1. What were the basic religious beliefs and teachings of Judaism?
 2. How did ancient empires organize labor to accomplish their goals?
 3. Which caused change more often, cross-cultural contact or independent invention? Why?
 4. How did migrations affect the people and environments in the Middle East in this time period?
 5. What constitutes an empire? What advantages and disadvantages does an empire offer?

- VI. **Diversity and Dominance:** Answer each of the following questions completely and clearly. Provide specific facts for support.
 1. What would life have been like in the Samaria of Amos's time?
 2. Do you think the poor would have supported him or the government and the Jewish Temple? Why?

Create or print an outline map on 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. Your map should be at least 11x17 but can be up to 13x19 in size. You will have a map quiz on these locations the first week of school. You can use the following websites to test your knowledge of the items: <http://www.ilike2learn.com/> and <http://www.sheppardsoftware.com/Geography.htm>. Suggested reference website for the physical geography maps: http://go.hrw.com/atlas/norm_hm/world.htm.

Continents (Red)

1. North America
2. South America
3. Australia
4. Europe
5. Antarctica
6. Asia
7. Africa

Oceans, Seas, Bays, Lakes (Blue)

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean
5. North Sea
6. Baltic Sea
7. English Channel
8. Mediterranean Sea
9. Adriatic Sea
10. Aegean Sea
11. Black Sea
12. Caspian Sea
13. Red Sea
14. Persian Gulf
15. Arabian Sea
16. South China Sea
17. East China Sea
18. Sea of Japan
19. Caribbean Sea
20. Gulf of Mexico

Rivers (Green)

1. Nile River
2. Tigris River
3. Euphrates River
4. Amazon River
5. Indus River
6. Yellow River(Hwang He)
7. Yangtze River
8. Ganges River
9. Congo River
10. Rhine River
11. Danube River
12. Niger River

Deserts (Tan or Yellow)

1. Gobi
2. Kalahari
3. Sahara
4. Mojave
5. Arabian
6. Namib Desert

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

Regions – Color Code + create key

North Africa
 West Africa
 East Africa
 Central Africa
 Southern Africa
 Middle East/Southwest Asia
 East Asia
 Central Asia
 South Asia
 Latin America
 Western Europe
 Eastern Europe
 Oceania

Peninsulas and other landforms (striped lines)

Arabian Peninsula
 Balkans
 Crimean
 Horn of Africa
 Iberian Peninsula
 Yucatan Peninsula
 Rift Valley
 Asian Steppe