

Advanced Placement World History
Summer Reading Guidelines 2018
FSA PS/Rodgers

Welcome to AP World History!

In accordance with the Advanced Placement Program (AP), this course and exam are offered to well-qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. This course syllabus has been audited and approved by the College Board as in compliance with rigorous AP standards.

In AP World History, you will gain a deeper understanding of the world and human interaction from 8000 BCE to the present. AP World history content is structured around the investigation of five course themes and numerous key concepts in six chronological periods. Students will develop historical thinking skills to better construct meaning about the past, beyond an effort to simply gather information such as names, facts and events.

It is imperative that students and parents understand that this course is a college-level course.

Students are individually responsible for the content of the course. It would be impossible for an instructor to deliver in 180 days of class time, 10,000 years of history in a meaningful way.

Students must engage in independent reading on a mostly daily basis to be successful in this course. Our class time will be spent in elaboration of topics, learning the historical thinking skills necessary for success in higher level learning, developing historical assessment and writing skills and clarification of the connections between the topics of the world history curriculum.

AP classes require additional time on the part of the students and the teacher. Individual consultation with the teacher, the large volume of reading material required, the volume of assignments, especially in terms of vocabulary building, time-line comprehension and essay writing are considerable. All students taking AP level courses will be required to sign an AP CONTRACT that states their commitment to and understanding of the rigor of the course. Parents will be asked to sign this contract as well, demonstrating their understanding of the requirements of the course.

Due to the breadth of required AP curriculum content, students entering AP World have a summer assignment to help them familiarize themselves with the themes of world history. This will ensure that students have a general foundation of core knowledge on which we will build throughout the year.

This assignment is designed to serve as an overview of the material for the course. CAREFUL READING OF THE TEXT ALONG WITH THOUGHTFUL CONSTRUCTION OF ANSWERS TO THE QUESTIONS WILL BE YOUR BEST PREPARATION FOR LEARNING AT A HIGH LEVEL.

This SUMMER ASSIGNMENT will count as your FIRST MAJOR GRADE for AP WORLD HISTORY. TAKE IT SERIOUSLY!!!! DO NOT COPY SECTIONS OF THE TEXT. USE YOUR OWN WORDS TO ANSWER THESE QUESTIONS. WHERE YOU CAN, INCORPORATE DATES INTO YOUR ANSWERS. **THIS IS NOT A GROUP PROJECT! READ THE ACADEMIC INTEGRITY STATEMENT BEFORE YOU BEGIN!!!!**

ACADEMIC INTEGRITY

Cheating is a very serious matter. The parents of a student who has been involved in cheating will be notified and the student will receive a grade of zero for the assignment, test, essay, etc. in question. Academic discipline as outlined in the student handbook may be invoked. For this course cheating is defined as:

- ② Copying anyone's answers to questions, exercises, class work, or homework assignments.
- ② Taking any information verbatim from any source, including a book or the Internet, without giving proper credit to the author, or rearranging the order of words, and/or changing some words as written by the author and claiming the work as your own (plagiarism). This is a very serious situation and will be addressed with an additional document that requires parental signature.
- ② Looking onto another student's paper during a test or a quiz.
- ② Having available any study notes or other test aids during a test or quiz without the teacher's permission.
- ② Collaborating on assignments when independent work is expected.
- ② Students displaying cell phones during tests or quizzes will have their cell phones confiscated and will be given a zero for that test or quiz.

Rising AP students are often irrationally afraid of making a mistake on the summer assignment. This is not an exercise that will penalize you, but one that will help you get a start on the large amount of material we must cover in the course. So, relax, learn, and do your best!

SUMMER READING AND GUIDING QUESTIONS ASSIGNMENT:

THESE SUMMER ASSIGNMENTS MUST BE COMPLETED BY THE FIRST DAY OF SCHOOL IN ORDER FOR YOU TO BE PLACED IN AP LEVEL WORLD HISTORY CLASSES IN THE 2018-19 SCHOOL TERM. ANY STUDENT WHO HAS NOT COMPLETED THESE ASSIGNMENTS WILL BE PLACED IN HONORS WORLD HISTORY INSTEAD OF THE AP COURSE.

Course Materials:

1. School provided: **The Earth and Its Peoples**, Bulliet, et.al. You will receive a copy of the text for home use the first week of school. For the summer assignment, you may either purchase a used copy from a source like Amazon or access a digital copy you can easily find on line.
2. Student Purchase (optional, but highly recommended): AP World History study book. Any publisher/edition used or new (Princeton Review, 2018 is the most popular and the best organized) will do. These may be purchased at most major book dealers or online.

Lesson #1: AP WORLD HISTORY 101

Go to the College Board website and answer the following as a written assignment titled AP WORLD HISTORY 101:

<https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>

1. What are the FIVE THEMES of the course? List each theme and then based on your understanding from the reading, describe each theme IN YOUR OWN WORDS.
2. Familiarize yourself with the WORLD REGIONS MAPS in the source document so that you will be prepared to take a WORLD REGIONS and EARLY CIVS MAPPING QUIZ the first week of school.
3. Identify the SIX historical periods covered by the class, by dates and description. For example. "Unit 1: 8000 BCE – 600 BCE: Technological and Environmental Transformations" Next, explain what you think will be the focus of each unit IN YOUR OWN WORDS.

Lesson #2: Geography You can expect a quiz on the AP World Regions and early civilizations in the first few weeks of school.

Map #1: Geographic features: Draw/label the following, use the maps with no labels that you can find at <https://www.eduplace.com/ss/maps/>. Do not try to cram all of these features into one world map. PRINT MAPS AND LABEL THEM. These maps are due on the first day of school.

- 1.) All 7 continents
- 2.) Oceans: Atlantic, Pacific, Indian
- 3.) Seas: Mediterranean, North, Black, Caspian, Arabian, Red, Baltic, Caribbean

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- 4.) Other Bodies of Water: Persian Gulf, Bay of Bengal, Hudson Bay, Gulf of Mexico
- 5.) Mountains: Ural, Caucasus, Alps, Himalayas, Hindu Kush, Cascades, Andes
- 6.) Rivers: Mississippi, Columbia, Amazon, Niger, Nile, Indus, Tigris, Euphrates, Yangtze, Huang He, Mekong, Volga, Danube

Map #2: Civilizations, 8000 BCE – 600 BCE (draw & label the following using the maps provided)

- 1.) All 7 continents
- 2.) Mesopotamia (Tigris/Euphrates Rivers)
- 3.) Babylonia
- 4.) Egypt & Nubia (Nile River)
- 5.) Mohenjo-Daro & Harappa (Indus River)
- 6.) Shang (Yellow River)
- 7.) Olmecs
- 8.) Chavin (Andes Mountains)
- 9.) Assyrians
- 10.) Phoenicia/Israel/Judah
- 11.) Minoans & Myceneans
- 12.) Hittites

Map #3: AP World Regions Maps

Study the AP World Regions map and the Regions map. You are not required to do an assignment with this map, but you will be quizzed on this material in the first few weeks of school.

Lesson #3: Vocabulary Define and explain the significance of the KEY TERMS listed at the end of Chapters 1,2, and 3 in the **Bullet** text. Create some type of VOCAB REVIEW DEVICE for this. In the dark ages, I had students create PowerPoint study guides for their vocabulary terms. Now that new technology has rained down upon us an abundance of technological options, I will let you BE THE DETERMINER of how you will maintain this important learning and review device for the duration of the course. This will be an ongoing project that you will HATE all year and then LOVE that you did it so well when you begin to review for the exam. DO NOT SIMPLY COPY OTHER STUDENTS WORK THAT YOU FIND ON A QUIZLET SOMEWHERE. There are no short-cuts for learning in the course!!!! Do the work – **YOU DO THE WORK** – and you will reap the reward of learning and performing well in the course and on the exam.

Lesson #4: Reading and Study Questions

Read Bulliet, Chapters 1-3. Answer the following questions. Use complete sentences and YOUR OWN WORDS. Do not simply copy passages from the text. You may type your responses.

1. In what ways did hunter-gatherer bands of humans adapt their technology and cultures to new climactic regions as they migrated across east Eurasia during the Paleolithic era?
2. Why did more complex economic and social systems develop during the Neolithic Revolution?
Give specific examples of these systems.
3. What new improvements in agriculture, trade, and transportation developed during the Neolithic Revolution?
4. What were specific new weapons and new modes of transportation that developed as a result of increased interaction between pastoral and agricultural societies?
5. What were specific developments in laws, language, literature, religion, myths, trade and monumental art that helped to unify large and powerful states/empires?

