

AP World History Summer Assignment

Dear AP Students,

First off, welcome to AP World History! CONGRATULATIONS. You have decided to take on the greatest challenge of your academic career. AP World History is a college level course covering "everything that has ever happened ever." We have a busy year coming up and will begin our study with this summer assignment. This will allow us to hit the ground running in August.

Do not take this challenge lightly.

- If you think this class is going to be a breeze... don't take it.
- If you do not complete assignments... don't take it.
- If you are not dedicated to accruing a wealth of knowledge about the world and its peoples... don't take it.
- If you are not up to the challenge... don't take it.

However, if you are willing to work hard and take a fully comprehensive look at World History; you've come to the right place.

We will begin our course of study in the year 8,000 B.C.E. and finish the school year looking at modern day issues. Your summer assignments are designed to expand your understanding of the scope of world history, familiarize you with world geography, and introduce you to our first period of study. You will be working on taking notes from the first section of your textbook, answering questions about the Neolithic Revolution, and will also complete a geography assignment.

A Special Note on Plagiarism: Plagiarism is the act of taking credit for the academic work of someone else. This will not be tolerated in my class or at Bartow High School/Summerlin Academy. Any time you are given a written assignment (essays, charts, answering follow-up questions, homework questions)--**it must be in your own words**. Your answers **MAY NOT** be copied directly from the book. You will need to paraphrase (PUT INTO YOUR OWN WORDS) any information you get from your textbook. For your summer assignments, please type all answers to questions that you will be submitting to me on your first day of class. An exception will be made for the notes taken from your reading- they can be handwritten. Please use **Times New Roman, 12pt font** and make sure your work is **double-spaced**. If you do not follow this format, your assignment **WILL NOT BE ACCEPTED**.

Please feel free to email me over the summer if you have questions.

Best Regards,

CPT (Hon.) Christopher M. Henriquez

chris.henriquez@polk-fl.net

Assignment One – GEOGRAPHY

Directions: Draw and/or label (or number) a world map with the land and water features listed below in the color indicated in parenthesis. A blank map can be found at the following website:

<http://www.outline-world-map.com/blank-world-map-with-white-areas-b3a>.

Continents- (make each a different color)

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

Oceans and Seas (Blue)

1. Arctic Ocean
2. Atlantic Ocean
3. Indian Ocean
4. Pacific Ocean
5. Southern Ocean
6. Adriatic Sea
7. Aegean Sea
8. Arabian Sea
9. Baltic Sea
10. Barents Sea
11. Bay of Bengal
12. Bering Sea

Mountain Ranges (Brown)

1. Alaska Range
2. Alps
3. Andes Mountains
4. Appalachian Mountains
5. Atlas Mountains
6. Himalaya Mountains
7. Hindu Kush Mountains
8. Rocky Mountains
9. Ural Mountains

Oceans and Seas (Blue) continued...

13. Black Sea
14. Caribbean Sea
15. Caspian Sea
16. Coral Sea
17. East China Sea
18. English Channel
19. Great Lakes
20. Gulf of Mexico
21. Mediterranean Sea
22. North Sea
23. Norwegian Sea
24. Persian Gulf
25. Red Sea
26. Sea of Japan
27. South China Sea
28. Yellow Sea

Rivers (Red) - Draw

1. Amazon River
2. Congo River
3. Danube River
4. Euphrates River
5. Ganges River
6. Indus River
7. Mississippi River
8. Niger River
9. Nile River
10. Rio Grande
11. Tigres River
12. Yangtze River
13. Yellow River

Deserts (Tan)

1. Atacama Desert
2. Gobi Desert
3. Great Sandy Desert
4. Kalahari Desert
5. Namib Desert
6. Sahara Desert
7. Syrian Desert

Assessment – You will be asked to identify certain regions of the world on your map quiz the first day of class. Your completed map that you finish over the summer will be collected as part of your summer homework packet on day one of class.

Assignment Two- Traditions and Encounters, Chapter One

It is important for students to have a base knowledge of Upper Paleolithic Era (c.40,000 BCE to c.10,000 BCE; also known as the "Stone Age") patterns before the rise of sedentary agriculture. For thousands of years leading up to the Neolithic (Agricultural) 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. This chapter will also cover the Neolithic Revolution and how the beginnings of agriculture changed the course of world history.

Directions: Read through Chapter One of your textbook (copy provided). As you read, you will be required to take notes on the chapter using an outline format or the Cornell note-taking format. The websites below will help explain both styles of note taking. Notes will be checked during the first class session.

<http://faculty.bucks.edu/specpop/Cornl-ex.htm>

<http://www.expertlearners.com/NotetakingFormats.php> (Formal or Informal Outline)

<http://www.sas.calpoly.edu/asc/ssl/notetakingsystems.html> (Cornell or Outline)

Assignment Three- Human Pre-History Exploratory

The purpose of this section is to further 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. **Please note that this section will require a mixture of readings from the internet and a recent article from National Geographic, "The Greatest Journey".** You will need to respond to the **THREE** questions listed below after you have read **ALL** of the material. Please note that 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 simply hunt down a passage or two to find an answer – you have to read and understand the entire material to create an answer! This sort of thinking will define your AP experience in the coming year. Remember, if you are ever completely stumped, please email me for help.

Question #1 for Readings 1-4 (readings are below-your answer should be 1 page typed)

Explain how human technological and social development fostered the rapid movement of people throughout the globe during the latter phases of the Paleolithic Era (c.60,000 BCE to 12,000 BCE).

Be sure to include how these developments allowed early hunter-gatherers to cope with various environmental pressures and challenges as they moved from continent to continent.

1. "The Greatest Journey", National Geographic, March 2006. *Please note that you may need to click "Continue" at the bottom to continue reading the article.*

<http://ngm.nationalgeographic.com/print/2006/03/human-journey/shreeve-text>

2. An excellent map that accompanies the article can be found online at

http://ngm.nationalgeographic.com/ngm/0603/feature2/images/mp_download.2.pdf

3. Explore the Atlas of the Human Journey interactive map developed by National Geographic at

<https://genographic.nationalgeographic.com/genographic/lan/en/atlas.html>

You will need to watch the videos and read the text for this interactive website to gather information.

4. Read "Human Life in the Era of Hunters and Gatherers" developed by History-World.org at <http://history-world.org/paleolithic2.htm>

Questions #2 and #3 for Readings 4 (above), 5 and 6 (below)

Compare the advantages and disadvantages of adopting a sedentary agricultural lifestyle.

To answer this question, you will 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 & women change--especially for women? Explain which lifestyle YOU feel is the most advantageous.

How does the spread of agriculture during the Neolithic period compare to the spread of human beings during the Paleolithic Era? (In other words, how do the geographic patterns of agriculture's spread differ from that of earlier human movements? Did agriculture spread from Africa as humans had, or were there other points of origin?)

4. See reading #4 from Question #1 above
5. Read "Agriculture and the Origins of Civilization: The Neolithic Revolution" developed by History-World.org at <http://history-world.org/neolithic.htm>
6. Read "The Neolithic Transition" developed by History-World.org at <http://history-world.org/neolithic1.htm>

Assignment Four—NEOLITHIC REVOLUTION SHORT ANSWER

Directions: Use the websites below to answer the following questions. Each question and answer must be typed. **AP students must expand answers (complete sentences are a must) to include detail and deeper explanations of the question. Simple yes, no, or one word answers will not earn full credit.** Answers must be turned in with your summer packet on the first day of class.

<http://www.angelfire.com/ca2/kushana/Neolithic.html>

<http://www.bbc.co.uk/dna/h2g2/A2054675>

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

1. What does the term "Neolithic Revolution" refer to? What happened during this event?
2. Did this revolution occur overnight?
3. What event led to the Neolithic Revolution?
4. What does the term "Neolithic" actually mean?
5. What does it mean to "domesticate" something?
6. What plants were the first to be domesticated?
7. What animal was the first to be domesticated?

8. What area of the world would NOT have large domesticated animals to use as beasts of burden?
9. In what area of the world did the Neolithic Revolution first occur?
10. Would it spread by independent means or by diffusion?
11. What economic activity did farming replace?
12. How did this economic activity differ from farming?
13. How did hunters and gatherers live? What would a community be like for them?
14. Why would farming be a more beneficial way of life?
15. Name six ways farming changed the lives of early man.
16. Why did farming, for the most part, replace hunters and gatherers?
17. Are there still hunters and gatherers in the world today?

Speculate on GENDER roles. . .

18. Who would have hunted?
19. Who would have gathered?
20. Therefore, which gender probably made the transition to farming?
21. Why would women lose power in an agrarian society?
22. Define the term “patriarchal”.

Credits:

Assignment Two and Three taken from:

<http://teacherweb.com/WA/LakesHighSchool/Dunnivant/photo3.aspx>

http://www.fcps.edu/WestfieldHS/academics/summer_assign/AP%20World%20History%20Assignments/ap_world_history.pdf