

AP Summer Assignment

Welcome to AP World History! We (Mr. Leggett and Mr. Suggs) are excited that you have chosen to take this course, as it means that you are wanting an intense World History experience (and possibly some college-level academic experience with accompanying college credit!). Since we want you to do well (and know a little bit what you are getting into) we are extending to you a summer assignment. We most certainly want you to have an enjoyable summer and also want to give you a taste of the responsibility and skills that will be honed during the school year. You will be introduced to some of the basic elements of world history that we will then build on when school begins in the fall. Do Not Procrastinate!! If you begin early and establish a work routine, the stress and work load per day go way down.

Google Classroom: You will need the code for the Google Classroom page. It is: **gpjiuv**

Google classroom will contain a copy of the summer assignment (should you misplace yours).

Textbook: You will need a textbook for the summer assignment. Our main text (and the one you will need for the summer) is *World History 8th Edition* by Duiker and Spielvogel. Check the book out through Mr. Leggett or Mr. Suggs. Take good care of the book. Once it is signed out to you it is your responsibility. The cost of replacing the book (should it get lost, damaged, stolen) is roughly \$175

Part 1: World Map Assignment – The following chart identifies the various sub-regions AP uses within its five major geographical regions (Americas, Europe, Africa, Asia, Oceania). These regions will be used repeatedly during the AP World History course and students are expected to learn and know them. Some of the sub-regions overlap a bit and there are a couple (Oceania, Western and Eastern Europe) which do not specifically count as a sub-region. **DO NOT** try and cram all of the map assignment on 1 map (so, feel free to print more than 1 copy of the map below). **PLEASE** utilize the maps included. Just be sure to label which map is which.

- Label the following sub-regions on the map and color in the geographical borders. Do not have the same color touching another color. **Avoid BLUE for now.**

Then, label each of the following countries and color each a separate color. You do not need 30 colors just do not put the same color next to each other. Also, avoid using the same color for a country and its sub-region (for example, if North America is bordered in green, avoid coloring USA or Canada green).

North America	Latin America (Mesoamerica, Central America, South America, Caribbean)	South Asia
USA Canada	Mexico Colombia Venezuela Peru Argentina Chile Brazil Haiti Jamaica	India Pakistan (Middle East) Afghanistan (Middle East)

	Cuba	
East Asia	Southeast Asia	Sub-Saharan Africa
China Japan Korea Mongolia	Vietnam Cambodia Thailand Indonesia Malaysia Singapore Philippines	Any country Below the Sahara Desert and North Africa – there are not additional countries – this is just to let you know what the Sub-Saharan region is
North Africa	Middle East	West Africa
Egypt Libya Algeria Morocco	Israel Syria Iraq Iran Saudi Arabia Turkey Egypt	Ghana Nigeria Mali Sierra Leone
Central (Equatorial) Africa	Southern Africa	East Africa (Swahili Coast)
Rwanda Democratic Republic of Congo	South Africa Namibia Zimbabwe	Kenya Somalia Madagascar Sudan/South Sudan
Western Europe	Eastern Europe	Oceania
England/Great Britain Greece France Spain The Netherlands Germany (Holy Roman Empire) Italy Sweden Portugal	Russia/Soviet Union Poland Czech Republic Serbia Croatia Austria Ukraine Hungary	Hawaii (USA) Easter Island Tahiti Australia New Zealand New Guinea

Label and shade in Blue

Atlantic Ocean

Indian Ocean/Southern

Great Lakes

Tigris and Euphrates

Danube

Indus River

Ohio River

Pacific Ocean

Mediterranean Sea

Hudson Bay

Amazon River

Caspian Sea

Lake Victoria

Yangtze River

Arctic Ocean

Caribbean Sea

Black Sea

Volga River

Mississippi River

Ganges River

Nile River

Label and Highlight in Yellow

Prime Meridian

Tropic of Capricorn

Tropic of Cancer

Equator

Arctic Circle

Antarctic Circle

Label the Continents

North America

Asia

South America

Africa

Oceania

Europe

(Antarctica if you think it's
being left out)

Label by name and with ^^^^^

Andes Mts
Sumatran Java Range
Atlas Mountains
Alps
Rockies
Himalayas

Ural Mts
Great Dividing Range
Appalachian Mts
Mt. Vesuvius
Brazilian East Coast Range
Mt. Everest

Zagros Mts.
Caucasus Mts.
Mt. Kilimanjaro
Mt. Fuji

Label the following

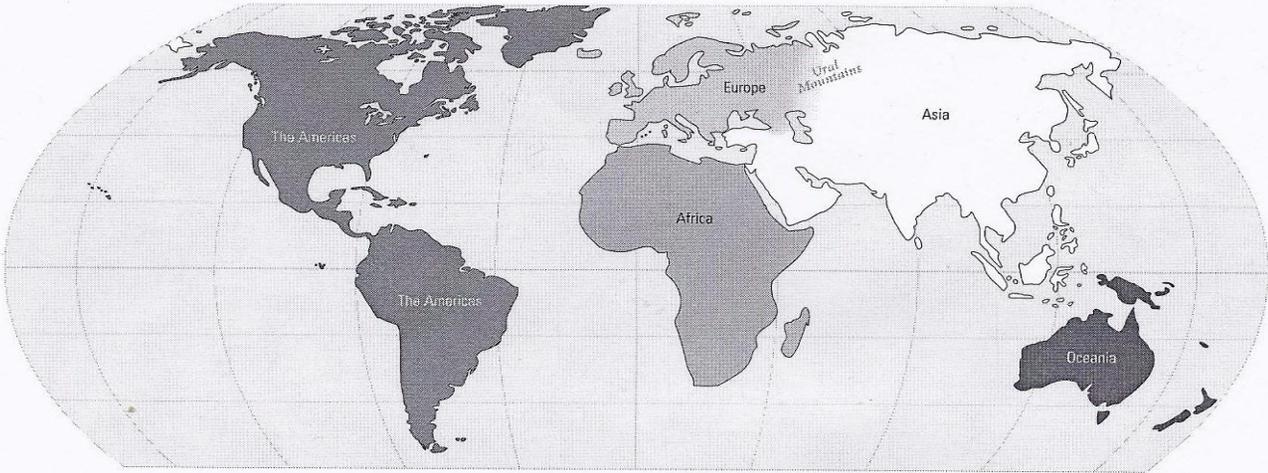
Sahara Desert
Thar Desert
Namib/Kalahari Desert
Tibet
Great Rift Valley
Gobi Desert

Mojave/Sonoran Desert
Great Sandy/Gibson/Great Victorian Desert
Deccan Plateau
Northern European Plain
Arabian Desert
Victorian Desert

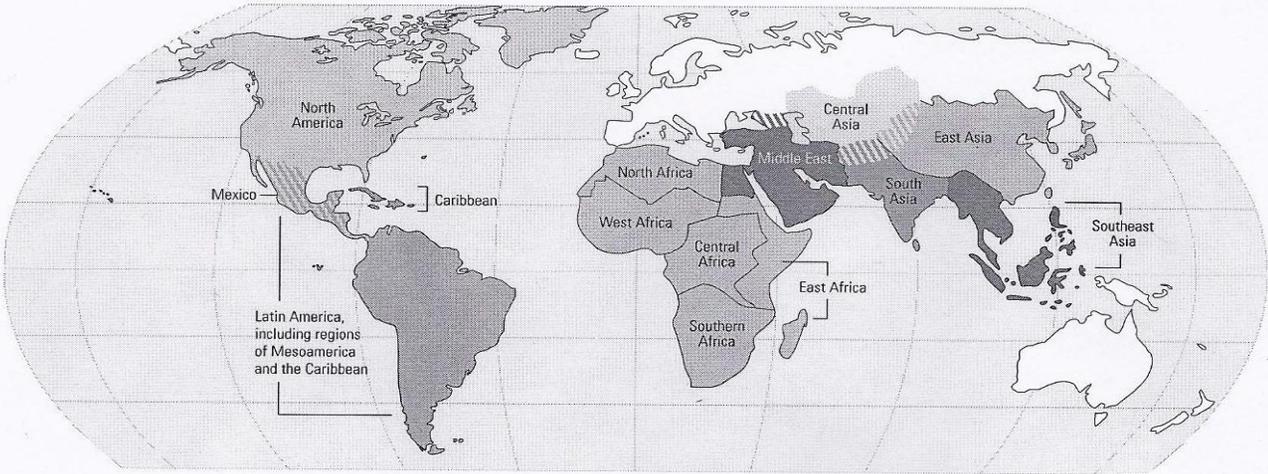
Historical

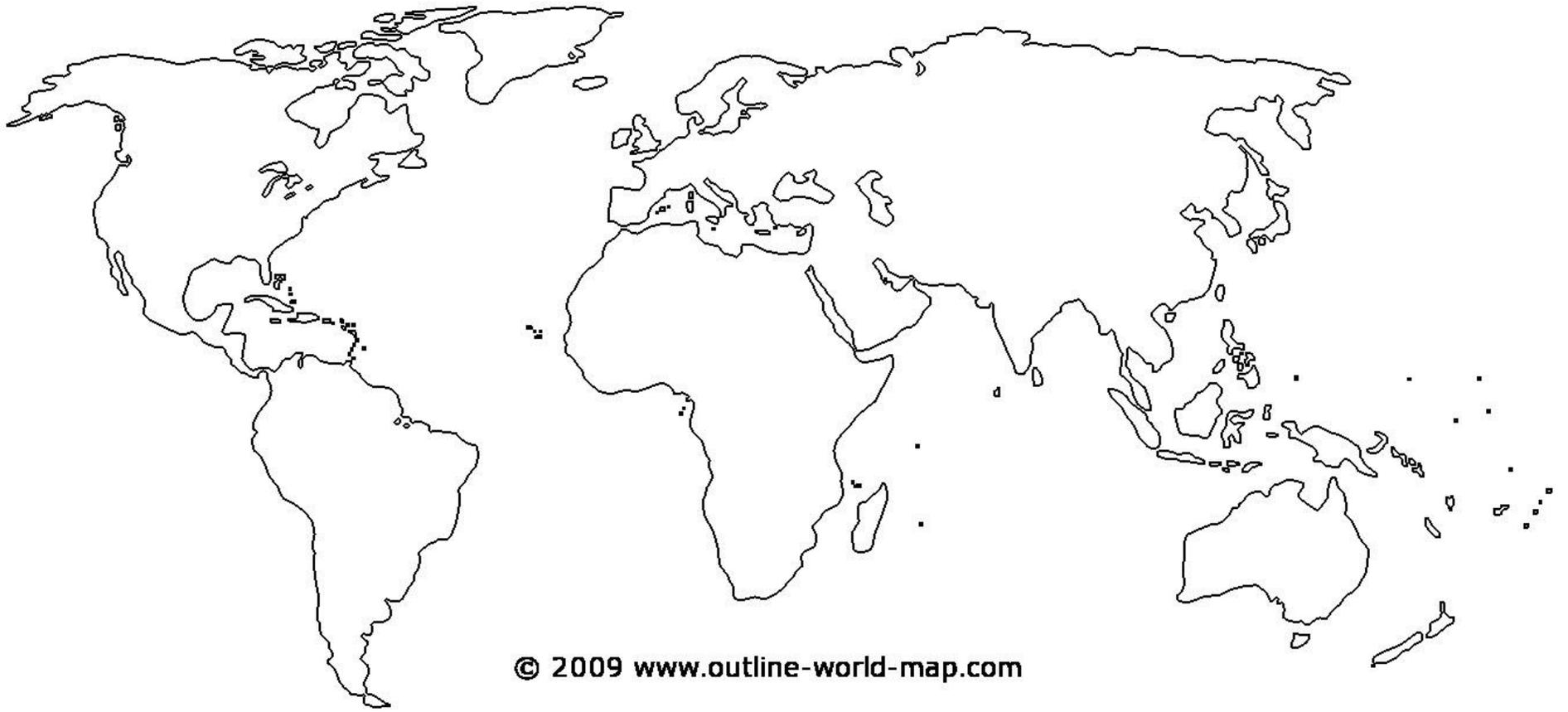
Mesopotamia (Fertile Crescent)
Indus River Valley
Yellow River Valley (Shang)
Mes-America
Nile River Valley (New Kingdom)
Sub-Saharan Africa
Papua New Guinea

AP World History: World Regions — A Big Picture View



AP World History: World Regions — A Closer Look





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Part 2: Reading the Book

Directions: You will read the first three chapters of World History (Duiker and Spielvogel) and answer the following questions. **DO NOT** simply re-write the question and respond. You **MUST** follow the Question Response Guide.

Question Response Guide: All questions must be answered completely in the following manner:

- 1) Begin your response with a thesis statement. This statement should both restate the question as well as answer the question (*example of thesis statement is written below*). Please **underline** your thesis statement in each response.
- 2) Provide evidence from the text in the next 4-8 sentences.
- 3) Type all of your responses in 12 pt Times New Roman Font, 1" margins.
- 4) Assignments not following this format will not be graded.

Chapter 1 – Early Humans the First Civilizations (pp. 2-35)

1. How did the Paleolithic and Neolithic Ages differ, and how did the Neolithic Revolution affect the lives of men and women? ***Example of Thesis Statement: “While the Paleolithic and Neolithic Ages were both marked by the ability to make and use stone tools, the Neolithic Age brought about the agricultural revolution, which was a gradual shift that occurred as hunter-gathers learned to domesticate crops; this shift had consequences for the relationship between men and women.” Support with evidence from the text.***
2. What are the characteristics of civilization, and what are some explanations for why early civilizations emerged?
3. How are the chief characteristics of civilization evident in ancient Mesopotamia?
4. How are the chief characteristics of civilization evident in ancient Egypt (in all three major periods of Egyptian history)? What elements of continuity are evident in the three periods? What are their major differences?
5. What was the significance of the Indo-Europeans? How did Judaism differ from the religions of Mesopotamia and Egypt?
6. What methods and institutions did the Assyrians and Persians use to amass and maintain their respective empires?

Chapter 2 – Ancient India (pp. 37-62)

1. What were the chief features of Harappan civilization, and in what ways was it similar to the civilizations that arose in Egypt and Mesopotamia?
2. What were some of the distinctive features of the class system introduced by the Aryan peoples, and what effects did it have on Indian civilization?
3. What are the main tenets of Brahmanism and Buddhism? How did they differ, and how did each religion influence Indian civilization?
4. In what ways did the culture of ancient India resemble and differ from the cultural experience of ancient Mesopotamia and Egypt?

Chapter 3 – China in Antiquity (pp. 63-92)

1. How did geography influence the civilization that arose in China?
2. What were the major tenets of Confucianism, Legalism, and Daoism, and what role did each play in political and philosophical debates during the Zhou dynasty?

3. How did the first emperor of the Qin dynasty transform the political, social, and economic institutions of early China?
4. To what degree did the Han dynasty turn to Confucianism as an ideology of the state?
5. What were the key aspects of social and economic life in early China?
6. What were the chief characteristics of the Chinese arts and writing system? How did they differ from those in Egypt and Mesopotamia?

Part 3: PERSIA Charts – Fill in pertinent information, dates, etc. for each section. Once filled in, review to look for patterns, similarities/differences in areas like religion, arts, and technology.

Mesopotamia

Dates: _____

<p>Political</p> <ul style="list-style-type: none"> - Leaders, Elites - State Structure - War - Diplomacy, Treaties - Courts, Laws 	
<p>Economic</p> <ul style="list-style-type: none"> - Type of System - Technology, Industry - Trade, Commerce - Capital/Money - Types of Businesses 	
<p>Religious</p> <ul style="list-style-type: none"> - Holy Books - Beliefs, Teachings - Conversion - Sin/Salvation - Deities 	
<p>Social</p> <ul style="list-style-type: none"> - Family - Gender Relations - Social Classes - Inequalities - Lifestyles 	
<p>Intellectual (Arts and Architecture)</p> <ul style="list-style-type: none"> - Philosophy - Math, Science - Education - Writing, Literature - Music - Intellectual Achievements - Painting, Sculpture 	
<p>Area (Geography)</p> <ul style="list-style-type: none"> - Location - Physical - Movement, Migrations - Human/Environment - Region 	

Egypt

Dates: _____

Political <ul style="list-style-type: none">- Leaders, Elites- State Structure- War- Diplomacy, Treaties- Courts, Laws	
Economic <ul style="list-style-type: none">- Type of System- Technology, Industry- Trade, Commerce- Capital/Money- Types of Businesses	
Religious <ul style="list-style-type: none">- Holy Books- Beliefs, Teachings- Conversion- Sin/Salvation- Deities	
Social <ul style="list-style-type: none">- Family- Gender Relations- Social Classes- Inequalities- Lifestyles	
Intellectual (Arts and Architecture) <ul style="list-style-type: none">- Philosophy- Math, Science- Education- Writing, Literature- Music- Intellectual Achievements- Painting, Sculpture	
Area (Geography) <ul style="list-style-type: none">- Location- Physical- Movement, Migrations- Human/Environment- Region	

Persia

Dates: _____

<p>Political</p> <ul style="list-style-type: none">- Leaders, Elites- State Structure- War- Diplomacy, Treaties- Courts, Laws	
<p>Economic</p> <ul style="list-style-type: none">- Type of System- Technology, Industry- Trade, Commerce- Capital/Money- Types of Businesses	
<p>Religious</p> <ul style="list-style-type: none">- Holy Books- Beliefs, Teachings- Conversion- Sin/Salvation- Deities	
<p>Social</p> <ul style="list-style-type: none">- Family- Gender Relations- Social Classes- Inequalities- Lifestyles	
<p>Intellectual (Arts and Architecture)</p> <ul style="list-style-type: none">- Philosophy- Math, Science- Education- Writing, Literature- Music- Intellectual Achievements- Painting, Sculpture	
<p>Area (Geography)</p> <ul style="list-style-type: none">- Location- Physical- Movement, Migrations- Human/Environment- Region	

Indus River Valley

Dates: _____

<p>Political</p> <ul style="list-style-type: none"> - Leaders, Elites - State Structure - War - Diplomacy, Treaties - Courts, Laws 		
<p>Economic</p> <ul style="list-style-type: none"> - Type of System - Technology, Industry - Trade, Commerce - Capital/Money - Types of Businesses 		
<p>Religious</p> <ul style="list-style-type: none"> - Holy Books - Beliefs, Teachings - Conversion - Sin/Salvation - Deities 		
<p>Social</p> <ul style="list-style-type: none"> - Family - Gender Relations - Social Classes - Inequalities - Lifestyles 		
<p>Intellectual (Arts and Architecture)</p> <ul style="list-style-type: none"> - Philosophy - Math, Science - Education - Writing, Literature - Music - Intellectual Achievements - Painting, Sculpture 		
<p>Area (Geography)</p> <ul style="list-style-type: none"> - Location - Physical - Movement, Migrations - Human/Environment - Region 		

Huang He River Valley (Shang and Zhou Dynasties)

Dates: _____

<p>Political</p> <ul style="list-style-type: none"> - Leaders, Elites - State Structure - War - Diplomacy, Treaties - Courts, Laws 	
<p>Economic</p> <ul style="list-style-type: none"> - Type of System - Technology, Industry - Trade, Commerce - Capital/Money - Types of Businesses 	
<p>Religious</p> <ul style="list-style-type: none"> - Holy Books - Beliefs, Teachings - Conversion - Sin/Salvation - Deities 	
<p>Social</p> <ul style="list-style-type: none"> - Family - Gender Relations - Social Classes - Inequalities - Lifestyles 	
<p>Intellectual (Arts and Architecture)</p> <ul style="list-style-type: none"> - Philosophy - Math, Science - Education - Writing, Literature - Music - Intellectual Achievements - Painting, Sculpture 	
<p>Area (Geography)</p> <ul style="list-style-type: none"> - Location - Physical - Movement, Migrations - Human/Environment - Region 	

Part 4: Continuity and Change over Time Essay

One of the essays you will be asked to write on the AP World History Exam is a Continuity and Change over Time (CCOT) essay. This examines how something changes and stays the same over time. For example, you 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. In this essay you must examine the beginning situation, what caused it to change, and the ending situation. You must also consider what stayed the same.

You are going to get your first experience writing this essay by writing a CCOT essay about yourself. You should pick an area to specialize in: education, friends, religious life, family, athletics, music, or another topic about yourself. With regards to a time frame, start the essay wherever is 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 together to give a more thorough examination of yourself.

The chart below should be completed to help you plan before you write. It will also provide organizational structure for your essay. This chart (and/or others like it) will be utilized throughout the year to help you write other CCOT essays.

Being that this is your first attempt at a CCOT essay, it will not be perfect. But you can do it! (In the words of Yoda, “Do or do not. There is not try.”) Basic essays will have a minimum of 3 paragraphs with a clear thesis. This essay provides me, the teacher, with an idea of where your writing ability stands as we begin the class, a chance to practice one of the essays you will write, and also gives me an idea of who you are as a person. I look forward to reading the essays.

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
	1. 2. 3.	
	Significant Continuities	
	1. 2. 3.	
	Reasons <i>Why</i> Changes and Continuities Occurred	

