

AP WORLD HISTORY

SUMMER ASSIGNMENT 2017

North Gwinnett High School

Mr. Blankenship, Mrs. Carlisle, Mr. Freeman

About the APWH course:

AP World History develops an understanding of the evolution of global processes and contacts, including interactions over time. This non-traditional approach uses the Historical Thinking Skills of analysis, interpretation, comparison, contextualization, synthesis, causation, continuity and change over time, periodization/turning point, and argumentation to understand the content on a deeper and more connected level. AP World looks at the common threads of humanity—trade, religion, politics, society, & technology—and investigates how each have changed and continued over time. The course traces the human experience from the emergence of Neolithic cultures to the 21st Century, C.E., emphasizing the habits of mind, writing skills, and content knowledge characteristic of a college-level world history course. Students will devote considerable time to the critical evaluation of primary & secondary sources, writing, and participation in classroom discussions/Socratic seminars.

Summer Assignment Break Down:

Students taking Advancement Placement World History will have to complete a (2) part summer assignment by the beginning of the 2017-2018 school year.

A) **You will have to check out the textbook** that you will use in AP World History next year. We also HIGHLY suggest that you purchase the Amsco study book, which can be found at <https://www.perfectionlearning.com/social-studies/advanced-placement/world-history-ap-exam.html> - This needs to be done **BEFORE** you leave for summer break because you will have to answer some questions and study for an **assessment (exam grade)** that will be given on **Tuesday, August 8th**.

B) You will need to watch **the film Ghandi (1982)**, which will be quizzed over on **the second week of school**.

BEFORE YOU LEAVE FOR THE SUMMER:

Beginning on the second (Final Exam) testing day you must come to ONE of the following teacher's classrooms to check out your textbook for next year:

- Mr. Blankenship – room 612 (2-story building)
- Mrs. Carlisle – room 613 (2-story building)
- Mr. Freeman – room 615 (2-story building)

The textbook for next year: **Traditions and Encounters – A Global Perspective on the Past** by Jerry Bentley. You will need this textbook in order to complete (Part I) of the summer assignment. Don't forget about the Amsco book mentioned above. The Advanced Placement World History curriculum is divided into (6) time periods. The first time period is (8000 B.C.E. to 600 B.C.E.) and makes up 5% of the AP Exam. The information below is the syllabus for that section from the College Board. You are to use it as a guide as you read **chapters one through six (pp. 3 – pp. 155)**. You do not have to answer any questions but you will be given an exam on **Tuesday, August 8th** over the content below. This is from the AP World History Framework found here: <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf> starting on page 43 of the PDF. The students should become very familiar with this throughout the year and use the information on the right (learning targets that are often repeated throughout) and the left (specific content related to the learning targets on the left) as a guide for their note-taking. If you are unable to check out the textbook before the end of the school year, you may to the main office to check it out during the summer.

PERIOD 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS

to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to tundra. Humans also developed varied and sophisticated technologies.

LEARNING OBJECTIVES FOR 1.1.1

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

A. Humans developed increasingly diverse and sophisticated tools — including multiple uses of fire — as they adapted to new environments.

B. People lived in small groups that structured social, economic, and political activity. These bands exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Farmers also affected the environment through intensive cultivation of selected plants to the exclusion of others, the construction of irrigation systems, and the use of domesticated animals for food and labor. Populations increased; village life developed, followed by urban life with all its complexity. Patriarchy and forced-labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Pastoralists' mobility facilitated technology transfers through their interaction with settled populations.

LEARNING OBJECTIVES FOR 1.2.1

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of more complex economic and social systems.

A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged independently in Mesopotamia, the Nile River Valley, Sub-Saharan Africa, the Indus River Valley, the Yellow River (or Huang He) Valley, Papua New Guinea, Mesoamerica, and the Andes.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

B. People in each region domesticated locally available plants and animals.

C. Pastoralism developed in Afro-Eurasian grasslands, negatively affecting the environment when lands were overgrazed.

D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production, drastically affecting environmental diversity.

LEARNING OBJECTIVES FOR 1.2.II

ENV-1 Explain how early humans used tools and technologies to establish communities.

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-5 Explain how human migrations affected the environment.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

II. Agriculture and pastoralism began to transform human societies.

A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population and led to specialization of labor, including new classes of artisans and warriors, and the development of elites.

B. Technological innovations led to improvements in agricultural production, trade, and transportation.

ILLUSTRATIVE EXAMPLES, TECHNOLOGICAL INNOVATIONS:

- Pottery
- Plows
- Woven textiles
- Wheels and wheeled vehicles
- Metallurgy

C. Patriarchal forms of social organization developed in both pastoralist and agrarian societies.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

ECON-10 Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, including political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists.

As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, people had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

LEARNING OBJECTIVES FOR 1.3.I

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-daro and Harappa in the Indus River Valley, Shang in the Yellow River (or Huang He) Valley, Olmec in Mesoamerica, and Chavin in Andean South America.

LEARNING OBJECTIVES FOR 1.3.II
(CONTINUED)

- ENV-4** Explain how environmental factors influenced human migrations and settlements.
- ENV-6** Explain how people used technology to overcome geographic barriers to migration over time.
- SB-1** Explain and compare how rulers constructed and maintained different forms of governance.
- SB-2** Analyze how the functions and institutions of governments have changed over time.
- SB-3** Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.
- SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.
- SB-6** Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.
- SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.
(CONTINUED)

- B.** As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations, enabling them to undertake territorial expansion and conquer surrounding states.

- C.** Pastoralists were often the developers and disseminators of new weapons and modes of transportation that transformed warfare in agrarian civilizations.

ILLUSTRATIVE EXAMPLES, NEW WEAPONS:

- Composite bows
- Iron weapons

ILLUSTRATIVE EXAMPLES, NEW MODES OF TRANSPORTATION:

- Chariots
- Horseback riding

LEARNING OBJECTIVES FOR 1.3.II
(CONTINUED)

- ECON-10** Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.
- SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.

II. The first states emerged within core civilizations in Mesopotamia and the Nile Valley.
(CONTINUED)

LEARNING OBJECTIVES FOR 1.3.III

- ENV-2** Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.
- CUL-1** Compare the origins, principal beliefs, and practices of the major world religions and belief systems.
- CUL-2** Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.
- CUL-3** Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.
- CUL-4** Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.
- CUL-6** Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

- A.** Early civilizations developed monumental architecture and urban planning.
ILLUSTRATIVE EXAMPLES, MONUMENTAL ARCHITECTURE AND URBAN PLANNING:
 - Ziggurats
 - Pyramids
 - Temples
 - Defensive walls
 - Streets and roads
 - Sewage and water systems
- B.** Systems of record keeping arose independently in all early civilizations and subsequently spread.
ILLUSTRATIVE EXAMPLES, SYSTEMS OF RECORD KEEPING:
 - Cuneiform
 - Hieroglyphs
 - Pictographs
 - Alphabets
 - Quipu
- C.** States developed legal codes that reflected existing hierarchies and facilitated the rule of governments over people.
ILLUSTRATIVE EXAMPLES, LEGAL CODES:
 - Code of Hammurabi (Babylonia)
 - Code of Ur-Nammu (Sumer)

- CUL-8** Explain how economic, religious, and political elites defined and sponsored art and architecture.
- CUL-9** Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

- D.** New religious beliefs that developed in this period — including the Vedic religion, Hebrew monotheism, and Zoroastrianism — continued to have strong influences in later periods.

The Concept Outline

PERIOD 1: to c. 600 B.C.E.

LEARNING OBJECTIVES FOR 1.3.III
(CONTINUED)

- SB-1** Explain and compare how rulers constructed and maintained different forms of governance.
- SB-2** Analyze how the functions and institutions of governments have changed over time.
- SB-5** Assess the degree to which the functions of cities within states or empires have changed over time.
- SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
(CONTINUED)

- E.** Trade expanded throughout this period from local to regional to interregional with civilizations exchanging goods, cultural ideas, and technology.
- F.** Social hierarchies, including patriarchy, intensified as states expanded and cities multiplied.

- ILLUSTRATIVE EXAMPLES, DEVELOPMENT OF INTERREGIONAL TRADE:
- Trade between Mesopotamia and Egypt
 - Trade between Egypt and Nubia
 - Trade between Mesopotamia and the Indus Valley

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-2 Analyze the economic role of cities as centers of production and commerce.

ECON-8 Analyze the relationship between belief systems and economic systems.

ECON-11 Explain how the development of financial instruments and techniques facilitated economic exchanges.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

SOC-1 Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

SOC-2 Assess how the development of specialized labor systems interacted with the development of social hierarchies.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

ECON-1 Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

ECON-3 Assess the economic strategies of different types of states and empires.

ECON-5 Explain and compare forms of labor organization, including families and labor specialization within and across different societies.