Greetings future WHAP students! Your summer assignment must be completed and ready to go on the first day of school. Please read all directions carefully. You can download a copy at Mr. Pauling’s web page, https://www.fortbendisd.com/Page/83361 or you can find it on the Ridge Point High School webpage. It may be a good idea to save a copy of this document to your computer, just in case. 😊

I. Introductory Vocabulary: our textbook and the supplementary articles we will read this year are written at the college level and require strong reading comprehension skills. Familiarizing yourself with the following list of words will help you with both reading assignments and questions on quizzes and tests.

A. Study the following vocabulary terms. You do not have to write out definitions or turn in the vocab, but we will have a vocabulary quiz over these words during the first week of school.

1. B.C.E. 38. elite 74. patrilineal
2. C.E. 39. emigrate 75. patronage
3. abdicate 40. epic 76. peasant
4. accession 41. ethnocentric 77. pharaoh
5. aesthetic 42. feudalism 78. piety/pious
6. agrarian 43. genocide 79. polity
7. amenities 44. gentry 80. polygamy
8. anarchy 45. guild 81. polytheism
9. animism 46. hierarchy 82. proselytize
10. antiquity 47. hominids 83. provincial
11. appeasement 48. homogenous 84. regent
12. aristocracy 49. ideology 85. republic
13. asceticism 50. imperial/imperialism 86. rhetoric/rhetorical
14. assimilate 51. indigenous 87. sedentary
15. authoritarian 52. infrastructure 88. serf
16. autocracy 53. lineage 89. Sharia
17. barbarism 54. linguistic 90. Sinification
18. bureaucracy/bureaucrats 55. manifest 91. state
19. city-state 56. maritime 92. steppe
20. civic 57. martial 93. stratification
21. classical 58. matrilineal 94. Sub-Saharan
22. colonial 59. mercenary 95. subordinate
23. commerce 60. monarchy 96. succession
24. communal 61. monopoly/monopolize 97. syncretism
25. concubine 62. monotheism 98. textiles
26. conscription 63. mystical 99. theocracy
27. cosmopolitan 64. nation-state 100. theology
28. coup 65. neo 101. totalitarian
29. demography/demographic 66. Neolithic 102. tributary state
30. despot 67. nomadic 103. tyranny
31. diaspora 68. oligarchy 104. urban/urbanize
32. dissent 69. pantheon 105. usurp
33. dissident 70. papal/papacy 106. vernacular
34. domestic/domesticate 71. parliament/parliamentary
35. dynasty/dynastic system
36. edict 72. pastoral
37. egalitarian 73. patriarchal
B. Our curriculum framework was developed by the College Board and is divided into **six periods of world history**. Within each period, there are key concepts that guide the course. You must examine the first period of world history and the corresponding key concepts before the official start of the school year. You also need to become familiar with all six of the periods this course follows. There may be questions over periodization and/or key concepts on the vocabulary quiz during the first week of school.

**Periodization of AP World History**

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Title</th>
<th>Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Technological and Environmental Transformations</td>
<td>to c. 600 BCE</td>
</tr>
<tr>
<td>2</td>
<td>Organization and Reorganization of Human Societies</td>
<td>c. 600 BCE - c. 600 CE</td>
</tr>
<tr>
<td>3</td>
<td>Regional and Transregional Interactions</td>
<td>c. 600 CE - c. 1450 CE</td>
</tr>
<tr>
<td>4</td>
<td>Global Interactions</td>
<td>c. 1450 - c. 1750</td>
</tr>
<tr>
<td>5</td>
<td>Industrialization and Global Integration</td>
<td>c. 1750 - c. 1900</td>
</tr>
<tr>
<td>6</td>
<td>Accelerating Global Change and Realignments</td>
<td>c. 1900-present</td>
</tr>
</tbody>
</table>

**Period 1 of AP World History: Technological and Environmental Transformations**
*(from Human Origins to c. 600 BCE)*

**Key Concepts**

**1.1 Big Geography and the Peopling of the Earth**

I. Archaeological 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.

**1.2 The Neolithic Revolution and Early Agricultural Societies**

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

II. Agriculture and pastoralism began to transform human societies.

**1.3 The Development and Interactions of Early Agricultural Societies**

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 civilization in the Huang He River Valley, Olmecs in Mesoamerica, and Chavin in Andean South America.

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

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.
II. **Unit One Content:** This is the part of the summer assignment you must hand-write on notebook paper and turn in to your teacher the first week of school. Please write neatly and use the headings, letters, and numbers for Part II of the assignment as you complete your work – in other words follow the format in this packet. **We will have a TEST over this material the beginning of second week of school.** Overall, your summer assignment will count for two daily grades (a vocab quiz and completion of all questions and tasks in Part II) and one major grade test.

A. Using the *Amsco* unit one reading packet, take thorough notes over the following terms and answer the following questions. Please use notebook paper and be sure to number your terms and questions as they appear below. **Get the reading packet here: [https://www.fortbendisd.com/Page/83361](https://www.fortbendisd.com/Page/83361)**

<table>
<thead>
<tr>
<th>1. Artifacts</th>
<th>28. Phoenicians</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Homo sapiens sapiens</td>
<td>29. Carthage</td>
</tr>
<tr>
<td>3. Hunter-foragers</td>
<td>30. Hebrews</td>
</tr>
<tr>
<td>4. Paleolithic period</td>
<td>31. Abraham</td>
</tr>
<tr>
<td>5. Clan</td>
<td>32. Moses</td>
</tr>
<tr>
<td>6. Tribe</td>
<td>33. Ten Commandments</td>
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<td>7. Patriarchal</td>
<td>34. Monotheism</td>
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<td>8. Animism</td>
<td>35. Jewish diaspora</td>
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<td>10. Nomadic pastoralism</td>
<td>37. Axum</td>
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<tr>
<td>11. Domestication</td>
<td>38. Dravidians</td>
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<tr>
<td>13. Catal Huyuk</td>
<td>40. Aryans</td>
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<tr>
<td>14. Over farming and overgrazing</td>
<td>41. Sanskrit</td>
</tr>
<tr>
<td>15. Metallurgy</td>
<td>42. Indo-Europeans</td>
</tr>
<tr>
<td>16. Bronze age</td>
<td>43. Vedas/Vedic Age</td>
</tr>
<tr>
<td>17. Civilization</td>
<td>44. Upanishads</td>
</tr>
<tr>
<td>18. Fertile Crescent</td>
<td>45. Xia Dynasty</td>
</tr>
<tr>
<td>19. Uruk</td>
<td>46. Shang Dynasty</td>
</tr>
<tr>
<td>20. City-state</td>
<td>47. Ancestor veneration</td>
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<tr>
<td>22. Ziggurats</td>
<td>49. Zhou Dynasty</td>
</tr>
<tr>
<td>23. Cuneiform</td>
<td>50. Mandate of Heaven</td>
</tr>
<tr>
<td>24. Scribes</td>
<td>51. Feudalism</td>
</tr>
<tr>
<td>25. Epic of Gilgamesh</td>
<td>52. Chavin</td>
</tr>
<tr>
<td>27. Hammurabi’s Code</td>
<td>54. Austronesians</td>
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</tbody>
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AP World History Summer Assignment 2019
Reading Packet Questions and Tasks

1. In the Paleolithic era, as humans migrated in search of animals and edible plants, how did they adapt to new environments?
2. How did the use of fire change Paleolithic life and societies?
3. What are the SEVEN major developments that characterize the Neolithic Revolution?
4. Identify and explain TWO similarities between farmers (agriculturalists) and pastoralists.
5. Identify and explain TWO differences between farmers and pastoralists.
6. How is the development of agriculture connected to the development of complex government?
7. How is the development of agriculture connected to the emergence of new religious practices?
8. Give THREE specific examples of organized religious traditions that developed in this early period, before 600 BCE.
9. List FIVE technological innovations made by early agricultural societies and spread to new areas through trade, war, or other forms of contact.
10. What are the SIX core/foundational civilizations that grew as a result of the Neolithic Revolution?
11. Create a SPICE chart analyzing and comparing the two earliest river valley civilizations to develop: Sumerian civilization in Mesopotamia and Egyptian civilization in the Nile River Valley. Print the SPICE chart template located here: https://www.fortbendisd.com/Page/83361 (You can also use Crash Course episodes 3 and 4 to help with the chart, located with all other summer assignment resources.)
12. What was the impact of the Babylonian king Hammurabi's first-ever written law code?
13. Create a SPICE chart analyzing and comparing the early river valley civilizations that emerged in China (Huang He River Valley) and South Asia (Indus River Valley). Print the SPICE chart template located here: https://www.fortbendisd.com/Page/83361 (You can also use Crash Course episodes 2 and 7 to help with the chart, located with all other summer assignment resources.)
14. What characterized the development of civilizations in the Americas?
15. When and where did agricultural civilizations first develop in the Americas?

B. Watch this: The Agricultural Revolution: Crash Course World History #1 and answer the following questions. (We suggest using the transcript feature, because John Green talks fast!)
https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9&index=1

1. 15,000 years ago, when humans were foragers and hunters, what characterized daily life? What were humans eating, and where and how were they living?
2. Explain THREE differences between the daily life and health of forager peoples and the daily life and health of agriculturalists.
3. Where did the cultivation of crops rise independently? Give ONE specific example of crop cultivation in each of the following five regions:
   a. Southeast Asia –
   b. Mexico and Central America –
   c. Andes region –
   d. Fertile Crescent –
   e. West Africa –

4. What are the advantages and disadvantages of agriculture? Create a mini T-chart.
5. What are the main characteristics of pastoral societies/pastoralism/herding?
6. Why were there no pastoral societies in the pre-Columbian Americas (meaning the Americas before contact with the eastern hemisphere; before the voyages of Columbus)?
7. What are FOUR theories on why agriculture emerged in some regions?
C. Read the article “The Worst Mistake” by Jared Diamond, and answer the following questions. Here is the link: https://www.fortbendisd.com/Page/83361

1. Explain Jared Diamond’s main argument (thesis) about the development and adoption of agriculture among our hunter-gatherer ancestors.
2. Explain how Jared Diamond uses the example of the Indian (Native American) skeletons from the Illinois and Ohio River Valleys as evidence to support his main argument.
3. Identify and explain ANOTHER piece of evidence Jared Diamond uses to support his argument.
4. Explain how Jared Diamond connects the development of agriculture to the emergence of social class divisions.
5. Explain how Jared Diamond connects agriculture to the development of gender inequality.
6. Identify and explain ONE piece of evidence John Green uses in Crash Course World History episode #1 that would refute (contradict) Jared Diamond’s main argument.

D. Read the article packet titled The Urban Revolution and Civilization: Mesopotamia and Egypt, 3500 B.C.E. – 1000 B.C.E. and answer the following questions. You can find a PDF file of the article packet here: https://www.fortbendisd.com/Page/83361

1. Approximately when did the urban revolution begin? Where did it begin?
2. Why do some historians consider the “age of cities” to be the beginning of history?
3. What are primary sources? What are secondary sources?
4. What developments led to the urban revolution? In other words, what paved the way for the first cities to emerge?
5. Why did social classes and kings emerge in the first cities?
6. How was religion related to the rise of monarchies and elite classes in the first cities?
7. What are the big achievements and advantages of early cities?
8. What are some main differences between city life and village life? Make a t-chart or Venn diagram for comparison purposes.
9. Add information and details from the article to your spice chart comparing the early river valley civilizations in Mesopotamia and Egypt.
10. Why did differences develop in early Egyptian and Mesopotamian civilizations?

Good job, you are finished!! 😊

Remember, the Unit 1 test will assess all summer assignment material. Please be thorough, it will pay off!

Checklist for getting your summer assignment ready for submission

Name at the top
Title your assignment: WHAP Summer Assignment 2019
Make sure you legibly handwrite all sections of Part II and label/number each section exactly as it appears in this packet.
Don’t forget to include your two SPICE charts.
Scan a copy for your files. A thorough, well-done summer assignment can be used to study for the AP Exam!
Staple all pages of Part II to turn in the first week of school. Place your completed, handwritten answers for Part II on top, with a clean copy of this packet underneath, all stapled together.
Thank you for your attention to detail! 😊