**Elkins High School AP World History – Recommended Summer Assignment**

Greetings future WHAP students! **Please read all directions carefully**. This assignment is ***not required***, but it will give you an advantage at the beginning of the course. If you lose this packet, you can download a copy at [http://worldhistoryforkids2018.weebly.com](http://worldhistoryforkids2018.weebly.com/) . You will also find all necessary resources to complete this packet at under the Summer Assignment and the Instructional Resources tab. **It is a good idea to save a copy of this document to your computer, just in case. ☺ Pace yourself and don’t get overwhelmed!**

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

**History divided into nine units**. 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 four of the periods this course examines. **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**

|  |  |  |
| --- | --- | --- |
| **Period** | **Period Title & Unit Names** | **Date Range** |
| **1** | Regional and Interregional Interactions  1. The Global Tapestry 2. Networks of Exchange | c. 1200-1450 |
| **2** | Global Interactions  3. Land-Based Empires 4. Trans-Oceanic Interconnections | c. 1450-1750 |
| **3** | Industrialization and Global Integration  5. Revolutions 6. Consequences of Industrialization | c. 1750-1900 |
| **4** | Accelerating Global Change and Realignments  7. Global Conflict 8. Cold War and Decolonization 9. Globalization | c. 1900-present |

**\*Beginning in the 2019-2020 school year, Prehistory will no longer be included as part of the College Board’s AP World History curriculum. However, we are required to follow the scope and sequence set forward by the state of Texas; this includes the eras from Prehistory through 1200. We will still cover Prehistory (to c. 600 BCE; addressed in this packet) and the eras prior to the year 1200 in class briefly before implementing the new scope and sequence of the College Board, listed above. \***

**\*\*This assignment will help us give context to World History in 1200 C.E. This context and content will help add nuance to student essays and provide a deeper understanding of the state of the world in 1200 C.E. \*\***

**II. Prehistory Content**

1. **Using the *Amsco* Unit One reading packet, read and take thorough notes over the following terms and answer the following questions. If possible, print a copy and highlight important information. Get the reading packet here:** [**http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/amsco\_reading\_packet.pdf**](http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/amsco_reading_packet.pdf)

**Reading Packet Terms, People, and Places**

1. Artifacts
2. Homo sapiens sapiens
3. Hunter-foragers
4. Paleolithic period
5. Clan
6. Tribe
7. Patriarchal
8. Animism
9. Shamans
10. Nomadic pastoralism
11. Domestication
12. Social stratification
13. Catal Huyuk
14. Over farming and overgrazing
15. Metallurgy
16. Bronze age
17. Civilization
18. Fertile Crescent
19. Uruk
20. City-state
21. Polytheistic
22. Ziggurats
23. Cuneiform
24. Scribes
25. Epic of Gilgamesh
26. Babylonians
27. Hammurabi’s Code
28. Phoenicians
29. Carthage
30. Hebrews
31. Abraham
32. Moses
33. Ten Commandments
34. Monotheism
35. Jewish diaspora
36. Nubia/Kush
37. Axum
38. Dravidians
39. Harappa and Mohenjo-Daro
40. Aryans
41. Sanskrit
42. Indo-Europeans
43. Vedas/Vedic Age
44. Upanishads
45. Xia Dynasty
46. Shang Dynasty
47. Ancestor veneration
48. Pictographs
49. Zhou Dynasty
50. Mandate of Heaven
51. Feudalism
52. Chavín
53. Olmec
54. Austronesians

**Reading Packet Questions**

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 PERSIAN 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 PERSIAN chart template located here:** Remember to fill the boxes [**http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/river\_valley\_persian\_charts.docx**](http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/river_valley_persian_charts.docx)
12. (You can also use Crash Course episodes 3 and 4 to help with the chart, located with all other summer assignment resources.)
13. What was the impact of the Babylonian king Hammurabi’s first-ever written law code?
14. Create a PERSIAN chart analyzing and comparing the early river valley civilizations that emerged in China (Huang He River Valley) and South Asia (Indus River Valley (You can also use Crash Course episodes 2 and 7 to help with the chart, located with all other summer assignment resources.)
15. What characterized the development of civilizations in the Americas?
16. When and where did agricultural civilizations first develop in the Americas?
17. **Watch this: *The Agricultural Revolution: Crash Course World History #1* and be able to answer the following questions. (We suggest using the transcript feature, because John Green talks fast!) *This will be under the instructional resources tab!***

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?

1. Explain THREE differences between the daily life and health of forager peoples and the daily life and health of agriculturalists.
2. Where did the cultivation of crops rise independently? Give ONE specific example of crop cultivation in each of the following five regions:
3. Southeast Asia –
4. Mexico and Central America –
5. Andes region –
6. Fertile Crescent –
7. West Africa –
8. What are the advantages and disadvantages of agriculture? Create a mini T-chart. **Get the template here**: <http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/t_chart_agriculture.docx>
9. What are the main characteristics of pastoral societies/pastoralism/herding?
10. 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)?
11. What are FOUR theories on why agriculture emerged in some regions?
12. **Read the article *The Worst Mistake* by Jared Diamond, and be able to answer the following questions. Here is the link:** [**http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/jared\_diamond\_article\_1.pdf**](http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/jared_diamond_article_1.pdf)
13. Explain Jared Diamond’s main argument (thesis) about the development and adoption of agriculture among our hunter-gatherer ancestors.
14. 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.
15. Identify and explain ANOTHER piece of evidence Jared Diamond uses to support his argument.
16. Explain how Jared Diamond connects the development of agriculture to the emergence of social class divisions.
17. Explain how Jared Diamond connects agriculture to the development of gender inequality.
18. 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.
19. **Read the article packet titled *The Urban Revolution and Civilization: Mesopotamia and Egypt, 3500 B.C.E. – 1000 B.C.E.* and be able to answer the following questions**. You can find a PDF file of the article packet here: <http://worldhistoryforkids2018.weebly.com/uploads/8/3/6/9/8369760/the_urban_revolution_and_civilization.pdf>
20. Approximately, when did the urban revolution begin? Where did it begin?
21. Why do some historians consider the “age of cities” to be the beginning of history?
22. What are primary sources? What are secondary sources?
23. What developments led to the urban revolution? In other words, what paved the way for the first cities to emerge?
24. Why did social classes and kings emerge in the first cities?
25. How was religion related to the rise of monarchies and elite classes in the first cities?
26. What are the big achievements and advantages of early cities?
27. What are some main differences between city life and village life? Make a t-chart or Venn diagram for comparison purposes.
28. Add information and details from the article to your PERSIAN charts comparing the early river valley civilizations in Mesopotamia and Egypt.
29. Why did differences develop in early Egyptian and Mesopotamian civilizations?

**E. Optional Documentary List: You will also find these on the Instructional Resources Tab**

* + 1. **History of Rome -** [**https://youtu.be/WKpQRXdvAqM**](https://youtu.be/WKpQRXdvAqM)
    2. **The Fall of a Chinese Empire -** [**https://youtu.be/86dV1jZ\_fq8**](https://youtu.be/86dV1jZ_fq8)
    3. **Alexander the Great -** [**https://youtu.be/K7lb6KWBanI**](https://youtu.be/K7lb6KWBanI)

1. **Summer Reading:** Found under the Summer Assignment tab are some suggested books for understanding World History.