

Lenape Valley Regional High School
AP World History Summer Assignment 2015
Mr. Peter J. De Kleine, MA LAC
Department of Social Studies
pdekleine@lvhs.org

**THIS ASSIGNMENT WILL BE DUE IN FULL
FRIDAY, SEPTEMBER 04TH, 2015.**

Before anything else – Get a 4 Inch 3 Ring Binder for your materials. You will need it.

Almost 14 billion years ago, as we know it, history began. From nothingness began a journey of creativity and complexity that would lead us to today - the inaugural year of AP World History at Lenape Valley Regional High School. As human beings we are (at least we should be) continually seeking answers to the universe in which we are embedded. Some people focus on specific details, others focus on the ideas, but it can be argued that those who study history focus on the entire story of this journey.

This course will test your ability to think, reason, and respond at a much higher level than CP or Advanced Courses. A great majority of this course is designed to prepare you for writing analytically so you may tackle the AP World History Exam in May of 2016. That being said, one might ask, “Why do we have to do a summer assignment?” I will be honest; I used to ask the same question and reason that it was my summer to do with as I wanted. Simply put, Lenape Valley Regional High School begins school after Labor Day, most school systems in the United States begin their school year early to mid-August. However, the AP Exam is on the same day for all students across the United States. That being said, the math is simple, without a Summer Assignment, you the student, would be at a disadvantage starting three to four weeks behind other school systems in our country.

The following assignment is broken into several parts. I advise you not to wait until August to begin this summer assignment as it isn’t difficult, but rather time consuming.

Read this packet entirely before you begin working on it, read everything.

1. All work should be hand written on college ruled loose-leaf paper. Do not use paper that has been ripped out of a note book with ragged edges, **this will not be accepted.**
2. Your assignment should be put together in clear front report cover.
3. What you must have in this report:
 - A: Cover Page
 - B. Table of contents broken down into the different briefs

As you work through this assignment, you may have questions, some in-depth, some simple. I ask that you read through the document carefully before any questions are posed as they may be answered in the document itself. If the document does not provide an answer, I ask you to do outside research; your generation is known for scouring the internet for information. AP World History requires all students to be able to think at an advanced level. However, in the end, if all else fails, contact me. My email has been provided above.

Additional Materials you will need for this course include but are not limited to:

1. A Pinterest account. They are free – all you need is an e-mail.
2. Download the free QR Scanner to your phone, iPod, iPad, and other devices you may use. Do not waste money on the paid versions, the free one works perfectly fine.
3. Multiple four color pens. I suggest the ones made by BIC – both the regular (blue, black, red, and green) as well as the pastel (light blue, light green, pink and purple)
4. Colored pencils. Crayola tends to be the best, but there are many brands out there.

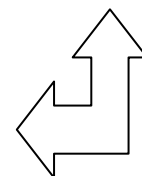
Brief I: Overview of the AP World History Course and Examination

Read pages 1 through 23 of the AP World History Course and Exam as provided by College Board. (I have provided a direct link to the site below as well as a QR code in case you wish to access the material that way.) This reading will provide you with an overview of the historical thinking skills that this course is intended to enhance as well as the themes of world history that provide the framework for the course. I suggest printing this out and putting it into your binder, as you read it take notes on the materials that you believe are pertinent to your success in this course.



Nothing needs to be written for Questions 12 and 13 at this time. Familiarize yourself with this material as you will be tested upon it when you come back to school. A test date will be given upon your return to Lenape Valley.

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-world-history-course-and-exam-description.pdf>



1. Define historiography.
2. How might you become proficient in the historical thinking skill of Historical Argumentation? Cite an example of this skill.
3. What should you be able to do to demonstrate Appropriate Use of Relevant Historical Evidence?
4. Why does a course in World History not often rely on written sources as evidence? What sources do they use in lieu of written sources?
5. How might you become proficient in the historical thinking skill of Chronological Reasoning? Cite an example of this skill.
6. What should you do to be able to demonstrate knowledge of Patterns of Continuity and Change Over Time?
7. Why is Periodization challenging yet important in a study of World History?
8. How might you become proficient in the historical thinking skill of Comparison and Contextualization? Cite an example of this skill.
9. What does it mean to Contextualize?
10. How might you become proficient in the historical thinking skill of Historical Interpretation and Synthesis? Cite an example of this skill.
11. Come up with one word to describe each of the five Course Themes?
12. Memorize the following AP World Regions that are shown on page 22. They are: Southeast Asia, East Asia, Central Asia, South Asia, The Middle East, North Africa, West Africa, Central Africa, Southern Africa (you cannot refer to it as South Africa as that is a modern nation-state), Latin America & the Caribbean, and North America. You should also know Western Europe and Eastern Europe.
13. Memorize the six Unit Periods (shown on page 23) for the course. They are as follows:

Unit I- Beginnings to c. 600 BCE

Unit II- c. 600 BCE to 600CE

Unit III- c. 600 CE- c. 1450 CE

Unit IV- c. 1450 CE- c. 1750

Unit V- c. 1750 CE- c. 1900

Unit VI- c. 1900 CE to the Present

Brief II: “After this course, I will never need this again in my life!” – Said the student.

I have heard this statement time and time again, in numerous courses, from students from all walks of life. “I will never need this again.” So why take a course on AP World History? I mean, what will the study of history actually do for you, the student? Will it prepare you for a better job / career in society, will it land you the American Dream, will the study of our collective past, present, and future help your standing in school or society?

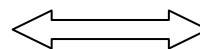
Utilizing the information in the materials provided below, in Brief II, write a thesis statement concerning why the study of history is important.

Read the following (and again I suggest you print them out and put them into your binder):

1. Why Study History (1985) by William H. McNeill
2. Why Study History (1998) by Peter N. Stearns

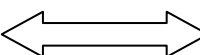
Why Study History (1985):

[http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1985\)](http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1985))



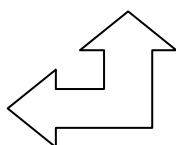
Why Study History (1998)

[http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))

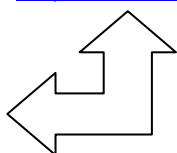


ADDENDUM:

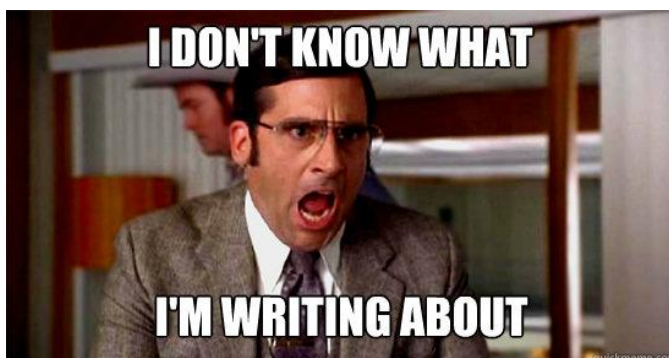
Should you have difficulty writing a thesis statement (which I don't think you will) I have included two additional links for you off of Pinterest, which will be helpful. QR Codes for these links have been added as well. Pay attention to the “3 point” portion.



<http://www.brighthubeducation.com/high-school-english-lessons/20762-thesis-statement-lesson-plan/>



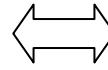
<https://www.pinterest.com/pin/87468417738426744/>



Brief III: TED Talks – The History of Our World

Watch this brief Ted Talk given by David Christian (see link below). As you listen take notes (I suggest just listening to it through one time, then going back a few hours later and listening to it again but the second time – take notes). Afterward, write a one paragraph summary of the purpose of Christian's lecture. Be sure to support your answer with evidence from Christian's point of view.

http://www.ted.com/talks/david_christian_big_history#t-1040321

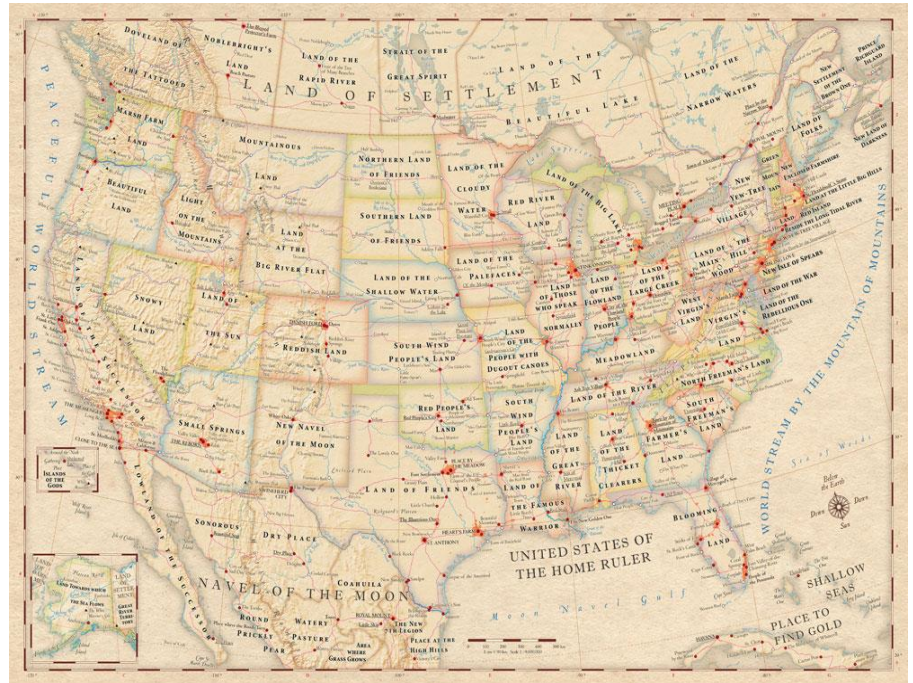


Print out the Interactive Transcript and include this in your binder.

Brief IV: "I'm the map, I'm the map, I'm the map...." you get it.

No study of history is complete without a proper understanding of where things are located in the world and how those places have affected the course of human history. Create or print an outline map which you can locate and label each of the items listed below. Items listed with a color and number can be labeled using the appropriate color/number combination. All other items must be neatly hand drawn or outlined and clearly labeled.

There are a few ways to create this map activity. If you so choose, your map can be at least 11x17, but can be as large as 13x19 in size. However, if you are so inclined, you can create an overlay map using Clear InkJet Transparency Film. If you do each portion and overlay it accordingly you will have a fully functional map to refer to throughout the year.



You can use the following websites to test your knowledge of the items:

<http://www.ilike2learn.com/>

<http://www.sheppardsoftware.com/Geography.htm>.

Suggested reference for the physical geography maps: http://go.hrw.com/atlas/norm_hm/world.htm.

Continents (RED)

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

Oceans, Seas, Bays, Lakes (BLUE)

1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean
5. North Sea
6. Baltic Sea
7. English Channel
8. Mediterranean Sea
9. Adriatic Sea
10. Aegean Sea
11. Black Sea
12. Caspian Sea
13. Red Sea
14. Persian Gulf
15. Arabian Sea
16. South China Sea
17. East China Sea
18. Sea of Japan
19. Caribbean Sea
20. Gulf of Mexico
21. Great Lake Huron
22. Great Lake Ontario
23. Great Lake Superior
24. Great Lake Michigan
25. Great Lake Erie
26. Great Slave Lake
27. Great Bear Lake
28. Lake Winnipeg

Rivers (GREEN)

1. Nile River
2. Tigris River
3. Euphrates River

4. Amazon River
5. Indus River
6. Yellow (Huang He) River
7. Yangtze River
8. Ganges River
9. Mekong River
10. Congo River
11. Rhine River
12. Danube River
13. Niger River
14. Volga River
15. Ural River
16. Dnieper River
17. Elbe River
18. Pearl River
19. Groot River (Eastern, Western, and Southern Cape)
20. Chari River
21. Mississippi River
22. Missouri River
23. Ohio River

Deserts (TAN or ORANGE)

1. Gobi
2. Kalahari
3. Sahara
4. Mojave
5. Arabian
6. Namib
7. Great Victoria Desert
8. Little Sandy Desert
9. Great Sandy Desert

Mtn Ranges (BROWN ^^)

1. Himalayas
2. Hindu Kush
3. Andes
4. Sierra Madre
5. Alps
6. Appalachian
7. Rocky Mountains
8. Atlas
9. Pyrenees Mountains

10. Ural Mountains

Straits (PURPLE)

1. Bosphorus Strait
2. Strait of Magellan
3. Strait of Gibraltar
4. Strait of Malacca
5. Dardanelles
6. Strait of Hormuz
7. Bering Strait
8. Bass Strait
9. Cook Strait
10. Strait of Dover
11. Detroit River

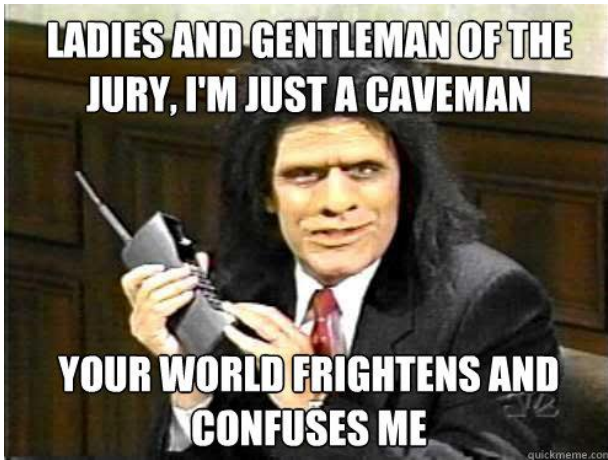
AP World Regions- Color Code

North Africa
West Africa
East Africa
Central Africa
Southern Africa
Middle East (Southwest Asia)
East Asia
Central Asia
South Asia
Latin America & the Caribbean
North America
Western Europe
Eastern Europe
Oceania

Peninsulas & Other Landforms (PINK)

1. Arabian Peninsula
2. Balkans
3. Crimean Peninsula
4. Horn of Africa
5. Iberian Peninsula
6. Yucatan Peninsula
7. Great Rift Valley
8. Asian Steppe

Brief V: Our Neolithic Cousins



The AP World History curriculum technically begins in the Neolithic Era (c. 8000-3500 BCE), it is important to have a base knowledge of the Paleolithic Era, also known as the "Stone Age".

For thousands of years leading up to the Neolithic Revolution, human beings relied on a hunter-gatherer form of existence- a way of life that still exists today in parts of South America, SubSaharan 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.

The purpose of this section is to 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. You will read a combination of sources and respond to the questions listed below. 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. You cannot and should not try to hunt down a passage or two to find an answer- you must read and understand the entire material to construct your response.

Your response for each question should be 1 to 2 typed pages in length, double spaced with an 11 point font using Times New Roman. (Again I suggest you print out the sources to have at your finger tips.)

Read "Human Life in the Era of Hunters and Gatherers" developed by History-World.org at:

<http://history-world.org/paleolithic2.htm>

Read "Agriculture and the Origins of Civilization: The Neolithic Revolution" developed by Historian-World.org at:

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

Read "The Neolithic Transition" developed by History-World.org at:

<http://history-world.org/neolithic1.htm>

Watch the following Episodes off of YouTube: Stories from the Stone Age

Episode 1: <https://www.youtube.com/watch?v=-7bqi70B3tE>

Episode 2: <https://www.youtube.com/watch?v=-XD9ehC6MWO>

Episode 3: <https://www.youtube.com/watch?v=PqHnQ9bvCfQ>

Episode 4: <https://www.youtube.com/watch?v=gUsbt3lXyKQ>

Episode 5: <https://www.youtube.com/watch?v=wzy50VD2o3M>

Brief V: Our Neolithic Cousins (continued)

1. Explain how human technology and social development fostered the rapid movement of people throughout the globe during the latter phases of the Paleolithic Era (c. 60,000 to 12,000 BCE). Be sure to include how developments allowed early hunter-gatherers to cope with various environmental pressures and challenges as they moved from continent to continent.
2. Compare the advantages and disadvantages of adopting a sedentary agricultural lifestyle. To answer this question, you 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 and women change especially for women?

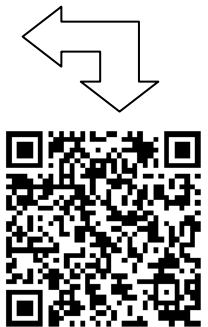
Brief VI: A Germ Ridden Diamond

The Neolithic Revolution is considered one of the seminal events in the history of the human species. In a period of several thousand years, humans went from a largely migratory species to an increasingly sedentary and agricultural society. Historians have often remarked on the vital importance and positive nature of this change, as it led to the development of cities and civilizations. However, some historians do not agree that this was a positive development. In fact, many argue that the Neolithic Revolution was a horrendous turning point in the history of the human species

Jared Diamond is such a thinker. In his infamous article The Worst Mistake in the History of the Human Race, Diamond argues that not only was the Neolithic Revolution not positive, but it has led to all the evils that exist in the world today. Read this article.

<http://discovermagazine.com/1987/may/02-the-worst-mistake-in-the-history-of-the-human-race>

1. Write what you believe to be Diamond's thesis.
2. What are Diamond's two most persuasive statements? Why?
3. Many critics of Diamond argue that he has had plenty of opportunity to join a hunter-gatherer and he refused to. Should it influence our opinion of his argument if he is not willing to live with the consequences of it?
4. What should human beings and human societies want from their existence?



Watch all 3 portions of the video based on Diamond's book Guns, Germs, and Steel. This first link has been provided to you:

<https://www.youtube.com/watch?v=QwZ4s8Fsv94&list=PLhzqSO983AmHwWvGwccC46gs0SNObwnZX>



5. What is Yali's Question?
6. What are three considerations Diamond discusses as he ponders Yali's question?
7. What was the "Great Leap Forward"? Which peoples did it impact, and what probably catalyzed this change?
8. What message is Diamond trying to convey with his focus on the conflict of the Maori Moriori people?
9. What were the six environmental factors that contribute to the differences among Polynesian societies?
10. Of the six, which do you think plays the greatest role in differentiation and why?
11. What happened at Cajamarca?
12. How did Atahualpa come to be at Cajamarca?
13. How did Pizarro come to be at Cajamarca? Why didn't Atahualpa instead try to conquer Spain?
14. Why did Atahualpa walk into the trap?
15. What five factors contributed to the transition from hunter gatherer to farming?
16. Describe three of the many factors that contribute to whether or not a plant becomes a crop that humans choose to domesticate.
17. Identify at least four of the Fertile Crescent's advantages in terms of food production.
18. Identify New Guinea's 3 severe limitations.
19. When comparing Eastern United States, New Guinea, and the Fertile Crescent, what caused such a great difference in production?
20. What happened when more productive crops arrived from elsewhere?
21. What is the Anna Karenina Principle (when applied to the domestication of animals)?
22. List the five major domestic mammals. List the minor nine.
23. What are two historically famous epidemics?
24. What are the four common characteristics shared by lethal epidemics?
25. Why did the rise of agriculture launch the evolution of infectious diseases? (In complete sentences)
26. List four diseases that are contracted from an animal.
27. Look up technology in a dictionary. Define.
28. Bullet out the 14 factors historians have identified as catalysts for the creation of technology.
29. What is Sinification?
30. How do the Chinese achieve and maintain Sinification?
31. Describe Diamond's explanation for why Europe rose to be a global leader instead of China or the Fertile Crescent.

Lastly, you may utilize as many other sources to help support your answers to this Summer Assignment. Books, web sites, first person and secondary sources all are encouraged to be utilized. I require all additional sources to be placed in an endnote. All of which will be done by hand.

You may detest doing this assignment by hand, however, on the AP Examination, you will be writing your answers by hand, in a limited amount of time. By further enhancing this skill now, and throughout the year, you will continue to prepare yourself for the AP Examination in May by increasing your cortico-motor memory.