



Thomas A. Edison Career & Technical Education High School

165-65 84th Ave. * Jamaica, New York 11432 * (718) 297-6580 * Fax (718) 658-0365

www.thomasedisonhs.org

Moses Ojeda, Principal

AP World History Summer Assignment

“Why do we have to do a summer assignment?” This is a commonly asked question within local educational circles. The reason is **NOT** because we are trying to take away your summer and burden you with a heavy work load. Edison begins school after Labor Day whereas most school systems in the U.S. begin school in mid-August. However, all students take the AP Exam on the same day in mid-May which puts us about 3-4 weeks behind most other school systems. In order for us not to get too far behind, it is imperative that we assign you some work over the summer. This assignment is broken down into six parts. It can be typed or handwritten. The finished assignment should be presented with a cover page and a table of contents broken down into the six different parts. You would be wise not to wait until the last hour to begin this assignment. It isn't necessarily difficult, but it is somewhat time consuming. The due date for this assignment is the first day of school.

As you begin this assignment, you may have questions. Some of them will be great questions and may suggest that we didn't explain something as clearly as we should have. For this, we apologize in advance. Some of your questions are probably already addressed in this document, so read it carefully. Some of your questions will be downright silly, but it is understandable as many of you will be nervous and conscientious since this is your first AP class. However, know that this is a class that requires advanced thinking skills. So, when you feel like you have a question, try to answer it on your own at first; nevertheless, if you are still having trouble, please feel free to contact us for clarification. You can reach me at eanderson@taehs.org.

You don't need to buy much for this class because most materials are online. You should purchase the AP Baron's review book: <http://barronseduc.com/1438007825.html> (This will help you study for exams throughout the year and prepare for the AP test in May).

Mr. Anderson

“What I want is Facts. Facts alone are wanted in life.” -Mr. Gradgrind.

“To be ignorant of what occurs before you were born is to remain always child.” - Marcus Tullius Cicero

“History is that impossible thing: the attempt to tell a story with incomplete knowledge.” –Swift, 1983

“History is a continuous process of interaction between the historian and his facts, an unending dialogue (conversation) between the present and the past.” -EH Carr

History is messy.” – Alan Singer



Thomas A. Edison Career & Technical Education High School

165-65 84th Ave. * Jamaica, New York 11432 * (718) 297-6580 * Fax (718) 658-0365

www.thomasedisonhs.org

Moses Ojeda, Principal

Part I- Overview of AP World History

Read pages 5-23 of the AP World History Course & Exam Description (click on the link below). This reading will provide you with an overview of the historical thinking skills this course is intended to enhance as well as the themes of world history that provide the framework for the course. Answer the questions below. For numbers 12 and 13, nothing needs to be written, but you will be tested on this material either the first or second week of school.

<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**? 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 IV- c. 1450 CE- c. 1750 CE
Unit II- c. 600 BCE- c. 600 CE	Unit V- c. 1750 CE- c. 1900 CE
Unit III- c. 600 CE- c. 1450 CE	Unit VI- c. 1900 CE to the Present
- (Adapted from Cardoza)



Thomas A. Edison Career & Technical Education High School

165-65 84th Ave. * Jamaica, New York 11432 * (718) 297-6580 * Fax (718) 658-0365

www.thomasedisonhs.org

Moses Ojeda, Principal

Part II- What is history and why Study History?

1. Read the first chapter of EH Carr’s *What is History?* (see link below). Write a definition of history based on the author’s view and your own perspective.

<http://www.trfa.org.uk/sixthform/wp-content/uploads/2014/07/HISTORY-What-is-history-E.H-Carr.pdf>

2. Read “Why Study History” by Peter Stearns (see link below). Write a thesis statement (this is not a summary, it is an argument) for why the study of history is important.

[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))

Part III- The History of Our World in 18 Minutes

Watch this brief Ted Talk given by David Christian (see link below). As you read take notes (you may need to hit pause as you notate). 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?language=en

Part IV- Map Activity

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. This can be drawn or digitally created.

Deserts (TAN or YELLOW)

- 1.Gobi
- 2.Kalahari
- 3.Sahara
- 4.Mojave
- 5.Arabian
- 6.Namib

Mountain Ranges (ORANGE ^^)

- 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.Bosporous Strait
- 2.Strait of Magellan
- 3.Strait of Gibraltar
- 4.Strait of Malacca

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 (STRIPED LINES)

- Arabian Peninsula
- Balkans
- Crimean Peninsula
- Horn of Africa

- Iberian Peninsula
- Yucatan Peninsula
- Great Rift Valley
- Asian Steppe

Continents (RED)

1. North America
2. South America
3. Australia
4. Europe
5. Antarctica

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

Rivers (GREEN)

1. Nile River
2. Tigris
3. Euphrates
4. Amazon River
5. Indus River
6. Yellow (Huang He) River
7. Yangtze
8. Ganges River
9. Mekong
10. Congo River
11. Rhine
12. Danube
13. Niger River

**Thomas A. Edison Career & Technical Education High School**165-65 84th Ave. * Jamaica, New York 11432 * (718) 297-6580 * Fax (718) 658-0365

www.thomasedisonhs.org

Moses Ojeda, Principal

Part V - Unit I Reading & Questions

While the AP World History curriculum technically begins firmly 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, Sub-Saharan 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. In other words, 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.**

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>

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?

Part VI- Jared Diamond

Read the Prologue of Jared Diamond’s *Guns, Germs and Steel* (see link below).

<http://www.cloverport.kyschools.us/userfiles/3/Classes/308/Jared%20Diamond%20-%20Guns%20Germs%20and%20Steel.pdf>

Write about a page summary answering the following:

1. What is the thesis of Diamond’s book?
2. What does he seem to base his evidence on?