**Clements High School AP World History – Summer Assignment 2019**

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**. If you lose this packet, you can download a copy at <http://craddockworldhistory.weebly.com/summer-assignment.html> . You will also find all necessary resources to complete this packet at [www.craddockworldhistory.weebly.com](http://www.craddockworldhistory.weebly.com) under the Summer Assignment tab. **It is a good idea to save a copy of this document to your computer, just in case. ☺**

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. In addition, familiarizing yourself with the **periodization of world history** will help you manage and compartmentalize the content of our course. **You do not have to turn anything in for Part I of the summer assignment, but you will have a quiz over terms and periodization (sections A and B of Part I.)**
2. Make sure you can define 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.**
3. B.C.E. and C.E.
4. abdicate
5. accession
6. aesthetic
7. agrarian
8. amenities
9. anarchy
10. animism
11. antiquity
12. appeasement
13. aristocracy
14. asceticism
15. assimilate
16. authoritarian
17. autocracy
18. barbarism
19. bureaucracy/bureaucrats
20. city-state
21. civic
22. classical
23. colonial
24. commerce
25. communal
26. concubine
27. conscription
28. cosmopolitan
29. coup
30. demography/demographic
31. despot
32. diaspora
33. dissent
34. dissident
35. domestic/domesticate
36. dynasty/dynastic
37. edict
38. egalitarian
39. elite
40. emigrate
41. epic
42. ethnocentric
43. feudalism
44. genocide
45. gentry
46. guild
47. hierarchy
48. hominids
49. homogenous
50. ideology
51. imperial/imperialism
52. indigenous
53. infrastructure
54. lineage
55. linguistic
56. manifest
57. maritime
58. martial
59. matrilineal
60. mercenary
61. monarchy
62. monopoly/monopolize
63. monotheism
64. mystical
65. nation-state
66. neo
67. Neolithic
68. nomadic
69. oligarchy
70. pantheon
71. papal/papacy
72. parliament
73. pastoral
74. patriarchal
75. patrilineal
76. patronage
77. peasant
78. pharaoh
79. piety/pious
80. polity
81. polygamy
82. polytheism
83. proselytize
84. provincial
85. regent
86. republic
87. rhetoric/rhetorical
88. sedentary
89. serf
90. Sharia
91. Sinification
92. state
93. steppe
94. stratification
95. Sub-Saharan
96. subordinate
97. succession
98. syncretism
99. textiles
100. theocracy
101. theology
102. totalitarian
103. tributary state
104. tyranny
105. urban/urbanize
106. usurp
107. vernacular
108. 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 six 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**

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| --- | --- | --- |
| **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.\***

**II. Prehistory 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 the second week of school.** Overall**,** your summer assignment will count for **two daily grades** (a vocab quiz, and also completion of all questions and tasks in Part II) and **one major grade test**.

1. **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:** <http://craddockworldhistory.weebly.com/summer-assignment.html>

**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 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:** <http://craddockworldhistory.weebly.com/summer-assignment.html> (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**: <http://craddockworldhistory.weebly.com/summer-assignment.html> (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?
16. **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>
17. 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?
18. Explain THREE differences between the daily life and health of forager peoples and the daily life and health of agriculturalists.
19. Where did the cultivation of crops rise independently? Give ONE specific example of crop cultivation in each of the following five regions:
20. Southeast Asia –
21. Mexico and Central America –
22. Andes region –
23. Fertile Crescent –
24. West Africa –
25. What are the advantages and disadvantages of agriculture? Create a mini T-chart.
26. What are the main characteristics of pastoral societies/pastoralism/herding?
27. 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)?
28. What are FOUR theories on why agriculture emerged in some regions?
29. **Read the article *“The Worst Mistake”* by Jared Diamond, and answer the following questions. Here is the link:** <http://craddockworldhistory.weebly.com/uploads/2/2/2/1/22211948/jared_diamond_article_1.pdf>
30. Explain Jared Diamond’s main argument (thesis) about the development and adoption of agriculture among our hunter-gatherer ancestors.
31. 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.
32. Identify and explain ANOTHER piece of evidence Jared Diamond uses to support his argument.
33. Explain how Jared Diamond connects the development of agriculture to the emergence of social class divisions.
34. Explain how Jared Diamond connects agriculture to the development of gender inequality.
35. 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.

**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 **hand-write** 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 semester exam and 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! ☺