As an APWH student, you are held to a higher expectation than the average student of history. Despite the fact that you are in the 10th grade, AP World History is a college level course; you will be given college level work. As part of the college level curriculum and expectation, there is the opportunity to earn college credit; however, this can only be achieved if you are willing to put forth college level effort. As an introduction to this course, it is required that you complete this summer assignment in an effort to become more familiar with the areas of history that are covered. Your entire packet is due on the date listed above to your APWH teacher.
Part I: Geographical Coverage

Students need basic geographical knowledge in order to understand world history. The map below gives students a starting point for identifying regions and their locations relative to other regions and landforms. Geospatial awareness is fundamental knowledge for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History course.

Materials: Internet, maps provided, colored pencils

Directions: Please input the following information on the map provided.

- AP World History – World Regions, a closer look
  - This map identifies the various sub-regions within the five major geographical regions. These regions will be used repeatedly during the AP World History course and students are expected to learn them.
  - Label the following sub-regions on the map and color in the geographical borders.
    - Central Asia
    - East Asia
    - South Asia
    - Southeast Asia
    - Middle East
    - North Africa
    - West Africa
    - Central Africa
    - East Africa
    - Southern Africa
    - Sub-Saharan Africa (this will overlap)
    - North America
    - Latin America (will overlap)
    - Caribbean
    - South America

- Label all the continents and major waterways (major oceans and seas).
Part II: Period 1 Foundations c. 8,000 BCE to 600 BCE

The first time period you will study in APWH is the Foundations period, which takes place from around 8,000 BCE (Before Common Era) to around 600 BCE. As you study history, the world’s map will evolve and it is important to know and understand what the world looked like during that particular time period.

- Label the following river valley civilizations on the map and color in their geographical borders.
  - Nile River Valley Civilization
  - Tigris/Euphrates River Valley Civilization (Mesopotamia/Babylonia/Assyria)
  - Indus River Valley Civilization
  - Huang He River Valley Civilization
Part III: Introduction to the Pre-Classical Civilizations

For this section of your assignment, you will learn more about four of the major civilizations established in the Foundation period through the Crash Course World History playlist, hosted by John Green (*The Fault in Our Stars*). Watch the following videos and answer the questions in the space provided.

- **Crash Course #1: Agricultural Revolution**
  - Watch this:  
    [https://www.youtube.com/watch?v=Yocja_N5s1I&index=1&list=PLBDA2E52FB1EF80C9](https://www.youtube.com/watch?v=Yocja_N5s1I&index=1&list=PLBDA2E52FB1EF80C9)
  - Answer the following questions:

1. How do we have evidence of Hunter-Gatherers (H-G) and their lifeways? (New word that means “ways of life”, do not use “lifestyle”).

2. What do most early civilizations have in common?

3. What advantages did H-G have over early agriculturalists?

4. Where did agriculture emerge? Which food crops are associated with which areas?

5. What are the advantages and disadvantages of agriculture?

6. What impact does agriculture have on the environment?

7. What other lifeway emerged besides being a H-G or a farmer (agriculturalist)?

8. What were the advantages and disadvantages to Pastoralism (being a herder)?

9. What advantages do you think that Eurasia had with its zoological set of animals compared to the Americas?

10. Evaluate John Green’s thesis that “the greatest evolutionary advantage an animal species can have is *being useful to humans*.” Agree/disagree, why?

11. If H-G had a “better and healthier” lifeway, why did people become agriculturalists?

12. What point do you think John Green is making about the use of the word “savage”? How might this also apply to concepts of being “civilized” or “uncivilized”?

13. What do historians say are the drawbacks to complex civilizations and agriculture?
14. What other impacts do complex civilizations have on the environment?

15. What does John Green say about “revolutions”?

- **Crash Course #2: Indus River Valley Civilization**
  - Watch: [https://www.youtube.com/watch?v=n7ndRwqJYDM&index=2&list=PLBDA2E52FB1EF80C9](https://www.youtube.com/watch?v=n7ndRwqJYDM&index=2&list=PLBDA2E52FB1EF80C9)
  - Answer the following questions:
    1. How is the concept of “civilization” a useful construct? When is it not a useful construct?
    2. How does John Green define what constitutes a civilization? How does this compare to other definitions of civilization you have learned?
    3. Where did the earliest civilizations emerge? Why there?
    4. Why was the Indus Valley a prime location? How did the environment impact the people who lived there?
    5. How do we know, what we know, about the IVC?
    6. How did they use technology to interact with the environment to improve their quality of life?
    7. What evidence exists of long-distance trade and with whom?
    8. What appears to be unique about the IVC, based on your knowledge of other civilizations?
    9. What theories do historians have about the fate of the IVC? As historians, what evidence might one look for to support or disprove these three theories?

- **Crash Course #3: Mesopotamia**
  - Watch this: [https://www.youtube.com/watch?v=sohXPx_XZ6Y&list=PLBDA2E52FB1EF80C9&index=3](https://www.youtube.com/watch?v=sohXPx_XZ6Y&list=PLBDA2E52FB1EF80C9&index=3)
  - Answer the following questions:
    1. John Green begins by discussing one of the most obvious consequences of agriculture…what is it and what are the most immediate consequences for those societies?
    2. Gilgamesh…Rural vs. Urban: explain what John Green is talking about?
    4. Why do you think early cities devoted resources to building monumental architecture, like ziggurats?
5. How might the environment of Mesopotamia influence or shape people’s perceptions of their gods?

6. What is the significance of the emergence of palaces? How did kings gain power over priests? How did they keep it?

7. CUNEIFORM: What three points does John Green make about the advent of writing?
   a) 
   b) 
   c) 

8. How did the environment of Mesopotamia shape the economy of the society?

9. What factors led to the downfall of the Mesopotamian city-states and to what effect? (A causes and effects question)

10. What was Hammurabi’s most significant contribution?

11. Compare new city-states with the old city-states of Mesopotamia. Identify 3 specific similarities and 3 specific differences. State a reason for at least one similarity and one difference.

12. Who provided the basis for the development of territorial kingdoms? How? Why does this “base” prove to be unsteady?

13. What legacy did the Assyrians leave?

14. What are the challenges of empire and what is the usual result?

15. How did Assyrian kings attempt to legitimize their rule?
Crash Course #4: Ancient Egypt

- Watch this: [https://www.youtube.com/watch?v=Z3Wvw6BivVI&index=4&list=PLBDA2E52FB1E80C9&spfreload=10](https://www.youtube.com/watch?v=Z3Wvw6BivVI&index=4&list=PLBDA2E52FB1E80C9&spfreload=10)
- Answer the following questions:

1. What point is John Green making about the different “lenses” we use when we study history?

2. How did the Nile River shape the worldview of the Egyptians? How did this compare to the Mesopotamian worldview?

3. How was Egyptian Civilization different from most other River Valley Civilizations? Why do you think this was?

4. What does the construction of the pyramids represent? (not “what was the purpose of the pyramids?”)

5. What was the motivation for building the pyramids? (not “what was the purpose of the pyramids?”)

6. What changes took place in the transition from the Old Kingdom to the Middle Kingdom?

7. What protected Egypt from outside peoples? How were the Egyptians eventually conquered by Semitic peoples of the Middle East?

8. What changes took place in the transition from the Middle Kingdom to the New Kingdom?
Part IV: World Religions and Semi-Religious Philosophies

Religious Charts are attached.

The influence of major religions and semi-religious philosophies on societies will provide a reoccurring theme throughout the course. Much of this portion of the assignment should be a review of things learned in World Geography, however, you are required to go into greater depth. It is important for you to be familiar with each religion as we proceed. Please follow the directions below:

1. Visit the following websites:
   a. BBC Religion and Ethics Website: http://www.bbc.co.uk/religion/religions/
   b. Infoplease.com Website: http://www.infoplease.com/ipa/A0113529.html
2. Complete the following chart (attached):
   - Symbol – Draw in and name the appropriate symbol for each religion; describe its meaning and significance.
   - Founder/Patriarch – Name and describe the historical founder.
   - Place and Date of Origin – When and where the religion began, describe the religions’ beginning.
   - Holy or Sacred Texts – Make sure to look at the websites carefully, describe the religious text and its main theme.
   - Teachings – Summarize the core beliefs and teachings of each religion (ex: Islam’s Five Pillars).
   - Role of Women – Explain the accepted role of women in each religion.
<table>
<thead>
<tr>
<th>Symbol</th>
<th>Judaism</th>
<th>Hinduism</th>
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<tbody>
<tr>
<td>Founder / Patriarch</td>
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Part V: Timeline Period 1

In order to understand history, it is important to keep track of major events and the times when they occurred. Although in APWH students are not required to remember particular events, it is important to remember where they fall in a particular time. You will prepare a timeline which shows the major events in time period 1, beginning with 8,000 BCE until 600 BCE. Make sure to add the following:

- When cities and major civilizations began/ended
- Agricultural Revolution
- Beliefs (including religions)
- Major works of literature (e.g. Epic of Gilgamesh, etc.)
- Bronze and Iron Ages
A major component of AP World History is historical writing by using historical thinking skills. These skills help students gain better critical thinking skills, which can be applied to real world situations. During the AP exam in May, students will be expected to write the following: 3 short answer questions, 1 document-based question, and 1 long essay question. In order to gain a greater understanding of the subject, complete the chart below with the following: definition for each of the skills and what should the student be able to do.

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<thead>
<tr>
<th>HTS</th>
<th>Definition</th>
<th>I Should Be Able To…</th>
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<tr>
<td>Historical Causation</td>
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<td>Comparison</td>
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<td>Historical Argumentation</td>
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<td>Synthesis</td>
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### Classical Age

Fill out the comparison chart for the following Classical Empires: Greece, Rome, Han China, and Gupta India

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<th>Greece</th>
<th>Rome</th>
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<tbody>
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<td><strong>Social Structure</strong></td>
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<td><strong>Economic System</strong></td>
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Critical Thinking:

1. Describe the role cities played in integrating and unifying the people of the Classical civilizations.

2. Describe the methods used for intraregional trade in each of the Classical civilizations.

3. Describe the development of transregional trade during the Classical Period.

4. Write a thesis statement for the following prompt: Compare the integration and economies TWO of the following civilizations: a. Imperial Rome b. Han China c. India