

World History 1-Advanced Summer Project

Welcome to Pre-Advanced Placement World History. You have chosen to embark on a challenging but rewarding academic journey, and we look forward to helping you reach your goals. While you have taken the first step by signing up for the class, you will need to continuously move forward. As we are required to cover almost 10 thousand years of human history in one year, the completion of summer pre-course work is an essential next step. The pre-course work serves the dual purposes of both identifying important geographical features and locations, as well as previewing material that will be learned in the AP World History course over the next year. Please take this assignment seriously, for you will be graded as such. Please note that this is not a completion assignment; your work will be graded based on *quality* and you will not simply be given credit for getting it done. We assume that incoming freshman who sign up for Advanced World History have a well-developed work ethic and that assumption will show up in the grades. All parts of this assignment will be due the 1st Friday of the year.

If you have questions or need help, please contact us at Brandy_Mohr@westiron.monroe.edu or Todd_Fleming@westiron.monroe.edu. Because schedules will not come out until the end of summer, it is best to send any questions to both of us. As it is summer, please be patient as we may be traveling and unable to respond to your questions immediately – but we will get back to you!

SUMMER COURSE WORK

PART I: MAP ACTIVITY

Students must have a basic understanding of the geography of the world so that we can make connections to it throughout the course. We will be coming back to and adding to these maps throughout the year.



PART II: GUNS, GERMS, AND STEEL

Students must watch the first two episodes of the PBS documentary *Guns, Germs, and Steel*. The video is available free online or through your local library,

Following completion of the film each student must complete the film guide.

PART III: BLITZ READING

Nothing to do here but read and highlight! This is a quick overview of the course that will help provide some perspective as to what we are trying to accomplish this year. If you would like to further investigate the course scope or strategies, feel free to visit the College Board site at:

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html.

AP WORLD HISTORY



CHALLENGE ACCEPTED

memegenerator.net

World History 1A

“Must Know” Geography Maps

Purpose: For students to have a basic understanding of the geography of the world so that we can make connections to it throughout the course. We will be coming back to and adding to these maps throughout the year.

Directions: Using the internet or an atlas complete all of the maps in this packet. It is expected that all maps will be neatly labeled and colored. You may choose to color entire countries/regions or outline your maps so that the labeled sections stand out better, however, be sure that your coloring does not actually make it harder to read the labels. The physical map has specific colors for various landforms. All other maps may be done with the color of your choosing (pro-tip: colored pencils often work better than markers!). Where appropriate, include a key.

Assessment: The maps will all be graded and scored as part of your summer project. In the first week of class, we will also test on the Regions of the World and Physical Maps,

Physical Map #1				
Continents:	North America South America Australia Antarctica	Asia Europe Africa	Straits:	Bosporus Strait Strait of Magellan Strait of Malacca Strait of Gibraltar
Oceans, Seas, Bays, Lakes:	Atlantic Ocean North Sea Mediterranean Sea Persian Gulf	Pacific Ocean Baltic Sea Black Sea Arabian Sea	Indian Ocean Aegean Sea Red Sea Caribbean Sea	Arctic Ocean Adriatic Sea Caspian Sea Gulf of Mexico

Physical Map #2					
Mountains: <i>Brown ^^</i>	Himalayas Hindu Kush Alps Ural	Andes Alps Atlas Pyrenees	Rivers: <i>Outline in Blue</i>	Nile Amazon Indus Ganges Niger	Tigris Euphrates Huang He Yangtze
Deserts: <i>Shade in Yellow</i>	Gobi Sahara	Kalahari			
Other: <i>Stripe</i>	Arabian Peninsula	Iberian Peninsula	Horn of Africa		

* Please note that the physical (or topographical) features map has been divided into two segments to make it easier to include everything. The first map is slightly smaller to locate all of the continents more easily. The second, slightly larger to better locate rivers and specific bodies of water.

Physical Map

#1

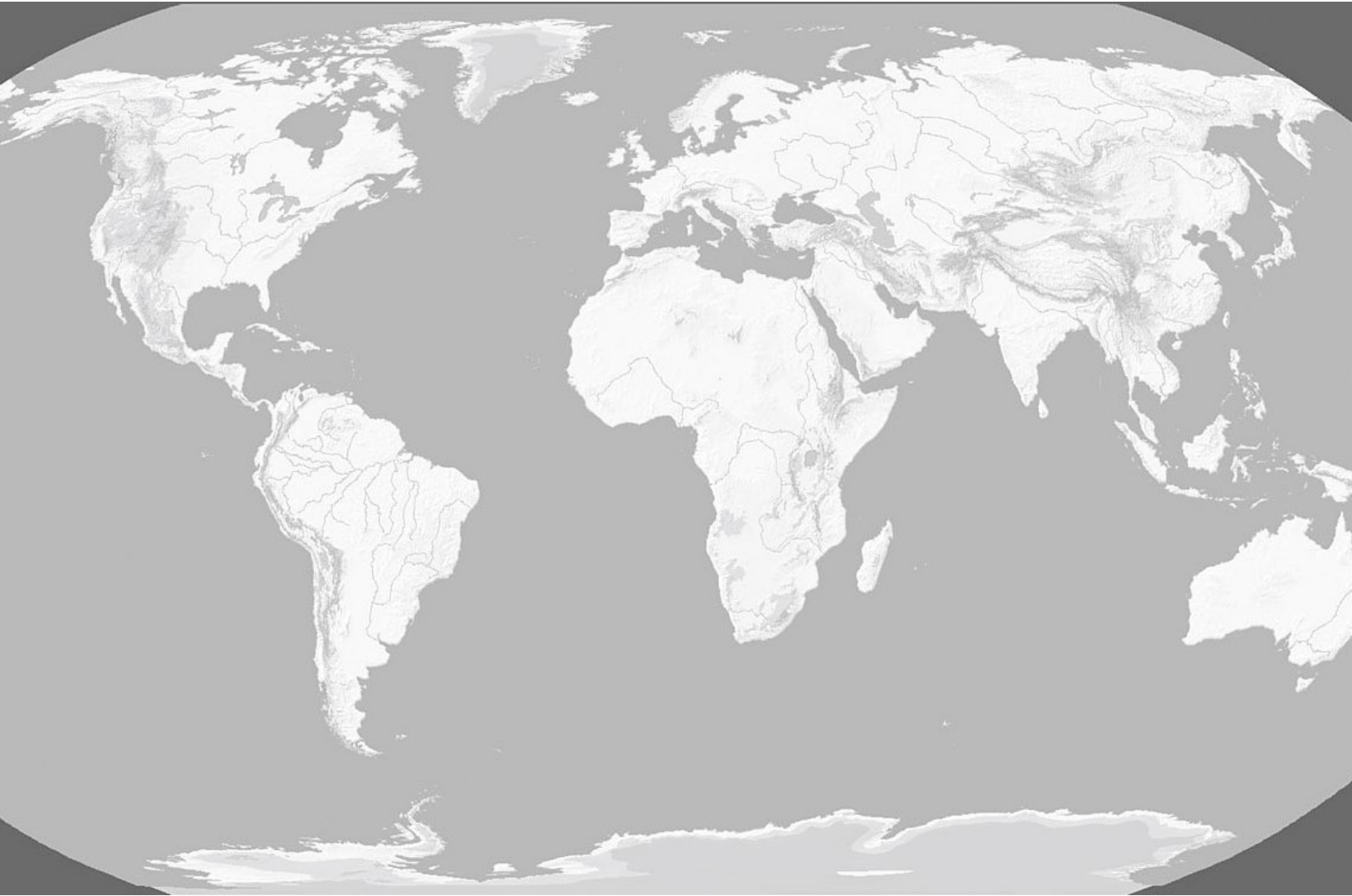


Physical Map

#2



AP World Regions Map



AP World Regions

*Outline the regions and
stripe and overlap*

North Africa	West Africa	East Africa	Central Africa
Southern Africa	Middle East	East Asia	Central Asia
South Asia	Latin America	Western Europe	Oceania
Eastern Europe			

Political Map #1
East Asia



East Asia:	China	Japan	SE Asia:	Cambodia	Indonesia
	Republic of China (Taiwan)	South Korea		Malaysia	Myanmar (Burma)
	North Korea		Philippines	Singapore	
			Thailand	Vietnam	

Political Map #2
Western Asia



South Asia:	Afghanistan Pakistan	SW Asia (Mid-East)	Iran Jordan Syria	Iraq Saudi Arabia Turkey	Israel Lebanon
Central Asia	Kazakhstan				

Political Map #3

Africa



Africa					
North Africa:	Algeria Libya	Egypt Morocco	East Africa:	Ethiopia Madagascar Sudan & South Sudan	Kenya Somalia Tanzania
West Africa:	Chad Mali Niger	Côte D'Ivoire Mauritania Nigeria	Equatorial Africa:	Cameroon Rwanda Uganda	Cent. Afr. Rep. Sudan
Southern Africa:	Angola Dem Rep of Congo (Zaire)	Botswana		South Africa Zambia	Zimbabwe

Political Map #4
The Americas



Americas						
Central	Mexico Panama		Nicaragua	Caribbean	Bahamas Jamaica	Cuba Puerto Rico
South	Argentina	Brazil	Colombia	Ecuador	Peru	Venezuela

Political Map #5 Europe



Europe				
West	England/Great Britain/U.K. France Portugal	Germany Spain	East	Hungary Romania Ukraine Bosnia Poland Serbia Croatia Russia
Northern	Finland Sweden	Norway	Southern	Italy Macedonia Greece Turkey

World History 1A

Part II: Guns, Germs, and Steel

Directions: Watch the first two episodes of Guns, Germs, and Steel. As you watch the film, complete the following questions (divided into two sections). You must thoroughly answer all questions and explain your responses.

Access: The film is available free on the internet. You may also choose to borrow the film from your local library.

Episode 1: Out of Eden

1. What does the video's title (Guns, Germs & Steel) refer to?

2. What questions will the documentary attempt to answer?

3. What is Jared Diamond's academic background?

4. What was Yali's question to Jared?

5. Why does Diamond discount race when explaining global inequality?

6. What do all advanced societies have in common?

7. In what area were humans thriving following the last ice age? How did people live there?

8. What was the fundamental problem with hunting?

9. What two cereal grasses were growing in the Middle East? How were they different from other crops?

10. What new way of life would come into existence in the Middle East that would change the face of the earth?

11. What is “domestication”?

12. Why was the turn to farming a decisive turning point in human history?

13. What parts of the ancient world independently developed farming?

14. Why did farming not bring the same benefits to the people of New Guinea?

15. According to Diamond, why do Americans have an advantage over New Guineans?

16. What was a second stable source of food for farming communities?

17. Before the Industrial Revolution, what were the most powerful “machines” on the planet?

18. What are the best animals to farm (i.e. domesticate)?

19. How many animals throughout history have been successfully domesticated? Where did these species originate?

20. What are the “Big 4” of livestock animals? What area were they native to?

21. What happened as peoples began to produce farm surpluses?

22. What technology that began with the understanding of how to work with fire, would “transform the world”?

23. Why did New Guinea not develop metal technology?

24. How did the Fertile Crescent lose its early advantage?

25. Why were crops and domesticated animals in the Fertile Crescent able to thrive once people began to migrate along the same lines of latitude?

26. Where were these crops and animals taken to in the 16th century?

27. List some criticisms of Diamond's argument? How does he answer these criticisms?

28. How would Diamond answer Yali's question today?

Episode Two: Conquest

1450-1750

1. What questions are asked in this episode?
2. Who were the Spaniards that came to South America?
3. How far did the Inca Empire stretch?
4. Why is Diamond interested in Francisco Pizarro and the Conquistadors?
5. What did domesticated animals from the Fertile Crescent provide Europeans?
6. How did Atahualpa view the Spaniards? What didn't he realize?
7. What impact did Spanish involvement in European wars and expelling the Moors have on their weapon technology?
8. What was the "real power" of the Conquistadors?
9. Where did metal technology originate? What did Europeans do with this early technology?
10. How do you make steel?
11. What drove the Conquistadors through all their hardships in the Americas?

12. Why were books so useful to the Spanish Conquistadors?

13. Where was writing first developed? What new inventions helped spread writing throughout Eurasia?

14. How did the geography of the Americas hinder the spread of writing and other innovations?

15. What proved decisive for Spanish victory over the Incas?

16. What disease would decimate the Native American population?

17. Why did the Spaniards spread their diseases to the Americas and not vice-versa?

18. What percentage of the American continent's indigenous population died as a result of European diseases?

Extra Credit: Episode 3: Into the Tropics
1750-1914

1. What is Diamond's thesis (or theory)?
2. Why is the climate of South Africa and Europe almost exactly the same?
3. Who were the Cape's original settlers?
4. What force does Diamond identify as one of the greatest in human history?
5. Who were the Voortrekkers? What agent of European conquest did they yield?
6. What mighty African kingdom did the Voortrekkers "run into" in the 19th century?
7. What battle ended the Zulu's dominance?
8. What new technology increased the pace of European colonization?
9. What became the Europeans greatest enemy as they moved north into the African continent?
Why?
10. Why are the many languages of Africa so similar to one another?
11. Why did African survive the diseases of European colonists, while the Europeans died of African diseases?

12. How did Africans deal with the threat of malaria?

13. What was the great draw for Europeans in Africa?

14. How are germs shaping the story of modern Zambia?

15. What is the economic burden of malaria in Zambia and Africa?

16. According to Diamond, is Africa (and other underdeveloped countries) condemned to a future as poor as its present? Why not?

17. What can the story of Malaysia and Singapore teach us?

AP World History

Part III: Blitz

This course surveys approximately 10,000 years of world history, focusing primarily on the last 1000 years and the evolution of global processes and interactions between and within different human societies. The course is truly a global history rather than one focused primarily on Western civilizations with bits and pieces of others receiving only passing mention at best. While the acquisition of relevant factual knowledge is part of the course, the main focus is to develop critical and evaluative thinking skills and the ability to analyze and interpret historical documents in support of a plausible argument.

9th Grade is intended as prep course for the 10th grade AP course. We will study the foundation history necessary to understand and place the 10th grade curriculum in context. Additionally, there are six major themes that flow throughout the course that help to organize information and analyze significant trends. In the following pages you will find an overview of those time periods and themes.

ERA 1: 8000 BCE - 600 BCE (Classical Foundations)

Of all the time periods covered in the AP World History curriculum, Foundations spans the largest number of years. It begins with an important Marker Event-- the Neolithic/Agricultural Revolution/Transition

- *Broad topics addressed in the Foundations time period are:*
 - Environmental and periodization issues
 - Early development in agriculture and technology
 - Basic cultural, political, and social features of early civilizations: Mesopotamia, Egypt, Indus Valley, Shang China, and Meso/South America
 - Major belief systems, including polytheism, Hinduism, Judaism, Confucianism, Daoism, Buddhism, and Christianity

ERA 2: 600 BCE – 600 CE (Classical)

This time period focuses on the foundational Empires that emerged from the first civilizations. State building in the Americas as well as India, Africa, and Europe is highlighted. Chinese and Roman power mark the height of the period as well as the decline. In addition to state-building the era also includes the codification of religious and cultural traditions.

- An exploration of state-building is emphasized throughout the time period as various regions attempt to consolidate power and expand borders. Older belief systems, such as Christianity, Hinduism, Confucianism, and Buddhism, came to become more important than political organizations in defining many areas of the world. Large religions covered huge areas of land, even though localized smaller religions remained in place.
- The emergence of long distance trade developed expanding on previous routes

ERA 3: 600 – 1450 (Post-Classical)

With the fall of the three major classical civilizations (Rome, Chinese Han, Indian Gupta), the stage was set for new trends that defined these years as another period with different migrations and conquests, and more developed trade patterns than before. Some major events and developments that characterized this era were:

- Two nomadic groups - the Bedouins and the Mongols - had a huge impact on the course of history during this era.
- A new religion - Islam - began in the 7th century and spread rapidly throughout the Middle East, Northern Africa, Europe, and Southeast Asia.
- Whereas Europe was not a major civilization area before 600 CE, by 1450 it was connected to major trade routes, and some of its kingdoms were beginning to assert world power.
- Major empires developed in both South America (the Inca) and Mesoamerica (the Maya and Aztec.)
- China grew to have hegemony over many other areas of Asia and became one of the largest and most prosperous empires of the time.

ERA 4: 1450 – 1750 (Early Modern)

This era includes only 300 years, but some profound and long-lasting changes occurred. During this period the two hemispheres were linked for the first time in world history and long-distance trade became truly worldwide. Characteristics of the time period include:

- The globe was encompassed - For the first time the western hemisphere came into continued contact with the eastern hemisphere. Technological innovations, strengthened political organization, and economic prosperity all contributed to this change that completely altered world trade patterns.
- Sea-based trade rose in proportion to land-based trade – Technological advancements and willingness of political leaders to invest in it meant that sea-based trade became much more important. As a result, old land-based empires lost relative power to the new sea-based powers.
- European kingdoms emerged that gained world power - The relative power and prosperity of Europe increased dramatically during this time in comparison to empires in the longer-established civilization areas. However, Europe did not entirely eclipse powerful empires in Southwest Asia, Africa, and East Asia.
- The relative power of nomadic groups declined - Nomads continued to play an important role in trade and cultural diffusion, and they continued to threaten the borders of the large land-based empires. However, their power dwindled as travel and trade by water became more important.
- Labor systems were transformed - The acquisition of colonies in North and South America led to major changes in labor systems. After many Amerindians died from disease transmitted by contact with Europeans, a vigorous slave trade from Africa began and continued throughout most of the era. Slave labor became very important all over the Americas. Other labor systems, such as the mita and encomienda in South America, were adapted from previous native traditions by the Spanish and Portuguese.
- "Gunpowder Empires" emerged in the Middle East and Asia - Empires in older

civilization areas gained new strength from new technologies in weaponry. Basing their new power on "gunpowder," they still suffered from the old issues that had plagued land-based empires for centuries: defense of borders, communication within the empire, and maintenance of an army adequate to defend the large territory. By the end of the era, many were less powerful than the new sea-based kingdoms of Europe.

Review Chart of the time periods for World I

Era (Period)	Dates
Technological and Environmental Transformations	c. 8000 BCE to c. 600 BCE
Organization and Reorganization of Human Societies	c. 600 BCE to c. 600 CE
Regional and Trans regional Interactions	c. 600 CE to c.1450 CE
Global Interactions	c. 1450 CE to c. 1750 CE

THEMES

The themes serve as the connective tissue of the course and enable students to create meaningful connections across units. They are often broader ideas that become threads that run throughout the course. Revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Below are the themes of the course and a brief description of each.

THEME 1: HUMANS AND THE ENVIRONMENT (ENV)

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

THEME 2: CULTURAL DEVELOPMENTS AND INTERACTIONS (CDI)

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

THEME 3: GOVERNANCE (GOV)

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

THEME 4: ECONOMIC SYSTEMS (ECN)

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

THEME 5: SOCIAL INTERACTIONS AND ORGANIZATION (SIO)

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

THEME 6: TECHNOLOGY AND INNOVATION (TEC)

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.