**AP World History Summer Assignment 2015**

Welcome to AP World History, I look forward to a great year with you. **You do NOT need to check out a book to complete the following assignments.** These assignments will assist in building your fundamental knowledge of World History and are intended to lay the foundation for the first unit and subsequent material covered during the course of the year.

For many of you, this is your first AP class. To be successful, you will need to stay focused and work hard. You should be prepared to spend four to six hours a week outside of class on AP World History. During the school year we will explore 10,000 years of human history, learn valuable skills, and take the AP World History Exam in May, 2016. This is an exciting class that will allow us to look at the big picture of history, trace cultures over time, and examine human interactions.

The purpose of this summer assignment is to get a jumpstart on the curriculum. Our textbook has 24 chapters that we need to cover in about 30 weeks in order for us to have time to review before the AP test. The summer assignment will also provide us with an opportunity to go into more depth on certain topics throughout the year.

**This summer assignment is due the first day of school – September 3, 2015.**

There will be two items you are turning in... 1) This packet which contains the maps, vocabulary charts and PIRATES charts. 2) Your typed or hand-written essay.

**Late assignments will not be accepted** as you will be quizzed on some of the information from this packet as soon as school starts. It is important that you show that you are capable of successfully completing this independent assignment in the time allotted. This gives a very clear picture of your ability to handle the college-level course load you will experience throughout the year. The only exception will be those students that enrolled new to our school after the year starts. Anyone that registered prior to that date will be expected to have the assignment completed by the first day of school.

It is highly recommended that you purchase **5 Steps to a 5 for AP World History** (McGraw Hill). This is a practice book that will help you to study for the AP test in May. It is suggested that you follow along in this book as we go throughout the year. You may also want to purchase other study guides, however this is the one that we will use in class.

I will be available by email during the summer but please do not expect an immediate response; it may take a few days. Good luck and we’ll see you in September!

Allison Alair-Saito

Email: Allison-Alair@scusd.edu
Part 1: Mapping Exercise

Neatly label the world maps with the land and water features listed below in the color indicated in parentheses. Print neatly and make sure your maps are easy to read.

Map #1: AP World Regions

Refer to page 22 in the AP World History Course Description (available on the AP website). Using the world map provided in this packet, draw and label the AP Regions based on the “closer view”. You may color it if you would like but that is not a requirement. However, please use a color or striping to indicate regions that overlap.

Map #2: Bodies of Water and Rivers

Oceans, Seas, Bays, Lakes (color them blue)
1. Atlantic Ocean
2. Pacific Ocean
3. Indian Ocean
4. Arctic Ocean
5. North Sea
6. Baltic Sea
7. English Channel
8. Norwegian Sea
9. Barents Sea
10. Mediterranean Sea
11. Adriatic Sea
12. Aegean Sea
13. Black Sea
14. Caspian Sea
15. Great Lakes
16. Red Sea
17. Persian Gulf
18. Arabian Sea
19. Bay of Bengal
20. South China Sea
21. East China Sea
22. Yellow Sea
23. Sea of Japan

Rivers (draw them in blue)
1. Nile River
2. Tigris
3. Euphrates
4. Amazon River
5. Mississippi River
6. Rio Grande River
7. Indus River
8. Yellow River (Huang He)
9. Yangtze River
10. Ganges River
11. Irrawaddy River
12. Mekong River
13. Congo River
14. Danube River

Map #3: Mountains and Deserts

Mountains (Brown)
1. Alaska Range
2. Rocky Mountains
3. Appalachian Mountains
4. Andes Mountains
5. Alps
6. Atlas Mountains
7. Ural Mountains
8. Hindu Kush
9. Himalaya Mountains

Deserts (yellow)
1. Gobi Desert
2. Kalahari Desert
3. Sahara Desert
4. Thar Desert
5. Sierra Madre Desert
6. Mojave Desert
7. Namib Desert
8. Syrian Desert
Bodies of Water and Rivers
Part 2: Common World History Vocabulary

Below you will find a list of vocabulary words that will be repeated during the course. These words will apply to many different cultures throughout history. It is important that you become familiar with the words and their meanings. Your definitions should be hand-written, on lined paper, in complete sentences that thoroughly explain the word as it relates to the study of World History.

1. Absolutism
2. Agriculture
3. Aristocracy
4. Bias
5. Bureaucracy
6. Cheifdom
7. City-State
8. Civilization
9. Commercial
10. Demography
11. Divination
12. Dynasty
13. Empire
14. Forager
15. Globalization
16. Indentured Servant
17. Interregional
18. Kindom
19. Medieval
20. Merchant
21. Monothelism
22. Nation
23. Neolithic
24. Nobility
25. Nomad
26. Ocean
27. Pandemic
28. Papacy
29. Pastoral
30. Patriarchal
31. Periodization
32. Polytheism
33. Prehistoric
34. Primary Source
35. Revolution
36. Rural
37. Scribe
38. Secondary Source
39. Serf
40. Shaman
41. Slave
42. State
43. Steppes
44. Urban
Part 3: PIRATES Charts

Throughout this course you will be asked to break down cultures and civilizations to a basic level that will allow you to recognize the MOST important characteristics and easily compare one civilization with another. A PIRATES chart will be used throughout the course to analyze a civilization/culture in seven components. We will also have comparison charts that will be used to show similarities and differences between multiple civilizations/cultures.

For the summer, use the internet or other resources, and analyze each of the following civilizations. Complete the following PIRATES charts for each civilization listed. Include specific and general information (minimum of 5 bullet statements per topic)

Explanation of PIRATES categories:

The ability to sort information into categories is an essential skill for APWH students. Listed below are the common categories that we will utilize. They relate to the 5 major themes of AP World History.

- **POLITICAL**
  - having to do with gaining, seeking, and organizing power
  - events related to the function of government: making laws, enforcing laws, and interpreting laws

- **INTERACTION WITH ENVIRONMENT**
  - Having to do with how the environment shaped human societies and how humans shaped the environment
  - Including such issues as demography, disease, migration, patterns of settlement, and environmental technology

- **RELIGIOUS**
  - having to do with religious beliefs, whether organized or traditional
  - the religious institutions of culture

- **ART AND ARCHITECTURE**
  - Having to do with art (visual, musical, written) and architecture as well as intellectual movements/philosophy

- **TECHNOLOGY**
  - Having to do with the technology used by the society
  - New inventions

- **ECONOMIC**
  - Having to do with how people meet their basic material needs
  - The production, distribution, and consumption of goods and services
  - Including such issues as domestic and international trade, monetary policies and taxation

- **SOCIETY**
  - Having to do with people in groups, their living together, and relations with one another
  - Includes such issues as: gender, economic status and ethnicity
# PIRATES Chart

## Mesopotamia

**Tigris and Euphrates River Valley**

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Politics</strong></td>
<td>Leaders groups, State Structures, War, Diplomacy/treaties, Courts/laws</td>
</tr>
<tr>
<td><strong>Interactions</strong></td>
<td>Geography, Migrations, Environment, Patterns of settlement</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Holy books, Beliefs/teachings, Conversion, Sanctuaries, Devotees</td>
</tr>
<tr>
<td><strong>Arts &amp; Literature</strong></td>
<td>Writing/Literature, Music, Philosophy, Education, Intellectual achievements, Paintings and Sculpture</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Industries, Innovations, Weapons, Math and Science, Inventions</td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>Type of system, Trade/commerce, Capital/money, Types of businesses</td>
</tr>
<tr>
<td><strong>Society</strong></td>
<td>Family, Gender relations, Social classes, Entertainment, Life Styles</td>
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</tbody>
</table>
# PIRATES Chart

## Ancient Egypt

**Old and New Kingdoms (Nile River Valley)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategories</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Politics</strong></td>
<td>Leaders, groups, State Structure, War, Diplomacy/trade, Courts/laws</td>
</tr>
<tr>
<td><strong>Interactions</strong></td>
<td>Geography, Migrations, Environment, Patterns of settlement</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Holy books, Beliefs/teachings, Conversion, Social/religion, Deities</td>
</tr>
<tr>
<td><strong>Arts &amp; Literature</strong></td>
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<td>Type of system, Trade/commerce, Capital money, Types of businesses</td>
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<td><strong>Society</strong></td>
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<td>Category</td>
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</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
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## PIRATES Chart

**Huang He River Valley**

*Shang and Zhou Dynasties*

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<td>Leaders/groups, State Structures, Wars, Diplomacy/diplomats, Courts/laws</td>
</tr>
<tr>
<td><strong>Interactions</strong></td>
<td>Geography, Migrations, Environment, Patterns of settlement</td>
</tr>
<tr>
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# Mesoamerica and South America

## Olmecs and Chavin

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</tr>
<tr>
<td><strong>Interactions</strong></td>
<td>Geography, Migrations, Environment, Patterns of settlement</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Holy books, Beliefs/teachings, Conversion, Sin/salvation, Duties</td>
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</table>
Part 4: Continuity and Change over Time Essay

One of the three essays that you will be asked to write on the AP World History Exam is a Continuity and Change Over Time essay (CCOT). This is a style of essay that examines how something changes and stays the same over time. For example, we could look at how world trade patterns changed from 1450 to 1750, or how the role of women changed in the Middle East from 1900 to present. This essay forces us to examine the beginning situation, what caused it to change, and its ending condition. However, we must also consider what stayed the same.

This summer, I’d like you to write your own CCOT essay about yourself. You should pick an area to specialize in: vacation, friends, responsibility, religious life, family, athletics, music, or another topic of your choosing. In regards to a time frame start the essay wherever it is appropriate for the topic. More advanced essays will look at 3-4 different specialty areas (1 paragraph for each) and will be able to tie them all together to give a more thorough analysis of you.

The chart below should be completed to help you plan before you write and to provide an organizational structure for your essay. You will use a similar planning chart throughout the year as we write other CCOT essays. If you are striving for a more advanced essay, you would have 3-4 different charts (1 for each category).

I don’t expect a perfect essay, but I do expect you to give it a try. Basic essays will have a minimum of three paragraphs with a clear thesis. A basic essay will earn a maximum grade of a B. In order to earn an A for this part of the summer assignment, you will need to attempt the more advanced essay and have a logical thesis tying it together. By completing this essay, I will have a chance to understand your writing ability as we begin the class and you will have a chance to practice one of the three essay structures we will focus on (and the one that is typically the hardest for students on the AP exam).

Final essays should typed (single-spaced, 12 pt. font) OR hand-written and will be turned in separate from the rest of the summer assignments of the first day of school.

<table>
<thead>
<tr>
<th>Characteristics at beginning of Time Period</th>
<th>Examples of Significant Changes, Turning Points, or Developments Note type of change (sudden, gradual, developmental)</th>
<th>Characteristics at the end of the Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
<td></td>
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<tr>
<td>Significant Continuities</td>
<td>1.</td>
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<td>2.</td>
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<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>Reasons Why Changes &amp; Continuities Occurred</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
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