

World History AP Summer Homework 2018 - 2019

West High School
20401 Victor Street
Torrance, CA 90503

Stephen A. Martin
Room #3201
(310) 533-4299 x7736
Martin.Stephen@tusd.org

Introduction

This class is designed to prepare you for the World History Advanced Placement Exam as well as to help you develop a greater understanding of the evolution of global development and contacts over time. The course highlights the nature of changes, their causes and consequences, makes note of important continuities, while directly comparing and contrasting major societies.

To help identify and analyze the patterns and developments of history, the class uses the five AP World History Themes listed below:

1. Interaction between humans and the environment
2. Development and interaction of cultures
3. State-building, expansion, and conflict
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures

Textbook and Materials

Traditions & Encounters: A Global Perspective of the Past, Updated AP Edition, by Jerry H. Bentley et.al., New York: McGraw Hill Education; 6th ed., © 2017

ONboard, Connect, and SCOREboard online resources from McGraw Hill Education available at the Connect website (connect.mheducation.com)

Summer Assignment

Introduction: Welcome to World History Advanced Placement (WHAP) and your summer assignment. The most important advice I can give you at this point is the following: EVERYTHING you do between now and the AP exam (administered in mid-May) is preparation for that exam. If you skip a chapter, a section, an assignment, a question, a lecture, then you run the risk of not being fully prepared for the exam in May.

Knowledge is power!

All of the following assignments (reading and writing) should be completed by Thursday, September 6, 2018. Late work will score a maximum of 50%. No summer assignment work will be accepted after September 7.

Written assignments will be returned to you after grading. Please purchase a 3-inch, 3-ring binder to provide an organized place for you to store these documents for review during the course and before the World History AP Exam given in May. You will also need a separate notebook in which to take notes in class. I recommend a spiral notebook (100 pages minimum) containing college-lined paper.

We are fortunate to have a relatively new textbook (two years old) and accompanying online resources from the publisher of the book that reflect the 2016-2017 revisions made to the AP World History Curriculum Framework. As a student in this course, you will need to register to use the online resources, following the instructions given on the Student Registration Information sheet attached to this document. I encourage you to take the time this summer to explore all that is available to you on the publisher's ONboard and Connect online resources.

Summer Assignment:

Assessing Your Readiness for the WHAP Course:

Using the unique section web address given on the attached instructions, register for the class. Be sure to use your school issued email address for this purpose. Then, register for the ONboard online service using the Student Registration Code (aka Access Code) given for that service.

At the ONboard site, complete all of the ONBoard Assessments and Modules. These include the following:

- ONboard AP World History Pre-Test (exam)
- Introduction (practice)
- Module 1: Gathering and Organizing Information
- Module 2: Reading and Interpreting
- Module 3: Analyzing Skills
- ONboard for AP World History Final Comprehensive Assessment (**OPTIONAL** – *This should be completed only after all other summer homework has been completed.*)

Beginning the WHAP Course Content:

Period 1 – Technological and Environmental Transformations (To c. 600 BCE)

Key Concepts:

1. Big Geography and the Peopling of the Earth
2. The Neolithic Revolution and Early Agricultural Societies
3. The Development and Interactions of Early Agricultural, Pastoral and Urban Societies

Read the following in the textbook:

Preface: pages xxiii - xxvi

About the AP World History Course and Exam: pages xxviii – xxxii

To the AP World History Student: page 1

Part 1 – The Early Complex Societies: pages 2-3

Chapters 1 – 6: pages 4-129

State of the World: pages 130-131

You are to take Cornell notes for Chapters 1 - 6. (Read carefully the *Weekly Chapter Cornell Notes Grading Rubric and Instructions* attached to this document.) Why take these notes? The reason is that college-bound students must learn to interact with textbooks in a meaningful and productive manner. Developing the skill of identifying key information in a text is critical to your success in this course, and the social studies courses you will take in the future.

In addition to creating Cornell notes for Chapters 1 - 6, you are to answer the Test Practice questions at the end of the chapters. Why answer *these* questions? The reason is that these questions are in the same format as those on the AP World History Exam that you will take in May. Write and answer the questions on lined paper that you will turn in separately from the Cornell notes.

- For the Multiple Choice (questions 1 – 3), **write the question and then write only the correct answer**, stating the correct letter response (A, B, C or D) and the sentence or phrase that follows.
- For the Short Answer (questions 4 & 5), **write-out prompt A and then answer it, then write out prompt B and then answer B**. (See *Note 1 and 2* below regarding these Short Answer questions.)
- For the Long Essay (question 6), **write the prompt as it is written before writing your thesis statement and outline**. (See *Note 1 and 3* below regarding these Long Essay questions.)

Note 1: One key to success in AP writing is to be sure you are completely addressing the prompt. Writing the prompt, and then analyzing it (e.g. circling key words and dates, underlining important actions, such as “analyze” or “compare and contrast”) will help you to fully address the question.

Note 2: Short Answer questions are to be researched in the textbook (i.e. do not write “top of mind” responses), and are to be **written in your own words**. Paraphrasing demonstrates understanding; copying directly from the textbook does not. If you feel you must include a quote from the textbook in your answer, be sure to write a proper citation (e.g. Bentley, p. 19) after the quote.

Note 3: The Long Essay questions at the end of each chapter are extremely important. To start, you should not write a full-fledged essay to each question, merely an outline. A sample outline for an essay question is what follows; you should do your best to emulate this with your outlines. As the year progresses, you will be required to write-out essays to selected assigned questions.

LONG ESSAY

Continuity and Change Over Time How did gender roles change from the Paleolithic and Neolithic Eras through the rise of the first sedentary civilizations?

Contextualization: Evolutionary biologists believe the first human-like species first lived about four million to one million years ago. The roles of males and females would evolve over time. However, the most significant changes in gender roles would not take place until the development of the early stages of agricultural societies, some 10,000 years ago.

Thesis Statement (T.S.): Because human groups were small and lacked job specialization, gender differences meant little in the Paleolithic and Neolithic Eras until more complex societies were formed during the transition to agricultural and urban societies.

Description of typical Paleolithic society

- Hunting and gathering
- Little food surplus
- Few inter-tribe conflicts
- Therefore: women have quasi-equal status with men

Early Agricultural Societies in Neolithic Era

- Domestication of animals and grains
- Food surplus → job specialization
- Increase in inter-tribe conflict
- Therefore: women's role as producer of children emphasized, to produce the needed workforce for agricultural work and soldiering

Early Urban Societies

- More intense specialization
- Greater militarization, especially in Mesopotamia
- Therefore, women's status decline

Specific Example: Mesopotamia vs Nile River Valley

- Due to geography, Mesopotamia less militarily secure, and thus was more militarized than Nile River Valley. Consequently, women had lower status in Mesopotamia

Geography

Knowing the geography of the world is **CRITICAL** to doing well on the AP exam. You will be given geography quizzes throughout the course. You should be able to locate and identify on an outline map of the world the continents, major bodies of water, and major physical features *before the beginning of this course*. You will also need to identify other bodies of water, physical features, historical cities, regions, societies, civilizations and states on an outline map of the world as we progress through the course. Your first geography quiz will be within the first ten school days of the semester.

Chapter Quizzes

You will be given a 10-question multiple choice quiz for Chapters 1 & 2 (combined) on the second day of school, and another such quiz for Chapters 3 & 4 (combined) and 5 & 6 (combined) before the end of the first full week of school. Thereafter, you will be given a 10-question multiple choice quiz for each of the remaining chapters in the textbook (7 – 38). All quiz dates will be announced at least one day in advance. You will be allowed to use your Cornell notes when taking the quizzes.

Academic Honesty – **BE SURE TO READ THIS!!**

The work you submit in this class should be your work, and **ONLY** your work. Students are expected to work independently unless specifically directed to collaborate (e.g. group projects). Any student found copying, or letting someone copy assignments will be disciplined to the full extent allowed by the West High School Guidelines for Academic Honesty. **DO YOUR OWN WORK!**

Student Registration Instructions for ONboard and Connect

Visit the **Section Web Addresses** given below to register for the ONboard and Connect online resources. Use your **school-issued email address** and the **Product-Specific Student Registration Code (aka Access Code)** to complete the registration process.

Section Web Addresses:

ONboard:

<https://connect.mheducation.com/class/s-martin-whap-2018-2019-1>

Connect:

<https://connect.mheducation.com/class/s-martin-whap-2018-2019>

Product-Specific Student Registration Code (aka Access Code):

ONboard:

33CK-7UIK-3EVD-9MND-60VM

Connect:

XGV0-0D20-W657-OW7R-UHVT

ONboard is designed to be the preparation for our AP Course with background knowledge and skills necessary to begin the course. It was designed by veteran AP teachers and College Board Consultants based upon what is needed to prepare students for AP World History. Be sure to complete the ONboard assignments (other than the optional Final Comprehensive Assessment) **BEFORE** you begin the assignments for the first six chapters of the textbook.

Connect is the online resource that features a digital edition of your textbook (ebook) combined with the LearnSmart/SmartBook learning tools. With these tools, you have the ability to practice what you have just read for mastery. The publisher's research has shown that these eBook learning tools increase student mastery of content by 11%.

Note: If you have any difficulties registering for ONboard and/or Connect, contact the publisher's Digital Technical Support team by phone at 800-437-3715 or via email at epgtech@mheducation.com

As we get closer to the AP World History Exam administered by the College Board in May, you will have access to a third online resource called **SCOREboard** which features practice AP Exams.

World History AP
Weekly Chapter Cornell Notes Grading Rubric and Instructions

Listed below are the requirements for receiving full credit on your weekly chapter notes.

1. Notes must be handwritten!

a. No exceptions. This must be as legible as possible. Notes that are scribbled or sloppy will lose points.

2. Notes must be on Cornell Notes paper provided by Mr. Martin.

3. Notes must be a minimum of 3 full pages (single side) to receive full credit.

a. Excessively large margins, spacing, or any move to “stretch” notes will result in loss of points.

b. *You should not have more than 4 pages per chapter* and will often need to include two sub headings on a single page.

c. Your notes should cover the entire chapter. (Most chapters in the textbook are 25-30 pages, so you will need to be selective in your note taking.)

4. Notes must be written in your own words.

a. Copying directly from any part of the textbook or online will be considered plagiarism, as will copying notes from someone else enrolled in WHAP. You will receive a ZERO for the assignment and will be subject to the consequences stated in the WHS Guidelines for Academic Honesty.

5. The structure of your notes must contain the following items.

CRITICAL READING: CORNELL NOTES

Key: (color-coded; see 6. below)

Chapter: <i>Number/Title</i>		Name:
		Date:
Section: <i>Write headings (Reddish-brown color, all upper case) (May include 2 here)</i>		Class Period:
Sub Headings, Themes, Vocabulary/Questions	Notes/Answers/Definitions/Examples/Sentences/More Questions (Details go here)	
Section Sub Headings (blue in textbook) Rewrite them!	Write main idea of the sub-heading. You may bullet all factual information that supports the main idea. Keep in mind some subheadings will not require much/if any detail.	
WHAP Themes (ex: #1 Environment, #2 Culture, #3 State-building, #4 Economic, #5 Social)	Write down supporting evidence/examples and indicate the “bullet point” category. (See the World History AP Themes on the other side of this page.) You MUST identify and highlight a minimum of 3 different themes per chapter.	
Key Vocabulary	Define/identify key terms and names in your own words.	
Lingering Questions you have.	Develop and highlight at least one question (per chapter) you have that reflects something about which you are still curious.	
Summary: You may develop a thesis for the section (s) and/or write a reflection. Connect the notes you took to the main section headings. What is the larger historical significance? Connect this material to prior learning.		

6. Sub Headings (rewritten), Themes, Vocabulary and Lingering Questions must be highlighted in different colors with a color “key” created at the top of page 1 of each chapter. (You can choose the colors you use!)

World History AP Themes

To help identify and analyze the patterns and developments of history, the class uses the five overarching World History AP Themes. These themes, which receive approximately equal attention throughout the course, are listed below:

1. Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

2. Development and interaction of cultures

- Religions
- Belief systems, philosophies and ideologies
- Science and technology
- The arts and architecture

3. State-building, expansion, and conflict

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

4. Creation, expansion, and interaction of economic systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

5. Development and transformation of social structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes