

2019 AP World History Summer Assignment

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Hello future AP World History student! I'm so glad that you will be in class with me during the 2019-2020 school year. I hope you are excited too. I've prepared a few assignments for you to complete this summer so that you are prepared for the rigor and pace of the AP World History curriculum. All of these assignments will be turned in to me COMPLETE on the second day of school: **September 6, 2019**.

Remind.com Sign-Up:

Please join the AP World History Remind group. **Text @AP2020WH to 81010**. You must join this group by September 5th! Be on the lookout for reminders throughout the summer. If you would rather receive emails instead of a text, then visit this website: remind.com/join/AP2020WH

Google Classroom Sign-Up:

To access all materials and any embedded links online please join the 2019-20 AP World History Google Classroom site. To join go to classroom.google.com and click the + in the top right corner (select join class) and enter this **classroom code: 2iak4z**

Plagiarism:

Please make sure all work is your work. If you are found to have plagiarized any assignments you will receive a zero for the assignment and I will recommend that you be removed from my A.P. World course. The way to pass this course and the exam is to do the work yourself and get extra help from me anytime you might need it. This is non-negotiable.

The following assignments are **MANDATORY** and must be completed by **Friday, September 6, 2019**. **NO LATE ASSIGNMENTS WILL BE ACCEPTED!** This project will be graded and counted towards the first marking period. You will have a **book quiz** (open notes) during the second week of school.

Directions: The Summer Assignment will have Four Parts.

Part 1: Crash Course Video Summaries

Part 2: Belief Systems Graphic Organizer

Part 3: Art and Architecture Graphic Organizer

Part 4: Autobiographical Continuity and Change Over Time Essay

All parts must be completed ny September 6th, 2019 for full credit

Part 1: Crash Course Video Summaries

Foundation of History and Classical Times: c. 8000 BCE to 600 CE

AP World History: Modern covers events from the year 1200 to the present, however, in order to understand why societies developed, students should have an understanding of the context, causes, and changes which led to their development. WHAP students will review world history up to 600 by completing the following tasks.

Video Playlist Link:

https://www.youtube.com/watch?v=Yocja_N5s1I&list=PLBDA2E52FB1EF80C9

Directions: View the videos below and create a summary for each one.

Each summary should be written in paragraph form, with at least 7-8 sentences in each.

Videos to watch:

- #1: [Agricultural Revolution](#)
- #2: [Indus River Valley](#)
- #3: [Mesopotamia](#)
- #4: [Ancient Egypt](#)
- #5: [The Persians and Greeks](#)
- #6: [Buddha and Ashoka](#)
- #7: [2,000 Years of Chinese History](#)
- #8: [Alexander the Great](#)
- #9: [The Silk Road and Ancient Trade](#)
- #10: [The Roman Empire](#)

These summaries can be done on a separate sheet of paper or typed, printed and then attached.

Part 2: Belief Systems Graphic Organizer:

Use embedded links or any online resources to help you find this information. ([General Info Link](#))

| | Zoroastrianism | Legalism |
|---|--------------------------------|--------------------------|
| Time/Place of Founding | | |
| Deity(s) | | N/A |
| Founder/ Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Beliefs/ Practices/ Rituals | | |
| Expansion/ Influence <i>(Where did it spread by the end of 600 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | | |

Question:

1. What aspects of Zoroastrianism would later influence Judaism, Christianity, and Islam?

| | <u>Confucianism</u> | <u>Daoism (Taoism)</u> |
|---|---|------------------------|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/ Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Beliefs/ Practices/ Rituals | | |
| Expansion/ Influence <i>(Where did it spread by the end of 600 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | <p>What is Neo Confucianism?</p> <p>Role of the Civil Service Exam:</p> | |

2. How did Confucianism create and support a rigid social hierarchy? Who had power? Who didn't?

3. How did Confucianism provide legitimacy for the government?

4. How did Confucianism reinforce the patriarchy in Chinese society?

| | <u>Hinduism</u> | <u>Buddhism</u> |
|---|--|--|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/ Leaders | N/A | |
| Key Texts | | |
| Beliefs/ Practices/ Rituals | | |
| Expansion/ Influence <i>(Where did it spread by the end of 600 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | Role of the <u>caste system</u> in South Asian society: | Role of Buddhist <u>monastic communities/monks</u> : Mahayana vs. Theravada Buddhism: |

5. How was Buddhism similar to Christianity?

| | <u>Judaism</u> | <u>Christianity</u> |
|---|----------------|--|
| Time/Place of Founding | | |
| Deity(s) | | |
| Founder/ Leaders <i>(if known)</i> | | |
| Key Texts | | |
| Beliefs/ Practices/ Rituals | | |
| Expansion/ Influence <i>(Where did it spread by the end of 600 C.E.?)</i> | | |
| Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies? | | <p>Christianity in the Roman Empire:</p> <p>Role of the Catholic Church in medieval Europe:</p> |





6. List three similarities between Judaism and Christianity:






- 1.
- 2.
- 3.

Part 3: Art and Architecture of the Foundational and Classical Period

Directions: The following chart contains important art and architecture of the time period.

Please look up each one and fill in the chart with the appropriate information.

| Name & Art | Location & Empire | Explain Its Use |
|---|------------------------------|------------------------|
| <p data-bbox="300 365 487 403"><u>Great Wall</u></p>  | | |
| <p data-bbox="300 762 487 856"><u>Terracotta Soldiers</u></p>  | | |
| <p data-bbox="292 1188 495 1226"><u>Colosseum</u></p>  | | |
| <p data-bbox="284 1541 470 1579"><u>Parthenon</u></p>  | | |

| Name & Art | Location & Empire | Explain Its Use |
|--|-------------------|-----------------|
| <p data-bbox="272 184 516 222"><u>Pyramid of Giza</u></p>  | | |
| <p data-bbox="272 537 516 575"><u>Hagia Sophia</u></p>  | | |
| <p data-bbox="315 930 474 968"><u>Ziggurat</u></p>  | | |
| <p data-bbox="180 1251 516 1289"><u>Great Stupa at Sanchi</u></p>  | | |
| <p data-bbox="207 1635 516 1673"><u>Code of Hammurabi</u></p>  | | |

Part 4: Autobiographical Continuity and Change Over Time Essay

Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of Your Secondary Education, 2015-2019

Directions: You are to answer the following question for part of your AP World History summer assignment. This handout must be completed before you begin writing your essay. The purpose of this assignment is to help you familiarize yourself with the long-essay-question (LEQ) format and rubric, as well as the historical reasoning skill (HRS) of analyzing historical continuity and change over time.

Complete this outline and attach your essay to the back of this handout. Your essay may be typed or handwritten. There are no length requirements, but it should meet all of the requirements outlined on this paper to receive full points. Be aware that you do not need to share anything with me that you do not feel comfortable sharing! You are welcome to write only about academic changes/continuities if you feel more comfortable doing so.

IMPORTANT: It is OK (and somewhat expected) that you are unsure or unclear about the expectations of this essay. **JUST DO YOUR BEST.** I will be teaching you more about the rubrics throughout the school year, as well as sharing examples with you. There will be plenty of time to practice and grow. Don't stress about not getting it right on this essay--this task is meant to expose you to the basic outline of the essay and give you some practice. Again, **JUST DO YOUR BEST.** That's my primary expectation for this assignment. Any questions or uncertainties you have will be addressed in class, so please try to avoid asking me questions about the rubric over the summer.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

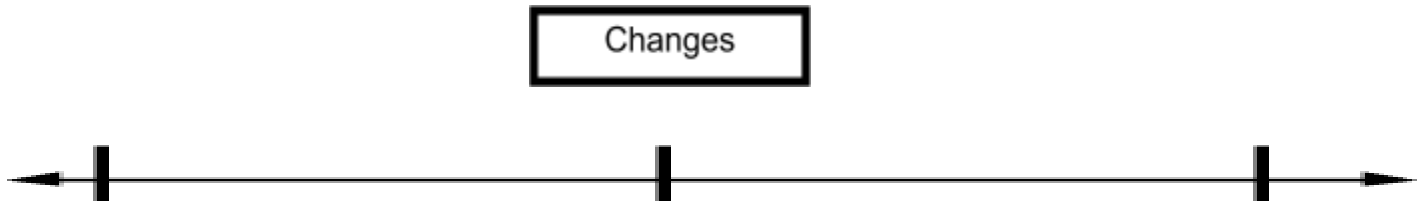
Essay Prompt:

Middle school and high school are often seen as periods of growth and development for young people in the United States. The transition from elementary to middle school and subsequently middle school to high school often present unique personal and academic challenges and opportunities.

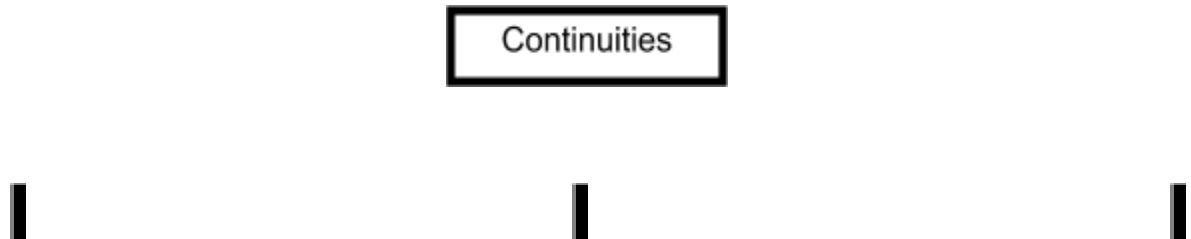
Develop an argument that evaluates the changes in your personal and/or academic life in the 2015 to 2019 time period.

STEP 1: DETERMINE CHANGES and CONTINUITIES

Brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2015-2019.



Brainstorm ONE or MORE academic and/or personal continuity that has spanned your life from 2015-2019.



STEP 2: Provide CONTEXT for your essay.

Context is one point on the long-essay-question (LEQ) rubric. It also appears on your document-based-question (DBQ) rubric. From your knowledge of this time period in history, what do you know that could help you analyze (or put into context) how your personal/academic life has changed? You must situate the argument by explaining the broader historical events, developments or processes immediately relevant to the question.

Think of context as “setting the scene” for your essay. I often explain it in class as the opening “crawl” (yellow text) at the beginning of a Star Wars movie, or the “previously on...” you see at the beginning of shows to summarize what happened on a previous episode or season of your favorite TV show. Contextualization is NOT awarded for merely a word or phrase, but instead requires an explanation typically consisting of multiple sentences. Context appears in the introduction to your essay. There are no length requirements, but good contextual statements are usually around 4-5 sentences long. So, set the scene for your life. Give some background information about yourself before diving into the prompt topic and your thesis. Write a rough outline of your context here.

STEP 3: Outline Your Changes & Continuities

| | | | |
|---|----|----|----|
| What <u>changed</u> in your life from 2015-2019? | 1) | 2) | 3) |
| Analysis: Why did the change occur? | | | |

| | | |
|---|----------------------|----------------------|
| What <u>continued</u> in your life (what has remained constant?) | Continuity 1: | Continuity 2: |
| Analysis: Why did the continuity span your life from 2015-2019? | | |

STEP 4: WRITE YOUR THESIS – The thesis of an essay is your main point or argument. It is essentially a 1-3 sentence “roadmap” or summary of what you will discuss in your essay. It will come after the context statement in your introductory paragraph. Start off by using the same words from the prompt. I often refer to this as using “the language of the prompt” -- get used to it because I will be saying it all year! Answer the question and add some specific details as a summary of what you will be writing about in your essay. **DO NOT** simply write “There were many changes and continuities in my personal and academic life.” That is too vague and will not earn you the thesis point. Give specific examples of changes/continuities in your life. For example, “There were many changes and continuities in my personal and academic life. I experienced changes such as

STEP 5: WRITE THE ESSAY!

This is essentially a four paragraph essay, but of course you can write more paragraphs if it is fitting or if one of your paragraphs can logically be split. Remember, it can be typed or handwritten. There is no length requirement.

| INTRODUCTORY PARAGRAPH (Context + Thesis) | | |
|---|---|--|
| Criteria | Description | Questions to consider |
| Context | The context “sets the scene” or provides historical background for events described in the prompt. (Step 2) | Does your historical context tie into the prompt? |
| Thesis Statement | Responds to the prompt with a specific historically defensible claim that establishes a line of reasoning. | Did you mention specific continuities/changes in your thesis statement? (Step 4) |

| BODY PARAGRAPH #1 - CHANGES | | |
|--|--|--|
| Criteria | Description | Questions to consider |
| Historical Reasoning: Topic Statement | Start the paragraph by summarizing the major changes that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph. | What are the changes? Did you give specific examples of the changes and analyze WHY they occurred? |
| Cite supporting evidence | Provide evidence to support the changes. | What specific examples of evidence support the topic statement? (be descriptive) |

| BODY PARAGRAPH #2 - CONTINUITIES/CONTINUITY (it's OK if you have just one) | | |
|--|---|--|
| Criteria | Description | Questions to consider |
| Historical Reasoning: Topic Statement | Start the paragraph by summarizing the major continuities that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph. | What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred? |
| Cite supporting evidence | Provide evidence to support the continuities. | What specific examples of evidence support the topic statement? (be descriptive) |

| CONCLUSION PARAGRAPH: Bring it all together for the reader | | |
|--|---|---|
| Criteria | Description | Questions to consider |
| Conclusion | Reaffirms your argument (thesis) by explaining how the evidence presented throughout the essay supports each claim (topic sentences). Summarize for the reader, how you supported the argument throughout the essay. <i>Does not merely restate the thesis.</i> | How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully? |

| LEQ Essay Writing Checklist | |
|---|--|
| <i>Use this checklist before finishing and turning in your essay!</i> | |
| <ul style="list-style-type: none"> <input type="checkbox"/> You start you essay with context which “sets the scene” for your essay. <input type="checkbox"/> The context covers the same subject/topic of the essay. <input type="checkbox"/> Your context flows into your thesis statement. <input checked="" type="checkbox"/> The first paragraph contains the context and the thesis <input type="checkbox"/> Thesis uses the same words as seen in the prompt <input type="checkbox"/> Thesis answers the prompt and gives specific changes <input type="checkbox"/> Thesis answers the prompt and gives specific continuities <input type="checkbox"/> You have at least four paragraphs (you can write more!) | <ul style="list-style-type: none"> <input type="checkbox"/> The second paragraph addresses changes <input type="checkbox"/> There are specific examples of changes given <input type="checkbox"/> You provide some analysis, explaining WHY there have been changes in your life <input type="checkbox"/> The third paragraph addresses continuities <input type="checkbox"/> There are specific examples of continuities given <input type="checkbox"/> You have a conclusion that summarizes your essay’s thesis and main points <input type="checkbox"/> You capitalized all proper nouns: cities, religions, names of people, etc <input type="checkbox"/> You are specific, direct, and clear <input type="checkbox"/> Your evidence/examples tie back to the prompt <input type="checkbox"/> YOU DID YOUR BEST |