

**Advanced Placement (AP) World History**  
**Summer Assignment 2016-2017**  
**Greenway High School: Mrs. Braun**

1. Read pages 1-3
2. Page 4 – Study and learn the World Regions as put forth by the AP College Board. You will be tested on these during the first week of school. You might want to find an app to help you study the world. You need to know what countries are in each world region.
  - a. Steps 3-10 will require you to label maps. You will want to find a good world atlas or clear maps on the internet to help you label the countries.
3. Page 5 –Label the seven continents and five oceans.
4. Page 6 - Label the major mountain ranges and rivers that are drawn on the map.
5. Page 7 – Label the Asian countries on the map (they are not shaded; they are white on the map. You do not need to label the shaded countries. Please do this for all continent maps.)
6. Page 8 – Label the African countries on the map.
7. Page 9 – Label the European countries on the map.
8. Page 10 – Label the Central American and Caribbean countries on the map.
9. Page 11 – Label the Pacific Rim or Oceania countries on the map.
10. Page 12 – Label the South American countries on the map.
11. After you have labeled all of the countries on the outline maps, outline the different world regions (from page 4) and label them on your continent maps.
12. Read page 13 to see how you should write notes in this class. You will be using Cornell notes and are expected to follow this format throughout the year.
  - a. I would get a notebook that is specifically designated for your note-taking in this course. All of your notes should be in one place and neatly organized.
13. Page 14 are guiding questions to help you take notes. You should use these to focus in on the most important information from each chapter. If a questions is posed, you should write a complete sentence that incorporates the question into the response.
  - a. Example: What is syncretism?
  - b. Syncretism is the combination, or blending, of different religious traditions or belief systems.
  - c. Try to use your own words, it will help when you go back to study. It's very difficult to remember words from a textbook rather than a story from our mouths.
14. Read and take notes on pages 15-21 using the Cornell note-taking strategy. This section will give you important background on world religions. It will be helpful for you to have a working knowledge of world religions.
15. Use the guiding questions on pages 22-23 to take notes on Chapter 2. Remember to write your notes in complete sentences, so when you need to review, you know what you were writing about.

- a. Read the guiding questions and as you take notes answer the questions in complete sentences in bullet form. Please see the following example.
  - i. Guiding question – What makes the human species unique from other species?
  - ii. In your notes write – The human species is unique because we have opposable thumbs, a regular sex drive which aids reproduction, we are omnivores (meat and plants), have speech, and an advanced brain.
16. Read and take notes pages 24-41 as instructed above using Cornell notes.
17. Pages 42-43 are guiding questions for Chapter 3.
18. Pages 44-61 is Chapter 3. Read and take Cornell notes on this section, using the guiding questions to assist you.

DUE DATE: AUGUST 8, 2016 (The first day of school)

If you have any questions, please contact me by email at:

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Cornell Notes: Draw a line near the left side of your paper. Your chapter headings and subheadings will go to the left of this line. Your notes will go to the right of this line. See example below:

### Chapter 1: From Human Prehistory to the Early Civilizations (top of page)

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	<p>This chapter will look at technological and organizational innovations that allowed people to move from hunter gatherers to village dwellers and then the builders of walled cities.</p> <p>The development of agriculture increased the food supply which led to higher population.</p> <p>The domestication of animals also played a role.</p> <p>There was increased social stratification, new forms of political organization, more elaborate artistic expression, and more lethal ways of waging war.</p> <p>Pastoral peoples depended on herds of domesticated animals for their livelihood.</p>
<p>Human Life In the Era of Hunters And Gatherers</p>	<p>Humans have been around for around 2 or 2.5 million years.</p> <p>Unique traits: aggressive against other humans, our babies are dependent for a long time, back problems because we're upright, and we have knowledge of death.</p> <p>We can manipulate objects because of an opposable thumb.</p> <p>We're omnivores, so we can adapt to many different climates because we can eat plants and animals.</p> <p>We have a distinctive brain which allows elaborate speech and has allowed us to invent.</p> <p>During the Paleolithic (Old Stone) Age (until about 14,000 years ago), we only used simple tools, fire was tamed, we grew more erect in stature, and grew brain capacity.</p>

Late Paleolithic Homo sapiens, of which all humans in the world today are descendant, originated about 240,000 years ago, in Africa.

#### Developments

Continue with the rest of the chapter using this method. There are guiding questions included (pages 15-16 to help you determine the most important information of the chapter).

Advanced Placement (AP) World History is a course that is designed to view history by examining broad trends and global processes. This is done through the examination of key concepts related to the study of world history. The student will be asked to use historiography throughout their course studies. Historiography is the study of the different methods or approaches various historians use to construct their accounts of the past. You will be asked to develop the following “Historical Thinking Skills.”

1. **Crafting Historical Arguments from Historical Evidence**  
You will define and frame a question about the past and will need to address that question through the construction of an argument. You will also need to evaluate the arguments of others.
2. **Chronological Reasoning**  
You will need to identify, analyze, and evaluate relationships between multiple causes and effects. You will be asked to distinguish between coincidence, causation, and correlation, as well as critiquing standard interpretations of cause and effect.
3. **Comparison and Contextualization**  
You will need to describe, compare and evaluate multiple historical developments within one society or between different societies. You will need to evaluate multiple perspectives.
4. **Historical Interpretation and Synthesis**  
You will need to describe, analyze, evaluate, and create diverse interpretations of the past. This is done through analysis of evidence, reasoning, contexts, points of view, and frames of reference.

In order to develop these skills, you need to begin “reading like a historian.” Reading like a historian is an all-encompassing way of thinking, reading, and talking, of constant skepticism when analyzing historical documents. When reading a historical document, historians think about the author’s assumptions, interpretations, biases, perspectives, and goals, looking constantly for evidence of context, bias, and purpose. Historians must make an argument and defend that argument with evidence.

For example, there are varying interpretations as to why the Industrial Revolution began in England. Some historians call it “contingency.” According to their argument, the British were lucky enough to have vast coal deposits in their soil, which allowed for machinery to be run by cheap fuel. They also had a source of cheap cotton and a ready market for finished products. These historians argue that these conditions were contingent, or they simply came together at

the right time and place to produce the Industrial Revolution. However, other historians would argue that the Industrial Revolution in England was not a matter of chance, but rather due to the fact that Britain was scientifically and technologically superior. So, we have one event and two interpretations, it is up to you to choose which you believe to be more correct and defend it with evidence.

Interpretations are neither right or wrong; however, some interpretations are better than others. It is for you to learn how to choose a better interpretation and how to defend it with historical evidence. At the heart of almost every historical interpretation is the notion of continuity and change: the idea that the world before us is both the same and different from the one inhabited by people in the past. For example, if we compare the world today to the world of 1500, most of the world's population lived on just under seven percent of the earth's 60 million square miles of land. In the past 500 years that hasn't changed much, 70% of the world still lives on the same 4.25 million square miles. But, you must also consider that the world's population in 1500 was around 350 million people. Today the population is around seven billion people and living in roughly the same areas as they did 500 years ago – astounding!

So, why does history matter? We should care because our images of the past guide the decisions we make in the present. Basically, how we interpret the past shapes the reality we create in the present. Our reality in the present, in turn, gives birth to the world we will inhabit in the future.

Information adapted from:  
AP College Board AP World History Course Description  
and

Reading Like a Historian: World History Toolkit by Holt, Rinehart, and Winston

This course will ask you to read, analyze, and interpret a large variety of primary source documents. These documents will help you understand the past and form opinions about it. The following technique, APPARTS, is one technique for breaking down a document to identify its source and any bias it might hold.

## **APPARTS**

### **AUTHOR**

Who created the source? What do you know about the author? What is the author's point of view?

### **PLACE AND TIME**

Where and when was the source produced? How might this affect the meaning of the source?

### **PRIOR KNOWLEDGE**

Beyond information about the author and the context of its creation, what do you know that would help you further understand the primary source? For example, do you recognize any symbols and recall what they represent?

### **AUDIENCE**

For whom was the source created and how might this affect the reliability of the source?

### **REASON**

Why was this source produced and how might this affect the reliability of the source?

### **THE MAIN IDEA**

What point is the source trying to convey?

## **SIGNIFICANCE**

Why is this source important? Ask yourself, “So what?” in relation to the question asked.

## **Tips for Success in AP World History**

- Do ALL of the reading and ANNOTATE everything you read.
- Learn the terms.
  - This course requires both detail and acquisition of a lot of knowledge.
- Learn the geography of the world.
- Learn the connections between places, people, and events – both globally and locally.
- Think like a detective. There is never one right way to interpret the events of the past. However, you need accurate knowledge to defend your opinion.
- Engage yourself with the content of the past to make it easier to learn.