

**AP World History –Nease High School**  
**Summer Assignment 2018**

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Adapted from and courtesy of Mrs. Craddock/Mr. Sacerdote

Greetings future WHAP students! **Your summer assignment must be completed and ready to go on the first day of school. Please read all directions carefully. It would be a good idea to save a copy of this document to your computer.**

**I. Introductory Vocabulary:** our textbook is written at the college level and **requires strong reading comprehension** skills. Familiarizing yourself with the following list of words will help you with reading our textbook. You *do not* have to write out definitions or turn the vocabulary in. That being said it would be advisable to define the words that you are not familiar with in your own words. You will most likely have vocabulary quizzes covering these words throughout the school year.

- |                             |                              |                         |
|-----------------------------|------------------------------|-------------------------|
| 1. B.C.E.                   | 37. egalitarian              | 72. pastoral            |
| 2. C.E.                     | 38. elite                    | 73. patriarchal         |
| 3. abdicate                 | 39. emigrate                 | 74. patrilineal         |
| 4. accession                | 40. epic                     | 75. patronage           |
| 5. aesthetic                | 41. ethnocentric             | 76. peasant             |
| 6. agrarian                 | 42. feudalism                | 77. pharaoh             |
| 7. amenities                | 43. genocide                 | 78. piety/pious         |
| 8. anarchy                  | 44. gentry                   | 79. polity              |
| 9. animism                  | 45. guild                    | 80. polygamy            |
| 10. antiquity               | 46. hierarchy                | 81. polytheism          |
| 11. appeasement             | 47. hominids                 | 82. proselytize         |
| 12. aristocracy             | 48. homogenous               | 83. provincial          |
| 13. asceticism              | 49. ideology                 | 84. regent              |
| 14. assimilate              | 50. imperial/imperialism     | 85. republic            |
| 15. authoritarian           | 51. indigenous               | 86. rhetoric/rhetorical |
| 16. autocracy               | 52. infrastructure           | 87. sedentary           |
| 17. barbarism               | 53. lineage                  | 88. serf                |
| 18. bureaucracy/bureaucrats | 54. linguistic               | 89. Sharia              |
| 19. city-state              | 55. manifest                 | 90. Sinification        |
| 20. civic                   | 56. maritime                 | 91. state               |
| 21. classical               | 57. martial                  | 92. steppe              |
| 22. colonial                | 58. matrilineal              | 93. stratification      |
| 23. commerce                | 59. mercenary                | 94. Sub-Saharan         |
| 24. communal                | 60. monarchy                 | 95. subordinate         |
| 25. concubine               | 61. monopoly/monopolize      | 96. succession          |
| 26. conscription            | 62. monotheism               | 97. syncretism          |
| 27. cosmopolitan            | 63. mystical                 | 98. textiles            |
| 28. coup                    | 64. nation-state             | 99. theocracy           |
| 29. demography/demographic  | 65. neo                      | 100. theology           |
| 30. despot                  | 66. Neolithic                | 101. totalitarian       |
| 31. diaspora                | 67. nomadic                  | 102. tributary state    |
| 32. dissent                 | 68. oligarchy                | 103. tyranny            |
| 33. dissident               | 69. pantheon                 | 104. urban/urbanize     |
| 34. domestic/domesticate    | 70. papal/papacy             | 105. usurp              |
| 35. dynasty/dynastic        | 71. parliament/parliamentary | 106. vernacular         |
| 36. edict                   | system                       |                         |

**II. Key Concepts:** Our curriculum was developed by the College Board and is divided into **six periods of world history**. Within each period, there are key concepts that guide the course. I would like you to examine the first period of world history (*5% of the actual course*) and the corresponding key concepts before the official start of the school year. **This is the part of the summer assignment you must hand-write and turn in by the end of the first week of school.** **You will have a summative TEST over this material during the second week of school.**

**Period One of AP World History: Technological and Environmental Transformations**

(c. 8000 BCE. to c. 600 BCE.)

**A. Key Concept 1.1 – Big geography and the Peopling of the Earth**

Go to this website <http://www.bradshawfoundation.com/journey/> and answer the following questions:

1. What is the earliest known archaeological evidence of our ancestral origins in East Africa?
2. What were the four destinations of the first migrating hominids?
3. What was the “First Exit?”
4. What happened to the first exit group?
5. What happened between 90,000 and 85,000 B.C.E.?
6. What are the Gates of Grief?
7. After the second exit, what do you notice about the path of migration?
8. What was the impact of Mt. Toba on “the journey of mankind?”
9. When did people begin to migrate into Australia, Borneo, and New Guinea (parts of the region we call Oceania)?
10. When did people begin moving into Europe, and what made this possible?
11. Around when did people begin migrating into Japan, and from where?
12. Around when – and how – did people get to North America?
13. What happened between 22,000-19,000 B.C.E., and what are “refuges?”
14. What are the “Bradshaw Paintings?”
15. What was the last continent (not including Antarctica) on which people arrived?
16. What made the “dawn of agriculture” possible, and when did this occur?

**Next, use the links below to answer questions 17 and 18, as well as the questions in parts B and C.**

<http://craddockworldhistory.weebly.com/unit-one.html>

<http://www.freeman-pedia.com/foundations-to-600-bce/>

[http://apworldipedia.com/index.php?title=Key\\_Concept\\_1.3\\_The\\_Development\\_and\\_Interaction\\_of\\_Early\\_Agricultural,\\_Pastoral\\_and\\_Urban\\_Societies](http://apworldipedia.com/index.php?title=Key_Concept_1.3_The_Development_and_Interaction_of_Early_Agricultural,_Pastoral_and_Urban_Societies)

<http://worldhistoryforall.sdsu.edu/eras/era3.php>

<https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

<http://history-world.org/mainmenu.htm>

<https://genographic.nationalgeographic.com/development-of-agriculture/>

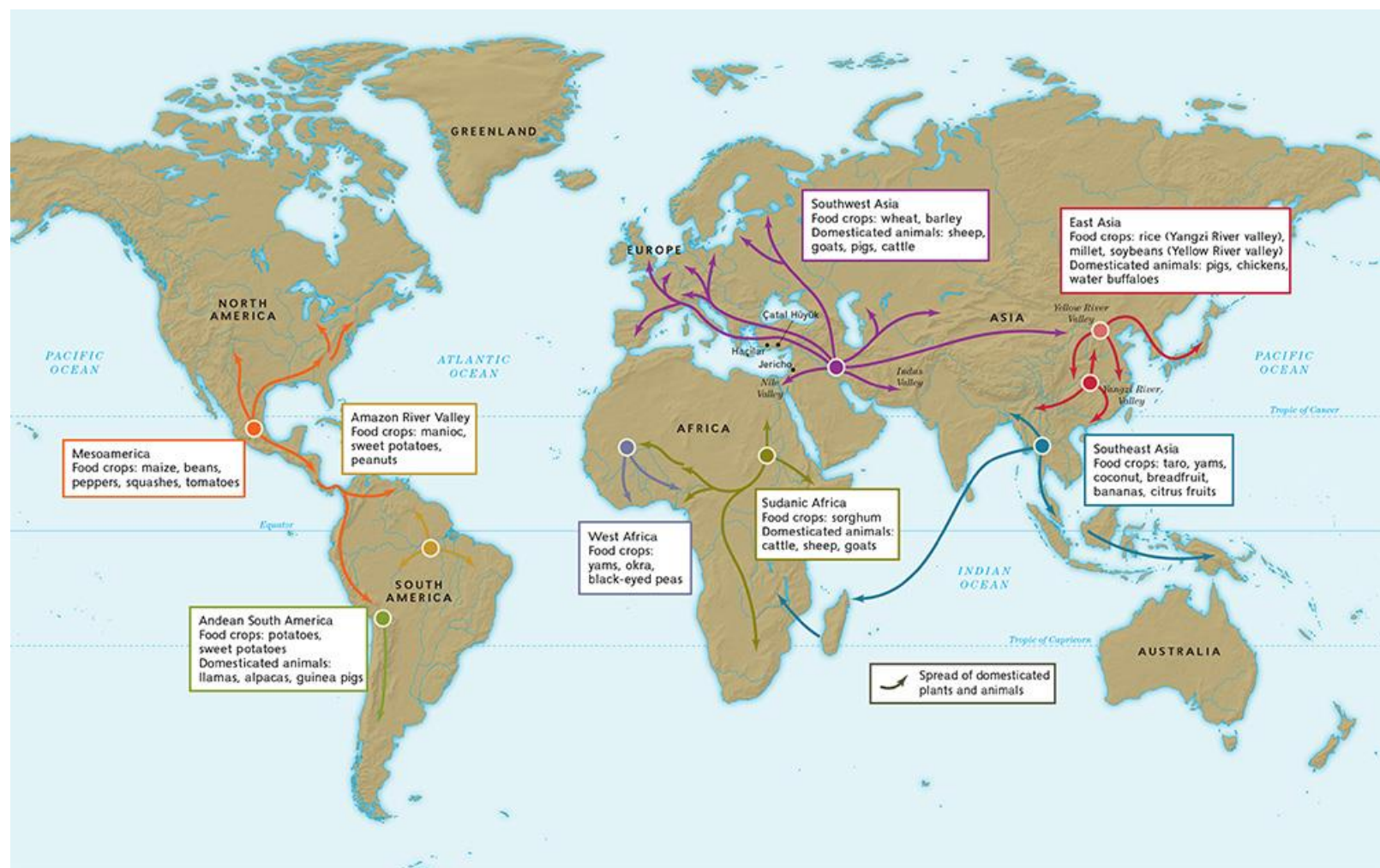
<https://www.khanacademy.org/humanities/prehistoric-art/neolithic-art/a/the-neolithic-revolution>

17. What are the characteristics of the Paleolithic age?
18. What types of advancements and developments did hominids make in the late Paleolithic era?

***B. Key Concept 1.2 – The Neolithic Revolution and Early Agricultural Societies***

1. What was the Neolithic Revolution, and what caused this huge transformation? What regions of the world experienced Neolithic Revolutions, and when did they take place?
2. What were the main changes caused by the Neolithic Revolution? **Make a ‘GRAPES’ chart (acronym follows) showing the following types of Changes**
  - **Geography & environment**
  - **Religion & Worldview**
  - **Arts & Innovations**
  - **Politics & Government**
  - **Economy & Trade**
  - **Social Relationships**
3. Study the map below. What were the main crops and animals that were domesticated during the Neolithic Revolution? What differences do you notice between Eurasia and the Americas? (If you have trouble reading the map, search the title of the map and you should get several images that will help. But, make sure the site you use is reliable!)

**Early Spread of Agriculture (c. 10,000 BCE – 1,000 BCE)**



**Using full sentences, complete 1- 11 below.**

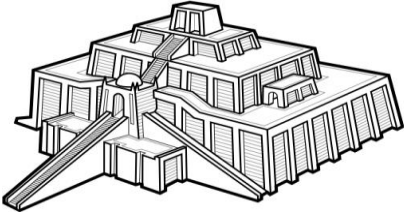
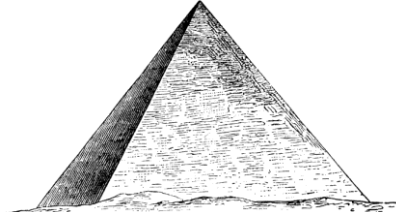
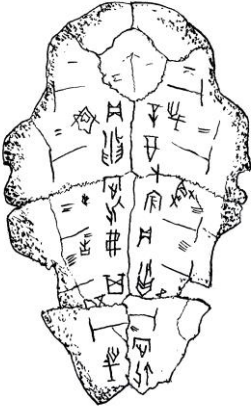
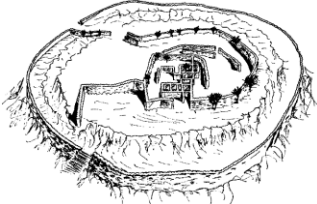
1. Where were the first four river valley civilizations located, and what did geography have to do with their development?
2. What are the **seven** key characteristics of civilizations?
3. Locate the following core and foundational civilizations and label them on the map below:
  - a. Mesopotamia in the Tigris and Euphrates River Valleys
  - b. Egypt in the Nile River Valley
  - c. Mohenjo-Daro and Harappa in the Indus River Valley
  - d. Shang in the Yellow River or Huang He Valley
  - e. Olmec in Mesoamerica
  - f. Chavin in Andean South America
4. Where did early pastoral societies emerge? Label some regions in which pastoral societies emerged on the map below. Feel free to print out a larger world map if necessary.





© 2009 [www.outline-world-map.com](http://www.outline-world-map.com)

5. What characterized pastoral societies? <http://history-world.org/nomads.htm>
6. How did pastoral societies interact with early agricultural civilizations? <http://history-world.org/nomads.htm>

7. Culture played a significant role in unifying early civilizations and states through laws, language, literature, religion, myths, and monumental art. Study the examples of monumental architecture and urban planning in the chart below. You may also need to do some research to *answer the accompanying questions*.

Examples of Monumental Architecture & Urban Planning in Early Civilizations	Characteristics
<p>a.</p>  <p>ziggurat</p>	<p>Which early civilization constructed ziggurats?</p> <p>How were they used?</p> <p>What can we deduce about the civilization that constructed these structures?</p>
<p>b.</p>  <p>pyramid</p>	<p>Which civilizations constructed pyramids?</p> <p>How were they used?</p> <p>What can we deduce about the civilizations that constructed these structures?</p>
<p>c.</p>  <p>Oracle Bone</p>	<p>Which early river valley civilization used oracle bones?</p> <p>How were they used?</p> <p>What can we deduce about the civilization that created oracle bones?</p>
<p>d.</p>  <p>defensive walls</p>	<p>Which early civilizations constructed defensive walls?</p> <p>Why?</p> <p>What can we deduce about the civilizations that constructed these structures?</p>

<p>e.</p>  <p>Sewers</p>	<p>Which early river valley civilization constructed sewers?</p> <p>What can we deduce about the civilization that constructed these structures?</p>
<p>f.</p>  <p>written law code</p>	<p>Which early civilization created the first written law code?</p> <p>What can we deduce about this civilization?</p>

8. Systems of record keeping arose in some early civilizations and then spread to new areas over time. Where were the following systems of writing created?
- Cuneiform –
  - Hieroglyphs –
  - First alphabet –
  - Pictographs (multiple early civilizations created systems of writing with pictographs. List as many as you can find) –
9. Many religious beliefs and practices developed in this period, and some continued to have strong influences in later periods. Briefly describe the following religious traditions and where they developed:
- The Vedic religion –
  - Hebrew monotheism –
  - Zoroastrianism –
  - Ancestor veneration –
  - Animism –



10. Literature and law codes were also a reflection of culture. Research the following items to find where and when they were created, and explain the importance of each.
- The “Epic of Gilgamesh” –
  - Rig Veda* –
  - Book of the Dead* –
  - Code of Hammurabi –
- 

11. Read the article below titled ***The Urban Revolution and Civilization Mesopotamia and Egypt, 3500 B.C.E. – 1000 B.C.E.*** and answer the following questions.

- Approximately when did the urban revolution begin? Where did it begin?
- Why do some historians consider the “age of cities” to be the beginning of history?
- What are primary sources? What are secondary sources?
- What developments led to the urban revolution? In other words, what paved the way for the first cities to emerge?
- Why did social classes and kings emerge in the first cities?
- How was religion related to the rise of monarchies and elite classes in the first cities?
- What are the big achievements and advantages of early cities?
- What are some main differences between city life and village life? Make a t-chart or Venn diagram for comparison purposes.
- Thinking comparatively is a large and important part of our course. As you read about Egypt and Mesopotamia, create a chart to compare these early civilizations. Be sure to consider social, political, geographic, cultural, and economic differences and similarities. Your chart should have a column for each of these five strands of history.
- Why did differences develop in early Egyptian and Mesopotamian civilizations?