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AP World History

Summer Reading Assignment 2016.

Course Description

"The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1000 C.E." (College Board, AP World History)

Due to the breadth of required AP curriculum content, and the fact that this will be the first AP course for you, students signing up for AP World 9 will be responsible for completing a summer assignment which will focus on major events in world history from about 8000 BCE to 600 BCE. This is the first of six required time periods as shown on the AP World History periodization chart below. The summer assignment is meant to ensure that students have a general foundation of core knowledge on which we will build throughout the year.

AP WORLD HISTORY: PERIODIZATION CHART

PERIOD	PERIOD TITLE	DATE RANGE
1	Technological and Environmental Transformations	???? - 600 B.C.E.
2	Organization and Reorganization of Human Societies	600 B.C.E. to 600 C.E.
3	Regional and Transregional Interactions	600 C.E. to 1450
4	Global Interactions	1450 to 1750
5	Industrialization and Global Integration	1750 to 1900
6	Accelerating Global Change and Realignment	1900 to the Present

SUMMER READING PACKET:

Contained within this packet is the required summer reading assignment for all incoming freshmen enrolled in AP World History 9 for the 2016-2017 school year. Your assignment is as follows:

- Using the link you will watch and answer the accompanying viewing questions for Episode 1 from the National Geographic series, *Guns, Germs and Steel*. This is a series based on the Pulitzer Prize winning book by Jared Diamond.
"Guns, Germs and Steel" lays a foundation for understanding human history, which makes it fascinating in its own right. Because it brilliantly describes how chance advantages can lead to early success in a highly competitive environment, it also offers useful lessons for the business world and for people interested in why technologies succeed."—Bill Gates
 - Episode one can be found at the following link: <https://www.youtube.com/watch?v=36BQW1SuHQ8>
- Read and annotate the summaries for the first unit of AP World History ("Technological and Environmental Transformations") which covers six chapters of the required textbook. Start at "Before History: Chapter 1" and end at "Early Societies in America and Oceania: Chapter 6".
- Using the sheet titled "Valuable Map Information for the AP Exam", memorize the regions on the world map and the "Major Countries" which are associated with each region. Use the map on the following page, and be able to identify each region.
- Read the final section of this packet entitled, *AP World History: Foundations Period* and follow the directions provided.

NOTE: YOU WILL BE GIVEN SEVERAL ASSESSMENTS RELATED TO THIS SUMMER READING ASSIGNMENT WHEN YOU ARRIVE AT SCHOOL IN THE FALL. IT IS VERY IMPORTANT TO DO THIS ASSIGNMENT IN ITS ENTIRETY. FAILURE TO DO SO WILL BE DETRIMENTAL TO YOUR GRADE.

Name _____
Summer Viewing Assignment 2016

AP World: Hofschneider
Guns, Germs, and Steel: Episode 1

Directions: Before viewing the film, read each question below so that you know what information and ideas you should be looking for. You will **type** responses for each question by providing as many facts, details, and examples as possible to answer each question. Be prepared to discuss your answers with the class when we return in the fall.

Episode 1 (approx. 54 minutes) can be found using the active link to the project page. Start from HS webpage, locate my teacher page, look to the right hand side under resources, click on AP World 9, scroll to bottom of the page to Related links "Summer 2016 assignment". I have also provided the following link which you can type into your browser: <https://www.youtube.com/watch?v=36BQW1SuHQ8>

Episode 1:

1. According to Jared Diamond, what are the three major elements that separate the world's "haves" from the "have nots"?
2. Jared Diamond refers to the people of New Guinea as "among the world's most culturally diverse and adaptable people in the world", yet they have much less than modern Americans. Diamond has developed a theory about what has caused these huge discrepancies among different countries, and he says it boils down to geographic luck. Give several examples from the film to support Diamond's theory.
3. From thousands of years, people have been cultivating crops. Describe the process used to domesticate crops and create plants that yielded bigger, tastier harvests.
4. According to Diamond, livestock also plays a significant role in a civilization's ability to become rich and powerful. How did the domestication of animals help people? Give several examples.
5. List the animals that can be domesticated and where they can be found.
6. Looking at the list of animals and locations from question 5, discuss how Diamond's theory about geographic luck applies here.
7. How did the movement of the early civilizations of the Fertile Crescent (Middle East) further support Diamond's idea that geography played a key role in the success of a civilization?
8. Do you agree with Jared Diamond when he says of a civilization's ability to gain power, wealth, and strength, "...what's far more important is the hand that people have been dealt, the raw materials they've had at their disposal." Why or why not?



Valuable AP World History Map Information

(Adapted from 5 Steps to a Five)

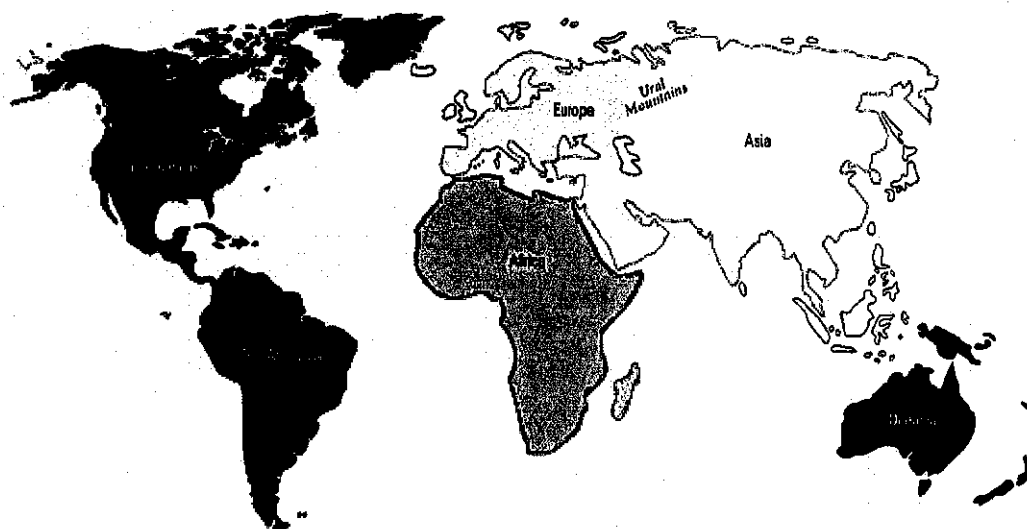
Region	Major Countries	Major Rivers	Major Landforms	Historical Examples
East Asia	China, Japan, North Korea, South Korea	Yalu River, Huang He River, Chang Jiang River	Mount Fuji, Gobi Desert, Tibetan Plateau	Han Dynasty
Southeast Asia	Vietnam, Thailand, Laos, Indonesia, Malaysia	Mekong River, Irawaddy River	Ring of Fire	Malay Sailors
South Asia	India, Pakistan, Nepal, Bhutan, Bangladesh	Ganges River, Indus River, Brahmaputra River	Himalayas, Hindu Kush, Khyber Pass, <i>monsoons</i>	Gupta Empire
Southwest Asia (Middle East) & North Africa	Egypt, Saudi Arabia, Morocco, Israel, Turkey, Iran, Iraq, Afghanistan	Tigris-Euphrates Rivers, Nile River	Zagros Mountains, Arabian Desert, Sahara Desert	Ottoman Empire
Central Asia	Russia, Mongolia, Kazakhstan	<i>Volga River (in Russia)</i>	Gobi Desert, Lake Baikal, Ural Mountains, <i>steppe</i>	Tamerlane's Empire
Southern Africa/ Sub-Saharan Africa	Nigeria, Somalia, Democratic Republic of Congo, Kenya, South Africa	Congo River, Zambezi River, Niger River	Kalahari Desert, tropical rainforest, Great Rift Valley, Mount Kilimanjaro, Lake Victoria	Kingdom of Mali, Swahili, city-states
Eastern Europe	Poland, Slovakia, Lithuania, Croatia	Danube River	Caucasus Mountains, Carpathian Mountains	Parts of the Byzantine Empire
Western Europe	Spain, United Kingdom, Sweden, Italy, Germany, Austria	Rhine River, Rhone River, Elbe River	Alps, Pyrenees	Charlemagne's Carolingian Empire
North America	Canada, United States, Mexico	Mississippi River, Missouri River, St. Lawrence River, Rio Grande River	Rocky Mountains, Canadian Shield, Sierra Madre Mountains	British and French colonies of the New World
Latin America	Mexico, Cuba, Panama, Brazil, Argentina	Amazon River, Rio de la Plata, Parana	Amazon Rainforest, Andes Mountains, Pampas	Spanish and Portuguese colonies in North, Central, and South America Olmec, Maya, Aztec
Oceania	Australia, New Zealand, Papua New Guinea	Darling River, Murray River	Outback, Great Barrier Reef, Great Dividing Range	Polynesian Migration

Quick history points about some major bodies of water:

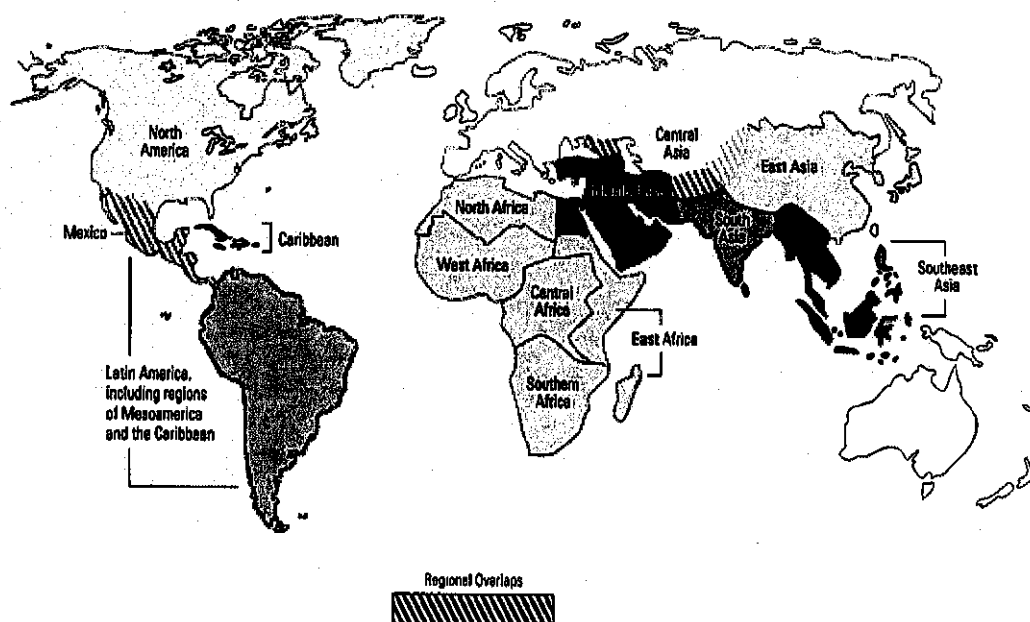
IMPORTANT INFORMATION ABOUT THE OCEANS

Indian Ocean	This ocean is the site of major trading and cultural interaction between Europeans, Indians, the Chinese, the Japanese, the Muslims and Africans. Before the invention of steam powered ships (1750-1914 A.D.), merchants sailed the Indian ocean in accordance with the monsoon winds. Some of the first trading interactions took place when people of the Harappan civilization sailed through one of it's seas, the Arabian Sea, to trade with ancient Sumer.
Atlantic Ocean	The Atlantic Ocean was traversed countless times beginning in the early modern period (1450-1750). Europeans especially used this ocean to make possible the exchange of goods between the New World and the Old (Columbus Exchange). The Caribbean Sea saw the meeting of the tree cultures on the sugar plantations of the sixteenth through the eighteenth centuries. The Mediterranean Sea, joined to the Atlantic Ocean, saw the glories of early Middle Eastern and Greco-Roman civilizations.
Pacific Ocean	The world's largest ocean, the Pacific Ocean is dotted with islands that witnessed the ancient voyages of Polynesian people of Oceania. The Bering Sea was the route of the earliest inhabitants of the Americans into that continent. Societies of East and Southeast Asia communicated with one another by means of the Sea of Japan and the South China and East China Seas. The Manila galleons of the sixteenth through the nineteenth centuries joined Latin America, the Philippine Islands and China in trade. World wars saw the use of Pacific islands for strategic purposes.

AP World History: World Regions — A Big Picture View



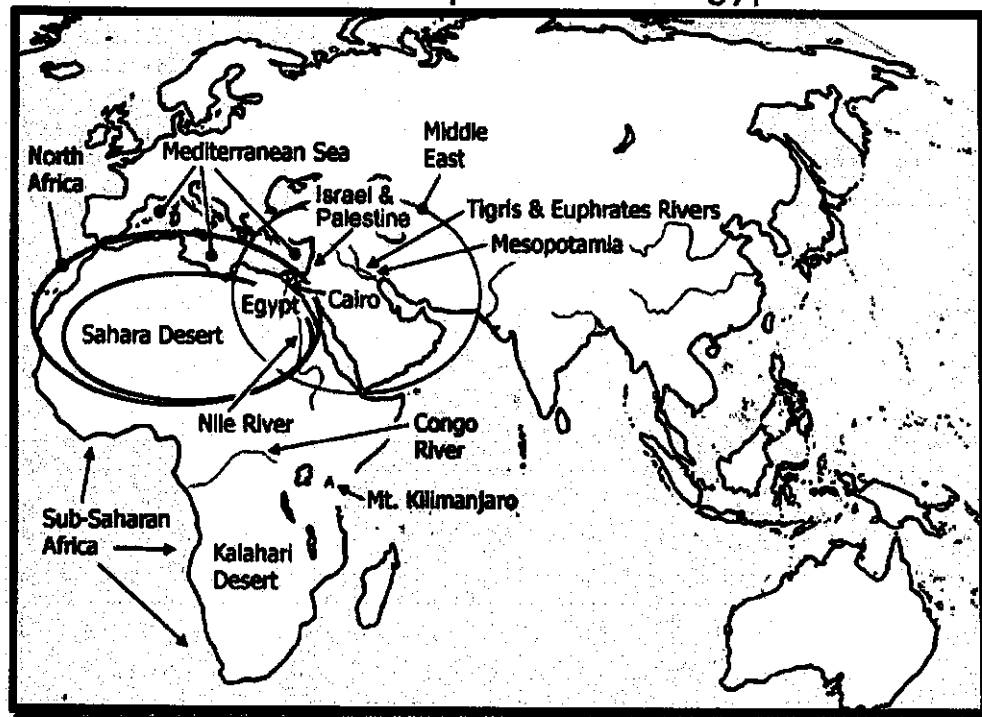
AP World History: World Regions — A Closer Look



AP WORLD HISTORY

Foundations Period

Ancient Mesopotamia and Egypt



Read the short paragraphs and fill in the definitions and write two words that help you remember the word

Agriculture

Before the Neolithic period, most humans made their living by hunting and gathering, which meant that humans were constantly on the move following wild game herds. This began to change about 12,000 years ago when people in the Middle East discovered they could plant and harvest a wheat plant they found growing wild. At about the same time, people began to domesticate wild animals, raising them for food and as a source of power that could pull wagons and plows. (Agriculture means farming and raising livestock.)

People no longer had to follow the wandering animal herds; they could settle in one place, grow crops, and eventually build towns and cities. With permanent homes, people could collect more possessions, which encouraged the invention of new technologies such as pottery making and looms for weaving. Because agriculture could support more people per square mile than hunting and gathering, human population jumped from about two million people during the early Stone Age to about 60 million during the late Stone Age.

Farmers learned to grow more food than they needed for their own use, resulting in a surplus. Agricultural surpluses made it possible to accumulate wealth, and they led to job specialization because not everyone had to raise food to make a living. Some people could specialize in non-agricultural work -- like making pottery, or becoming priests or government officials -- and be supported by others from the agricultural surplus. Agriculture became the main source of wealth in most societies until the industrial age. (HINT: **CHANGE AND CONTINUITY OVER TIME**)

Neolithic		
Domestication		
Agricultural Surplus		



Civilization

Agriculture made civilization possible because it permitted humans to settle permanently in one place, build cities, and develop complex societies. Large groups of people living together encouraged job specialization, the development of government, and written language, all of which are important features of civilization. Writing probably began as a way to record business dealings, especially the exchange of agricultural products. Cities and writing are often considered the primary indicators of civilization. When people started to write, prehistoric times ended, and historic times began.

Not everything about civilization was positive. Complex societies usually meant greater separation of people into classes based on social position or wealth. Often a wealthy class of aristocrats controlled the land and collected rents from poor farmers. Society became divided between the "haves" and the "have nots." Civilized societies also tended to be more warlike and more patriarchal (male dominated) than hunter-gatherer bands in which everyone helped to supply food that ensured the group's survival.



Mesopotamia

Located in the modern country of Iraq, Mesopotamia is known as the "cradle of civilization" because it is here that civilization first began around 3500 BC, a date considered the beginning of ancient times. Mesopotamia is a region, not a country, within the larger region of the Middle East. Regions are the basic units of geography. A region is an area of the earth with consistent cultural or physical characteristics. Regions may be large like the Middle East, or they may be smaller like Mesopotamia.

Mesopotamia lies between the Tigris and Euphrates rivers; the name Mesopotamia means "between the waters" in Greek. Here farmers learned to build irrigation systems that turned the dry valley into a prosperous center of agriculture supporting many people. This is an early example of how humans can change the natural environment.

As settlements in southern Mesopotamia grew into busy cities, this area called Sumer became the world's first civilization. The Sumerians built walled cities and developed the earliest-known writing called cuneiform, in which scribes (record-keepers) carved symbols onto wet clay tablets that were later dried. The Sumerians are credited with writing the world's oldest story, the *Epic of Gilgamesh*, about the life of a Sumerian king. The Sumerian number system was based on 12, which explains why we have 60-minute hours, 24-hour days, 12-month years, and 360-degree circles.



Hebrews

The Hebrews were an ancient people of the Middle East who established the kingdom of Israel at the eastern end of the Mediterranean Sea about 1000 BC. There they founded the religion of Judaism. Judaism was unusual because it worshipped only one God (monotheism). It was also a universal religion that could be worshipped anywhere; it was not tied to a particular place like the gods of Sumer.

The Israelites were conquered by the Babylonians in the 500s BC and taken to Babylon in chains. During the exile in Babylon, Jewish scribes began to write the Bible in an effort to preserve Hebrew culture and religion. Laws contained in the Bible such as "An eye for an eye, and a tooth for a tooth" have a basis in the Code of Hammurabi. (The Jewish Bible is what Christians call the Old Testament.) Over the centuries since then, Jews have settled in many parts of the world, but they have maintained their identity as a people.

In an effort to regain their Ancient homeland in the Middle East, Jews took over Arab lands in Palestine following World War II, which resulted in years of conflict between Jews and Arabs that still continues. (HINT: CHANGE AND CONTINUITY OVER TIME)



Egypt

Not long after the world's first civilization arose between the Tigris and Euphrates Rivers in Mesopotamia, civilization spread west to the Nile River valley of Egypt. Egyptians probably learned about irrigation, the plow, writing, and other technologies from Mesopotamia. Egypt is said to be a "gift of the Nile" because the river provided irrigation water, fertile soils due to annual floods, and easy transportation by boat. Boats on the Nile were pulled north by the Nile's current, and they sailed south with the prevailing winds. Egyptians considered the river sacred; it separated the "land of the living" on the east bank (where the sun rises) from the "land of the dead" on the west bank (where the sun sets).

Egypt's two main geographic features are the Nile and the Sahara Desert. Ancient Egypt was a long, narrow oasis along the river in the desert. It has been said, "geography is destiny," and perhaps this was true in Egypt where the Nile was the lifeblood of the country, and the desert provided natural barriers to enemies permitting ancient Egyptian civilization to last for 3,000 years, the longest in history (3100 BC to 30 BC).

Ancient Egyptians had a polytheistic religion; their important gods included Ra, god of the sun and creator of life, and Osiris, god of rebirth. The struggle between Osiris and his evil brother Set represented the eternal struggle between good and evil. Many works of art, literature, and architecture survive from ancient Egypt including huge tombs of the pharaohs, the Sphinx, and the great pyramids near Cairo, which is Egypt's modern day capital city. The ancient Egyptians also developed a 365-day calendar based on the solar year. Their calendar was adopted by the Roman Empire and became the calendar we use today.

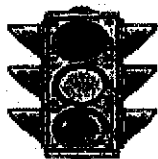
Religion		
Geography		
Calendar		

The Bantu Migrations

Over thousands of years, migrations contributed to the rich diversity of cultures in Africa. Scholars have traced these migrations by studying language patterns. They have learned, for example, that West African farmers and herders migrated to the south and east between about 1000 B.C. and A.D. 1000. Like the Indo-European peoples of Europe and Asia, these West African peoples spoke a variety of languages deriving from a single common language. The root language is called Bantu, which gives this movement its name—the Bantu migrations.

As they migrated into southern Africa, the Bantu-speakers spread their skills in farming, ironworking, and domesticating animals. Some existing cultures merged with those of the Bantu-speakers wherever they settled. The influence of the Bantu-speakers is still found in the languages of the region today.

Language		
Culture		

**CHECK FOR UNDERSTANDING**

1

How did states in Mesopotamia and Egypt mobilize a surplus of labor and control resources over large areas?

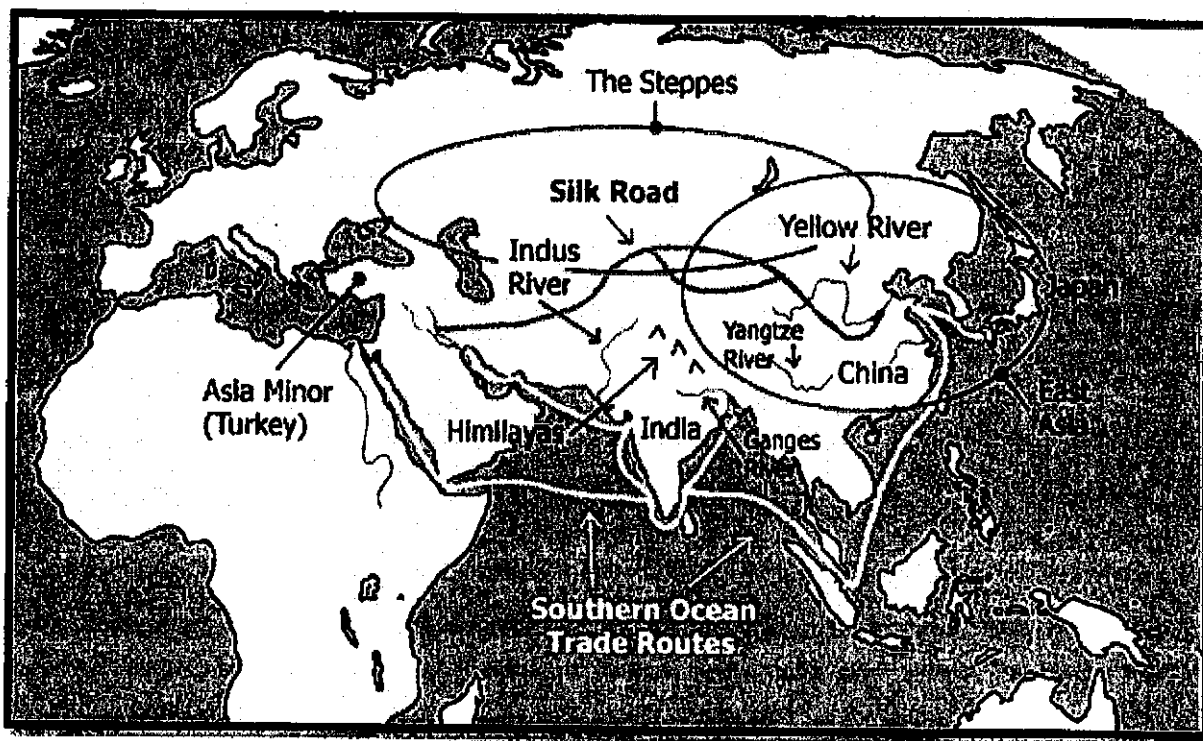
2

How were early states led by a ruler whose source of power was believed to be divine or had divine support, and who was supported by the religious hierarchy and professional warriors?

3

How did states grow and compete for land and resources?

Ancient India and China: civilization spreads east

**Indus River Valley**

The Indus cities of Harappa and Mohenjo-Daro have been considered possible twin capitals of the civilization or cities that ruled the area one after the other. Both were large, some three miles in circumference. Each was dominated by a massive hilltop structure whose exact purpose is unknown. Each city also included a huge warehouse used for storage.

A notable feature of Mohenjo-Daro and a few smaller sites is how carefully planned they were. Mohenjo-Daro was laid out in an organized pattern, with long, wide main streets and large rectangular blocks. Most of its houses were built with baked clay bricks of a standard size. Indus houses had complex plumbing systems, with baths, drains, and water chutes that led into sewers beneath the streets. Indus merchants used a uniform system of weights and measures. From such evidence, archaeologists have concluded that these Indus cities had a well-organized government.

As in other early civilizations, most people living in the Indus civilization were farmers. They grew a wide variety of crops, including wheat, barley, melons, and dates. They also may have been the first people to cultivate cotton and weave its fibers into cloth.

Some people were merchants and traders. Their ships carried cargoes of cotton cloth, grain, copper, pearls, and ivory combs to distant lands. By hugging the coast of the Arabian Sea and sailing up the Persian Gulf, Indus vessels reached the cities of Sumer. Scholars think that this contact with Sumer may have prompted the people of the Indus Valley to develop their own system of writing; however, the Indus writing system is unique, showing no relationship to Sumerian cuneiform.

Mohenjo-Daro		
Standardization		
Long-Distance Trade		

The caste system

The chariot warriors from the north who took control of India are called Aryans. Because India's early cities collapsed, and the Aryans were illiterate (could not read and write), civilization was lost in India for several centuries. Nonetheless, the light-skinned Aryan invaders from the north made themselves the ruling class in the caste system, a social system that still has influence in India today. Under India's caste system, people were born into permanent classes for life, and they could marry only within their own caste.

There are four main castes with complicated rules of behavior: 1) the priests, 2) the warriors, 3) the merchants, and 4) the common people, mostly peasants and laborers. Most people of ancient India were members of the commoner class, which had limited rights. A fifth group, the Untouchables, was outside the caste system. Considered not human, Untouchables performed the worst jobs such as cleaning toilets and burying the dead. While the caste system may seem unfair to us today, it provided a means for different kinds of people to live together peacefully while avoiding the slavery common to many ancient cultures.

Aryans		
Commoners		
Untouchables		

China

The world's fourth great civilization also got its start along a river valley, the Yellow river of northeastern China where farmers grew millet and wheat. Farming later moved south to the Yangtze (YONG-zuh) river, where rice production led to an increase in China's population. The land between the rivers became the center of Chinese civilization, the so-called "Middle Kingdom." Early Chinese culture grew in relative isolation due to physical barriers and long distances that separated it from other major civilizations of Eurasia. The world's highest mountain range, the Himalayas, separate China from India.

The Chinese have long believed in a philosophy that recognizes a fundamental balance in nature between opposite but complimentary principles called yin and yang. Examples include day-night, hot-cold, wet-dry, and male-female. Central to Chinese philosophy and religion is a belief that people should avoid extremes and seek harmony with the balance of nature. (A philosophy is a system of basic beliefs about life.)

The Chinese later expanded the idea of the Mandate of Heaven to explain the dynastic cycle, or the rise and fall of dynasties. As long as a dynasty provided good government, it enjoyed the Mandate of Heaven. If the rulers became weak or corrupt, the Chinese believed that heaven would withdraw its support. Floods, famine, or other catastrophes were signs that a dynasty had lost the favor of heaven. In the resulting chaos, an ambitious leader might seize power and set up a new dynasty. His success and strong government showed the people that the new dynasty had won the Mandate of Heaven. The dynastic cycle would then begin again.

The Zhou rewarded their supporters by granting them control over different regions. Thus, under the Zhou, China developed into a feudal state. Feudalism was a system of government in which local lords governed their own lands but owed military service and other forms of support to the ruler.

In theory, Zhou kings ruled China for more than 850 years. For about 250 of those years, they actually did enjoy great power and prestige. After the 800s B.C., however, feudal lords exercised the real power and profited from the lands worked by peasants within their domains.

During the Zhou period, China's economy grew. Knowledge of ironworking reached China in the 600s B.C. As iron axes and ox-drawn iron plows replaced stone, wood, and bronze tools, farmers produced more food. Peasants also began to grow new crops, such as soybeans. Some feudal lords organized large-scale irrigation works, making farming even more productive.

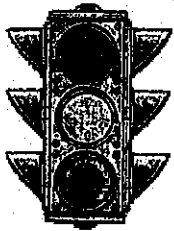
Yellow River		
Isolation		
Feudalism		
Zhou		

Mandate from Heaven

The Zhou (JOH) dynasty took control of China in 1122 BC and ruled for nearly 900 years. To give their government legitimacy, Zhou and later Chinese rulers claimed to rule with approval from the gods, a mandate from heaven. Although this claim was meant to enhance the emperor's authority, it also established the right to overthrow an ineffective emperor. The emperor was expected to protect his people by ruling in a way that pleased the gods. If trouble developed in the empire -- droughts or military defeats, for example -- people might say the emperor had lost his mandate from heaven, and the emperor could be overthrown.

Over many centuries, China's history experienced a recurring pattern. A ruling dynasty would start out strong and gradually weaken over time until it was replaced by a new dynasty. Then the pattern would repeat. Zhou rulers controlled their kingdom through a feudal system, meaning they divided the land into smaller territories and appointed officials to govern them. When the Zhou dynasty eventually weakened, some of these territories developed into strong states that opposed the emperor and began fighting among themselves. These bloody conflicts lasted for over two centuries, a time called the "Warring States" period.

Mandate from Heaven		
Emperor		
Feudal System		
Warring States		



CHECK FOR UNDERSTANDING

1

How did states in the Indus River Valley and China mobilize a surplus of labor and control resources over large areas?

2

How were early states led by a ruler whose source of power was believed to be divine or had divine support, and who was supported by the religious hierarchy and professional warriors?

3

How did states grow and use the land for resources?