

AP World History Course Description

The objective of this course is to increase the student's understanding of World History from 1200 - present day, with the goal of having each student pass the Advanced Placement Exam in May. The course is divided into two semesters. The themes of this course are Interactions between Humans and the Environment, Social, Political, Economics, Culture, and Technology.

This course is taught at a college level. The AP curriculum stresses higher order thinking skills within a rigorous academic environment context. Therefore the student will be required to frequently analyze, synthesize, and evaluate primary and secondary historical sources as well as memorize, comprehend, and apply facts.

The summer assignment will utilize 2 books ***A History of the World in 6 Glasses*** by Tom Standage and ***AMSCO's Advanced Placement Edition World History: Modern***.

You will need to purchase the AMSCO book. We will be using it throughout the school year for reading and you will have reading quizzes throughout the year. You can order the book online or purchase it from a former AP World History student. It is very important that you are using the AMSCO World History **MODERN** book. Previous editions do not match up with the new format of this course.

The Summer Assignment has multiple parts. Make sure to answer all parts. Assignments should be handwritten and turned in to Ms. Elmore on the **first day of school**.

Carefully read the Introduction in AMSCO. Answer each of the following questions:

1. What type of questions will you have on the AP Exam? Include the exam weights
2. What are the six historical thinking skills?
3. What are the three historical reasoning skills?
4. What are the six themes of this course?
5. What are the 9 units?
6. What are the 4 time periods covered in this course?

Name: _____ Date: _____ Period: _____

Summer Assignment

Part 1: Early Major Religions / Belief Systems Graphic Organizer

	Zoroastrianism	Legalism
General time/place of founding		
Deity(s)		N/A
Founder/Leaders <i>(if known)</i>		
Key Texts		
Basic Beliefs & Practices		
Expansion/Influence <i>(Where did it spread geographically 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?		

	Hinduism	Buddhism
General time/place of founding		
Deity(s)		
Founder/Leaders <i>(if known)</i>	N/A	
Key Texts		
Basic Beliefs & Practices		
Expansion/Influence <i>(Where did it spread by the end of 1200 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:

	Judaism	Christianity
General 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 1200 C.E.?)</i>		
Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?		Christianity in the Roman Empire: Role of the Catholic Church in medieval Europe: Role of missionaries: Role of monasteries:

	Islam
General time/place of founding	
Deity(s)	
Founder/Leaders <i>(if known)</i>	
Key Texts	
Basic Beliefs & Practices	
Expansion/Influence <i>Where did it spread by the end of 1200 C.E.?</i>	
Political & Social Role How was this religion/belief system utilized to assert political authority and/or reinforce social hierarchies?	

Summer Assignment

Part 2: AP World History - Unit o: Comparison of Classical Civilizations 600 BCE - 600 CE

	Persian Empires Achaemenid, Parthian, Sassanid Dates: _____ Location: _____	Greeks Dates: _____ Location: _____	Roman Empire Dates: _____ Location: _____
Interactions in Environment (ENV) How did the environment shape and/or impact this society? Patterns of settlement impact of environment on development impact of society on environment			
Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes			
Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance			
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems			
Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture			
Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade; Methods of production			

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	Qin Dynasty China Dates: _____ Location: _____	Han Dynasty China Dates: _____ Location: _____	Maurya & Gupta Empires Dates: _____ Location: _____
Interactions in Environment (ENV) Patterns of settlement impact of environment on development impact of society on environment	<u>Qin</u>	<u>Han</u>	
Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes			
Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance			
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems			
Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture			
Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade; Methods of production			

Summer Assignment

Part 3: History of the World in 6 Glasses reading and questions

The choice of this book does not at all reflect any attempt by OCS, OCHS, or the instructor to advocate the use or misuse of any of these beverages—alcoholic, caffeinated, or otherwise. The text was chosen as a way to provide an accessible and unique way to understand the timeline of world history. This book directly parallels the skills and content of the AP World History curriculum. If you object to reading the book and would prefer to read another book (with a separate assignment), please contact the instructor.

Everyone will read the Prologue and Epilogue and answer the questions. You will then read about 3 of the 6 drinks in Tom Standage's *History of the World in 6 Glasses* and answer the corresponding questions. You can choose whichever 3 drinks you want to read.

Introduction: Vital Fluids

1. In addition to quenching thirst, what other roles do these beverages have?
2. List the 6 drinks and corresponding civilizations upon which this book will focus

Beverage	Civilization

Epilogue

1. How did the scientific advancements of the 19th century bring the history of beverages "full circle"?
2. Is tap or bottled water's quality more tightly controlled?
3. How many people have no access to safe water today?
4. How has access to water affected international relations?

Beer in Mesopotamia and Egypt (1 and 2)

1. How is beer production an example of plant domestication?
2. How does the Fertile Crescent get its name?
3. Why would beer be a more pragmatic choice than either wine or mead?
4. Since writing had not been invented, what evidence does Standage use as support?
5. Besides Mesopotamia, what other civilizations utilized beer in religious ritual?
6. What were some of the reasons why people of the ancient world would have drunk beer?
7. Why would people choose to live in larger cities as opposed to smaller villages?
8. Why would beer be considered a symbol of civilization?
9. What can the literature of Mesopotamia (Epic of Gilgamesh) teach us about their civilization?
10. What effect did storing grain have on hunter-gatherer societies?
11. What was the original purpose of writing?
12. Why would liquids make ideal currencies?

Wine in Greece and Rome (3 and 4)

1. Give a detailed explanation of why wine would be a symbol of wealth.
2. Explain the *symposia*. What was the purpose? How did it help to cultivate Greek culture?
3. What opportunities associated with wine drinking did men have in ancient Greece that women did not?
4. Use the chapter to explain how the price of wine changed over time. (Be sure to use the entire chapter)
5. How were Greek philosophy and the drinking of wine interwoven?
6. What did drinking wine symbolize in Rome?
7. What was a *convivium* and how did it reflect social status?
8. Why was wine adopted as a ritual drink in Christianity, but Islam prohibited the use of alcohol?

Spirits in Colonial America (5 and 6)

1. From which advanced civilization did Europeans get the "science" of making spirits?
2. In what ways did "spirits" lead to the "rebirth" of science in Europe?
3. How did "spirits" advance or accelerate colonialism?
4. What role did spirits play on the high seas?
5. How did "spirits" enable Britain to develop a more superior navy than France?
6. How did "spirits" help to develop the American colonies?
7. What negative aspects of "spirits" were discussed by Standage throughout the chapters?

Coffee in an Age of Reason (7 and 8)

1. Who did the Europeans get coffee from and how did it spread to Europe?
2. Why was it so important to Europe's development that many people's beverage of choice switched from alcohol to coffee?
3. Describe coffee's effect on the global balance of economic power.
4. How did coffee play a pivotal role in the Scientific Revolution?
5. What was the role of coffee in the "financial revolution"?
6. Describe the role of coffee in the Enlightenment and French Revolution.

Tea in the British Empire (9 and 10)

1. When did tea first become a mainstream drink in Asia? In Europe?
2. How did the consumption of tea in Europe differ from how it was consumed in China or Japan?
3. What limited the success of tea in Europe?
4. How did tea transform British society? Who were its main consumers and what were some of the new rituals that surrounded tea?
5. How was tea an integral part of the Industrial Revolution?
6. What was the connection between tea and politics?
7. How was tea connected to the Opium War of 1839-1842?
8. What role did the tea trade and production play in the British rule over India?
9. Explain the old adage "the sun never sets on the British Empire".
10. What health benefits of tea did Standage highlight?

11. How did the relationship between the government of Britain and the British East India Company change over time?

Coca-Cola and the Rise of America (11 and 12)

1. What was the origin of coke?
2. How was this beverage used medicinally and what additives were utilized?
3. Describe the role of advertising and consumerism in 20th century economics.
4. What was the relationship between coke and World War II?
5. By 1900 what global economic shift occurred?
6. Describe how Coca-Cola became the world's most recognized product?
7. How did Coca-Cola become seen as an American value? How did this impact Coca-Cola?

Summer Assignment
Part 4: Basic WHAM Geography

Label the following items on a world map. Geography is very important for this course and you will need to know the correct name for each of the areas that will be addressed on the AP Exam. You will be tested on these items within the first two weeks of school. Use the map below to help you prepare for this assignment.

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|--------------------|-----------------------|
| 1. North Africa | 14. Caribbean |
| 2. East Africa | 15. Oceania |
| 3. West Africa | 16. Pacific Ocean |
| 4. Southern Africa | 17. Atlantic Ocean |
| 5. Central Africa | 18. Arctic Ocean |
| 6. Middle East | 19. Indian Ocean |
| 7. East Asia | 20. Egypt |
| 8. South Asia | 21. Nile River |
| 9. Central Asia | 22. Tigris River |
| 10. Southeast Asia | 23. Euphrates River |
| 11. North America | 24. Mediterranean Sea |
| 12. South America | 25. Sahara Desert |
| 13. Latin America | 26. Andes Mountains |

