

APWHY-----Advanced Placement World History Summer/Winter Reading Assignment

2016-
2017

Welcome to APWHY: a one semester course that will earn you either the required 9th grade World History credit at an AP level, or one elective Advanced Placement credit. Additionally, depending on your score on the AP Exam and the requirements of the college you attend, you may earn college credit for this course. This is a **college level course** and will require considerably more effort and initiative on your part than any history course you have ever taken. This is not a course for the student who does not want to be challenged! You are expected to read and take notes independently, outside of class and will be expected to participate in class discussions. You must read, think, and write critically to be successful in this class. You must learn to **apply** historical ideas and evidence, not merely regurgitate facts.

SUMMER/WINTER ASSIGNMENT

Initially, your assignment is to read and make notes for **Part 1: The Early Complex Societies, 3500 to 500 B.C.E.**—Chapters 1-6. Our textbook is Traditions and Encounters (AP Version), Edition 5: Bentley and Ziegler, McGraw Hill, NY) **Textbooks can be signed out in the front office of JCHS.** (See contacts section below...)

Please start on a new sheet of paper when you go from one chapter to the next. Do NOT write on the back of your notes and write in black or dark blue ink. Notes must be handwritten. **Follow the format below** so that I can easily and quickly check your notebook when you submit it on day 1 of the semester. **Failure to follow my format will be costly on your grade for this summer assignment.**

You are to **summarize** each paragraph in one bullet as demonstrated below. If you feel you need supporting details, then you may include details under the bullets. Do **not**, however, rewrite the book or even attempt to write in complete sentences—**you must learn to summarize materials.** Be sure to skip a line when you go to another topic as demonstrated/stated below.

CHAPTER 1: Before History (*chapter # and title on top line of first page*)

-----skip a line-----

1. The Evolution of *Homo Sapiens* (*main header #1*)

- evolutionary biologists identify many similarities between humans and great apes (*composite statement that summarizes the first paragraph*)
- major differences in body chemistry lead to differences in intelligence; humans have advanced skills in tools, technology, language; humans adapt environment to needs (*composite statement that summarizes the second paragraph*)

-----skip a line between the topics-----it helps with visualization of material-----

1a. The *Hominids* (*1st major topic*)

- archaeological discoveries of *Australopithecus* in East Africa; Lucy

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-----skip a line-----

1a1. *Australopithecus* (1st subtopic of major topic #1)

- related to *Homo Sapiens*; smaller, hairy, less intelligent
- walk upright, use well developed hands, opposable thumb
- able to fashion tools

-----skip a line-----

1a2. *Homo Erectus* (2^d subtopic of major topic #1)

- “upright walking man”; 2 M-200,000 years ago
- larger brain; better tools, weapon; use fire
- low language skills but complex ideas; organized activities

-----skip a line-----

1a3. Migrations of *Homo erectus* (3^d subtopic of major topic # 1)

- Migrate to North Africa and Eurasian landmass; by 200,000 years ago throughout temperate zones

-----skip a line-----

1b. *Homo sapiens* (2^d major topic)

- “consciously thinking human”; large brain with developed frontal lobe

-----skip a line-----

1b1. Language

- (summarize first paragraph)
- etc.

-----skip a line-----

1b2. Migrations of *Homo sapiens*

- (summarize first paragraph)
- etc.

-----skip a line-----

1b3. The Peopling of the World

- (summarize first paragraph)
- etc.

-----skip a line-----

1b4. The Natural Environment

- (summarize first paragraph)
- etc.

-----skip a line-----

2. Paleolithic Society (main header #2)

-----etc-----

Follow this procedure for the remainder of the topics in Chapter 1. Staple the Chapter notes together. Now, **start on a new page with the notes for Chapter 2.** Follow this procedure for Chapters 3-6.

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Remember: On the first day of the fall school term—*regardless of which semester you will be taking the class*—you will submit your notes on Chapters 1-6. We will discuss these chapters during the first several days of the class. Following these discussion, you will **take a test** on this material. It is incumbent on you to read critically, make strong notes and ask questions about anything that you do not understand.

Contact: Please feel free to contact me by e-mail mwlee@madisoncity.k12.al.us should you have any questions/issues. You should feel free to e-mail me the first few pages of your notes and I can give you a “thumbs up” or “thumbs down” as to how well you are following the format.

Critical Thinking/Reading Questions ----Part of the assignment as well.

These questions require you to apply the information that you have been reading and on which you have been making notes. This requires you to **THINK about** what you’ve read and written. You will have to synthesize a response based on what you have read as well as any prior knowledge on the material. You are encouraged to write formal answers to each of the questions; however, **this is not required**.

CRITICAL THINKING QUESTIONS Part 1: The Early Complex Societies, 3500 to 500 B.C.E.

Chapter 1

1. What about hunter-gatherer societies would likely result in more equal roles between the sexes, and small group sizes in “communities” ?
2. What are three signs of higher forms of Paleolithic culture?
3. Why did a change from a hunter-gatherer society to one of agriculture lead to job specialization, the development of urban settlements and the growth of social classes?

Chapter 2

4. Why would the development of agricultural societies in the Mesopotamian region result in the creation and development of governmental structures?
5. What type of tasks were government authorities responsible for?
6. What are the primary causes for the fall of empires?
7. Why was the Code of Hammurabi significant? How was it structured?
8. Describe indicators that the societies of Mesopotamia were patriarchal in nature.

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9. How did the creation of written languages change the societies of Mesopotamia?

10. What are the most significant results of Indo-European migrations?

Chapter 3

11. How did climate change result in the development of agricultural societies in the Nile Valley?

12. Describe the basic differences between the Archaic, Old, and New Kingdoms of Egypt.

13. Compare the social class structures to those of Mesopotamia.

14. Describe the key elements of the Bantu migration and the societies that resulted from them.

Chapter 4

15. How do we know about the Harappan societies? Are these sources reliable?

16. Describe the relations between the Aryans and Dravidians.

17. What is most significant about the Vedic era?

18. Describe the basic structure of the caste system.

19. How did the *Jati* system evolve?

Chapter 5

20. What is the significance of the “Sage Kings”?

21. Why did the Shang maintain a monopoly on the production of bronze?

22. Describe how the “Mandate of Heaven” operated and its significance to Chinese societies.

23. What is the significance of ancestor veneration in Chinese culture? Do we have an equivalent type of activity?

Chapter 6

25. Why did the peoples of the Americas not develop the extensive agriculture societies of Eurasia?

25. Describe the key characteristics of the Mayan peoples.