AP World History Summer Assignment

During the next school year, we will cover everything that’s ever happened. To get a bit of a head start, your task this summer is to cover the first time period. You can use any resources available to you including internet sources to complete this task (hint: “freeman-pedia” is a helpful website) (h/t to freeman-pedia for much of this assignment).

STEP ONE: LAND GEOGRAPHY

Directions: Use the word box of world regions on the right to fill in the blanks below.

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15.

Middle East South Asia Mexico
Central Africa Latin America East Asia
North America North Africa East Africa
Central Asia South Africa Southeast Asia
West Africa Oceania Caribbean
Name:

**STEP TWO: WATER GEOGRAPHY**

**Directions**: Fill in the blanks with the world’s oceans.

1.

2.

3.

4.

5.
**STEP THREE: 13.8 BILLION YEARS OF HUMAN HISTORY**

Plot the following* on the timeline below. Be sure to include the event, approximate date, and approximate location (some of these will span multiple locations and time periods):

1. BIG BANG  
2. EARTH FORMS  
3. DINOSAUR EXTINCTION  
4. HUNTER-FORAGERS  
5. OUT-OF-AFRICA THEORY  
6. FIRST FIRE USE  
7. FIRST TOOL USE  
8. NEOLITHIC REVOLUTION  
9. DOMESTICATION OF ANIMALS  
17. METALLURGY  
18. MOHENJO-DARA  
19. HARAPPA  
20. SHANG DYNASTY  
21. OLMECS  
22. CHAVIN CIV.  
23. HITTITES  
24. BABYLONIA  
25. ZIGGURAT OF UR  
26. GREAT PYRAMID  
27. HARAPPAN SEWER SYSTEM  
28. CUNEIFORM  
29. HIEROGLYPHICS  
30. QUIPU  
31. VEDIC RELIGION  
32. HEBREW MONOTHEISM  
33. ZOROASTRIANISM  
34. GILGAMESH  
35. BOOK OF THE DEAD  
36. LASCAUX CAVE  
37. ORACLE BONES  

*HISTORY IS AN EVER CHANGING SCIENCE. SO, THERE MAY BE DEBATE ABOUT SOME OF THESE DATES/LOCATIONS

<table>
<thead>
<tr>
<th><strong>EARLY PALEOLITHIC PERIOD</strong> (13.8 BILLION BCE – 2.6 MILLION BCE)</th>
<th><strong>PALEOLITHIC PERIOD</strong> (2.6 MILLION BCE – 8,000 BCE)</th>
<th><strong>NEOLITHIC PERIOD</strong> (10,000 BCE – 2,000 BCE)</th>
<th><strong>FOUNDATIONS PERIOD</strong> (2,000 BCE – 600 BCE)</th>
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**Name:**

**STEP FOUR: CRASH COURSE**

**Directions:** On YouTube watch the video “The Agricultural Revolution: Crash Course World History #1”. Answer the following questions.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1. HOW DO WE HAVE EVIDENCE OF HUNTER-GATHERERS (HG) AND THEIR WAYS?</td>
<td>5. WHAT IMPACT DOES AGRICULTURE HAVE ON THE ENVIRONMENT?</td>
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<tr>
<td>2. WHAT ADVANTAGES DID H-G HAVE OVER EARLY AGRICULTURALISTS?</td>
<td>6. WHAT ADVANTAGES DO YOU THINK THAT EURASIA HAD WITH ITS ZOOLOGICAL SET OF ANIMALS COMPARED TO THE AMERICAS?</td>
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<td>3. WHERE DID AGRICULTURE EMERGE? WHICH FOOD CROPS ARE ASSOCIATED WITH WHICH AREAS?</td>
<td>7. IF H-G HAD A “BETTER AND HEALTHIER” LIFEWAY, WHY DID PEOPLE BECOME AGRICULTURALISTS?</td>
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<tr>
<td>4. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF AGRICULTURE?</td>
<td>8. WHAT DO HISTORIANS SAY ARE THE DRAWBACKS TO COMPLEX CIVILIZATIONS AND AGRICULTURE?</td>
</tr>
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</table>
Name:

**Directions:** On YouTube watch the video “Indus Valley Civilization: Crash Course World History #2”. Answer the following questions.

1. **How is the concept of “Civilization” a useful construct? When is it not a useful construct?**

2. **How does John Green define what constitutes a civilization? How does this compare to other definitions of civilization you have learned?**

3. **Where did the earliest civilizations emerge? Why there?**

4. **Why was the Indus Valley a prime location? How did the environment impact the people who lived there?**

5. **What evidence exists of long-distance trade and with whom?**

6. **What appears to be unique about the IVC, based on your knowledge of other civilizations?**
Name:

**Directions:** On YouTube watch the video “Mesopotamia: Crash Course World History #3”. Answer the following questions.

1. **JOHN GREEN BEGINS BY DISCUSSING ONE OF THE MOST OBVIOUS CONSEQUENCES OF AGRICULTURE... WHAT IS IT AND WHAT ARE THE MOST IMMEDIATE CONSEQUENCES FOR THOSE SOCIETIES?**

2. **HOW DOES MESOPOTAMIA COMPARE WITH THE INDUS RIVER VALLEY (IRV)? IDENTIFY BOTH SIMILARITIES AND DIFFERENCES. THINK OF WHY A SPECIFIC SIMILARITY AND A SPECIFIC DIFFERENCE MIGHT EXIST. (THIS IS ANALYSIS; ONE OF THE MORE CHALLENGING SKILLS YOU WILL NEED TO DEVELOP).**

3. **CUNEIFORM: WHAT THREE POINTS DOES JOHN GREEN MAKE ABOUT THE ADVENT OF WRITING?**
   a) 
   
   b) 
   
   c) 

4. **WHAT WAS HAMMURABI’S MOST SIGNIFICANT CONTRIBUTION?**

5. **WHAT ARE THE CHALLENGES OF EMPIRE WHAT IS THE USUAL RESULT? OR TO PUT IT IN MATH TERMS:**

   ________________  +  ________________  =

   ________________
Name:

**Directions:** On YouTube watch the video “Ancient Egypt: Crash Course World History #4”. Answer the following questions.

1. **WHAT POINT IS JOHN GREEN MAKING ABOUT THE DIFFERENT “LENSES” WE USE WHEN WE STUDY HISTORY?**

2. **HOW DID THE NILE RIVER SHAPE THE WORLDVIEW OF THE EGYPTIANS? HOW DID THIS COMPARE TO THE MESOPOTAMIAN WORLDVIEW?**

3. **HOW WAS EGYPTIAN CIVILIZATION DIFFERENT FROM MOST OTHER RIVER VALLEY CIVILIZATIONS? WHY DO YOU THINK THIS WAS?**


6. **WHAT PROTECTED EGYPT FROM OUTSIDE PEOPLES? HOW WERE THE EGYPTIANS EVENTUALLY CONQUERED BY SEMITIC PEOPLES OF THE MIDDLE EAST?**
Name:
Directions: On YouTube watch the video “The End of Civilization (In the Bronze Age): Crash Course World History 211”. Answer the following questions.

1. WHAT DO TEXTBOOKS NORMALLY DO TO THE RIVER VALLEY CIVILIZATIONS?

2. WHAT DO EGYPT, MESOPOTAMIA, ANATOLIA, ETC. HAVE IN COMMON?
   a. TRADE: What did underwater archaeologists find on the shipwreck?
   b. WAR: What was one of the main drivers of economic growth?
   c. FAMILY: How did these civilizations share familial relationships?

3. WHAT ARE WE REALLY TALKING ABOUT WHEN WE USE THE WORD ‘CIVILIZATION’?

4. WHAT HAPPENED AROUND 1200 BCE TO MYCENAEANS, MINOANS, HITTITES, AND (PARTIALLY) EGYPT?
   a. WHAT CAUSED THIS?
   b. WHAT IS THE THEORY OF ARCHAEOSEISMOLOGISTS?

5. HOW DOES INTERDEPENDENCE IN THE BRONZE AGE HELP LEAD TO ITS DOWNFALL?
Name:

STEP FIVE: BOOK REPORT

Directions: Find a book (fiction, nonfiction, biography, autobiography) that has a historical setting. This can include books set in the present. The book you select must be something you have not read before and cannot be a book you are reading for another class. It must be written for a college level audience and should be at least 100 pages in length. Read the book. Complete the report below.

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<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Type of book (fiction, nonfiction, biography, autobiography, etc.)</td>
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<tr>
<td>Author</td>
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<td>Date published</td>
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<td>What time period does the book cover or when does it take place?</td>
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<td>In which region(s) (see step one) does the book take place?</td>
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Directions: Do the following in a three paragraph essay below.

Briefly summarize the book. Explain how you were able to determine the setting (time and place) of the book. Explain how the setting (time and place) of the book had an impact on the plot and/or characters. Make a connection between something in the book and something in your own life. Explain if you would recommend this book to a friend and why.

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STEP SIX: CURRENT EVENTS

**Directions:** Find a news article in a newspaper, magazine, professional journal, or website. The article should be at least a few pages in length. Read the article. Complete the chart.

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<tr>
<th>Title</th>
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<td>Which region(s) (see step one) does the article discuss?</td>
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