Advanced Placement World History
Mr. Baird
Summer 2018 Packet Contents

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Welcome to AP World History. Congratulations on taking on a challenge that will be unlike any you have faced thus far. AP World History will demand sacrifice, hard work, and determination. But as William James said in the quote above, “...every good that is worth possessing must be paid for in strokes of daily effort.” In other words, to achieve, to attain things that are really worth having, you have to put in the hard work, plain and simple. There are no tricks or short-cuts.

Attached, you will find the assignments that you will need to complete over the summer. You should get started soon. The work, which is based on the first eight chapters of the textbook, will give you a good foundation for the rest of the school year. Follow the directions carefully and contact me if you have any questions. Please note that all work must be hand-written. I will be putting in just as much time and effort into AP World History this summer as you will (probably more), all with the goal of helping YOU do well this school year. However, you will be hurting your grade and chances of passing the AP test significantly if you do not thoroughly complete this work. Do the best you can and do your own work. Plagiarism in any form is the quickest way to earn an F, this includes “working together” and producing answers that are the same.

The assignment is due the first day of the school year, Monday, August 20th at the beginning of your class period. Also, on that day you will be taking a quiz on the attached maps, both the “Big Picture View” and the “Closer Look.” In addition, there will be a test on chapters one through eight on Friday, September 1st. How you do on all of this will set the tone for the rest of your school year. Work hard—it will be worth it.

-Mr. Baird

“The highest reward for man's toil is not what he gets for it, but what he becomes by it.”

-John Ruskin (1819-1900)
Textbook Information

Traditions and Encounters, 5th Edition by Bentley and Ziegler. You will find the pages you need for the summer work at this link: tinyurl.com/fongapwh. If you do not have good internet access, there are a few textbooks in the library that may be checked out. For the fall, you will go as a class to check out textbooks from the library on the first day of school.

I would also recommend purchasing a copy of your own if you are able to. This is entirely optional but the advantage is that you are able to highlight and annotate in the book in order to help you study. You can see a list of used Traditions and Encounters, 5th Edition books that may be reasonably priced by going to this shortened Amazon.com address: www.tinyurl.com/buyapwhbook

APWH Review Books

Also recommended, but not required, are AP World History prep books that help students prepare for the AP test with summaries, timelines, practice tests, test-taking strategies, and more. I recommend the edition that Princeton Review offers, called Cracking the AP World History Exam. Visit tinyurl.com/apwhreviewbook2018

Contact Information

I will be checking email all summer long and you can contact me if you have any questions.
Email: evanbaird@cusd.com

Remind text group: I will be using texts regularly to send class news, reminders, and links. This will be one of the primary ways that class information will be communicated. Students and parents should join immediately. Text to 81010 and enter @bairdapwh as the message. Standard text messaging rates apply.

Google Classroom

I will be using Google Classroom to update you and communicate throughout the summer and school year. For our generic summer classroom with access to this assignment and other resources please go to classroom.google.com and use our class code to join.

Class Code: 3aggpm
*Note: when defining terms, be sure that you understand what you’re writing down. Not only is it plagiarism to copy down a bunch of sentences from the textbook, it also doesn’t force you to think and consider what the book means. The whole point is to have it help you prepare for the chapter/unit test and, later, for the AP test.

**Remember, all work must be hand-written.

Chapter 1 Study Guide
Before History

Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.

1. complex society
2. Lucy
3. Paleolithic
4. Neolithic
5. Venus figurines
6. Lascaux cave paintings
7. metallurgy
8. textile
9. agricultural transition

Chapter 2 Study Guide
Early Societies in Southwest Asia and the Indo-European Migrations

Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.

1. The Epic of Gilgamesh
2. Hammurabi
3. Indo-Europeans
4. Hebrews, Israelites, Jews
5. cuneiform
6. Abraham
7. Moses
8. monotheism
9. polytheism
10. Phoenicians

Chapter 3 Study Guide
Early African Societies and the Bantu Migrations

Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.

1. Menes
2. pharaoh
3. scribe
4. cataracts
5. hieroglyphics
6. Rosetta stone

7. In two paragraphs (6-8 sentences per paragraph) on a separate piece of binder paper, describe the social and cultural changes in human societies brought about by the invention of agriculture (see pages 10-12 in this packet for descriptions of social and cultural).
Chapter 4 Study Guide
Early Societies in South Asia
Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.
1. Aryans
2. Harappans
3. Vedas
4. caste
5. Brahmins
6. sati (suttee)
7. Dravidians
8. Upanishads
9. Brahman
10. karma
11. ascetic (or asceticism)

Chapter 5 Study Guide
Early Society in East Asia
Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.
1. Shang
2. Zhou
3. “mandate of heaven”
4. ancestor veneration
5. oracle bones

Chapter 6 Study Guide
Early Societies in the Americas and Oceania
Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.
1. obsidian
2. maize
3. Bering land bridge
4. authoritarian society
5. agricultural terraces
6. bloodletting rituals
7. Olmec ball games
Chapter 7 Study Guide
The Empires of Persia

Directions: While CAREFULLY reading the chapter, thoroughly define the following terms in bullet-point form on index cards. When applicable, also explain its significance. Write the term on one side and the definition/significance on the other.

1. Achaemenids
2. Cyrus
3. Darius
4. Parthians
5. Sasanids
6. Persepolis
7. satrapies
8. tribute
9. Royal Road
10. Xerxes
11. Alexander of Macedonia
12. Zoroastrianism

Chapter 8 Study Guide
The Unification of China

1. Complete a chapter summary of chapter 8. Follow the formatting from the sample chapter on the next page (chapter 21). You should end with 39 summary sentences.

2. In two paragraphs (6-8 sentences per paragraph) on a separate piece of binder paper, explain the origins and basic beliefs of Confucianism and Daoism.

You do NOT need to complete index cards for the terms below, but you should be familiar with these ideas by the time you are done with the chapter and the summaries.

- Han Wudi
- Chang’an
- Taklamakan Desert
- Guangzhou
- patriarchal social order
- Yellow Turban Uprising

Review Question

1. In two paragraphs (6-8 sentences per paragraph) on a separate piece of binder paper, explain the continuities and changes in gender hierarchies, including patriarchy. Use chapters two through five and chapter seven to gather your information.
Chapter 21 | Reaching Out: Cross-Cultural Interactions

LONG-DISTANCE TRADE AND TRAVEL (red heading; no summary necessary)

Patterns of Long-Distance Trade (one-sentence summary of blue heading section*)

1. Land routes (on which luxury goods like silk and precious stones traveled), and sea-lanes (on which bulkier goods like building materials traveled) impacted all areas of the eastern hemisphere.

Trading Cities
(one-sentence summary of the green heading section)

Marco Polo

2. Trading or port cities like Melaka grew into cosmopolitan cities while Mongol conquests in Eurasia allowed for major growth in long distance trade along the silk roads.

Political and Diplomatic Travel

4.

Mongol-Christian Diplomacy

5.

Rabban Sauma

6.
*Note: If a green sub-heading is directly below a blue heading (as it is on page 132 and others), write just one summary sentence and count it as only one.
Map 1, AP World History: World Regions — A Big Picture View, identifies five major geographical regions: Africa, the Americas, Asia, Europe, and Oceania. The AP World History Course provides balanced geographical coverage with all five of these regions represented. Coverage of European history does not exceed 20 percent of the total course.

Map 2, AP World History: World Regions — A Closer Look, identifies various sub-regions within the five major geographical regions. Geospatial awareness is fundamental knowledge necessary for students to build an understanding of cross-cultural contacts, trade routes, migrations, etc., which constitute the key concepts in the AP World History Course.
The AP World History Exam: Date and time updated when available

Exam Information

The AP World History Exam is 3 hours and 15 minutes long and includes both a 1 hour and 45 minute multiple-choice/short-answer section and a 1 hour and 30 minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I Part A: Multiple-choice</td>
<td>55 questions</td>
<td>55 minutes (40%)</td>
</tr>
<tr>
<td>Section I Part B: Short-answer</td>
<td>4 questions</td>
<td>50 minutes (20%)</td>
</tr>
<tr>
<td>Section II Part A: Document-based question</td>
<td>1 question</td>
<td>55 minutes (25% and includes reading period with suggested time of 15 minutes)</td>
</tr>
<tr>
<td>Section II Part B: Long essay</td>
<td>1 question (chosen from a pair)</td>
<td>35 minutes (15%)</td>
</tr>
</tbody>
</table>

Multiple-Choice Section

Section I consists of 55 multiple-choice questions designed to measure the student's knowledge of world history from Period 1 to the present. This section follows the percentages listed below; questions will draw from individual or multiple periods:

<table>
<thead>
<tr>
<th>Periods</th>
<th>Period Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Technological and Environmental Transformations to c. 600.B.C.E.</td>
<td>5%</td>
</tr>
<tr>
<td>2 Organization and Reorganization of Human Societies c. 600.B.C.E. to c. 600 C.E.</td>
<td>15%</td>
</tr>
<tr>
<td>3 Regional and Transregional Interactions c. 600 C.E. to c.1450</td>
<td>20%</td>
</tr>
<tr>
<td>4 Global Interactions c. 1450 to c. 1750</td>
<td>20%</td>
</tr>
<tr>
<td>5 Industrialization and Global Integration c. 1750 to c. 1900</td>
<td>20%</td>
</tr>
<tr>
<td>6 Accelerating Global Change and Realignments c. 1900 to Present</td>
<td>20%</td>
</tr>
</tbody>
</table>

Multiple-choice questions will also measure various geographical regions, with no more than 20 percent of multiple-choice questions focusing solely on Europe.
APWH Course Themes

The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

The key concepts were derived from an explicit consideration of these themes, with the goal of making the themes more concrete for the course content within each historical period. This clear connection between themes and key concepts means students can put what is particular about one historical period into a larger framework. In this way, the themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

Theme 1: Interaction Between Humans and the Environment
Theme 2: Development and Interaction of Cultures (Cultural)
Theme 3: State-Building, Expansion, and Conflict (Political)
Theme 4: Creation, Expansion, and Interaction of Economic Systems (Economic)
Theme 5: Development and Transformation of Social Structures (Social)

Theme 1: Interaction Between Humans and the Environment
- Demography and disease
- Migration
- Patterns of settlement
- Technology

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers, and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment — and the ability to master and exploit it — increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a “green” movement to protect and work with the natural world instead of exploiting it.

Theme 2: Development and Interaction of Cultures (Cultural)
- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture
This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society’s culture may be investigated and compared with other societies’ cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

**Theme 3: State-Building, Expansion, and Conflict (Political)**

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, transregional, and global structures and organizations

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

**Theme 4: Creation, Expansion, and Interaction of Economic Systems**

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.
Theme 5: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.