

AP World History Summer Assignment

Welcome to APWH! This summer assignment will introduce you to the themes of APWH. Follow the directions carefully. All work is due on the **first day of school**. If you have questions or concerns, feel free to contact me at aparra@basdschools.org.

I. **Periodization:** APWH is divided into six periods from approximately 8000 B.C.E. to the present. These provide a temporal framework for the course. The periods are as follows:

- Period 1 (to 600 B.C.E.) Technological & Environmental Transformations.
- Period 2 (600 B.C.E. to 600 C.E.) Organization/Re-organization of Human Societies.
- Period 3 (60 to 1450) Regional & Transregional Interactions.
- Period 4 (1450 to 1750) Global Interactions.
- Period 5 (1750 to 1900) Industrialization & Global Integration.
- Period 6 (1900 to present) Accelerating Global Change and Realignments.

The Assignment:

“The categorization of change into roughly coherent segments is what distinguishes an analytical approach to the factors of time—what historians call periodization—from the memorized dates of a mindless chronology. . . We live in a culture that glorifies change and often exaggerates its nature; we constantly encounter—or are told we’re encountering, by means of advertising or in less explicitly commercial evaluations—revolutionary new developments. Using the laboratory of history to practice assessing the magnitude of change provides vital experience not only dealing with periodization in the past—for time periods essentially are demarcated by points of significant change at either end—but also in interpreting ongoing social and cultural developments.” - Stearns, *Meaning over Memory*, 157.

Using the above quote as a guide, divide your life into at least four periods. Name each period and explain the rationale behind the periodization you chose. In addition, create an original phrase (one sentence) to describe the 21st century to date. Then briefly explain the reasoning behind your choice. **10 points**

II. Pre-History Exploratory

While the AP World History curriculum technically begins firmly in the Neolithic Era (c.8000 BCE-3500 BCE), it is important to have a base knowledge of Upper Paleolithic Era (c.40,000 BCE to c.10,000 BCE; also known as the "Stone Age") patterns before the rise of sedentary agriculture. For thousands of years leading up to the Neolithic human beings relied on a hunter-gatherer form of existence--a way of life that still exists today in parts of South America, Sub-Saharan Africa, and Southeast Asia. While hunting and gathering may seem to some today as a brutish existence, it has worked remarkably well and actually enjoyed some advantages over early sedentary farming life. The survival skill set that early humans developed during the Paleolithic Era allowed human beings to spread throughout the globe at a surprising pace. By 12,000 BCE

human beings could be found on six of the world's seven continents.

Assignment: Read the article, *The Greatest Journey*, which can be found at <http://ngm.nationalgeographic.com/print/2006/03/human-journey/shreeve-text>.

Review the maps at

http://ngm.nationalgeographic.com/ngm/0603/feature2/images/mp_download.2.pdf and <https://genographic.nationalgeographic.com/human-journey/>.

Lastly, read *Human Life In The Era Of Hunters And Gatherers* at <http://history-world.org/paleolithic2.htm>

Using information from **all of the resources** above, write a **minimum two-page** response to the following prompt:

Explain how human technological and social development fostered the rapid movement of people throughout the globe during the latter phases of the Paleolithic Era (c.60,000 BCE to 12,000 BCE). Be sure to include how these developments allowed early hunter-gatherers to cope with various environmental pressures and challenges as they moved from continent to continent. **30 points**

III. Agricultural and Urban Revolutions and Early Belief Systems

The assignment: Go to <http://www.learner.org/courses/worldhistory/units.html>. Watch the *Unit 4 Agricultural and Urban Revolutions* and *Unit 5 Early Belief Systems* videos. (Once you are on each unit page, click "View the Video Online"- located on the bottom left hand side). Write two separate summaries, one for each video. Each should be 1-2 pages in length and **handwritten. 20 points each**

One last assignment:

Please watch the *Crash Course World History* video, #1-The Agricultural Revolution. http://www.youtube.com/watch?v=Yocja_N5s1I

Take notes and be ready to discuss the video on the first day of class. **10 points** (5 for your notes and 5 for participation)

Scoring:

_____	Periodization	(10 points)
_____	Two page prehistory response	(30 points)
_____	Agriculture video summary	(20 points)
_____	Belief systems video summary	(20 points)
_____	Crash Course video	
_____	Notes	(5 points)
_____	Discussion	(5 points)