Welcome to AP World History. This year we will be examining the history of the world pertaining to the time period of 1200 CE to the present day. However, we will first begin with a unit that addresses some key foundational world history elements which establishes the world religions and key political structures in the world prior to 1200 CE. The assignment below will help introduce you to some of that foundational information, and it will also preview some historical information that will be covered throughout the rest of the course.

COURSE THEMES

AP World history has five main themes. These themes allow us to categorize historical structures, events, ideas, and people within the study of World History. We use the acronym S.P.I.C.E. to help us remember the themes. You will be applying these themes to your arguments that you make throughout the entire year. Know them well!

**SOCIAL - Social-Development and Transformation of Social Structures**
- Gender roles and relations including patriarchy
- Racial and ethnic constructions
- Family and kinship
- Social and Economic classes
- Ways in which you can differentiate GROUPS of people in society - sociocultural (including race, gender, age, religious affiliation, class, and shared ideals)

**POLITICAL - State-Building, Expansion, and Conflict**
- Political structures and forms of government
- Empires
- Nations and nation-states
- Nationalism
- Revolts, rebellions and revolutions
- War
- Bureaucracy and examination systems
- Regional, trans-regional, and global organizations

INTERACTIONS-ENVIRONMENT - Interaction Between Humans and the Environment
- Disease and disease prevention
- Migration
- Patterns of settlement
- Technology and innovations
- Transportation
- Climate, wind patterns, and geographic physical features (wind patterns, rivers, ocean currents)
- Land/water use such as irrigation, waste, and flood control

CULTURE - Development and Interaction of Culture
- ART: Literature, architecture, music, paintings, etc.
- INTELLECTUAL: Science, schooling, philosophies, etc.
- RELIGION: Ceremony, religious leaders, beliefs, practices, etc.

ECONOMIC - Creation, Expansion, and Interaction of Economic Systems
- Agriculture and pastoral production
- Trade and commerce including routes and goods
- Scarcity and the demand for raw materials and finished goods
- Labor systems including slavery
- Professions and services
- Taxation and monetary systems
- Industrialization
- Economic structures such as mercantilism, capitalism, and socialism
- Banking, markets and corporations
- Levels of economic development or activity

ASSIGNMENT

This summer you will read History of the World in 6 Glasses, by Tom Standage. Once you have completed reading this you will examine how each of the beverages relates to a major historical development. Write a paragraph for each beverage (six paragraphs) that identifies and explains the historical significance of that beverage relating to a key historical development of its time. Use the rubric below to help you construct each of your paragraphs. The rubric will be applied to your six responses. There is a sample below the rubric.
RUBRIC

<table>
<thead>
<tr>
<th>SAQ (Short Answer Question) Response</th>
<th>Excellent (100%)</th>
<th>Satisfactory (75%)</th>
<th>Unsatisfactory (50%)</th>
<th>Failing (25%)</th>
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<td>A reasonable, logical and valid claim is presented that specifically addresses one of the historical themes (social, political, interaction with the environment, art, intellectual, religious, economic). This claim must accurately address historical significance and it is thought provoking. Evidence that is provided is either paraphrased correctly from the text or cited correctly from text, and is highly relevant to the claim. A well-thought out and distinguished interpretation of the evidence and claim is present.</td>
<td>A valid claim is presented which addresses historical significance adequately. This significance can point to either making an argument based on causation (cause OR effect), comparison (similarity OR difference) or change or continuity over time with regard to historical processes. Evidence is provided that is relevant to the claim. An interpretation is present and relevant to the claim or evidence provided.</td>
<td>A claim is made, but it does not show proper understanding of the historic significance in relation to a historic thinking skill. The evidence provided does not clearly support the claim. The interpretation lacks an understanding of the claim, historical material, and/or evidence.</td>
<td>The claim is not valid, logical, and/or reasonable. The evidence is lacking or insufficient. The interpretation is awkward or lacking. Or, there is no attempt.</td>
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SAMPLE - Beer

According to Tom Standage in his book, *History of the World in Six Glasses*, the economic process of making beer from agriculture indicated how much of a historical revolution beer signified. As early civilizations developed agriculture in the Fertile Crescent, they learned how to ferment grains to make beer. The shift from hunter gatherer societies that roamed the lands, or pastoral societies that followed herds of animals, to the settlements that brought about cities due to agriculture was a fundamental shift in how people got food. Prior to this, economies did not need to track surpluses, and thus social distinctions were not created to help facilitate the economic wealth that would come about due to the development of the agricultural revolution. With grains being produced, different positions would be created leading to new governments, the creation of militaries, and new religions that would be based on nature gods that would hopefully ensure good harvests which all stemmed from the economic creation of grains and beer. Therefore, the massive change that brought about agriculture and the creation of beer was significant in creating settled civilizations.