

Mr. Parkinson
Summer Assignment

AP World History Summer Assignment

Welcome to AP World History! For all of you, this will be your first experience with an AP course. You may have heard from teachers and your guidance counselor already, but let me stress the point again: AP classes require an **incredible work ethic, advanced organizational skills, the desire to question, and commitment**. Make no mistake about it, this is a college-level course. During the school year we will explore 800 years of human history, learn valuable skills, and take the AP World History Exam in May, 2020. This is an exciting class that will allow us to look at the big picture of modern world history, trace cultures over time, and examine human interactions.

“Why do we have to do a summer assignment?” This is a commonly asked question within local educational circles. The reason is NOT because I am trying to take away your summer and burden you with a heavy workload. CHS begins school after Labor Day whereas many school systems in the U.S. begin school in mid-August. However, all students take the AP Exam on the same day in mid-May which puts us about 3-4 weeks behind most other school systems - time that we will never get back! In order for us not to get too far behind, it is imperative that I assign you some work over the summer.

These summer assignments are meant to prepare you for the first day of class (and beyond), as well as inform you of the expectations I have for you. Though this class will certainly be challenging, I also hope that it will be informative and fun!

Logistics and details

- Organization is **key** to success in an AP class. You will need to be a great deal of thought into how best to organize all that you do. This task begins now.
 - Create a copy of this document and complete your summer assignment that way. (I will share this document via Google Drive), **OR**
 - Create a new document, and complete all components of this assignment on that document. Just be sure to add headings, number response, and be organized in all that you do.
- I recommend that you purchase a single-subject notebook, probably 2in. and **heavy duty**.
- You may email me anytime over the summer at jeffreyparkinson@hvrsd.org with any questions or concerns you may have. But please, first try to answer your own question by reading this document carefully, and by thinking about possible solutions to your issue. If you still can't find the answer, don't hesitate to email me.
- All summer work will be due on the **second day of class**. However, I STRONGLY recommend that you break the work up over the course of the summer. This will ensure timely completion of the packet, and will allow you to engage with history over a protracted time period. Recommended pacing guide:

Part I: Complete by July 11	Part III: Complete by August 1	Part V: Complete by August 30
Part II: Complete by July 15	Part IV: Complete by August 15	

Part I - Overview of AP World History

Read pages 13-19 of the [AP World History Course & Exam Description](#) (using the page numbers on the bottom right of each page). This reading will provide you with an overview of the historical thinking skills this course is intended to enhance as well as the themes of world history that provide the framework for the course. Answer the questions below.

1. Define historiography (hint: you will need to look elsewhere for this).
 2. What are the six types of **AP Historical Thinking Skills**?
 3. In your own words, explain each of the six AP Historical Thinking Skills.
 4. What are the three types of **Reasoning Processes** that students will be asked to engage with in AP World History?
 5. In your own words, explain each of the three Reasoning Processes. Note: This is EXTREMELY important. We will be using these skills throughout the course, so familiarize yourself with them now.
 6. Take a look at the nine units on page 18. How many chronological periods are there?
 7. There are six themes identified on page 19. Summarize each theme with **one word**.
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Part II – The History of Our World in 18 Minutes

- Watch this brief [Ted Talk given by David Christian](#). As you read take notes (you may need to hit pause as you notate). Afterward, write a one paragraph summary of the purpose of Christian’s lecture. Be sure to support your answer with evidence from Christian’s point of view

Part III: Map Activity

Neatly label the world maps with the land and water features listed below in the color indicated in parentheses. Print neatly (you will need to print the maps out) and make sure your maps are easy to read.

Map #1: AP World Regions (page 4)

Refer to page 2 in this packet. Using the world map provided in this packet, draw and label the AP Regions. You may color it if you would like to, but that is not a requirement. However, please use a color or striping to indicate regions which overlap.

Map #2: Bodies of Water and Rivers (page 5)

Oceans, Seas, Bays, Lakes (write names in blue)	Rivers (write names in red and trace river in blue)
1. Atlantic Ocean	1. Nile River
2. Pacific Ocean	2. Tigris
3. Indian Ocean	3. Euphrates
4. Arctic Ocean	4. Amazon River
5. North Sea	5. Mississippi River
6. Baltic Sea	6. Rio Grande River
7. English Channel	7. Indus River
8. Norwegian Sea	8. Yellow River (Huang He)
9. Barents Sea	9. Yangtze River
10. Mediterranean Sea	10. Ganges River
11. Adriatic Sea	11. Irrawaddy River
12. Aegean Sea	12. Mekong River
13. Black Sea	13. Congo River
14. Caspian Sea	14. Danube River
15. Great Lakes	
16. Red Sea	
17. Persian Gulf	
18. Arabian Sea	
19. Bay of Bengal	
20. South China Sea	
21. East China Sea	
22. Yellow Sea	
23. Sea of Japan	

Map #3: Mountains and Deserts (page 6)

Mountains (write name in brown)	Deserts (write name in yellow)
1. Alaska Range	1. Gobi Desert
2. Rocky Mountains	2. Kalahari Desert
3. Appalachian Mountains	3. Sahara Desert
4. Andes Mountains	4. Thar Desert
5. Alps	5. Sierra Madre Desert
6. Atlas Mountains	6. Mojave Desert
7. Ural Mountains	7. Namib Desert
8. Hindu Kush	8. Syrian Desert
9. Himalaya Mountains	

AP Regions Map



Bodies of Water and Rivers



Mountains and Deserts



Part IV: Key Concepts / AP World Website

Take a look at pp.33-39 of the [AP World History Course & Exam Description](#). This portion of the curriculum is the beginning of the section known as the “Concept Outline,” which lays out all of the information students taking AP World History are required to know and master. Familiarize yourself with the general format of the outline.

In order to help you connect the AP World Concept Outline to our daily activities in class, I have created “Textbook Concepts” assignments which have the key concepts and historical thinking skills identified by the College Board along with areas to provide examples which *prove* each key concept. To ensure that you build a foundation for understanding the key concepts and historical thinking skills for the AP World History course, you are required to provide textual evidence which proves the key concept using historical examples. Basically, you have to demonstrate that the statement is true by using historical facts. We will be using these assignments throughout the year.

In order to provide you with examples of these key concepts, I have created a website which will be using throughout the year as our guide through the course. In the traditional sense, this is an online textbook. But I think you will see that it is a bit different than that.

[The AP World History Website](#)

For your summer assignment, I am asking you to complete the first concepts assignment of the year, which covers Unit 1: The Global Tapestry (an overview of the world, 1200-1450). **The concepts are located in the Google Drive folder I shared with you in June.** If the folder has not been shared with you, please email me.

Part V: Continuity and Change

One of the three essays that you will be asked to write on the AP World History Exam is a Continuity and Change Over Time (CCOT) essay. This is a style of essay that examines how something changes and stays the same over time. For example, we could look at how world trade patterns changed from 1450 to 1750, or how the role of women changed in the Middle East from 1900 to the present. This essay forces us to examine the beginning situation, what caused it to change, and its ending condition. However, we must also consider what stayed the same.

This summer, I'd like you to write your own Continuity/Change Over Time essay about yourself. You should pick an area to specialize in: education, friends, responsibility, religious life, athletics, music, or another topic of your choosing. In regards to a time frame, start the essay wherever it's appropriate for the topic. More advanced essays will look at 3-4 different specialty areas (1 paragraph for each) and will be able to tie them all together to give a more thorough analysis of you.

The chart below should be completed to help you plan before you write and to provide an organizational structure for your essay. You will use a similar planning chart throughout the year as we write other CCOT essays. If you are striving for a more advanced essay you would have 3-4 different charts (1 for each category). I don't expect perfect essays, but I do expect you to give it a try. Basic essays will have a minimum of three paragraphs with a clear thesis. A basic essay will earn a maximum grade of a B. In order to earn an A for this part of the summer assignment, you will need to attempt the more advanced essay and have a logical thesis tying it together. By completing this essay, I will have a chance to understand your writing ability as we begin the class and you will have a chance to practice one of the three essay structures we will focus on (and the one that is typically the hardest for students on the AP exam).

Lastly, there is a **750 word count limit**. Learning how to be succinct with your writing is essential to succeeding in AP World History.

Characteristics at beginning of Time Period	Examples of Significant Changes, Turning Points, or Developments Note types of changes (sudden, gradual, developmental)	Characteristics at end of Time Period
	<ol style="list-style-type: none"> 1. 2. 3. <div style="background-color: #cccccc; text-align: center; padding: 2px;">Significant Continuities</div> <ol style="list-style-type: none"> 1. 2. 3. 	
Reasons Why Changes & Continuity Occurred	<ol style="list-style-type: none"> 1. 2. 3. 	