

**Hayfield Secondary School AP Program:
AP World History Summer Assignment**

Hayfield Secondary

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Course	AP World History
Teacher Names & Email Addresses	Maggie Jones (mejones1@fcps.edu) Maggie LeGendre (malegendre@fcps.edu)
Assignment Title	AP World History Summer Assignment
Date Assigned	June 2019 (in World History I classes)
Date Due	3 rd AP World Class Period of 2019-20 School Year
Objective/Purpose of Assignment	The purposes of this assignment are the following: 1. Review key material from World History/Geography I 2. Preview material and curriculum structure for upcoming 2019-20 year in AP World History
Learning Targets	By the end of the summer, students who have completed this summer assignment will be able to identify and explain key terms and content from the AP World Unit 1 curriculum and identify overlapping content from their previous course study of World History I. Students will begin their preparation for the first unit of AP World as this assignment is designed to connect relevant previous knowledge to the new curriculum they will experience. Students will be able to demonstrate this understanding by completing this activity and reflecting during classroom discussions within the first week of school.
Description of how Assignment will be Assessed	Assignment will be graded based on accuracy, thoroughness, and completion.
Grade Value of Assignment	Assignment will be worth 50 summative points
Tools/Resources Needed to Complete Assignment	1. Reliable Internet sources (the following websites are only 3 of many websites that can be used!) a. www.freeman-pedia.com b. https://www.khanacademy.org/humanities/ap-world-history c. http://www.mooreschools.com/Page/23523 2. World History/Geography I Notes/Resources from 2017-18 school year
Estimated Time Needed to Complete Assignment	8 hours

AP World History Summer Assignment

All students enrolled to take AP World History in the upcoming school year will be required to complete the summer assignment, which will serve as the student's first grade for the year. The assignment serves the dual purposes of both reviewing material learned last year in World History I, and previewing material and curriculum structure that will frame learning in the AP World History course. It is essential that all students complete the assignment, and do so in a thorough and punctual manner.

- The assignment will be due the 3rd class period of the year.
- The entire assignment must be done by hand (cannot be typed)
- This summer assignment is an individual, not group, assignment. It is expected that you complete all of your own work on the entire assignment.

If you have any questions or issues contact:

Ms. Maggie Jones at mejones1@fcps.edu

or

Ms. Maggie LeGendre at malegendre@fcps.edu

Honor Code: You must write out and sign the following honor code statement: **“I pledge that I have neither given nor received unauthorized assistance on this assignment.”**

Written & Signed: _____

(NOTE: If you violate the Honor Code, you will be subject to disciplinary action and required to complete an alternative assignment.)

Materials for Next Year

The following are items that will be needed for this course next year. Please have these items by the start of the school year (the earlier you buy them, the more likely the stores are to have them in stock).

- **3 inch** 3-ring binder
- Notebook dividers
 - Ten tabs
- Spiral or composition notebook for textbook reading notes and class reflections/journal
- Loose leaf, college-ruled paper for in-class notes and writing practice activities
- Pens, pencils, coloring tools, highlighter(s), etc.
- Sticky notes

AP Summer Assignment: Organization and Reorganization of Human Societies (600 BCE to 600 CE)

Directions: Answer any questions or prompts on the following pages. All tasks/instructions are *italicized*. By answering the questions fully with specific examples/evidence, you will be preparing yourself for our first unit of study in AP World. Some Key Concepts ask you to explain examples that we *you may not have learned in World I*, so be prepared to do some additional research from and consider how the new example is like one(s) that you have learned before (compare).

****Tips:** Read each Key Concept carefully before you read the prompts. These should help frame your thinking as you answer the questions.

Timeline

Dates	Event	Location(s)
900 BCE – 600 CE	• Assyrian Empire	Middle East
753 BCE – 476 CE	• Roman Empire (Western Roman empire ended in 476, Eastern empire continued on as Byzantine Empire)	Europe, northern Africa, Eurasia
553 BCE – 651 CE	• Persian Empires	Middle East
c. 500s BCE	• Life of Confucius, Buddha, Lao Tzu (start of Confucianism, Buddhism, and Daoism)	East Asia and India
400s BCE	• Greek golden age of philosophy (Socrates, Plato...)	Europe
322 BCE – 186 BCE	• Mauryan Empire	India
221 BCE – 207 BCE	• Qin Dynasty	China
206 BCE – 220 CE	• Han Dynasty • Official establishment of the Silk Road	China
100s CE	• Start of Christianity	Middle East
200s – 900s	• Golden age of Maya civilization	Mesoamerica
300s	• Start of Trans-Saharan trade route	Northern Africa
320 – 550	• Gupta Empire	India

Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions

I. Organization and further developments of religious traditions gave people two things: a common bond and an ethical code to live by.

- A.** Jews were conquered by various groups (Assyrian, Babylonian, and Roman empires) at different times, which caused “Jewish diasporic communities” around the Mediterranean and Middle East.

Define Diaspora: _____

- B.** The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions, which later became Hinduism. Define/explain the following core beliefs of Hinduism

Brahma	
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Reincarnation	
Caste System	

II. **New belief systems and cultural traditions emerged and spread, often establishing universal truths.**

Define universal truths in the context of belief systems and cultural traditions: _____

A. *Complete the grid below about Buddhism:*

BUDDHISM			
Theism (mono, poly, etc)		Key God(s)	
Relative Location		Key Figures/Prophets	
Approx. Founding		Moral Philosophy/Main Ideas	
Religious Text(s)			

Explain how the following caused Buddhism to spread throughout South Asia:

<u>Ashoka</u>
<u>Monasteries/Stupas</u>

B. Complete the grid below about the Confucian philosophical system:

CONFUCIANISM			
Theism (mono, poly, etc)	<i>Not a religion, a "system of ethics"</i>	Approx. Founding	
Relative Location		Key Figures/Prophets	
Key Text(s)			
Moral Philosophy/Main Ideas			

During the time of Confucius, the Five Classics were written/edited and became the basis for the civil service examinations. *What were the civil service exams?* _____

C. Complete the grid on the next page about Daoism:

DAOISM			
Theism (mono, poly, etc)	<i>Not a religion, just a belief system</i>	Key God(s)	
Relative Location		Key Figures/Prophets	
Approx. Founding		Moral Philosophy/Main Ideas	
Religious Text(s)			

Daoism influenced medical practices and architecture:

- Use of acupuncture
- Architecture blended with landscape

D. Read the grid below about Christianity:

CHRISTIANITY			
Theism (mono, poly, etc)	<i>Monotheistic (some say it's polytheistic)</i>	Key God(s)	<i>God</i>
Relative Location	<i>Jerusalem/Middle East</i>	Key Figures/Prophets	<i>Jesus – son of God</i>
Approx. Founding	<i>1st century CE</i>	Moral Philosophy/Main Ideas	
Religious Text(s)	<ul style="list-style-type: none"> - <i>Christian Bible</i> - <i>10 Commandments</i> 	<ul style="list-style-type: none"> - <i>Jesus died to save all people in the world</i> - <i>One must believe in God/Jesus and do good things in order to achieve eternal salvation</i> 	

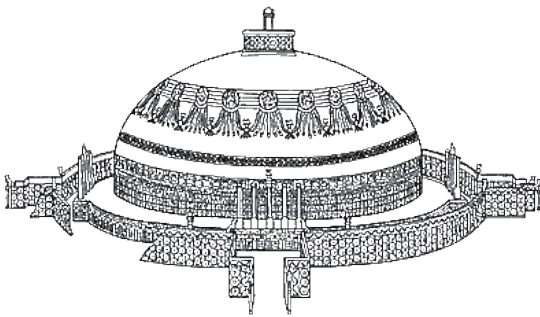
Explain how the following caused Christianity to spread throughout Afro-Eurasia:

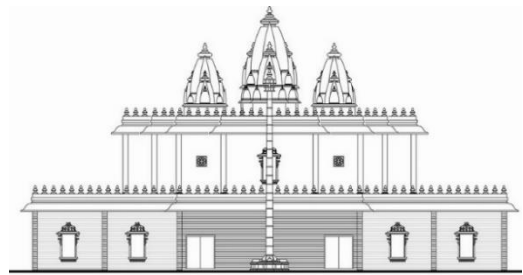
Emperor Constantine: Ruler of Roman Empire who made Christianity the official religion of the empire. Commissioned Christian churches to be built around Constantinople (the capital).

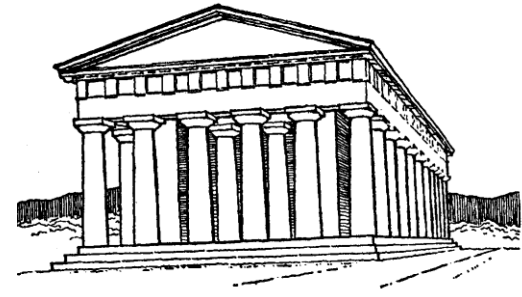
Missionaries:

E. The core ideas in Greco–Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

F. Fill the grids below as examples of how art and architecture reflected the religions and belief systems:
 (Options: Hindu, Buddhist, Greco-Roman)

<u>Identify</u> The Great Stupa (Ruwanweliseya)	
<u>Religion associated with the image</u>	
<u>Identify a unique characteristic of the art/architecture</u> <i>This style generally has a dome and is surrounded by a fence.</i>	

<u>Identify</u> Angkor Wat	
<u>Religion associated with the image</u>	
<u>Identify a unique characteristic of the art/architecture</u> <i>This style is meant to resemble Mt. Meru, home to the religions deities.</i>	

<u>Identify</u> Parthenon	
<u>Religion associated with the image</u>	
<u>Identify a unique characteristic of the art/architecture</u> <i>This style consists of straight lines, tall columns made of stone, and symmetry.</i>	

III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life. Define the following:

Filial piety: _____

Monasticism: _____

Give at least ONE specific example for each question:

How have religious beliefs/practices reinforced existing social structures?	
How have religious beliefs/practices impacted roles and status of men?	
How have religious beliefs/practices impacted roles and status of women?	

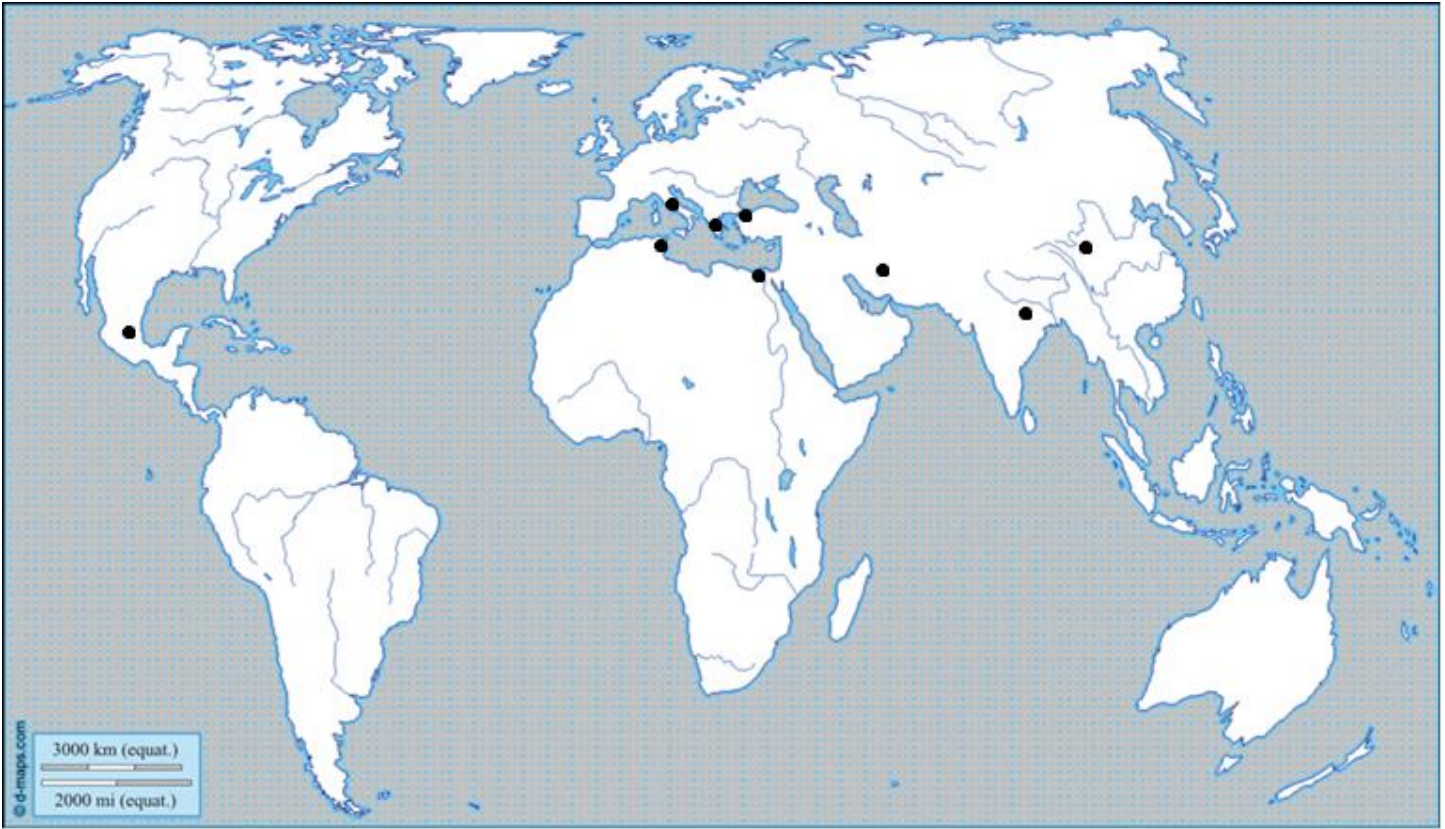
IV. **Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.**

	<i>Define the following and give an example</i>	Where did it persist? (Where was it)
Shamanism	<i>A religion that is characterized by belief in an unseen world of gods, demons, and ancestral spirits responsive only to the shamans (medicine man or woman)</i>	<i>Northern Europe Siberia</i>
Animism		<i>Africa Americas</i>
Ancestor Veneration		<i>Africa East Asia Andes Mediterranean</i>

Key Concept 2.2 The Development of States and Empires

I. **The number and size of key states and empires grew dramatically as rulers imposed political unity on areas where there originally were no competing states.** *On the map provided on the next page, label the key states and empires by using different colors:*

- Southwest Asia: Persian empires
- East Asia: Qin and Han empires
- South Asia: Mauryan and Gupta empires
- Mediterranean region: Phoenicia, Greek city-states, and Roman empires
- Mesoamerica: Teotihuacan, Maya city-states
- Andean South America: Moche
- North America: from Chaco to Cahokia



Then label the following imperial cities:

Persepolis
Chang'an

Pataliputra
Athens

Carthage
Rome

Alexandria
Constantinople

(Note: see the dots on the map)

Teotihuacan

A. Select ONE of the imperial cities listed above to answer the following questions:

How did the city serve as a center of trade?

How was it an example of public performance of religious rituals?

What was its political administration like?

II. Empires and states developed new techniques of imperial administration.

A. In the grid below, explain how in these regions rulers created administrative institutions, including centralized governments/bureaucracies as well as elaborate legal systems:

	Centralized Government, Bureaucracy, and/or Legal System
China	

Persia	<ul style="list-style-type: none"> - Authoritarian-style rule with local officials (satraps) to carry out orders - Centralized tax collection - Had an established court system
Rome	
South Asia	

B. Select ONE imperial government listed above and explain how it promoted trade and military power over areas by each of the following (also, complete the Persia example):

	Civ 1:	Persia
Issuing Currency		Gold coins used since Cyrus the Great (c. 550 – 530 BCE)
Diplomacy		Tolerance of neighboring languages, cultures, etc
Development of Supply Lines		Paved road systems with rest stops and postal service
Construction of Fortifications, Defensive Walls, and Roads		Persian emperor Darius I rebuilt Royal Road to improve trade/travel
Expanding the Military by Drawing from New Locations or Conquered Populations		

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, and caste groups. Provide an explanation of social/economic/political/religious hierarchies within each:

Rome:	
South Asia:	

B. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites. These methods of ensuring production were:

- Corvee labor
- Slavery
- Rents and tributes
- Peasant communities
- Family and household production

	<i>Define the following/where was it used:</i>
Corvee labor	
Tribute	

C. Patriarchy continued to shape gender and family relations in all imperial societies for this period.

Explain the statement above, using specific examples:

IV. The Roman, Han, Persian, Maurya, and Gupta empires encountered political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

A. *List factors that led to the collapses of the following empires. Circle or highlight similarities:*

Han Dynasty	
Gupta Empire	

Rome	
Maurya Empire	

Key Concept 2.3 Emergence of Interregional Networks of Communication and Exchange

I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.

A. *On the grid below, describe the varying factors for each trade route:*

	Climate / Location	Trade Goods	Ethnicity of People Involved
Eurasian Silk Roads		<i>Rice, cotton, silk, tea, porcelain</i>	
Trans-Saharan caravan routes			
Indian Ocean		<i>Rice, cotton</i>	
Mediterranean Sea			

On the map, draw each of the **FOUR** main trade routes. Try to be as accurate as possible.



II. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer trade routes. *How does the use of pack animals influence trade?*

B. Identify and explain **ONE** maritime innovation that stimulated exchange along routes from East Africa to East Asia: (Options: compass, astrolabe, lateen sail)

Maritime Innovation:	
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How did a more advanced knowledge of monsoon winds help stimulate trade from Africa to Asia? _____

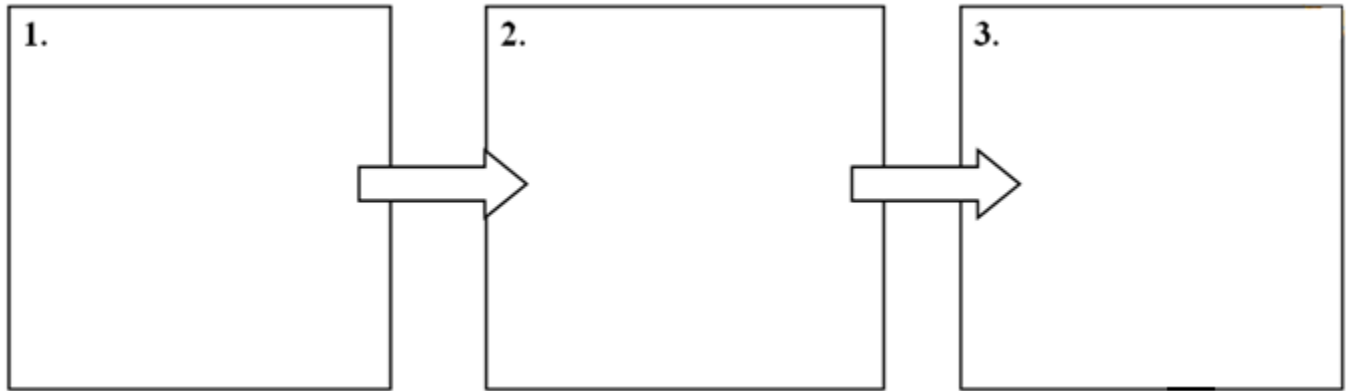
III. In addition to goods being traded, an exchange of people, technology, beliefs, food, animals, and diseases also took place.

A. *How does the transfer of crops encourage changes in farming and irrigation techniques?*

What is the qanat system?

B. Put the following events in the order in which they occurred:

Decline of empires, Spread of diseases through trade, Diminishes urban populations



C. For each of the religions listed below, explain where they spread to and how they changed during this time:

	Where it spread	How it Changed
Christianity	<i>Europe</i>	
Buddhism	<i>China, Southeast Asia</i>	

Key Vocabulary

Diaspora
 Reincarnation
 Caste system/varnas
 Monotheism
 Polytheism
 Missionary
 Filial Piety
 Monasticism
 Shamanism
 Animism
 Ancestor veneration
 Shi Huangdi
 Chattel slavery
 Tribute
 Silk Road
 Trans-Saharan trade route
 Alexander the Great
 Julius Caesar
 Oligarchy
 Democracy
 Syncretism

Stupa
 Buddha
 Confucius
 Jainism
 Christianity
 Confucius
 Cyrus the Great
 Royal Road
 Daoism
 Legalism
 satraps
 Shamans
 White Huns
 Yellow Turban Revolution

Zhou dynasty
 Qin dynasty
 Han dynasty
 Great Wall
 Maurya
 Gupta
 Ashoka
 Rome
 Currency
 Bureaucracy
 Fortification
 Hellenism
 Corvee labor