Welcome to A.P. World History, or WHAP, as we like to call it! In preparation for beginning the class this fall, you will be completing a summer assignment intended to help you review the material covered in your World History I class this past year. This is all material that we will assume you have a working knowledge of on the first day of school, August 22nd-23rd, 2018.

**DUE: THE SECOND DAY OF CLASS:** August 26th (A Day) or 27th (B Day)

The summer assignment is divided into three sections. Each section will require you to research, glean information of early human development, and complete critical thinking tasks to synthesize the information. **ALL WORK MUST BE HANDWRITTEN**

1. Complete the attached **Foundations Period**:
   a. Be sure you are accurate and thorough in the information you provide. To complete the G.R.A.P.E.S. charts for each civilization, you should read the first two unit chapters in *Ethel Wood’s A.P. World History: An Essential Coursebook, 3rd edition.* (Electronically posted in the AP World History Summer Assignment Google Classroom—see access instructions below)
   b. All answers and map-work must be completed in your handwriting on the packet provided. **DO NOT TYPE THIS ASSIGNMENT!**

2. Vocabulary: On your own paper, define **Foundations (Units 1 and 2) Vocabulary** within the context of your reading. You should be able not to just spout out a definition of the word, but explain its importance in history and how it will relate to our study of the Foundations Period (8000 BCE-600 CE) **All work must be completed in your handwriting on the packet provided.**

3. **Familiarize** yourself with the **History Jargon** list of terms, as they often appear in readings as well as on assessments (you do **not** have to turn in written out definitions). These are words that, while maybe not specific to one time-period or place in history, are incredibly important in our work as historians.

To locate our Google Classroom page: Log into LCPS’ Google Classroom Site using your LCPS Log In. Search for “A.P. World History,” and enroll in the section titled “Summer Assignment” using the code exactly as it appears below:

    icldz6

Additional copies of the summer assignment will be available on the Rock Ridge website as well as Google Classroom. We will also upload several other textbook and review resources, for additional studying—if you choose to use them.

**Please see your World History I teacher with any questions before June 7, 2019. Questions sent over the summer break should be directed to Mr. Burzumato (bburzuma@lcps.org)**

Have a great summer!

The AP World History Team,

Mr. Burzumato
Mrs. Barbrow
Mr. Pierce
Part 1: Humans and their Setting (to 600 BCE)

A) Map: “Peopling the World”
   a. Label the following continents, oceans and seas
      i. North America    vii. Atlantic Ocean   xiii. Caspian Sea
      ii. South America  viii. Pacific Ocean   xiv. Arabian Sea
      iii. Europe        ix. Indian Ocean     xv. South China Sea
      iv. Asia           x. Caribbean Sea     xvi. Sea of Japan
      v. Africa          xi. Mediterranean Sea
      vi. Australia      xii. Black Sea

   b. Using arrows, headings, and dates illustrate the migration of early humans FROM Africa to:
      i. Eurasia
      ii. Australia/Oceania
      iii. The Americas
B) Compare the characteristics of *agricultural* and *pastoral* societies using the Venn diagram below.

Critical thinking:

1. What types of technological innovations contributed to improvements in agricultural production, trade and transportation during this time?

2. Write a thesis statement for the following prompt: Analyze how agriculture and pastoralism transformed early hunter-gatherer societies.
Part 2: Early Civilizations

A) Map: “Early Civilizations”
   a. Label the following bodies of water: Red Sea, Persian Gulf, and the Yellow Sea
   b. Label the following regions: Fertile Crescent, Indian subcontinent, Southwest Asia, European subcontinent
   c. Label the following rivers: Nile, Tigris, Euphrates, Huang He, Yangtze
   d. Indicate where the following civilizations are located: Shang Dynasty, Mesopotamia, Egypt, Harappa (Indus River Valley)
B) Complete the chart below by providing examples from each civilization:

<table>
<thead>
<tr>
<th></th>
<th>EGYPT</th>
<th>MESOPOTAMIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIETAL STRUCTURE</td>
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<td>ECONOMIC SYSTEM</td>
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<tr>
<td>POLITICAL ORGANIZATION</td>
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<td>ACHIEVEMENTS</td>
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<td>RELIGION</td>
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<tr>
<td>GEOGRAPHY</td>
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<td></td>
<td>HARRAPA</td>
<td>SHANG DYNASTY</td>
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<td>GEOGRAPHY</td>
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</tbody>
</table>
Critical Thinking:

1. Describe how culture played a role in unifying their respective states (hint: your chart provides the elements of culture).

2. Write a thesis statement for the following prompt: Analyze the similarities and differences the role religion plays in the unification of TWO of the following states:
   a. Egypt  
   b. Shang  
   c. Mesopotamia

Part 3: CLASSICAL CIVILIZATIONS

A) Map: “Classical Civilizations”
   a. Label the following bodies of water: Bay of Bengal, Malaccan Straits, Dardanelles
   b. Label the following physical features: Andes Mountains, Ethiopian Highlands, Gobi desert, Eurasian Steppe, North Indian River Plain, Deccan Plateau, Yucatan Peninsula, Sahel
   c. Label the following river valleys: Rhine, Danube, Niger, Amazon
   d. Indicate the boundaries of the following Classical Empires at the height of their existence: Gupta India, Rome, Han China and label the capital cities of the empires.
B) Complete the chart below:

<table>
<thead>
<tr>
<th></th>
<th>ROME</th>
<th>GUPTA</th>
<th>HAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCIAL STRUCTURE</td>
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<td>ACHIEVEMENTS</td>
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</table>
Critical Thinking:

1. Describe the role cities played in integrating and unifying the people of the Classical civilizations.

2. Describe the methods used for intraregional trade in each of the Classical civilizations.

3. Describe the development of transregional trade during the Classical Period.

4. Write a thesis statement for the following prompt: Compare the integration and economies TWO of the following civilizations: a. Imperial Rome    b. Han China    c. Gupta India
AP WORLD HISTORY: FOUNDATIONS UNIT VOCABULARY

Directions: Define each term or set of terms within its historical context based on your reading and research.

1. Prehistory
2. Civilization
3. “Out of Africa”
4. Paleolithic
5. Neolithic Revolution
6. Clans, Tribes
7. Hunter/Gatherer
8. Nomad
9. Domestication
10. Patrilineal
11. Matrilineal
12. Irrigation
13. River Valley
14. Ethnocentrism
15. Cultural Diffusion
16. Metallurgy
17. Fertile Crescent
18. Hieroglyphic
19. Persia
20. Hebrews
21. Monotheism
22. Polytheism
23. City States
24. Democracy
25. Socrates/Plato/Aristotle
26. Roman Republic
27. Roman Empire
28. Plebian/Patrician
29. Zhou
30. Qui/Shi Huangdi
31. Silk Road
32. Caste System
33. Constantinoiple
34. Byzantine Empire

35. Mayan
36. Aristocracy
37. Theocracy
38. Slavery
39. Serfdom
40. Zoroastrianism
41. Ten Commandments
42. Abraham
43. Vedas
44. Karma
45. Dharma
46. Buddhism
47. Four Noble Truths
48. Eight-fold Path
49. Siddhartha Gautama/Buddha
50. Nirvana
51. Daoism
52. Confucianism
53. Mandate of Heaven
54. Jesus of Nazareth
55. Bible
56. Eastern Orthodoxy
57. Catholicism
58. Civil Service Exam
59. Sati
60. Athens
61. Hellenistic
62. Monsoon (India)
63. Pharaoh
64. Animism
65. Artisan
66. Covenant
67. Foraging
Here is a list of words commonly used in our study of history that you should familiarize yourself with before beginning AP World History. Expect to see these words on future assessments, and not have them defined for you, when asked.

administration/ administer
afro-agrarian
analyze/analysis
anarchism/ anarchy
ancient
arable
archaic
architecture
aristocracy
atheism
asceticism
authoritarian/ -ism
balance of power
balance of trade
barbarian
bureaucrat/ bureaucratic/ bureaucracy
capital/ capitalism
capitol
capitulate
cartel
casualty
celibacy/ celibate
central/ -centric
circa (c. ca.)
city-state
citizen
civilization
chauvinism
class struggle
classical
coerce/ coercive
coincidence
colony, colonial
communal
conjuncture
conscript/ conscription
conservative
constitutionalism
consumer/ consumerism
conflate
context
continent
contingency
converge
corporation/ corporate
corollary
correlation
cosmopolitan
coup d’état
cracy
credit
currency
debit
deficit
deforestation
deity/deism
democracy
demography
determinism
dictator/ dictatorship
diffuse/diffusion
diplomacy
diversity
divinity/divine
document (v&n)
dogma/dogmatic
domestic
draft (v. & n.)
dualism
dynasty
dynamic
dynasty

eclectic
economy/ economic
egalitarian
elite
empire/emperor
enlighten
era
ethic
ethnic/ethno-
euro-
executive (branch)
expense
filial
fiscal
forage
frame of reference
free trade
frontier
fundamentalism/fundamental
hegemony
helio-
government
-hierarchy
historiography
hyper-
hyponym
Iberian
identity
ideology
incarnation / incarnate
indenture (v.)
independence
-ism / -ist / -ize
judiciary / judicial
kin / kinship
laissé-faire
-lateral (uni- bi- multi-)
-lateral (uni- bi- multi-
the “Left”/leftist
legislature / legislative
legitimacy
liberal
-logy
malnutrition
mandate (v & n)
manifest/ manifesto
manuscript
maritime
material
materiel
meso-
met-
metallurgy
metropole/
metropolitan
middle class
migration
militarism
minister (of) …
modernity
monarchy
monastery/ monastic
monetary
mono-
monogamy
monopoly
monsoon
mortality
nation
nation-state
nationalism
neo-
nobility/noble
nomad/nomadic
nun
optimism
oracle
oral
orthodox
pacifism
pagan
paleo-
pan-
papal/papacy
pastoral
paternal
patriarch/patriarchy
peasant
period (historical)
perspective
pessimism
pilgrim/pilgrimage
plague
point of view
political/politics
poly-
polygamy
post-
pragmatism/pragmatic
priest
primary
principal
principle
progressive
propaganda
protectorate
proto-
province/provincial
push-pull factors
psycho
qualify
quandary
quantify
quantity
quest
racism/racial
radical
rational/rationale
raw material
rebel/rebellion
reform
regime
reincarnation
republic
revenue
revolt
revolution
the “Right”
rural
Russo-
sacred
scholastic
secede/secession
secondary
secular
sedentary
segregation
shaman/ism
Sino-
skepticism
slavery
Social Darwinism
social democracy
socialism
socio-economic
sovereignty/sovereign
sphere of influence
state (n.)
“status quo ante bellum”
stratification
subsistence
syncretic/syncretism
tariff
teleology/teleological
terminal
territory/territorial
textile
theocracy
Third World
totalitarian
tradition
trust (n.)
unanimity
union (n.)
urban
utopian
veneration
verbal
vernacular
viceroy
the “West”
working class