

**DOUGLAS HIGH SCHOOL  
AP WORLD HISTORY  
MR. PETITE**

***SUMMER ASSIGNMENT***

Welcome to Advanced Placement World History! I look forward to working with you next fall and embarking on an exploration of World History.

***Note: Do not wait until the last minute! Students who try to do this the weekend before school starts-realize too late how much work this assignment really is-they PANIC, and then they fail. Don't let this happen to you! (Start August 1)***

To prepare for this journey, I need you to begin reading the AP World History text. We have approximately 32 weeks during the school year to cover 37 chapters of the text. Covering some of the text over the summer allows us to focus on weightier issues during the year. The goal of this class is to prepare you to pass the A.P. Exam, and thereby earn college credit. Remember, this is supposed to be a challenging course; you are preparing to take a class that is usually done in the first or second year of college. Your assignment will be due on the day that you enter A.P. World History.

**Contact Information:**

If you encounter any questions or concerns on your journey to completing this assignment please contact me at: [EPETITE@DCSD.K12.NV.US](mailto:EPETITE@DCSD.K12.NV.US)

I usually check my school e-mail twice a week during the summer – please be patient.

**TEXTBOOK/READINGS**

- Stearns, Peter N., et al. *World Civilizations: The Global Experience – AP Edition*, 7th edition. New York: Pearson, 2017.
- Armstrong, Monty, et al. *Cracking the AP World History Exam*- look for latest Edition. The Princeton Review. New York: Random House.

**PROCESS**

- You will receive copies of Period 1 (the first two chapters of the textbook) from Mr. Petite.
- You will be issued a textbook on the first day of class, **OR** you may buy the textbook to **highlight** the text, but you are NOT required to do so. Be sure to purchase the Advanced Placement 7<sup>th</sup> Edition: Revised AP edition.
- *Hint:* Think about ordering a copy of *Cracking the AP World History Exam*, The Princeton Review book over the summer - many students find it helpful as a study aid for unit tests in class.

## The Summer Assignments

- Read & annotate pages 1-6: this will give you a nice overview of Period 1 and it will give you a timeline of key events.
- Read through the questions for Chapter 1, and then read all of **Chapter 1** (pages 7-20). Finally, answer the questions – you will have to CLOSELY re-read many pages in order to find all of the answers – some of the questions may require you to read non-consecutive pages to answer: *close reading* is the key to success.
- Read, and then outline, **Chapter 2** (pages 21-38) by the start of the fall semester. I have included a sample of the AP World History Cornell Notes chapter outline method in your packet. Please utilize the following process to ensure the best comprehension of the material.

Step #1: Read the chapter-section by section, highlighting the key material after you read each section

Step #2: Then outline the chapter-your outline MUST be **handwritten in blue/black ink – please only write on one side of the paper.**

\*DO NOT OUTLINE AS YOU READ! Yes, I know that you think that it is faster, but since you have probably never studied world history, how will you know what information is truly important until after you have read the entire section? Think about it. Now, think about it again. Finally, use the method I recommend!

- Complete the **4 Mapping Activities**: create 4 maps, or copy them online, in order to complete the following activities.

For free blank maps try - <http://www.eduplace.com/ss/maps/>

1. On Map 1: label Mesopotamia & the Tigris and Euphrates Rivers & the city of Babylon; Egypt & the Nile; Nubia, Mohenjo-Daro, Harappa & the Indus River; the Shang Dynasty & the Yellow River (Huang He); the Olmecs in Mesoamerica, and the Chavin in Andean South America.
  2. On Map 2: label Phoenicia and its colonies (Carthage), Sparta & Athens, the Persian Empire & Persepolis, the Qin Dynasty, the Mauryan Empire, Teotihuacan, the Moche in Andean South America, and Chaco Canyon and Cahokia in North America.
  3. On Map 3: shade in the Macedonian Empire of Alexander the Great, and label the city of Alexandria in Egypt.
  4. On Map 4: shade in each of the following empires at their height: Roman Empire (cities of Rome & Jerusalem), Han Dynasty (city of Chang'an), Gupta Empire (city of Pataliputra), and the Mayan city states.
- ***Binder Set Up***. Buy a 2-3 inch binder and at least 9 dividers. Label the sections: Period 1(to 600 BCE), Period 2 (600 BCE-600 CE), Period 3 (600 CE-1450 CE), Period 4 (1450 CE-1750 CE), Period 5 (1750 CE-1900 CE), Period 6 (1900 CE-Present), Short Answer Questions (SAQ), Document Bases Questions (DBQ), & Long Essay Question (LEQ).

***\*Reminder: All summer assignments are due on the first day of class-that's when the fun begins***



## Chapter 1: From Human Pre-History to Early Civilizations

Directions: read through the questions below and then read pages 7-20 in order to find the answers. You may write your answers in bullet form or in complete sentences.

1. What kinds of tools did early hunter gatherers develop as they migrated around the world?  
*Hint:* don't forget to add in the tools you read about in other parts of the Chapter like page 12.
2. List some of the distinctive features of Homo sapiens.
3. At first many human like species coexisted on planet Earth: explain why there is only one today.
4. What do you think was the most important achievement of humans in the Paleolithic Age?  
Make your claim and then defend it.
5. Define the Neolithic Revolution:
6. Why did humans move away from hunting and gathering in order to become farmers?

7. By 10,000 BCE where had humans migrated too? What were they growing in each of these places?
  
8. Why did agricultural communities usually end up working cooperatively?
  
9. Agriculture led to a surplus of food, and with this extra food, some people no longer had to be farmers. What new technologies were created by these artisans because of farming?
  
10. Nomadic societies (also known as pastoralists), spent much of their time invading agricultural civilizations: how else did nomads interact with agricultural civilizations?
  
11. Why were nomads such outstanding fighters?
  
12. Global Connections: How did the Banana make it from Southeast Asia to Africa?

*\*Read the essay on civilizations (pages 18-19) and think about the similarities and differences between a society and a civilization.*