

# AP World History Summer Work

## CONGRATULATIONS!

You have decided to take on the greatest challenge of your academic career.

AP World History is a college level course covering "everything that has happened since 1200 CE."

**Do not take this challenge lightly.** If you...

think this class is going to be a breeze... *don't take it.*

do not complete assignments... *don't take it.*

are not dedicated to accruing a wealth of knowledge about the world and its peoples... *don't take it.*

are not up to the challenge... *don't take it.*

**However,** if you are willing to work hard and take a comprehensive look at World History, you've come to the right place.

Advanced Placement World History develops an understanding of the evolution of global processes and contacts, including interactions over time. This non-traditional approach looks at the common threads of humanity—trade, religion, politics, society, & technology—and investigates how each have changed and continued over time. The course traces the human experience from 1200 CE to the 21st Century, C.E., emphasizing the habits of mind, writing skills, and content knowledge characteristic of a college-level world history course. Students are charged with the role of historian and will engage in a plethora of activities that encourage critical thinking and hone their ability to debate established historical interpretations and express their educated views using primary source documents. Throughout the academic year, students will actively compare cultures and look for historical patterns that stretch across units and tie all human populations together throughout history.

The AP World History course covers an extremely large amount of historical information in a relatively short period of time. The course is also designed to highlight certain skills you will need to demonstrate on the AP Exam in May. In order to prepare you for the course rigor and have you begin to learn the content, it is imperative that I assign you some work over the summer. This summer assignment is broken down into two parts.

### Summer Portfolio:

#### Part I: World Religions Charts

#### Part II: Reading Assignment:

A: Reading Questions (6 drinks)

B: Dialectic Journal (9 pages, 4 quotes each)

C: Annotated Maps (4 Maps)

#### Part III: 1450-1750 CE Assignment

A. Complete World Map in 1750

B. Complete S.P.I.C.E. Chart for 5 of the major political powers

C. Complete reaction for reading excerpt by Jared Diamond

***All three parts of the summer assignment including charts, answers to questions, journal entries, maps, etc... should be bound together in a portfolio/report cover with an illustrated cover sheet and a table of contents.***

**They should be turned in the FIRST DAY OF CLASS!!**

### A Special Note About Plagiarism:

Plagiarism, the act of taking credit for the academic work of someone else, will not be tolerated in AP World History.

Whenever you are asked to write in this course--whether it be short answer or discussion questions on tests, document

based questions, or a full essay--it **must be in your own words**. The expectations for AP World History assignments are much greater than you will have experienced in your previous classes.

Your answers **MAY NOT** be copied directly from the book or the internet, instead they must be paraphrased (PUT THEM IN YOUR OWN WORDS). Many of your assignments will be submitted to [turnitin.com](https://www.turnitin.com) to check for plagiarism.

**• To ensure academic integrity for all students involved, ALL work for the summer assignment must be handwritten!**

**If you cannot or will not do the summer work it is advisable for you to see Mrs. Sue Meehan or Mrs. Tracy Carter in the Guidance Office and drop this class now! If you wait until next August to drop the summer work will count against you.**

## Part I: World Religions Charts

The influence of major religions and semi-religious philosophies on societies will provide a recurring theme throughout the course. Although we will be learning more about these religions throughout the Pre-AP World History course, it is important for you to be familiar with each religion as we proceed. Please follow the directions below:

Suggested reference websites for the Religions Charts:

**BBC Religion & Ethics Website**     <http://www.bbc.co.uk/religion/religions/>


**Infoplease.com**                     <http://www.infoplease.com/ipa/A0113529.html>

**Complete each of the following charts by filling in the blank spaces  
IN YOUR OWN HANDWRITING AND IN YOUR OWN WORDS:**

**An example of the detail expected of you can be found on the Classical Eastern Semi-Religious Philosophies Chart under Taoism.** To help you complete each section of the chart, be sure to keep the following in mind:

1. **Symbol**—Draw in and name the appropriate symbol for each religion
2. **Founder/Patriarch**—Name the historical founder (if any)
3. **Place & Date of Origin**—When and where the religion began
4. **Modern Extent**—Where most adherents live today (country, continent)
5. **Holy or Sacred Texts**—Make sure to look at the websites
6. **Teachings**—Summarize the core beliefs and teachings of each religion (i.e. Islam's 5 Pillars)
7. **Role of Women**—Explain the accepted role of women in each religion

# Classical Eastern Semi-Religious Philosophies

	Daoism	Confucianism
Symbol		
Founder or Patriarch	Leizi (Lao-tzu), otherwise known as the "Old Master"	
Place & Date of Origin	c. 500 BCE during the Zhou Dynasty; would become popularized throughout China c. 200 BCE; birth/death dates unknown (probably c.500 BCE)	
Modern Extent	China, as well as other regions formerly under Chinese dynastic influence, including Japan, Indochina, and Korea	
Holy or Sacred Texts	<p>Tao-te Ching (Book of the Way) stresses the path toward wisdom through experience; I-Ching (Book of Changes) analyzes &amp; predicts future events</p> <ul style="list-style-type: none"> <li>• dictates that the universe and all within are permeated by a neutral force that must be felt and experienced to be understood.</li> <li>• Temporal (worldly) matters are of little concern; seeking knowledge of the Tao (or Way) through nature, poetry, and experience is all that matters.</li> <li>• Great emphasis on the individual and the balance with nature. (Yin Yang)</li> </ul>	
Teachings & Core Beliefs	<ul style="list-style-type: none"> <li>• A true Taoist embraces the nature of things, and does not waste effort emulating their will on life, but rather surrenders themselves to "experience"</li> <li>• Taoist rituals generated other secret practices, and eventually became associated with the mystical.</li> <li>• Co-exists with Eastern concepts of Buddhism and Confucianism. Many Malaysian Buddhist sects have elements of Daoism infused in their teachings (underscores Chinese influence on the spread of Buddhism in Korea &amp; Japan)</li> <li>• For Confucianism, the Taoist belief in balance accentuates the "balance" between heaven and earth and respect that superior must show their subordinates.</li> </ul>	
Role of Women	Daoism makes no concrete distinction between men and women; all individuals are equal in part of the Dao	

# Monothestic Religions of Western Eurasia

	Judaism	Christianity	Islam
Symbol			
Founder or Patriarch			
Place & Date of Origin			
Modern Extent			
Holy or Sacred Texts			
Teachings & Core Beliefs			
Role of Women			

	Hinduism	Buddhism
Symbol		
Founder or Patriarch		
Place & Date of Origin		
Modern Extent		
Holy or Sacred Texts		
Teachings & Core Beliefs		
Role of Women		

## PART II: Reading Assignment

### **A HISTORY OF THE WORLD IN 6 GLASSES by Tom Standage**

**There is no better way to prove that you are a serious & prepared student of history than to walk into class having mastered this book.**

This year's summer reading assignment is *A History of the World in 6 Glasses* by Tom Standage. Six Glasses is a fantastic way to experience the history of the world through one specific dimension - drink. In this book, Standage tells a popular history of the world and some of the most significant civilizations in history by following the development of 6 influential beverages: beer, wine, spirits, coffee, tea, & Coca Cola\*. Each of these beverages has played a significant role in driving trade and interaction between some of the most significant regions and empires in world history. Our purpose in reading the book is to gain a sense of how civilizations and cultures develop and how they are affected by various forces (political, economic, religious, social, technological, etc.). Read the book and do the three assignments. You will learn a perspective on the world that will be invaluable in preparing you for the scope and depth of the course.

*(DISCLAIMER: The use of this book as a summer reading assignment in NO way represents any endorsement of the consumption or misuse of these beverages! The book is simply meant to provide an interesting view of civilizations and trade, from which we can initiate our year-long discussion of world history.)*

#### **How much does A History of the World in 6 Glasses cost and where can I find it?**

Amazon.com and BN.com the price lists for just over \$10 in paperback.

Used editions are 1/2 off or more.

Nook version is \$10. Audiobook version available.

Paperback: 311 pages

Publisher: Walker Publishing Company; trade paper, later printing edition (May 16, 2006)

Language: English

ISBN-10: 0802715524

ISBN-13: 978-0802715524

(We have about a dozen of these books in Coach Bill's room if you cannot afford or find it)

## PART A: Reading Questions

Reading Questions: The questions provided for this book are meant to jump start your historical thinking skills. It is not enough to read about history; you must learn to "do" history. Please note that the use of any resources on the internet regarding this book to complete your assignments will be viewed as plagiarism. In submitting your assignments, you are pledging that the work is the result of only your effort.

### **BEER**

1. How is the discovery of beer linked to the growth of the first "civilizations"?
2. What does this history of beer in the ancient world tell us about the early civilizations?
3. What sources does the author use to gather his information on the use of beer?
4. What were some of the uses of beer by ancient cultures? Nourishment? Ritual? Religious?
5. How did beer "civilize" man, according to Standage?
6. What is the relationship between beer and writing, commerce, and health?

### **WINE**

1. How did the use of wine differ from that of beer in ancient Greece and Rome?
2. How was wine used by the Greeks?
3. How and why did wine develop into a form of a status symbol in Greece?
4. How was wine consumed? What does this tell us about the ancient Greek culture?
5. How did the use of wine in Roman culture differ from that of ancient Greece?

6. What is the relationship between wine and empire, medicine, and religion.

### **SPIRITS**

1. What is the origin of distilled spirits?
2. What is the connection between spirits and colonization?
3. How was the production of spirits connected to slavery?
4. What role did spirits play on the high seas?
5. In the 18th century, how did spirits help Britain have a more superior navy than France?
6. Why were spirits an important staple in Colonial America?
7. How did rum play a role in the American Revolution?
8. What were the negative effects/uses of spirits? (Use entire chapter to answer this)

### **COFFEE**

1. Who did Europeans get coffee from and how did it spread to Europe?
2. Why was it so important to Europe's development that many people's beverage of choice switched from alcohol to coffee?
3. Describe coffee's effect on the global balance of power (in terms of commerce).
4. How did coffee play a pivotal role in the scientific revolution? (give lots of detail)
5. How did coffee play a pivotal role in the 'financial revolution'?
6. How did coffee play a pivotal role in the French Revolution? (give lots of detail and go into the Enlightenment)

### **TEA**

1. When did tea first become a mainstream drink in Asia? In Europe?
2. How did the consumption of tea in Europe differ from how it was consumed in China or Japan?
3. If tea arrived in Europe around the same time as when coffee did, why did it not find the immediate success that coffee had?
4. How did tea transform English society? Who were its main consumers and what were some of the new rituals that surrounded tea?
5. How was tea an integral part of the Industrial Revolution?
6. What was the connection between tea and politics?
7. How was tea connected to the opium trade and the Opium War of 1839-1842?
8. What role did the tea trade and production play in the British rule over India?

### **COCA-COLA**

1. What was the origin of coke?
2. How was this beverage used medicinally and what were the additives?
3. What was the relationship of coke and World War II?
4. How was coke thought of by the communist during the Cold War?
5. What is meant by "globalization in a bottle"?
6. How did Coca-Cola materialize into an American value? How did this help and hurt Coca-Cola? (and, in some ways, America itself?)

### **EPILOGUE - WATER**

1. Describe how the scientific advancements of the 19th century brought the history of beverages full circle.
2. Which water's quality is more tightly controlled-tap or bottled?
3. How many people have no access to safe water today?
4. How has access to water affected international relations?

### **Discussion Questions**

1. Does the structure of the book work as a way of thinking about the history of the world? (Precedents: cities through time, commodities...)
2. What does one learn about class and social structure (and religion) in studying beverages (and/or food)?
3. How do these new drinks become accepted in part through their supposed medicinal value?



4. One criticism of this book is that the author focuses too much on Europe and not on other parts of the world. Do you agree or disagree with this criticism? Which parts of the world do not receive much attention in this book?

## **PART B: The Dialectical Journal**

- You will complete a dialectical journal entry for the last eight chapters of the book, plus one entry for the "Epilogue". (9 entries total)
- The journals **must be HAND-WRITTEN!!!**
- **Use the template 3-column sheet provided.**
- The term "dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a conversation you have with the text as you read. The process is meant to help you develop a **deeper understanding** of the text and **draw connections to your prior knowledge and other texts, including other chapters!**
- A dialectical journal uses 3 columns—one for recording facts and/or quotes from the text, one for providing a page # citation, and one for writing your own commentary, connections, analysis, or questions. Here is a very simple sample:

Quote or Paraphrased Fact	Page #	My Commentary & Analysis
<i>"The dominant drink of the Age of Reason was coffee . . . introduced to Europe from the Middle East."</i>	4	<i>Coffee wakes up the brain, allowing for clearer thinking. No wonder I see so many professors carrying cups of coffee and so many study groups taking place at coffeehouses!</i>

***Be mindful of your spelling, grammar, & handwriting - it will be considered in the evaluation of your work.***

- Each Chapter's journal entries should include at least **four key quotes per chapter**. This should not be challenging to do, given you have an entire chapter worth of quotes & facts to work with. However, be sure to choose quotes and facts that you find meaningful and significant!

# Dialectical Journal Template

Chapter # and Title: \_\_\_\_\_ Date: \_\_\_\_\_

Quote or Paraphrased Fact	Page #	My Commentary & Analysis <i>(Ex: Why was this interesting or important? What does it remind me of? What connections can I make to my prior knowledge? Or to other parts of the text?)</i>

# Dialectical Journal Template

Chapter # and Title: \_\_\_\_\_ Date: \_\_\_\_\_

Quote or Paraphrased Fact	Page #	My Commentary & Analysis <i>(Ex: Why was this interesting or important? What does it remind me of? What connections can I make to my prior knowledge? Or to other parts of the text?)</i>

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Chapter # and Title: \_\_\_\_\_ Date: \_\_\_\_\_

Quote or Paraphrased Fact	Page #	My Commentary & Analysis <i>(Ex: Why was this interesting or important? What does it remind me of? What connections can I make to my prior knowledge? Or to other parts of the text?)</i>

## **PART C: The Annotated Maps**

- You must create a collection of maps to illustrate the diffusion of each of the last four beverages discussed in the book (Spirits, Coffee, Tea and Coke). Each beverage must be shown on a different map. (**4 maps total**)
- Maps should be presented on 8.5 x 11 paper—one map per page.
  
- Use **arrows to illustrate diffusion** of the beverage (or ingredients)—where did it originate? To what places did it spread?
  
- Include at least **5 “annotations”** on each map (i.e.-notes to explain **with some detail** significant events that happened in specific places shown on the map). **Include dates!** Mark the location of annotated events by drawing arrows, numbers, etc.
- Maps should be **colorful**. You may also include symbols or illustrations to show the hearth of each beverage or the locations of its ingredients. Be creative!
- Include a **legend** for each map. The legend should show the meaning of any colors or symbols used.
  
- **Template maps are provided at the end or you may design your own.**
  - You may hand-draw your maps OR create them digitally.

Your maps should be titled & labeled with the all of the following features:

○ **Map #1: “Spirits in the Colonial Period”**

▪ (label—Spain, Portugal, Great Britain, France, Netherlands, Germany, Atlantic Ocean, West Africa, Canary Islands, West Indies/Caribbean islands, Brazil, Barbados, 13 Colonies, Jamestown, Boston, Pennsylvania)

○ **Map #2: “Coffee in the Age of Reason”**

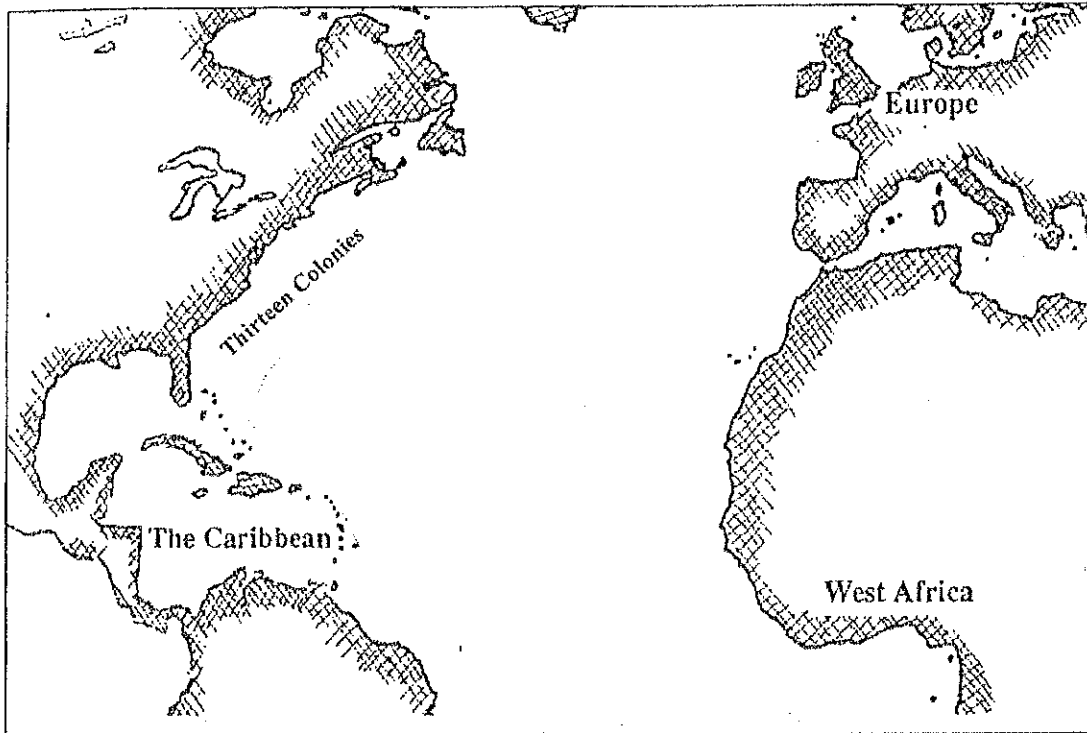
▪ (label—Ethiopia, Yemen, Arabian Desert, Mecca, Sahara Desert, Cairo, Great Britain, London, France, Paris, Netherlands, Suriname, Haiti, Cuba, Costa Rica, Venezuela, Brazil)

○ **Map #3: “Tea and the British Empire”**

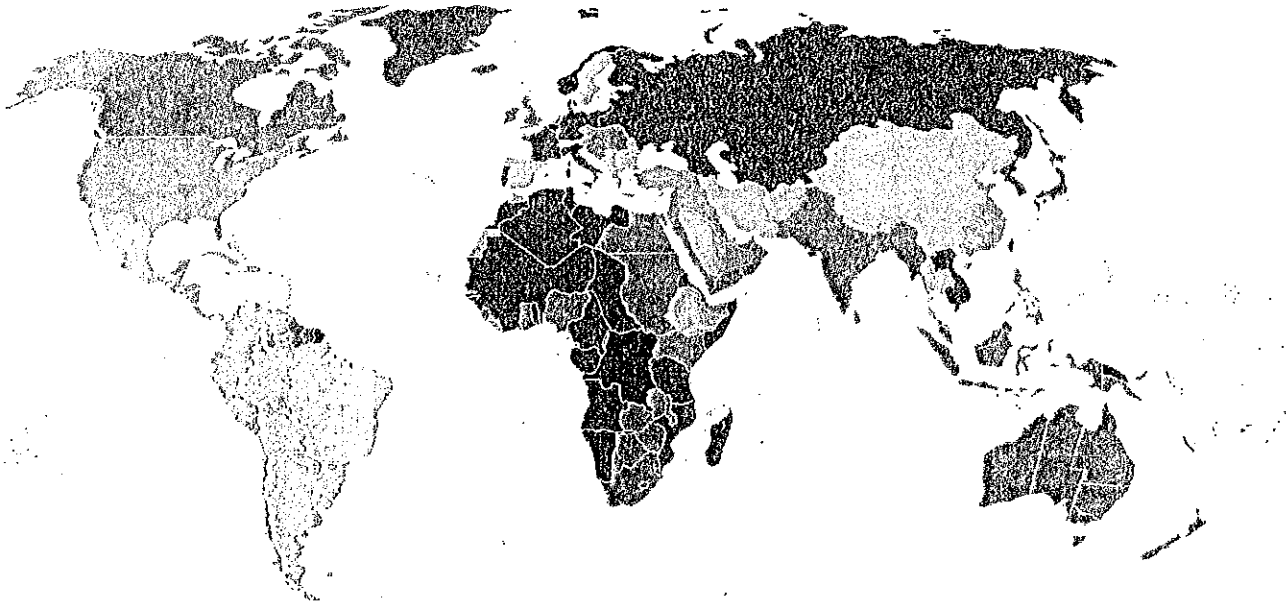
▪ (label—China, Huang He River, Yangtze River, Mongolia, Gobi Desert, Tibet, Himalayan Mts., India, Japan, Macao, South China Sea, Strait of Malacca, Dutch East Indies/Indonesia, Netherlands, Great Britain, London, 13 Colonies, Boston)

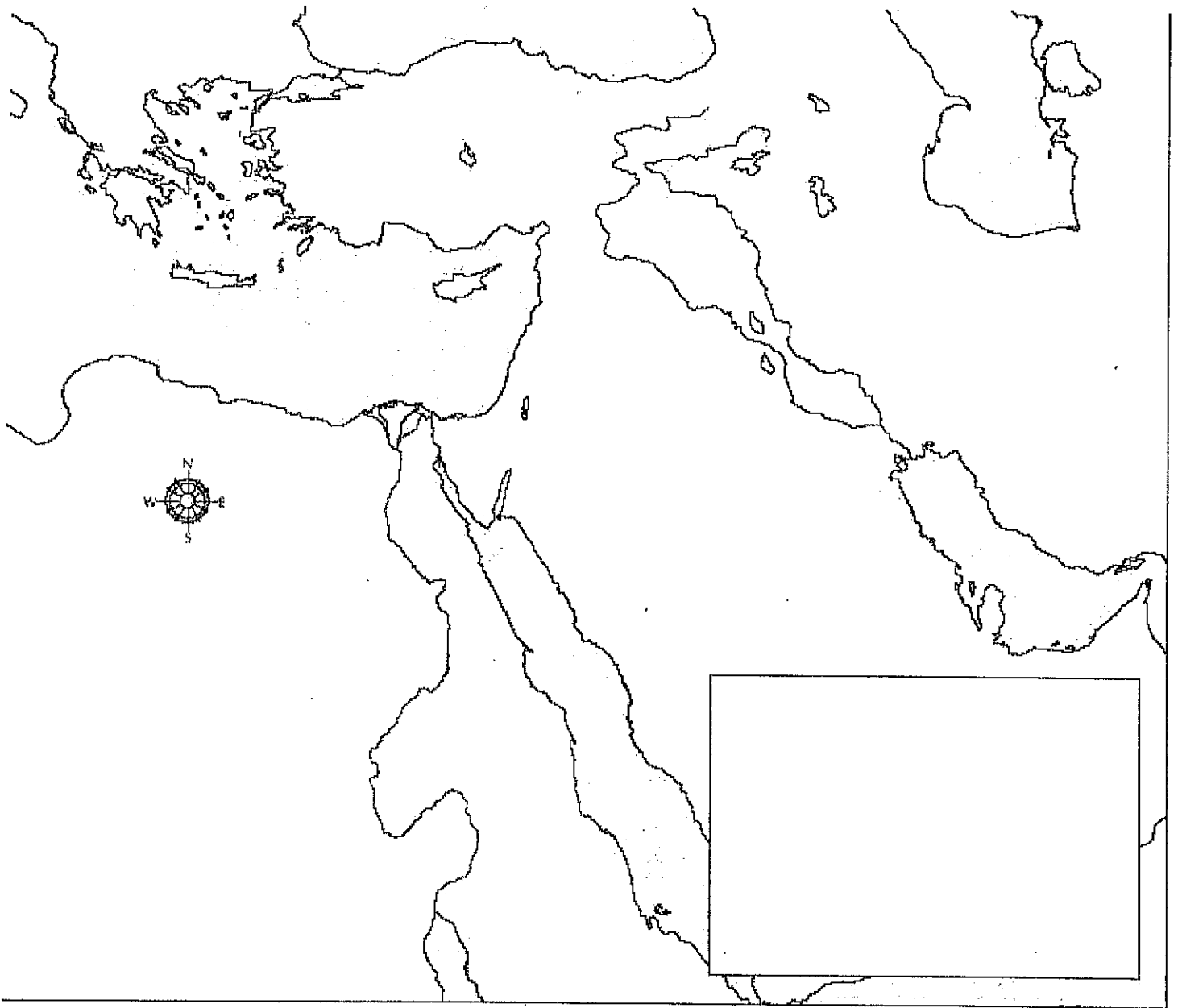
○ **Map #4: “Coca-Cola and the Rise of America”**

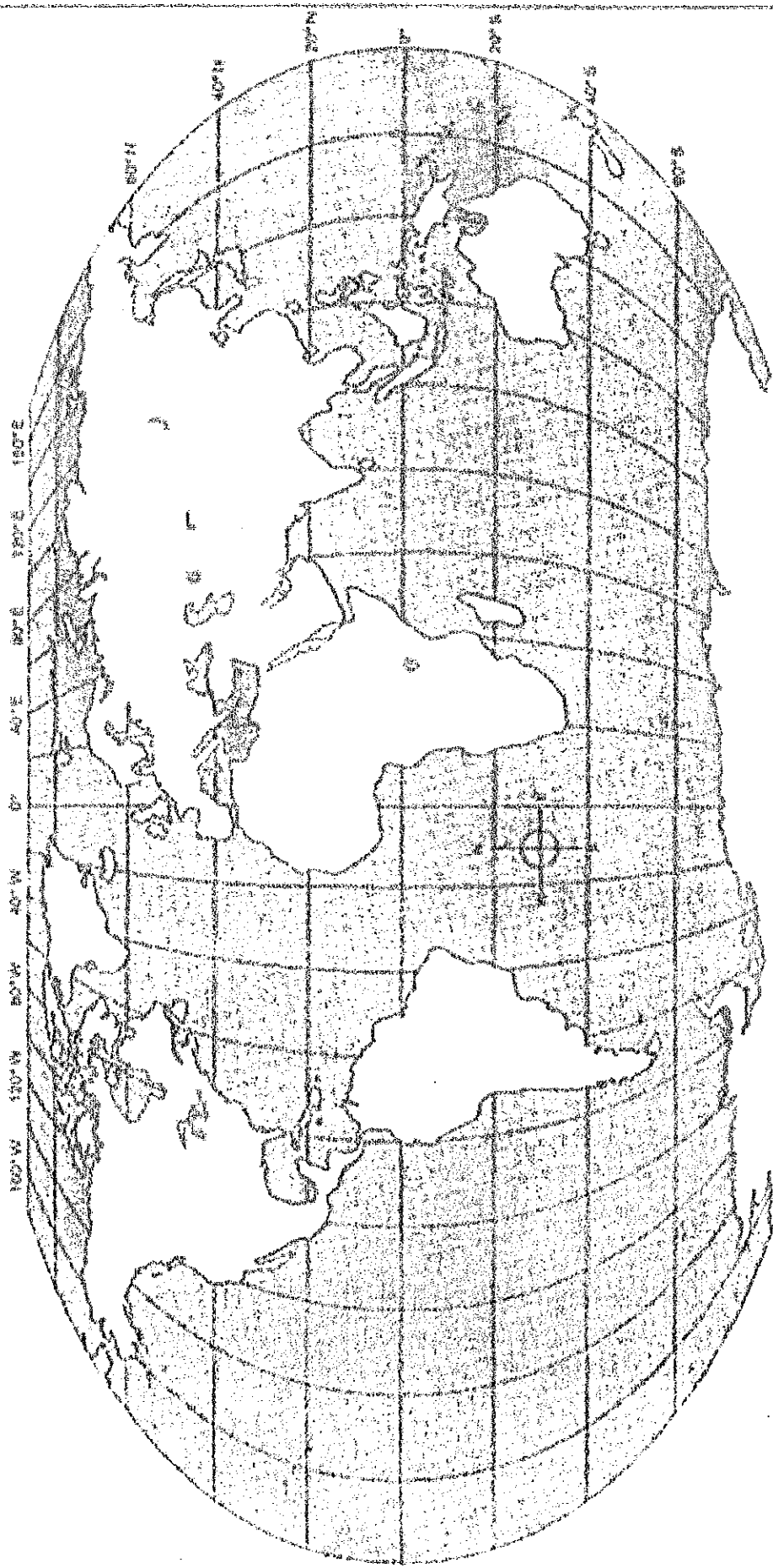
▪ (label—United States, Atlanta, Washington D.C., New York, Japan, Europe, Germany, North Africa, the Soviet Union, the “Iron Curtain”—look this up!, Berlin, Israel, Egypt, Lebanon, Jordan, Saudi Arabia, Iraq, Kuwait, UAE)



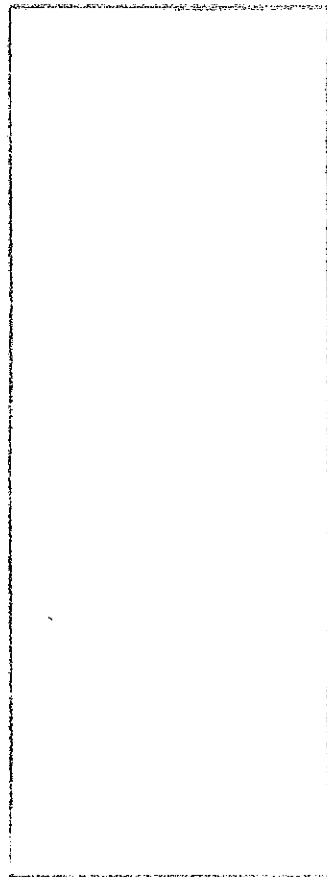
© www.dcty.org.uk







0 1000 2000 Miles  
0 1000 2000 Kilometers



**Part B: Complete S.P.I.C.E. Chart for 5 of the major political powers between 1450-1750; they include Byzantine, Safavid, Songhai, Ming, and Aztec Empires.**

Worksheet for Era 3: Regional & Interregional Interactions (600 CE to 1450)

Directions: As you review materials about this historical era, identify and explain a fundamental way in each empire represents the historical themes of SPICE.

Historic Themes	Europe: Byzantine (330 – 1453)	Middle East: Safavid (1501-1722)
<p><b>S. Social</b> (Relationships among humans in terms of classes, ethnicity, classes, family, gender roles, norms, etc.)</p>	<p><i>Example: Byzantine, like Rome, was an urban empire, esp. "The City" (Constantinople) with much wealth. Aristocratic families owned large palaces, and upper-class women were often secluded and veiled. Workers and the poor also lived like Roman plebeians in tenements or in their place of business.</i></p>	
<p><b>P. Political</b> (Forms of governments, levels of authority, causes and responses to conflict, revolutions and rebellions, orgs, etc.)</p>		
<p><b>I. Interaction</b> (Between people and the environment; like hunting, gathering, farming, migrating, populating, exploiting, altering, etc.)</p>		
<p><b>C. Cultural</b> (Development and interaction of peoples both in origin or diffusion; like art, literature, religion, philosophies, science, etc.)</p>		
<p><b>E. Economic</b> (Systems and actions; like trading, trade networks, labor systems, commodities, financial institutions, etc.)</p>		

Themes	Asia: Ming (1368-1644)	Africa: Songhai (c.1375 - 1591)	Americas: Aztecs (1428-1521)
Soc.			
Pol.			
Int.			
Cul.			
Eco.			

Overarching Question: Which theme especially defines this era (1450-1750)? Briefly explain your reasoning:

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# S.P.I.C.E. GUIDE

## SPICE

Spice is an acronym for the following categories of **Social, Political, Interaction with environment, Cultural and Economic.**

**Social** - → Class Structures → Social Mobility & Barriers → Gender Roles & Relations → Family & Kinship → Racial & Ethnic Constructs → Urbanization → Freedoms & Rights - How do the members of this group relate to one another? How do the members of this group communicate with each other? What do they do together? How is this group organized? How do member of families relate to each other within their families and with other families? How do men and women relate to each other? Are there social classes? How do they live? Are there inequalities?

**Political** - → Government / Leadership → Nations / Nationalism → Revolts / Revolutions → Conflict / War → Legal / Court Systems → Regional / Trans-Regional / Global Structures & Organizations - How do the members of this group see the meaning of life? What are the life goals of this group? Where did this group originate? What is the predominant government structure? Are there any significant wars, treaties, courts or laws?

**Interaction with environment** - → Demography → Disease → Migration → Natural Resources → Settlement Patterns → Impact of Natural Barriers → Flora / Fauna / Climate → Technology - Did this society migrate from somewhere else or is it an indigenous population? Where did this society settle? Why did it choose to settle where it did? How did this society use its environment to its advantage? How was the environment a disadvantage to this society? What type of improvements did this society make? Did those improvements involve the invention or use of technology? What type of technology? What type of diseases did this society face?

**Cultural** - → Religions / Beliefs / Ideologies → Language → Writing → Art & Architecture → Clothing, Food, Music → Education → Science & Technology → Nationalism - Who are the predominant thinkers of this group? What groups are allowed to learn? How do people in this group learn? Where does the knowledge come from? How would you describe this group's art, philosophy and how do the individual people or societies as a whole apply knowledge to solve problems? What are the major innovations of this society? What are the resources of this society? How do they use or adapt those resources? What types of things did this society create that didn't exist before? Education? How does the group define the meaning of life? What is/are the life goal(s) of the group? Where and how did this group originate? What do they believe happens when they die? How do they spend their daily lives? Are there leaders or core documents that define and set forth their beliefs? What are their formal religious practices?

**Economic** - → Material Wealth → Production (Agric. & Pastoral) → Distribution (Trade & Commerce) → Consumption (use) → Labor Systems → Industrialization → Wealth Distribution → Banking & Currency - How do people obtain their food? Is it based on agriculture, commerce, small trades, professions or industry like manufacturing and technology? Does the society have money? How did it originate? From where did it originate? What are the valued and traded commodities? What technologies, industries or trades define this culture?

Part C: Complete "Reaction Write-up" regarding the reading excerpt by Jared Diamond. The rubric for the writing assignment is below.

You are to read the excerpt "Why Do Some Societies Make Disastrous Decisions?" (pages 419-440) from Jared Diamond's *Collapse: How Societies Choose to Fail or Succeed* and respond to this prompt: Apply Jared Diamond's collapse theory to two empires from "Era Four: 1450-1750", thematically comparing (S.P.I.C.E. themes) the most significant way in which each collapsed. Your choices of empires are: Byzantine, Safavid, Songhai, Ming, or Inca.

This 2 page written response will be graded using the following rubric. It should contain an introduction with a historical context and thesis, likely two body paragraphs (one for each empire) and a conclusion that makes a current day connection.

In your paper be sure to include information from Jared Diamond's excerpt and a quality source(s) of your own choosing. Include these sources in a Works Cited.

You must come by Coach Bill Wilson's Room (Room 258) to pick up the Jared Diamond reading.

<b>Reaction Rubric Intro &amp; Thesis</b>	<b>Each Box is worth 1 point</b>			
<b>1. Title &amp; Introduction</b>	Has a Creative/ Witty Title	Contextualization (Time)	Contextualization (Place)	Introduction Builds up to Thesis
<b>2. Introduction ends with a Thesis (Claim)</b>	Thesis is Strong	Thesis is Clear	Thesis is Insightful	Thesis is Underlined
<b>Body &amp; Evidence</b>				
<b>3. Uses quality information from the <i>Collapse</i> reading w/ parenthetical citation</b>	Cited by Author or Keyword	Cited by Page Number or n.pag.	Meaningful Usage	Smoothly Incorporated
<b>4. Uses quality information from the <i>Collapse</i> reading w/ parenthetical citation</b>	Cited by Author or Keyword	Cited by Page Number or n.pag.	Meaningful Usage	Smoothly Incorporated
<b>5. Includes a passage from another quality source w/ parenthetical citation</b>	Cited by Author or Keyword	Cited by Page Number or n.pag.	Meaningful Usage	Smoothly Incorporated
<b>6. Entire reaction is written well &amp; strong in mechanics</b>	Organized Paragraphs	Spelling & Capitalization	Sentence Structure	Smooth Flow of Ideas
<b>7. Reaction has a strong sense of voice/purpose</b>	Is Both Persuasive...	...And Accurate	Written with Depth of Topic	Written in Third Person
<b>8. Reaction was well researched &amp; sourced</b>	Additional Source Has Authorship	Additional Source's Expertise	Additional Source Sponsor/Publisher	Balanced Between Sources & Your Thoughts
<b>9. Conclusion with a Synthesis/Connection &amp; Participation</b>	Thesis Connected to Another Time/Place	Connection has a Specific Example	You Partake in the Conversation in a Meaningful, Courteous & Thoughtful Way (2 Points)	
<b>10. Includes proper Work Cited (Not on a separate sheet of paper)</b>	Works Cited Title	Alphabetical	Format: Spacing & Hanging Ident	Sufficient Information Cited
<b>Total:</b> _____				<b>40</b>