

Advanced Placement World History 2019-20  
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Summer 2019 Assignment

Welcome to Advanced Placement World History and the world of AP! This one-year, **college-level course** will prepare you for the World History Advanced Placement exam and future AP social science courses you may choose to take at Kimball or at any high school. Throughout the course you will learn various strategies for successful AP-style essay writing, analysis of primary and secondary source documents (including text, maps, charts, photographs, illustrations, and political cartoons), and comparative analysis and change analysis; and practice focused, timed essay writing. This course will cover time periods from about **1200 BCE, to present times**, and will *require more homework than World History CP, will move more quickly and cover more historical information in an analytical way* than World History CP. This course fulfills the A-G requirement for World History

You are not expected to know everything; rather, you will learn the broad trends, patterns, and themes of world history in this course. Critical to your understanding is the ability to sift through all the things discussed in the textbook as well as other readings, documents, visual sources, and other materials to identify what is important in the context of world history. This is a long process that takes time to develop. Understanding the themes in this course – to be introduced beginning the first week – will help you in this process. Throughout the year, I will introduce you to various study tools, including notes and notecard samples, essay guidelines and models, compare and contrast charts, and rubrics.

The textbook for the course is World Civilizations: The Global Experience AP\* Edition (Stearns, 5<sup>th</sup> ed.) You must obtain a copy of the textbook from the KHS Library, after school either on Friday 24<sup>th</sup> OR during the week of May 28<sup>th</sup> – May 31<sup>st</sup>, and June 3<sup>rd</sup>. That first week after schools out, the library will be open on Tuesday – Friday 7:45-3:45 (They are closed for lunch from 12:00 noon - 12:30 p.m.) and 7:45 a.m. to 3:45 p.m. on Monday June 3<sup>rd</sup>, **The KHS Library will close after June 3 for the summer. You must have a textbook by then in order to have enough time to complete the summer assignment.**

If you have questions about the assignments or the course over the summer, please email me. But, *Before you send me a question, be sure to read all the guidance I have provided.* I will be checking my email periodically during the summer. **DO NOT WAIT UNTIL THE LAST WEEK BEFORE SCHOOL BEGINS to start working on the summer assignment!** You must give yourself plenty of time to complete all parts of this required assignment.

### **SUMMER ASSIGNMENT (Due on the first day of class)**

#### **Lesson 1: Welcome to the World of AP!**

1. Go to the following website: <http://www.collegeboard.com/student/testing/ap/about.html>
2. Go to the box “Learn about over 30 AP courses”
  - a. Select “AP World History” from the list.
  - b. Look around the site: Course Overview, Course Details, About the Exam, Exam Practice, etc.

#### **3. You may be tested on some of this information the first week of school!**

#### **Lesson 2: Geography**

Before studying the world, you must know where in the world everything is. Make sure you have a good, fairly current **book atlas** and/or world map at home. A globe is NOT sufficient. However, Google Earth and National Geographic online also have fantastic materials for studying the physical and political features of our planet. As we proceed through this course, you will be required to learn the world regions and the locations of numerous countries, major bodies of water, and physical features. **You will be tested on this during the first week of school. Following directions on this and the other parts of the assignments are critical.**

1. On the **world map-3** included in this packet, **label all 16 WHAP regions, all oceans, and the following seas**: You will have a map test on the first or second day, be ready for it!

Adriatic Sea, Arabian Sea, Baltic Sea, Black Sea, Caribbean Sea, Caspian Sea, Coral Sea, East China Sea, Mediterranean Sea, North Sea, Philippine Sea, and Red Sea.

You can use the sidelines, and draw arrows to the locations if you wish. **Please do it neatly, if I can't read it, I can't grade it!**

**NOTE: ALL place & names on earth are capitalized.** You are expected to use this form of correct grammar in this course.

2. Identify and list 5 countries (except where less are indicated) within each of the **16 regions** using the **Must Know Regions chart**. (and know where they are on a map.)

### Lesson 3: Textbook Reading, and Notetaking.

**Read ALL of the following & take notes on the following:**

1. Table of Contents - Brief Contents and Detailed Contents

2. Preface (pages xvi – xxi)

3. Prologue (pages xxiv-xxv)

**Read and take notes on ALL of the following:**

4. Part 1 (pages 2-7): From Hunting and Gathering to Civilizations, 2.5 Million – 1000 B.C.E.:

**Origins** (study and understand all images, especially the maps and timeline)

**Notetaking:** During the course, you will be required to take Cornell notes on *all parts of every chapter*. Cornell notes are the standard at Kimball. (**Note: chapter notes in this course must be no less than 4 full sides of an 8 x 10 ½ or 8 ½ x 11 paper, College rule.**) I will show you how I use a modified form of Cornell notes the first week of school. (**Do not use a lab composition book for chapter notes or other assignment in this course & No wide rule paper will be excepted – the pages are too small, and you will not receive credit.**) **All assignment will be in black or dark blue ink, or pencil, and hand written, unless otherwise noted.**

You will find a page in this summer assignment packet titled “Note Taking Helper”. Read this carefully and follow the guidelines in order to develop more effective notetaking skills. Remember, it is critical when writing information of any kind **to put that information into your own words**.

Copying from the textbook does not force you to think about or learn the material.

**Copying is also plagiarism – a very poor choice of action that brings negative consequences.**

**DON'T DO IT!!!**

### Lesson 4: Current Events

You will need to learn about current events involving countries in the various regions over the summer, and we will continuously discuss relevant current events throughout the course as they connect with the history we will study. Knowledge of current events will help you make important connections between the present and the past, so you can find the relevance of history in current political, economic, social, and technological events.

**Assignment:** Find *news* articles by searching one or more of the news sources listed on the attached ‘Directions for Current Events’. Do not write up blogs, editorials, or other types of pieces. **ONLY NEWS ARTICLES** are acceptable for this assignment.

a. You must turn in **2 complete current events write-ups** on the first day of school.

You must **select each of the current events from TWO separate world regions**.

b. The work **MUST BE TYPED** (12 point Times New Roman, 1.5-line spacing). A sample current event write- up has been included for you here. **Make sure you follow this model and include all required elements, including the URL from where you got the information!**

c. You also may be tested on your knowledge of current world events in specific regions the first week of school and periodically throughout the year.

## Directions for Current Events

You should be reading about various current events focusing on political, economic, and cultural topics. *Try to do this at least several times each week throughout the summer.* Knowledge of current events will help you understand the history of a region, nation, and/or civilization better, and such knowledge is important to your success in AP World History. Use these steps as a guide.

### **1. Locate a news article**

News stories can be found by investigating the following websites or newspapers:

#### **Moderate News Sources:**

The New York Times: [www.nytimes.com](http://www.nytimes.com)  
The Washington Post: [www.washingtonpost.com](http://www.washingtonpost.com)  
National Public Radio: [www.npr.org](http://www.npr.org)  
BBC: [www.bbc.co.uk](http://www.bbc.co.uk)  
Cable News Network: [www.cnn.com](http://www.cnn.com)  
The Economist: [www.economist.com](http://www.economist.com)  
The Guardian newspaper (Britain): [www.guardiannews.com](http://www.guardiannews.com)  
World Press Review: [www.worldpress.org](http://www.worldpress.org)  
Christian Science Monitor: [www.csmonitor.com](http://www.csmonitor.com)  
World Affairs: [www.watsoninstitute.org/bjwa](http://www.watsoninstitute.org/bjwa)

#### **Conservative News Sources:**

Wall Street Journal: [www.wsj.com](http://www.wsj.com)  
The National Review: [www.nationalreview.com](http://www.nationalreview.com)  
Fox News: [www.foxnews.com](http://www.foxnews.com)

***Again, DO NOT USE WIKIPEDIA OR OTHER “WIKI” SITES FOR THIS COURSE. If you ignore this in your work, there will be consequences.***

You must make sure you are at a news site, not a blog or some unknown person's web page. Why? Because the objectivity of the information is important – you are not looking for an opinion piece, but rather a news story based on facts. (More about **objectivity** and **bias (point of view)** will be discussed as the course gets going in August.)

Select news articles of sufficient length so you can learn background information relevant to the news event. Please do not select a news article simply because 'it is short'. This does not show the level of effort expected of you in this class. **The articles you select should focus on countries other than the United States and involve political, economic, social (societal), cultural, religious, and/or technological issues. These may include (but are not limited to) war, conflict, famine, poverty, women's rights, migration, history of the country, and/or trade.**

### **2. Write a summary of the article**

Summarize the news article **in your own words**. Think about whom the article is talking about, what the article is saying, geographic places the article is discussing, when the event happened, and what it was. Make sure you understand every word in the article. Look up words, terms, acronyms, and clichés you do not know. Locate the country or countries in an atlas or on a world map or globe. The summary should be no less than 2 paragraphs in length. A paragraph is 5 to 7 sentences long, and should flow. (Not just a bunch of random sentences.)

### **3. Analyze the content of the news article**

Good analysis requires you to consider some of the following questions as you write:

What are the short-term implications\* for the country and/or region which is the focus of the article?

What are the long-term implications?

What are the long-term social/political/economic implications in general?

*All of these questions focus on the significance of the news event.*

(\* implication: an indirect suggestion, implicit understanding, or logical reaction)

#### **4. Create 2 discussion questions and answer them for each current event write up**

Think of two *analytical* questions that each article may lead you to ask, and write them at the end of your analysis. (Remember, you are now a student of history and should engage your inquiring mind, using historical thinking skills.). **The questions should involve higher-level thinking, not “Who?” or “What?”, type questions. Often good, analytical questions begin with “Why...?” or “How...?”** Write a response to each question without merely re-stating information from the article. In other words, write in your own words.

**You must include the URL from the web site you retrieved the information from!!**

#### **Acceptable Internet Research Sites**

Please familiarize yourself with these acceptable Internet sites.

##### **Reading, Writing, and Research**

Cornell (MLA/APA) <http://www.library.cornell.edu/resrch/intro#3Evaluatingresources-4Citingsources4Citi>

Cornell (how to: annotated bibliographies) <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>

UC Berkeley Library electronic resources [http://www.lib.berkeley.edu/find/types/electronic\\_resources.html](http://www.lib.berkeley.edu/find/types/electronic_resources.html)

Philosophy links <http://www.epistemelinks.com>

Sacred Text Archive (religion, mythology, folklore) <http://www.sacred-texts.com/index.htm>

“Son of Citation Machine” <http://www.citationmachine.net>

**PLEASE DO NOT USE WIKIPEDIA OR OTHER “WIKI” SITES FOR WORK IN OR FOR THIS COURSE.**

## Note Taking Helper

There is no one singular way to take effective notes. Here are some helpful reminders.

Basic Steps for Effective Notes (yes, some of them overlap)

1. Don't write down everything that you read or hear. Be alert and attentive to the main points. Concentrate on the 'meat' of the subject and forget about the 'trimmings'.
2. Notes should consist of key words, or very short sentences.
3. Use your own words, but try not to change the meaning of the text.
4. Think about your material *before* you start taking notes. Don't take notes just to be taking notes! Take notes that will be of real value to you when you study them later. (Ask "Why is this important? Does it affect many people, places, and time periods?") *Yes, you should use your notes as study tools.*
5. Have a system of punctuation and abbreviation that will make sense to you. Use a skeleton outline, and show importance by indenting. Leave some of white space for later additions. OR, use Cornell notes and turn the chapter sub-headings and sub-sub-headings into questions for the left side of your paper.
6. Keep your notes short and to the point. Condense your material so you can grasp it rapidly. Write in the side margins on your paper to add information. (*Note: chapter notes in this course must be no less than 4 full sides of an 8 x 10 ½ or 8 ½ x 11 college rule paper; or about 1 page of notes for every 4 – 5 pages of text.*)
7. Don't worry about missing a point. Leave space and try to pick up the material you miss at a later date, either through reading, questioning, or common sense.
8. Don't keep notes on oddly shaped or torn pieces of paper. Use a spiral notebook or loose paper that you always keep in order in a binder. Keep notes in ONE place all the time so you don't lose them. (***Do not use a lab composition book for chapter notes in this course – the pages are too small.***)
9. Shortly after writing your notes, go back and REWORK (not recopy!) your notes by adding extra points, spelling out unclear items, etc. Remember, our brains forget quickly. Budget time for this VITAL step just as you do for the class itself.
10. REVIEW your notes periodically (NOT ONCE A SEMESTER; THIS MEANS AT LEAST ONCE A WEEK). This is the only way to achieve lasting recall and understanding.
11. During lectures and presentations, use dashes for words when the speaker goes too fast. Leave space so that you can fill in details later. This way, you don't miss too much by trying to remember a single word or phrase while losing track of what the speaker is moving on to next.
12. Use symbols to call attention to important words: underline, CAPS, circle, box, \*, !, ?, or >.
13. Don't erase a mistake during note taking and don't black it out completely. Draw a single line through it. This saves time AND you may discover later that you want to keep the 'mistake'.
14. Abbreviate. Shortcuts, such as abbreviations, are alternatives to writing everything longhand. Abbreviate only if you will be able to understand your word symbols when you go back to study your notes. Be constantly on the lookout for new and useful abbreviations and symbols to shorten your writing time.