

NAME: _____

SCORE: ____/150

AP Modern History
Summer Reading BOOK REVIEW ASSIGNMENT
Things Fall Apart by Chinua Achebe ISBN: 978-0385474542

Note: You will also need a composition notebook where you will write responses to each part of the summer assignment (there are 3 parts)

You are required to write a book review on the book *Things Fall Apart* by Chinua Achebe. This book review is intended to serve two purposes: 1) To demonstrate that you have actually read the book and understood its contents, and 2) to evaluate your writing and analytical skills. This will help give me a sense of the level of your writing skills; improving these skills will be a major focus of our class. A PDF copy of the book can be located in the AP Modern Google Classroom. In addition, there are three other assignments that need to be completed before the first day of school. Those assignments can also be located in the Google Classroom. For those of you new to FA, in order to join the Google Classroom you must have a school issued gmail account. Once you have one, go into Classroom and type in the code: [ju3irfq](#). This will prompt you to join the class, and from there, you can select “Classwork” to access the assignments and book. If you have any questions this summer, email me at kballew@fayacademy.org. Please keep in mind that if you email me a week before the first day of school it will be evident that you have waited until then to get started, and that doing so does not give me the best first impression.

Book review for a work of Fiction (a novel):

Fiction books have some flexibility in the format of their reviews; you might organize it as a traditional essay or use a format such as a letter to the reader, etc. However you write, form paragraphs around ideas, and have a general organizing principle to your review, i.e. a thesis, introduction and conclusion. Your fiction review piece must include answers to the following questions:

- What are some interesting/significant historical/cultural things you learned from this book? Be specific! This should be the focus of your paper.
- Be sure to discuss the historical matter on which the book is focusing as well as the additional historical information about that time period that appears in the background (things such as the themes mentioned above: technology, gender roles, etc.)
- What historical questions were raised for you about this topic? What in the book inspired these questions? You need to come up with some questions. Having no questions is not an option.
- How did you like the book overall? Would you recommend this book for next year’s summer reading list? Why or why not? Be specific. Saying you did not like the book will not negatively affect your grade. Please note: past students lost points when not focusing enough on the historical information in their fiction readings.
- Look up “Heart of Darkness” and “King Leopold’s Ghost” and read the descriptions of both. How does “Things Fall Apart” compare to those texts? Why is this book so important when considering perspective on African history?

Format requirements

Typed and double-spaced

12 point Times New Roman font

Page numbers

1 inch margins

I suggest that you form coherent and well thought-out paragraphs and proofread them for grammatical and spelling errors. This will be my first impression of you and it should be a good one! No title page or cover is necessary, but a name (yours) is and the title of the book should be underlined or italicized throughout your essay. Please note that just using a word processor's spelling and grammar check is not sufficient in most cases. I advise having someone else check your book review for spelling, suitable vocabulary, grammar and coherence.

Write your review yourself. It will not help you in later writing assignments or tests to have someone else write this first assignment, and a false first impression could make me think that your skills are worsening during the school year. Do not collaborate (talk, Skype, email, Facebook, etc.) with your classmates about your assignment. This is meant to be an individual assignment. Any suspicious similarities between individuals could result in both parties receiving a "0". Do not use AI.

Quotes from your actual book are not necessary unless you feel it would really help you make a point. If you do, please cite the page number parenthetically. To do this assignment well you only need to use your head (and have read the book in its entirety). Other information is not necessary to complete this assignment, so do not feel the need to do research. However, if you do get ideas from somewhere else, give credit to the source instead of getting a "0" for plagiarism. Citations should be done in parentheses at the end of the sentence, with a full works cited page at the end if you use outside sources. See specifications on MLA citations from websites such as Purdue University's OWL writing lab.

AP MODERN HISTORY ASSIGNMENT #2-3:*Due on the first day of class***SUMMER ASSIGNMENT – VOCABULARY AND KEY CONCEPTS**

PART 2. Introductory Vocabulary: Your textbook is written at the college level and requires strong reading comprehension skills. Familiarizing yourself with the following list of words. Write (do not type) out these definitions in your summer assignment composition notebook. You will have an assessment over these terms within the first two weeks upon return.

- | | | |
|----------------------|--------------------------|-------------------------|
| 1. B.C.E. | 35. edict | 69. patriarchal |
| 2. C.E. | 36. egalitarian | 70. patrilineal |
| 3. abdicate | 37. elite | 71. patronage |
| 4. accession | 38. emigrate | 72. peasant |
| 5. agrarian | 39. ethnocentric | 73. pharaoh |
| 6. amenities | 40. feudalism | 74. piety/pious |
| 7. anarchy | 41. genocide | 75. polytheism |
| 8. animism | 42. gentry | 76. proselytize |
| 9. antiquity | 43. guild | 77. provincial |
| 10. appeasement | 44. hierarchy | 78. regent |
| 11. aristocracy | 45. hominids | 79. republic |
| 12. asceticism | 46. homogenous | 80. rhetoric/rhetorical |
| 13. assimilate | 47. ideology | 81. sedentary |
| 14. authoritarian | 48. imperial/imperialism | 82. serf |
| 15. autocracy | 49. indigenous | 83. Sharia |
| 16. barbarism | 50. infrastructure | 84. Sinification |
| 17. bureaucracy | 51. lineage | 85. state |
| 18. city-state | 52. manifest | 86. steppe |
| 19. civic | 53. maritime | 87. stratification |
| 20. classical | 54. martial | 88. Sub-Saharan |
| 21. colonial | 55. matrilineal | 89. subordinate |
| 22. commerce | 56. mercenary | 90. succession |
| 23. communal | 57. monarchy | 91. syncretism |
| 24. concubine | 58. monopoly/monopolize | 92. textiles |
| 25. conscription | 59. monotheism | 93. theocracy |
| 26. cosmopolitan | 60. nation-state | 94. theology |
| 27. coup d'état | 61. neo | 95. totalitarian |
| 28. demographic | 62. Neolithic | 96. tributary state |
| 29. despot | 63. nomadic | 97. tyranny |
| 30. diaspora | 64. oligarchy | 98. urban/urbanize |
| 31. dissent | 65. pantheon | 99. usurp |
| 32. dissident | 66. papal/papacy | 100. vernacular |
| 33. domesticate | 67. parliamentary system | |
| 34. dynasty/dynastic | 68. pastoral | |

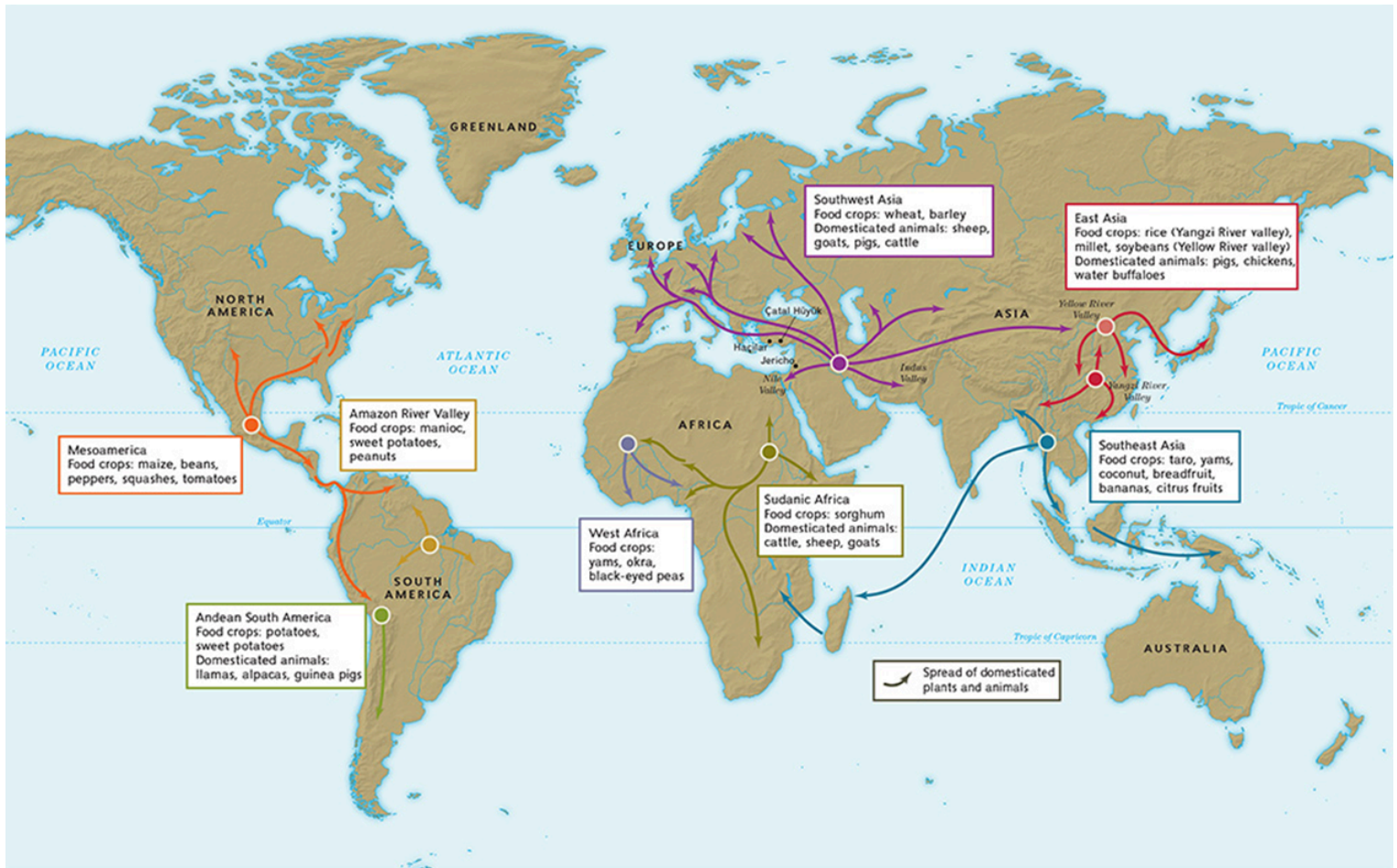
PART 3. Historical Themes: It will be important to remember that the content you read in the textbook is not the curriculum of the course. Our curriculum was developed by the College Board and is divided into **nine units of modern world history**. Before we can dive into Modern History, we have to examine how you got there by looking at the past. **This part of the summer assignment you must hand-write in the composition notebook. Completed assignments including parts 1, 2, and 3 must be and turned in to your teacher by Friday upon your return to school. You will have assessments over this material within the first two weeks of school.**

A. Big geography and the Peopling of the Earth

1. What is the earliest known archaeological evidence of our ancestral origins in East Africa?
2. What were the four destinations of the first migrating hominids?
3. What was the “First Exit?”
4. What happened to the first exit group?
5. What happened between 90,000 and 85,000 B.C.E.?
6. What are the Gates of Grief?
7. After the second exit, what do you notice about the path of migration?
8. What was the impact of Mt. Toba on “the journey of mankind?”
9. When did people begin to migrate into Australia, Borneo, and New Guinea (parts of the region we call Oceania)?
 10. When did people begin moving into Europe, and what made this possible?
 11. Around when did people begin migrating into Japan, and from where?
 12. Around when – and how – did people get to North America?
 13. What happened between 22,000-19,000 B.C.E., and what are “refuges?”
 14. What are the “Bradshaw Paintings?”
 15. What was the last continent (not including Antarctica) on which people arrived?
 16. What made the “dawn of agriculture” possible, and when did this occur?
17. What are the characteristics of the Paleolithic age?
18. What types of advancements and developments did hominids make in the late Paleolithic era?

B. The Neolithic Revolution and Early Agricultural Societies

1. What was the Neolithic Revolution, and what caused this huge transformation? What regions of the world experienced Neolithic Revolutions, and when did they take place?
2. What were the main changes caused by the Neolithic Revolution? **Make a chart** showing the following types of changes:
 - social
 - demographic
 - environmental
 - political
 - economic
3. Study the map below. What were the main crops and animals that were domesticated during the Neolithic Revolution? What differences do you notice between Eurasia and the Americas? (If you have trouble reading the map, search the title of the map and you should get several images that will help. But, make sure the site you use is reliable!)

Early Spread of Agriculture (c. 10,000 BCE – 1,000 BCE)**C. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies**

- Where were the first four river valley civilizations located, and what did geography have to do with their development?
- Locate the following core and foundational civilizations and label them on the map below:
 - Mesopotamia in the Tigris and Euphrates River Valleys
 - Egypt in the Nile River Valley
 - Mohenjo-Daro and Harappa in the Indus River Valley
 - Shang in the Yellow River or Huang He Valley
 - Olmecs in Mesoamerica
 - Chavin in Andean South America
- Where did early pastoral societies emerge? Label some regions in which pastoral societies emerged on the map below. Feel free to print out a larger world map if necessary.



4. What characterized pastoral societies?
5. How did pastoral societies interact with early agricultural civilizations?
6. Systems of record keeping arose in some early civilizations and then spread to new areas over time. Where were the following systems of writing created?
 - a. Cuneiform
 - b. Hieroglyphs
 - c. First alphabet
 - d. Pictographs
7. Many religious beliefs and practices developed in this period, and some continued to have strong influences in later periods. Briefly describe the following religious traditions and where they developed:
 - a. The Vedic religion
 - b. Hebrew monotheism
 - c. Zoroastrianism
 - d. Ancestor veneration
 - e. Animism
8. Literature and law codes were also a reflection of culture. Research the following items to find where and when they were created, and explain the importance of each
 - a. The “Epic of Gilgamesh”
 - b. *Rig Veda*
 - c. *Book of the Dead*
 - d. Code of Hammurabi

D. Classical Era Questions and Themes:

Religious Development

1. How did religions promote a sense of unity?
2. What are the characteristics and core teachings of Judaism?
3. What are the characteristics and core teachings of Hinduism(s)?
4. What is a “universal religion?” Where did universal religions exist by 600 CE?
5. What are the characteristics and core teachings of Buddhism?
6. How and where did Buddhism spread by 600 CE?
7. What are the characteristics and core teachings of Confucianism?
8. What are the characteristics and core teachings of Daoism?
9. What are the characteristics and core teachings of Christianity?
10. How did religions affect gender roles in their respective societies?

Development of Empires and States

1. How did the number & size of Classical empires compare to the Ancient Era? Can you name four?
2. What techniques did Classical empires create to administer their territories?
3. What new political methods were created in order to rule the larger empires in the Classical Era?
4. How did imperial governments let their population know that the government was “in charge?”
5. What role did trade play in creating and maintaining empires?
6. What function did imperial cities perform?
7. What social classes and occupations were common in empires?
8. What labor systems provided the workers for Classical Empires?
9. Describe the gender and family structures of Classical Era empires.
10. What caused Classical Empires to decline, collapse, or transform into something else?
11. What were the environmental and social weaknesses of Classical Empires?
12. What external weaknesses contributed to the end of Classical Empires?

Emergence of Transregional Trade Networks

1. How did Classical era trade networks compare to Ancient era networks?
2. What was commonly traded along these trade networks?
3. What trade networks developed by 600 CE?
4. What technologies enabled long-distance overland and maritime trade?
5. Besides the physical goods, what intangibles also traveled along trade networks?
6. What crops spread along Classical Era trade networks?
7. How did religions spread along trade networks, and how did the trade networks affect the religions?

Your Assignment is done. I look forward to seeing you in class.

GRADING RUBRIC

Part One: Summer Reading Essay _____/50

Part Two – Vocabulary _____/50

Part Three – Review Questions _____/50

TOTAL: _____/150