

Summer Task Cover Sheet

Teacher(s): Western

Teacher(s) Contact Information:

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Course:

- ✓ **Purpose of the Summer Assignment: To introduce student to basic skills integral to the AP World curriculum**
- ✓ **The Task: Complete the vocabulary for each SPICE section and respond to the paragraph writing using the historical thinking skills as described on the AP World Historical Thinking Skills sheet. Please email me the completed vocabulary and paragraphs prompts by August 15.**
- ✓ **Relationship between Summer Task and 1st Quarter Objectives: The skills and vocabulary are necessary components to the skills that will be introduced during the first quarter.**
- ✓ **Description of the Task: Vocabulary enrichment and skill development related to the thinking skills integral in the AP World curriculum.**
- ✓ **Supportive Resources: All information can be found on-line or in a dictionary.**

Grading:

- ✓ **DUE DATE: 8/15**
- ✓ **DEADLINE: 9/6**
- ✓ **Grading Category: Practice and Prep**
- ✓ **Points: 40 Points – 20 for vocabulary and 20 for paragraph writing.**
- ✓ **Extent to which the summer task counts towards the marking period grade: Less than 5% of total grade**
- ✓ **Grading Criteria and Rubric: *(can be attached as a separate sheet)***
 - Vocabulary will be evaluated on completion and accuracy
 - Paragraphs will be evaluated on understanding of historical developments as related to specific historical thinking skills used in AP World.

AP World Historical Thinking Skills

Contextualization	Comparison	Causation	Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity

The thinking skills listed above are the basis for AP World questions and writing formats. The more familiar you are with the thinking skills the more that you will understand what is expected of you on the various writing formats and the multiple choice questions. The following exercise is for you to get a basic understanding of the skills. You should refer to the above definitions and explanations when completing the following questions.

AP World History - Thematic Overview

S

Social Structures

Relations among humans

Gender roles and relations

Family and kinship

Development and Transformation of Social Structures (SOC)

This theme is about relations among human beings, how human societies develop ways of grouping their members, and norms that govern interactions between individuals and social groups. Additionally, this theme explores the processes through which social categories, roles, and practices are created, maintained, and transformed.

EXAMPLE: The chart to the right shows the social structure of ancient Mesopotamia.

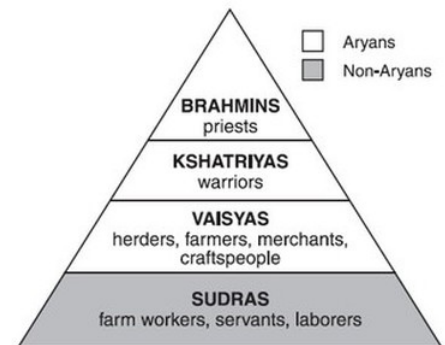


Learning Objectives:

- **SOC-1** Explain how distinctions based on kinship, ethnicity, class, gender, and race influenced the development and transformations of social hierarchies.
- **SOC-2** Evaluate the extent to which different ideologies, philosophies, and religions affected social hierarchies.
- **SOC-3** Evaluate the extent to which legal systems, colonialism, nationalism, and independence movements have sustained or challenged class, gender, and racial hierarchies over time.
- **SOC 4** Explain how the development of specialized labor systems interacted with the development of social hierarchies
- **SOC-5** Explain how social categories, roles, and practices have been maintained or challenged over time.
- **SOC-6** Explain how political, economic, cultural, and demographic factors have affected social structures over time.

QUICK SUMMARY

- Relations among humans
 - Gender roles and relations
 - Family and kinship
 - Racial and ethnic constructions
 - Social and economic classes
- Different from “Culture”



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted)

- Social is how we deal with each other
- Culture is how we deal with our world

EXAMPLE: The chart above shows the social structure of Gupta India. This is the early development of the caste system which is a distinctive characteristic of South Asia (India) throughout most of history.

KEY VOCABULARY for SOCIAL STRUCTURES

Term	Definition	Historical Example or Picture
Hierarchy		
Stratification		
Egalitarian		
Elites		
Aristocracy		
Middle Class		
Merchant Class		
Working Class		

Patriarchy		
Matriarchy		
Filial Piety		
Caste System		
Minority Group		
Social Mobility		
Meritocracy		
Social Darwinism		
Feminism		

AP World History - Thematic Overview

P

Politics

State Building, Expansion, and Conflict

Forms of government
Leaders / groups
State structures
War and conflict
Diplomacy / treaties
Courts / laws

State Building, Expansion, and Conflict (SB/POL)

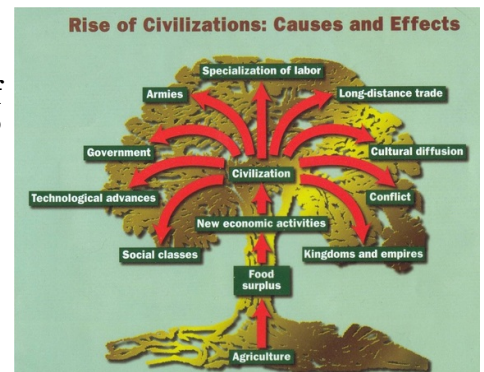
This theme explores how hierarchical systems of rule have been constructed and maintained over time and the impact of these processes.

This theme encourages the comparative study of different state forms (e.g. kingdoms, empires, nation-states) across time and place and the interactions among them.

EXAMPLE: How did governments develop out of early civilizations?

Learning Objectives:

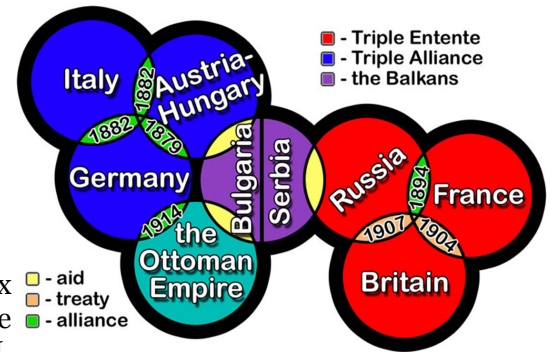
- **SB-1** Explain how different forms of governance have been constructed and maintained over time.
- **SB-2** Explain how and why different functions and institutions of governance have changed over time.
- **SB-3** Explain how and why economic, social, cultural, and geographical factors have influenced the processes of state building, expansion, and dissolution.
- **SB-4** Explain how and why internal and external political factors have influenced the process of state building, expansion, and dissolution.
- **SB-5** Explain how societies with states and state-less societies interacted over time.
- **SB-6** Explain the political and economic interactions between states and non-state actors over time.



QUICK SUMMARY

- Different forms of government
 - Kingdoms, empires, dynasties, nation-states
- How different kinds of societies need different forms of government
 - Leaders/groups
 - State structures
 - War and conflict
 - Diplomacy/treaties
 - Courts/laws

EXAMPLE: The chart to the right shows the complex alliance system that was in place in Europe before the start of WWI.



KEY VOCABULARY for STATE BUILDING (SB/POL)

Term	Definition	Historical Example or Picture
City-State		
Divine Right		
Kingdom		
Empire		
Nation / Nation-State		
Agrarian		
Autocracy		
Theocracy		
Constitutional Democracy		

Monarchy		
Colonialism		
Imperialism		
Communism		
Fascism		
Bureaucracy / Bureaucrat		
Law Code / Legal Code		
Mandate of Heaven		
Diplomacy		
Caliphate		
Nationalism		

AP World History - Thematic Overview



Interactions

Between Humans and the Environment

How the environment changed humans:
races, diets, lifespans, migrations, spread of disease

How humans changed the environment:

irrigation, farming, land development

Interaction Between Humans and the Environment (ENV/INT)

The interaction between humans and the environment is a fundamental theme in world history, as the environment shaped human societies, but increasingly, human societies also affect the environment.

EXAMPLE: The early Indus River civilizations of Harappa and Mohenjo-Daro are believed to have disappeared due to environmental degradation or natural disaster (flood or earthquake).



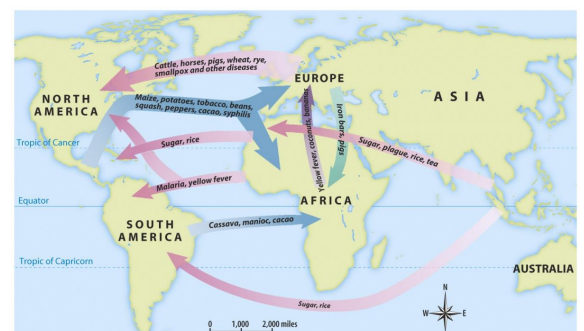
Learning Objectives:

- **ENV-1** Explain how different types of societies have adapted to and affected their environments.
- **ENV-2 Explain** how environmental factors, disease, and technology affected patterns of human migration and settlement over time.
- **ENV-3** Evaluate the extent to which migration, population, and urbanization affected the environment over time.
- **ENV-4** Explain how environmental factors have shaped the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks.
- **ENV-5** Evaluate the extent to which the development of diverse technologies, industrialization, transportation methods, and exchange and communication networks have affected the environment over time.



QUICK SUMMARY

- How the environment changed humans
 - Races, diets, lifespans, migrations, spread of disease
- How humans changed the environment
 - Irrigation, farming, land development
 - Biggest during Industrial Revolution (1700s)



EXAMPLE: The map to the right shows the diffusion of crops and diseases.

KEY VOCABULARY for INTERACTIONS WITH THE ENVIRONMENT (ENV/I)

Term	Definition	Historical Example or Picture
Nomad	A group that does not live in one area – they may move from place to place	The Mongols were a nomadic group.
Pastoralist		
Agriculture		
Natural Resources		
Demographics		
Domestication of Animals		
Irrigation		
Metallurgy		
Deforestation		

Desertification		
Plague		
Diaspora		
Crop Yield		
Migration		
Urbanization		
Columbian Exchange		
Industrialization		
Green Revolution		
Epidemic vs. Pandemic		

AP World History - Thematic Overview

C

Culture

Development and Interaction of Cultures

Spreading of beliefs, actions, and knowledge between and within societies:
Religion and philosophy

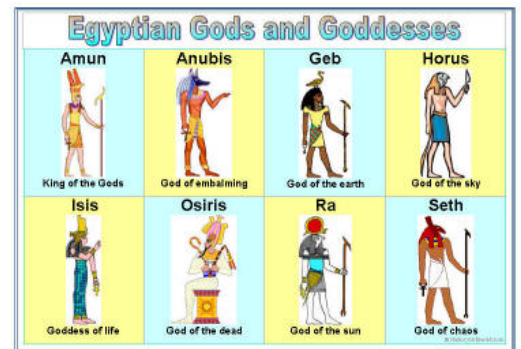
Art / music / literature
Architecture
Technology
Education

Diffusion: spread of culture from one society to another

Development and Interaction of Cultures (CUL)

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies and how the processes of adopting or adapting new belief and knowledge systems are complex and often lead to syncretic (fusion of) cultural forms and practices.

EXAMPLE: The ancient Egyptians were polytheistic - believing in many gods who controlled nature



Learning Objectives:

- **CUL-1** Explain how religions, belief systems, philosophies, and ideologies originated, developed, and spread as a result of expanding communication and exchange networks.
- **CUL-2 Explain** how religions, belief systems, philosophies, and ideologies affected political, economic and social developments over time.
- **CUL-3** Explain how cross-cultural interactions resulted in the diffusion of culture, technologies, and scientific knowledge.
- **CUL-4** Explain how technological and scientific innovations affected religions, belief systems, philosophies, and ideologies over time.
- **CUL-5** Explain how the arts are shaped by and reflect innovation, adaptation, and creativity of specific societies over time.
- **CUL-6** Explain how expanding exchange networks shaped the emergence of various forms of Trans regional culture, including music, literature, and visual arts.

QUICK SUMMARY

- Spreading of beliefs, actions, and knowledge between and within societies
 - Religions and philosophy
 - Art / music / literature
 - Architecture
 - Technology



○ Education

- **Diffusion** – spread of culture from one society to another

EXAMPLE: Angkor Wat (to the right) is one of the largest religious complexes in the world. Located in Cambodia, it was originally a Hindu temple but gradually transformed into a Buddhist temple.

KEY VOCABULARY for CULTURE (CUL)

Term	Definition	Historical Example or Picture
Religion		
Religion vs. Belief Systems		
Philosophy		
Ideology		
Polytheistic vs. Monotheistic		
Monumental Architecture		
Reincarnation		
Ancestor Veneration		

Monasticism		
Animism		
Syncretism		
Schism		
Ethnic Enclaves		
Government Propaganda		
Pop Culture		

AP World History - Thematic Overview



Economics

Creation, Expansion, and Interaction of Economic Systems

Major transitions in trade: From bartering to regional trade to long-distance trade

Economic systems: Agricultural, pastoral, industrial

Labor systems: Forced labor, farmers, capitalism, socialism

Creation, Expansion, and Interaction of Economic Systems (ECON)

This theme surveys the diverse patterns and systems that human societies have developed to produce, distribute, and consume desired goods and services across time and place.

EXAMPLE: Ancient Chinese coins dating back to the earliest Chinese dynasties. China was also the first to use paper money 1,400 years ago.

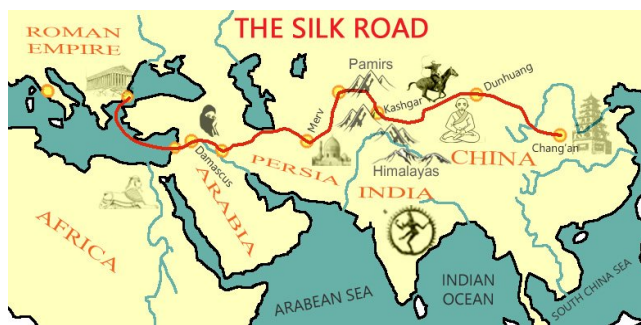


Learning Objectives:

- **ECON-1** Explain how technology shaped economic production and globalization over time.
- **ECON-2** Explain the causes and effects of economic strategies of different types of communities, states, and empires.
- **ECON-3** Explain how different modes and locations of production and commerce have developed and changed over time.
- **ECON 4** Explain the causes and effects of labor reform movements.
- **ECON-5** Explain how and why labor systems have developed and changed over time.
- **ECON-6** Explain how economic systems and the development of ideologies, values, and institutions have influenced each other.

QUICK SUMMARY

- Major transitions in trade
 - From bartering to regional trade to long-distance trade
- Economic systems
 - Agricultural, pastoral, industrial
- Labor systems
 - Forced labor, farmers, capitalism, socialism



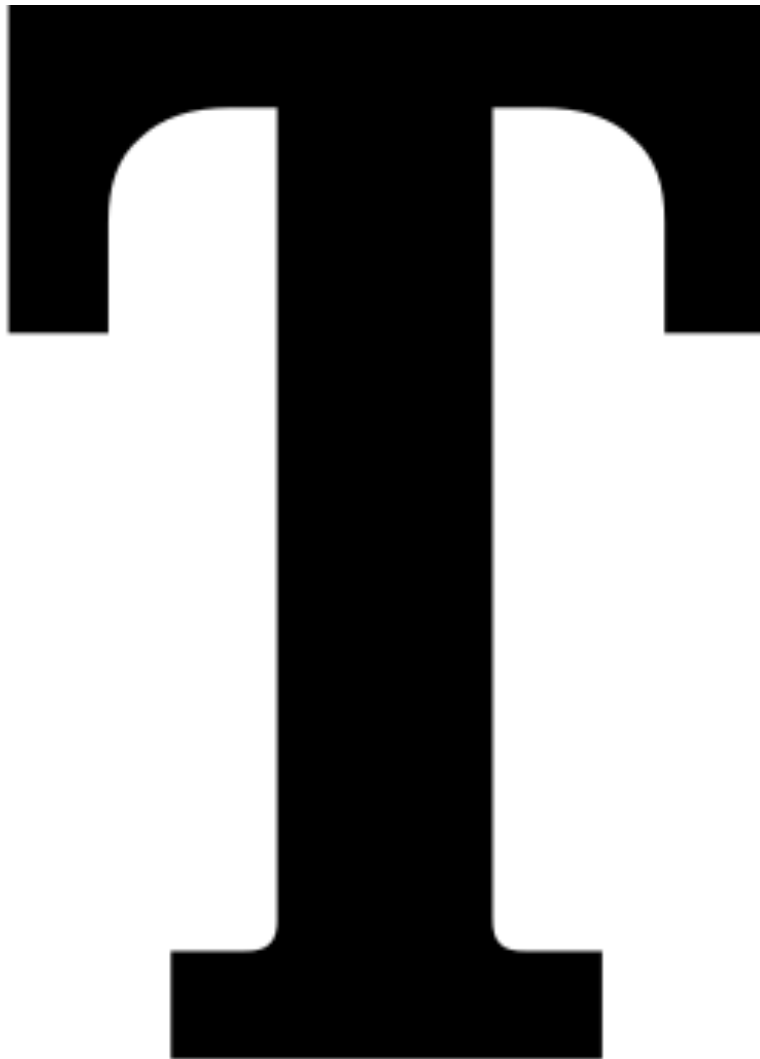
EXAMPLE: The map to the right shows the Silk Road, one of the most important trade routes in history before the modern era.

KEY VOCABULARY for ECONOMIC SYSTEMS (ECON)

Term	Definition	Historical Example or Picture
Subsistence Farming		
Cash Crops		
Specialization of Labor		
Artisans		
Merchants		
Coerced Labor		

Chattel Slavery		
Industrialization		
Mercantilism		
Export Economies		
Capitalism		
Socialism		
Liberalism		

AP World History - Thematic Overview



Technology and Innovation

Technology and Innovation

This is a new theme in AP World History this year and we won't have the details of what it entails until we get back to school in August. However, here are some ideas to get you thinking...

Technology - making and using tools to change the natural state of the environment - isn't an instant global event. Innovation and technological development tends to happen independently in different regions and then is spread along trade routes from their place of origin. This theme will likely focus on the effects of technology on societies over time.

Historical Thinking Skill: Change: *(response should be in a complete, well-developed paragraph)*

Not all technology has wires and electricity. Changing the way you plow your fields, grow food, fight disease, make swords, or design a car is also technology. By far the most important technology of the past 40 years is the invention and use of the internet. In order of importance **list three important ways** your use of the internet has CHANGED life for the average teenager over the past 40 years.

Historical Thinking Skill: Comparison and Social Structure (response should be in a complete, well-developed paragraph) Review the introduction to social structure and identify and **COMPARE** at least three **social structures** that impacts you on a regular basis. Compare the three social structures from most important to least important as to the impact or influence on your life.

Historical Thinking Skill Continuity and Change: Political (response should be in a complete, well-developed paragraph) **Continuity and Change:** Explain how our American political system has both changed and remained the same from its inception in 1787. List and explain at least one change and one continuity.

Historical Thinking Skill for interactions - Causes and Effect: *(response should be in a complete, well-developed paragraph)*

Historians consider how the environment affected the population's development or how the population changed the environment to suit their needs, patterns of settlement, migration (push/pull factors), demographic trends, and the spread of disease. A major issue is climate change – What are the causes of climate change and the possible conflicts to deal with the effects of climate change. **Answer this question by writing about the need for a consistent energy supply and the effect that the fossil fuel energy supply has on the environment.** This is a broad question – feel free to take it any direction you wish. .

Historical Thinking Skill for Culture: Continuity and Change *(response should be in a complete, well-developed paragraph)*

Religion, belief systems, philosophies, and ideologies often play an important role in how societies function. What is a continuity and change as far as the role of religion has had on American society from the inception of America in the late 1700s to the present time? Please identify and explain one continuity and one change.

Historical Thinking Skill for Economic Systems Cause and Effect: *(response should be in a complete, well-developed paragraph)*

All societies have some sort of economic system. Most produce and trade products with other societies. The world has become increasingly globalized over the past 50 years. Identify and explain a cause of the globalized economic system and an effect that globalization has had on your life – whether that effect is social, cultural or economic..

Extra Credit: Listen to the Podcast “Anti-Social Studies - <http://antisocialstudies.org/>” The podcast that best represents our starting point in September is season one episode five which starts with the expansion of Islam and ends with the Mongols. There is nothing to write down – just listen to this podcast or any of the others that may be of interest.