

A.P. World History: Modern

Summer Assignment 2020-2021

In order to accomplish our goals for this course, it is imperative that reading and writing assignments are completed over the summer. The assignments below represent material that provides a basic foundation for understanding the history of the world—both time and place. The below assignments are due **by the end of school day Friday, September 4, 2020**. Partial credit at a maximum score of 50% can be earned for any assignments turned in **by the end of school day Friday, September 11, 2020**. No assignments will be accepted after Friday, September 11, 2020. All submitted work should be proofread and typed. All submitted work must be original and of your own effort. A score of ZERO will be earned for work found to be plagiarized. (*)

If you have questions over the summer, you can always contact Mr. Barratt at jbarratt@longbranch.k12.nj.us.

For direct private messaging & announcements via Remind 101, join the class at: <https://www.remind.com/join/g4d83h>

The course website can be accessed at: <http://lbps.schoolwires.net/Page/7767>

Assignment #1: Analyzing Historical Perspective

- One aspect of the course is the ability to interpret and critique historical perspectives.
- **Watch** a video sequence ([YouTube link](#)) from Jared Diamond's "Guns, Germs, and Steel" (Part 1), which is based upon the book of the same name. It is approximately 54 min. in length.
- **Read** Jared Diamond's essay "The Worst Mistake in the History of the Human Race" ([.pdf file](#)) or ([Web Link](#))
- **Create a typed paragraph response** to EACH of 15 comprehension questions, and be sure each response clearly answers the question(s) with detailed support. Paragraphs are to be a minimum of 5 sentences each!!
- *Remember: A grade of a 0% will be awarded to any student who plagiarizes or copies off of another student or from an uncredited online source. Must be written in your own words!
- Questions #1-11 relate to the video, while questions #12-15 relate to the essay. Questions are listed on next page.
- **Format to Follow:**
 - Heading: Your Name, Course Title, Summer Assignment Number & Title
 - Assignment must be typed!
 - 12 size, Times New Roman font
 - 1" margins
 - Paragraphs = minimum 5 sentences (Partial credit to any response not fully developed)
- **Grade:** This assignment will be worth 30 points (a test grade), and will account for part of your summative average during the 1st marking period.
 - Optional: The remainder of the video (though not needed for Analysis Q's) can be found online at:
 - (Part 2) [YouTube link](#)
 - (Part 3) [YouTube link](#)
- **Additional Access:**

The ability to answer comprehension questions 1-15 requires the viewing of a video link and reading of an essay (both by Jared Diamond). These assignments are also on the High School's home site at AP Summer Assignments.

Watch the video based on Jared Diamond's book *Guns, Germs, and Steel*. Answer each of the following questions in a paragraph. Paragraphs should be a minimum of 5 sentences, and should clearly answer all parts of each question with supporting examples.

1. What was Yali's question? How did it lead Diamond to do the research which led to *Guns, Germs, and Steel*?
2. What is "cargo" as used in the question posed by Yali? How was cargo viewed by many New Guineans?
3. Contrast the colonialist view of "genetic superiority" vs. Diamond's view of New Guineans in terms of abilities? Why does he feel the way he does?
4. What starting point in history did Diamond choose for his analysis, and why does Diamond see modern-day Papua New Guineans as directly correlating to human societies from 13,000 years ago? What characteristics does he see in them that supports this correlation?
5. Archaeologist Ian Kuijt has dug in Middle Eastern sites to uncover what may have been the world's first granaries. What are they, and what does it say about those early societies?
6. Why did humans begin selecting individual plants for planting, and how did this "domestication" interfere with nature's processes?
7. What locations on the Earth did farming develop independently, and what crops were in use in each location? Why did Papua New Guineans not fit this trend?
8. Do you agree or disagree with Diamond's consideration of "geographic luck" as an explanation for the "haves" and "have-nots" in the world's human societies? Explain.
9. How are plants and animals an interrelated "package"? Examine the many uses of animals.
10. Why were the people of the Fertile Crescent "geographically blessed"? Why would this give them a huge head start to the building of civilization?
11. How does Diamond explain that the Earth's X axis running east and west helped proliferate the spread of human habits, including farming and technology? Would the Earth's Y axis running north and south work in the same way? Why or why not?

The Neolithic Revolution is considered one of the seminal events in the history of the human species. In a period of several thousand years, humans went from a largely migratory species to an increasingly sedentary and agricultural society. Historians have often remarked on the vital importance and positive nature of this change, as it led to the development of cities and civilizations. However, there are historians who do not agree that this was a positive development. In fact, some argue that the Neolithic Revolution was a horrendous turning point in the history of the human species. Jared Diamond is such a thinker, and he offers up a distinct thesis in his infamous article *The Worst Mistake in the History of the Human Race*.

Read this article, and answer each of the following reflection questions in a paragraph. Paragraphs should be a minimum of 5 sentences, and should clearly answer all parts of each question with supporting examples.

12. Write what you believe to be Diamond's thesis.
13. What are Diamond's two most persuasive statements? Why did you select them?
14. Many critics of Diamond argue that he has had plenty of opportunity to join a hunter-gatherer society and he refused to. Should it influence our opinion of his argument if he is not willing to do so? Explain.
15. What should human beings and human societies want from their existence?

Assignment #2: The Significance of Milestones in World History

- In preparation for the AP exam, you will be required to remember and analyze the significance of world events that have regional or global impact throughout history.
- Going back in time, **research** what made each of these years so significant on a regional or global scale by **summarizing** and **explaining** the significance of the events that are listed.
- *Remember: A grade of a 0% will be awarded to any student who plagiarizes or copies off of another student or from an uncredited online source. **Must be written in your own words!**
- **Format to Follow:**
 - Heading: Your Name, Course Title, Summer Assignment Number & Title
 - Create a chart much like the following model with three distinct columns.
 - Assignment must be typed!
 - 12 size, Times New Roman font
 - Paragraphs = minimum 5 sentences (Partial credit to any response not fully developed)
- **Grade:** This assignment will be worth 24 points (a test grade), and will also account for part of your writing average during the 1st marking period. Each date will be worth 3 points: 1 for Summary, 1 for Significance, and 1 for Paragraph Requirement. 1pt will be earned for format.

Heading (FORMAT EXAMPLE)		
<u>Assignment #2: Milestones in World History</u>		
<u>Year/Event</u>	<u>Summary of Event</u>	<u>Significance of Event</u>
1215 CE		
1348 CE		
1453 CE		
1492 CE		
1588 CE		
1789 CE		
1918 CE		
1969 CE		

- **Note:** Each year listed obviously had more than one event happening during that year. Your task is to determine the event with the *most profound historical importance from that year* and describe and explain the significance of that event as a major milestone in history.
- **Reminder:** Both the *Summary* and the *Significance* columns should be **at least a paragraph response each**. (Minimum 5 sentences) Be sure to write in your own words and write in a clear, concise manner. Make sure to describe any significant details with your response. This assesses your ability to process information on your own.

Assignment #3: Memorizing the location of important world geographical features

- **Practice** learning the locations of these 50 features and their spelling. During the first week of school, you will be asked to take a geography test where you will need to locate and spell them correctly on a map provided. Test will have a 25 point value, and will also account for part of your writing average during the 1st marking period.

<i>Oceans</i>	<i>Continents</i>	<i>Map Features</i>	<i>Bodies of Water</i>	<i>Landmarks</i>	<i>Countries</i>
○ Atlantic	○ N America	○ Equator	○ Nile River	○ Rocky Mts	○ China
○ Pacific	○ S America	○ Prime Meridian	○ Mississippi River	○ Andes Mts	○ Japan
○ Arctic	○ Europe	○ International Dateline	○ Amazon River	○ Himalayas Mts	○ England
○ Indian	○ Asia	○ Tropic of Cancer	○ Danube River	○ Alps Mts	○ Spain
	○ Australia	○ Tropic of Capricorn	○ Congo River	○ Sahara Desert	○ Italy
	○ Africa	○ Arctic Circle	○ Tigris & Euphrates Rivers	○ Gobi Desert	○ Mexico
	○ Antarctica	○ Antarctic Circle	○ Great Barrier Reef	○ Arabian Desert	○ France
		○ 4 Compass Points: North, South, East, West	○ Great Lakes	○ Great Plains	○ Russia
					○ Germany
					○ India
					○ Egypt
					○ Brazil
					○ Canada
					○ Philippines
					○ Greenland



AP History Free Summer Program

July 9th – August 15th

Strongly recommended for all students taking APHUG, AP World, or APUSH in the 2020/21 school year

The purpose of this free AP enrichment program is to provide students with the following:

1. Instructions in how to analyze and interpret specific primary sources, including documentary material, maps, and political cartoons.
2. The ability to understand multiple interpretations of historical issues in secondary sources.
3. To be able to understand that interpretations of events change over time, and thus students must be able to compare developments and trends from one period to another.
4. To be able to critically analyze relevant theories and concepts, apply them to specific questions, and then develop a written explanation of the events that demonstrates advanced writing and comprehension skills.

The goals of this summer enrichment program will be accomplished by providing students with a brief outline of the course, an intensive reading and writing component related to course specific, and a focus on improving the student's ability to read, comprehend, and write at an AP level.

APHUG Tuesdays, Wednesdays, and Thursdays 8:00am -9:30am

AP World Tuesdays 10:00am - 11:30am

APUSH Thursdays 10:00am - 11:30am



*Classes will meet on the 1st Floor of LBHS; please bring a notebook and a pen!

QUESTIONS?

Email asmiga@longbranch.k12.nj.us or Message / Text [@summersmig on Remind](https://www.instagram.com/summersmig)