



# AP World History Summer Assignment 2018-2019

## **Brief description**

This assignment provides an overview of information introduced previously in the early stages of World History I, a timeline of important events/empires taught throughout AP World History, and an introduction to the time periods of AP World History.

## **Objectives**

- Part I of this assignment is intended to review much of the information taught in the beginnings of World History I.
- Part II of this assignment is intended to introduce some of the major world events and empires that are important to the various time periods of AP World History.
- Part III of this assignment is to get students thinking about why each time period in AP World History begins and ends it does, which is an important skill for the course.

## **Resources/Materials**

Students may need the internet to complete Part II of the assignment, but will otherwise need no additional resources beyond the packet.

## **Grade**

Preparation assignment out of 100 points

## **Estimated Completion Time**

This assignment should not require an excess of 10 hours to complete

## **Due Date**

Any class meeting between August 28<sup>th</sup> and September 5<sup>th</sup>

## **Questions? Contact the teachers**

1. Ryan Crain – [rtcrain@fcps.edu](mailto:rtcrain@fcps.edu)
2. Jessica Hodgson – [jrhodgson@fcps.edu](mailto:jrhodgson@fcps.edu)

## **Rubric**

See the last page

\*\*All questions throughout this assignment should be answered completely and in your own words\*\*

## **UNIT I: Technological and Environmental Transformations (Foundations) 8000 BCE – 600 BCE**

Of all the time periods covered in the AP World History curriculum, Foundations (8000 BCE - 600 BCE) spans the largest number of years. It begins with an important Marker Event - the Neolithic Revolution - and ends with the rise and fall of river valley civilizations and the earliest empires.

Broad topics addressed in this time period are:

- Environmental and periodization issues
- Early development in agriculture and technology
- Basic cultural, political, and social features of early civilizations: Mesopotamia, Egypt, Indus Valley, Shang China, and Mesoamerica/South America

### **A NOTE ABOUT PREHISTORY (BEFORE 3500 CE)**

A basic type of periodization is to divide all of time into "prehistory" and "history." Usually the distinction is based on whether or not the people left written records, but the presence of written records is very closely tied to the beginnings of agriculture. The first humans probably emerged in eastern Africa, due to a happy confluence of availability of food and domesticable animals and favorable climate. For thousands of years humans sustained themselves as hunters and gatherers, and as a result were quite dependent on the abundance of food. Hunters gained skills in capturing and killing animals, and gatherers learned which plants and fruits were edible and nutritious. Technological inventions generally supported the fulfillment of these basic activities. Stones (and eventually metals) were shaped as tools and weapons, and techniques were developed for efficient gathering and storage of food. Another innovation was the control of fire which allowed early humans to cook food, keep warm in colder climates, and offered protection from animals. By 8000 BCE, humans had migrated to many other areas, probably following the herds and other available food sources.

Major migrations include:

- Early Africans to Australia, the Middle East, Europe, and Asia
- Asians across the land bridge to the Americas

Our knowledge of prehistoric people is limited, partly because they lived so long ago, and partly because they left no written records. However, archaeologists have found evidence of these generally shared characteristics of prehistoric people:

- 1) Social structure - Most people traveled in small bands, and authority was based on family relationships. Men took leadership roles, but women were highly valued for their gathering skills. Labor was generally divided based on gender, with men as hunters and women as gatherers. However, status differences between men and women were generally not wide, with relative gender equality apparently characterizing their group life.
- 2) Beliefs - Archaeological evidence suggests that prehistoric people were guided by their beliefs in spirits and sacred places. Their cave drawings and traces of their cultural objects indicate that they believed in an afterlife, although they probably did not practice polytheism, or a belief in many gods. Instead, animism (or pantheism), or the belief in many spirits (not specific gods), probably describes their religion more accurately. Bushes, rocks, trees, plants, or streams could be inhabited by these spirits, who often appeared to communicate with humans.

The prehistoric era includes the early stages of agriculture from about 10,000 to 4,000 BCE, but once settlement began, the stage was set for the development of reading and writing and the period known as "history."

### Questions

1. What technologies contributed to the survival of early humans? (1 pt.)
  
  
  
  
  
  
  
  
  
  
2. What caused early humans to live a nomadic lifestyle? (1 pt.)

3. Where did humans originate? By 8000 BCE, where had humans migrated? (1 pt.)

4. Describe the social structure of early humans. (2 pts.)

5. Describe early humans' belief systems. (2 pts.)

### **ENVIRONMENTAL AND PERIODIZATION ISSUES**

When, how, and why did people give up their wandering and settle to live in one place? First of all, it happened in different parts of the world at different times, but settled communities had developed in many places by 8000 BCE. The ability to settle was based almost entirely on successful cultivation of crops and domestication of animals. These drastic changes in human life are known collectively as the Neolithic Revolution that almost certainly happened independently in different places over a large span of time. For example, the people settling along the major rivers in China did not learn to farm because they were in contact with the people in the Indus River area. Instead, people in both areas probably figured out the advantages of settled life on their own. Although the Neolithic Revolution was one of the most significant Marker Events in world history, it occurred gradually and probably by trial and error.

The changes that resulted include:

- Increase in reliable food supplies - Agricultural skills allowed people to control food production, and domestication of animals both helped to make agricultural production more efficient and increased the availability of food.
- Rapid increase in total human population - Reliable food supplies meant that people were less likely to starve to death. With increasing life spans came increasing reproduction, and more children meant that there were more people to tend the land and animals.
- Job specialization - Other occupations than farming developed, since fewer people were needed to produce food. Some early specialized jobs include priests, traders, and builders.
- Widening of gender differences - Status distinctions between men and women increased, as men took over most agricultural cultivation and domestication of animals. Women were responsible for raising children, cooking food, and keeping the house, but in virtually all of the early civilizations men became more and more dominant. A patriarchal system commonly developed, with men holding power in the family, the economy, and the government.
- Development of distinction between settled people and "nomads" - All people did not settle into communities but remained as hunters and gatherers. As more settled communities developed, the distinction between agriculturalists and hunters and gatherers grew.

### Questions

1. Why did humans begin to establish more permanent settlements around 8000 BCE? (1 pt.)

2. Was the development of agriculture in various places a result of contacts and the spread of ideas, or independent discovery? Explain. (3 pts.)

3. What were the effects (positive and negative) of the Neolithic Revolution? (3 pts.)

### **THE NATURE OF CIVILIZATION**

These changes in turn allowed the development of "civilization," a basic organizing principle in world history. Civilization may be defined in many ways, but it is generally characterized by:

- Large cities that dominate the countryside around them - Growing populations required more food production, so the cities controlled their hinterlands in order to guarantee a reliable and continuous supply of food for their inhabitants.
- Monumental architecture and public building projects that take many forms - They may include temples, palaces, irrigation projects, city walls, public arenas, government buildings, and aqueducts.
- A complex political organization - In order to coordinate activities and provide protection for the cities and hinterlands, governments developed. The larger the area and population, the more demanding political positions became, and control of the government began to move away from kinship ties. Although many early rulers passed their authority down to their sons, other factors became important, such as military prowess and ability.
- A written language - This important development in human history allowed societies to organize and maintain the growing political, social, and economic structure that followed settlement into agricultural areas. Those societies that developed a written language were able to communicate multiple ideas and large amounts of information that in turn encouraged greater complexity and growth.
- Specialization of labor - With basic food needs taken care of by fewer people, others may specialize in jobs that help to improve the quality of life. For example, engineers may construct bigger and better irrigation systems, and bureaucrats may increase their level of government services.
- Advanced art and literature - In prehistoric times and in simple communities, most artwork and literature was (is) produced by people who were preoccupied with activities that sustained their lives, such as hunting and gathering or farming. Art consisted of simple drawings, and literature usually took the form of oral stories passed down from one generation to the next. With the advent of civilization, some people had the time to concentrate on art and literature, making them their primary occupation.
- Long distance trade - As technologies improved and specialization increased, trade with other civilization centers began. This trade led to cultural diffusion, or the spreading and sharing of cultural characteristics. Not only was material culture - objects such as pottery, tools, and textiles - shared, but nonmaterial culture - such as beliefs, customs, and values - also spread, contributing to the cosmopolitan nature of cities.

### Questions

1. What are 5 characteristics generally required for a society to be a "civilization"? (2 pts.)

## THE CIVILIZATION CONTROVERSY

The term "civilization" is derived from Latin, the language of the ancient Roman Empire. The Latin word *civilis* means "of the citizens," and the Romans used it to distinguish between themselves and the "inferior" people who lived on the fringes of their empire. However, the distinctions that the word implies began long before the time of the Romans. The process of civilization, or the development of the characteristics listed above, indisputably occurred in several parts of the world before 1500 BCE, and the feelings of superiority that urban folks displayed probably began just as early. Civilization as an organizing principle in world history is actually quite controversial. Traditionally historians have seen the development of civilization in a positive light, or as improvements in the quality of human life. So they refer to some societies as more "advanced" than others that remain more "backward." However, other scholars have cautioned against ignoring the "dark side" of the distinctions that the word "civilization" implies.

### The Civilization Controversy: a Building Block for Human Society?

Advantages of Civilization	Disadvantages of Civilizations
Development of specialized skills, inventions, arts, and literature	Increase in class and gender distinctions, creating oppression for some
Building of economically and politically coordinated cities	Overproduction of land, depletion of soil, eventual destruction caused by increase in population
Increased ability to protect people from dangers both inside and outside the city	Increased attacks from outsiders attracted to wealth; internal crime promoted by crowded conditions
Growth of prosperity, improving quality of life	Creation of life-threatening congestion, pollution, disease, and decrease in sanitation

Today most historians try to steer away from the question of whether the advent of civilization led to a higher level of human life or started us on the road to ultimate destruction. The important thing to remember is that it dramatically changed the course of world history, whether for good or for bad. No matter what the location or time period, the division between urban and rural lifestyles is a recurring theme throughout time, and biases toward one lifestyle or the other remain as a great continuity throughout eras and among many societies around the world.

### Questions

1. Based on the advantages and disadvantages identified above, in your opinion, was the development of civilizations a positive or negative development? Explain. (1 pts)

## PERIODIZATION

The Foundations time period (8000 BCE to 600 BCE) is so vast that there are many ways to divide it into periods or eras. However, some major breaks within the time period are these:

- 1) Early agricultural and technological development (about 8000 BCE to 3500 BCE) - Small groups of settlers grew into kinship-based villages that practiced both crop cultivation and domestication of animals. Tools and inventions helped villages to stabilize and eventually grow.
- 2) Development of the earliest civilizations (about 3500 to 1500 BCE) - Villages grew into cities that came to dominate the land around them. Collectively known as the "river valley" civilizations, they include:
  - Mesopotamia (developed by 3500 BCE or so) - between the Tigris and Euphrates Rivers in the Middle East
  - Egypt (developed by 3000 BCE or so) - along the Nile River in northeastern Africa
  - Indus Valley people (developed by 2500 BCE or so) - along the Indus River in south central Asia
  - Shang China (developed by 1700 BCE or so) - along several rivers in the north China plains

### Questions

1. Near what geographic feature did the earliest civilizations develop? Why? (2 pt.)

## **ALTERNATIVES TO SEDENTARY AGRICULTURE**

Sedentary agricultural communities were usually the forerunners to the development of the earliest river valley civilizations. However, the shift away from hunting and gathering societies took many other forms.

1) Shifting cultivation - Often referred to as "slash and burn" agriculture, this farming method developed primarily in rain forest zones of Central and South America, West Africa, eastern and central Asia, and much of southern China and Southeast Asia. The obvious destruction to the environment was worsened by the frequency of the farmers' movement. At first, the soil in the burnt areas was very fertile, but when soil nutrients were depleted, farmers moved on to slash and burn another piece of jungle.

2) Pastoral nomads - This alternative to sedentary agriculture is characterized by following the herds, just as the earlier hunters and gatherers did. However, the herds were domesticated, and consisted of sheep, goats, cows, reindeer, camels, and/or horses. Nomadism, or the practice of moving frequently from one place to the other, was dictated by the need for pasture for the animals. This life style developed across the grassy plains of central Eurasia and nearby desert areas of the Arabian Peninsula and the Sudan. Pastoral nomads may be categorized by the animals that they tended:

- Horse nomads - The first nomads did not ride them, but eventually developed horseback riding techniques. They also devised chariots for horses to pull. Some also devised early war bows, or compound bows, which could be used while moving on horseback. Some of these nomads formed empires (Hyksos, Hittites).
- Reindeer herders - These nomads populated Scandinavia and were generally far away from civilization centers.
- Camel herders - The main animal herded in the Sudan and the Arabian Peninsula was the camel.
- Cattle nomads - Cattle were herded in the upper reaches of the Nile River and the southern Sudan, grass areas far away from civilization centers.

The life style of nomads by necessity means that they do not settle into villages, and therefore do not form the basis for the later development of cities. Settled agriculturalists generally saw them as "barbarians," an inferior lot that needed to be kept out of their villages. However, despite this designation, nomadic groups, especially when they have embarked on major migrations, have had a significant impact on the course of world history. Do not make the mistake of discounting them, because nomads have often sparked major changes that have greatly affected and sometimes dominated settled communities.

### Questions

1. What differentiated pastoral nomads from hunter-gatherers? (1 pt.)

2. What new technologies and modes of transportation did pastoral communities develop? (1 pt.)

## **EARLY AGRICULTURE**

By about 5000 BCE agriculture had become well established in several areas. In southwest Asia, wheat and barley were raised, and sheep and goats were domesticated. In Southeast Asia, yams, peas, and early forms of rice were grown, and pigs, oxen, and chickens were kept. In the Americas, corn (maize), squash, and beans were staples of the diet, and in South America, potatoes were also grown. Domesticated animals were far less important in the Americas than they were elsewhere, but South Americans did domesticate llamas and alpacas. As agriculture began to take hold in various parts of the world, the population grew rapidly. For example, world population in 3000 BCE was probably about 14 million humans, but by 500 BCE, the total had risen to about 100 million.

### Questions

1. Describe the relationship between the environment (fauna/flora) and domesticated animals/crops? (1 pt.)

2. What was unique about the Americas in comparison to other agricultural regions? (1 pt.)

## TECHNOLOGICAL ADVANCEMENTS

The time period that followed the advent of agriculture and preceded the earliest civilizations is known as the Neolithic era (in contrast to the earlier Paleolithic - or "Stone Age" - era). The name means "new stone age", and it is characterized by the refinement of tools, primarily for agricultural purposes. The time period spans roughly from 10,000 to 4000 BCE.

Early labor specialization is based on three craft industries:

- Pottery - Once agriculture begins, pots are needed for cooking and storage, so pottery making was probably the first craft industry to develop. Early on, people discovered that designs could be etched into the clay before it hardened, so pottery became a medium for artistic expression.
- Metallurgy - The first metal used was copper that could be hammered into shapes for tools and jewelry. No heat was required, but someone discovered that heating separated the metal from its ores improved the malleability and overall quality of the product. Early tools such as knives, axes, hoes, and weapons were made of copper.
- Textile production - Textiles decay much more readily than pottery and metal tools and jewelry do, but the earliest textiles can be documented to about 6000 BCE. Through experimentation with plant and animal fibers, they developed methods of spinning thread and weaving fabrics, jobs done primarily by women at home while tending to children and other domestic duties.

## THE DEVELOPMENT OF THE EARLIEST CIVILIZATIONS (3500 BCE - 1200 BCE...OR SO)

Somewhere around 4000 BCE, a series of technological inventions forged the way for a new phase of development within some of the agricultural societies. Three important changes are:

- The introduction of the plow - Plows meant that more land could be cultivated more efficiently. Greater productivity led to the growth of towns into cities.
- The invention and use of bronze - Bronze is an alloy of copper and tin that led to vast improvements in equipment and tools.
- The advent of writing - Apparently, the first people to use writing were the Sumerians in the Tigris-Euphrates valley. Not coincidentally, this area was the site of perhaps the oldest civilizations in history, beginning in about 3500 BCE.

The Sumerians were the first of a series of people to inhabit Mesopotamia, and they developed all of the major characteristics of "civilization": cities, public buildings, job specialization, complex political organization, writing, arts and literature, long-distance trade. Other early civilizations were Egypt, the Indus Valley people, and Shang China.

### Questions

1. In what way did agricultural production, trade and transportation increase as a result of new technologies (plow, bronze, woven textiles, pottery, wheels/wheeled vehicles)? (5 pts.)
  - a. Plow:
  - b. Textiles:
  - c. Pottery:
  - d. Wheels/Wheeled vehicles:
  - e. Bronze/Metallurgy:

2. How did the advent of writing impact the development of civilizations? (1 pt.)

3. How did the advent of writing contribute to social stratification? (1 pt.)

### **COMMON CHARACTERISTICS OF THE RIVER-VALLEY CIVILIZATIONS**

Each early civilization developed its own unique ways of life, but they all shared some common characteristics:

- Location in river valleys - Rivers provided water for crops, as well as the easiest form of transportation. All four river valleys of the earliest civilizations had very fertile soil called loess, or alluvial soil carried and deposited as river water traveled downstream.
- Complex irrigation systems - Controlling the flow of the rivers was a major issue for all of the civilizations, and all of them channeled the water for agricultural use through irrigation systems.
- Development of legal codes - The most famous set of laws was Hammurabi's Code, but all wrote and implemented laws as political organization and long-distance trade grew more complex.
- Use of money - Long distance trade made the barter system (trading one type of good for another) impractical, so all the civilizations developed some form of money for economic exchanges.
- Elaborate art forms and/or written literature - These took different forms, but all civilizations showed advancements in these areas. For example, Egyptians built pyramids and concentrated on decorate arts, and Mesopotamians wrote complex stories like the Epic of Gilgamesh.
- More formal scientific knowledge, numbering systems, and calendars - Developments in these areas varied from civilization to civilization, but all formalized knowledge in at least some of these areas.
- Intensification of social inequality - In all river valley civilizations, gender inequality grew, and all practiced some form of slavery. Slaves were often captives in war or hereditary, and they were used for household work, public building projects, and agricultural production.

### Questions

1. In what ways were river valley civilizations alike? Provide 5 examples and explanations (in your own words). (5 pts.)

a.

b.

c.

d.

e.

In addition to the river valley civilizations, early civilizations appeared in Mesoamerica and South America, and though they shared many characteristics above, they did not develop along river valleys. The Olmecs appeared by about 1200 BCE in what is now Mexico. Their trade and culture influenced other parts of Central America and shaped the development of later civilizations in the area. Between 1800 and 1200 BCE, an elaborate culture developed in the Andes area of South America. The Chavin people in particular spread widely throughout the area from their center in present-day Peru. All of the civilizations varied greatly, as the chart below (next page) reflects. For the exam, you only need to be able to accurately compare two of the civilizations.

## COMPARISONS OF EARLY RIVER VALLEY CIVILIZATIONS

	CULTURE	POLITICAL ORGANIZATION	SOCIAL STRUCTURE
<p><b>MESOPOTAMIA</b>(developed by 3500 BCE) in the Middle East</p>	<p>Cuneiform writing with wedge shaped characters; 2000 symbols reduced to 300</p> <p>Extensive trade with Egypt and the Indus Valley</p> <p>Epic of Gilgamesh</p> <p>Early use of bronze tools, chariots</p> <p>Advanced astronomy; math based on 60</p> <p>Pessimistic view of world, perhaps due to irregular, unpredictable flooding of the rivers</p> <p>Polytheism - gods powerful and often cruel</p> <p>Kings powerful, but not divine</p>	<p>City-states and warrior kings in almost constant conflict with one another</p> <p>Large empires in later times</p> <p>Hammurabi's Code and lex talionis (law of retaliation)</p> <p>Competition among city states as well as frequent invasions led to less political stability than in Egypt</p>	<p>Job specialization - farmers, metallurgist, merchants, craftsmen, political administrators, priests</p> <p>Social classes:</p> <p>1) free land-owning class</p> <p>2) dependent farmers and artisans</p> <p>3) slaves for domestic service (could purchase freedom)</p> <p>merchant class important</p> <p>Marriage contracts, veils for women; women of upper classes less equal than lower class counterparts</p>
<p><b>EGYPT</b>(developed by 3000 BCE) in the Middle East</p>	<p>No epic literature</p> <p>Concerned with decorative arts, shipbuilding, some medical knowledge</p> <p>Less advanced in math and astronomy than Mesopotamians</p> <p>Less extensive trade, especially in earlier eras</p> <p>Polytheism, with pharaoh as a god</p> <p>Optimistic view of life (regular, controllable flooding of the river)</p> <p>Strong belief in the afterlife; Book of the Dead</p> <p>Hieroglyphics - complex, pictorial language</p>	<p>Divine kingship - the pharaoh; highly centralized, authoritarian government</p> <p>Generally stable government throughout the 3 kingdoms</p> <p>Extensive bureaucracy; pharaoh's power channeled through regional governors</p>	<p>Smaller nobility than Mesopotamia; fewer merchants</p> <p>Some social mobility through the bureaucracy</p> <p>Priests have high status (only ones who understand the complex hieroglyphic written language)</p> <p>Women - probably higher status than in Mesopotamia; love poetry indicates some importance placed on male/female relationships</p> <p>One female pharaoh - Hatshepsut</p>

<p><b>INDUS VALLEY (developed by 2500 BCE)</b> in South Asia</p>	<p>Writing system only recently decipherable</p> <p>Soapstone seals that indicate trade with both Mesopotamians and China</p> <p>pottery making with bulls and long-horned cattle a frequent motif</p> <p>Small figurines of women</p> <p>Cruder weapons than Mesopotamians - stone arrowheads, no swords</p> <p>Polytheism - naked man with horns the primary god; fertility goddesses</p> <p>Two cities: Harappa and Mohenjo-Daro</p>	<p>Assumed to be complex and thought to be centralized</p> <p>Limited information, but large granaries near the cities indicate centralized control</p>	<p>Priests have highest status, based on position as intermediaries between gods and people</p> <p>Differences in house sizes indicate strong class distinctions</p> <p>Statues reflects reverence for female reproductive function</p>
<p><b>SHANG CHINA (developed by 1700 BCE)</b> in East Asia</p>	<p>Oracles bones used to communicate with ancestors</p> <p>Pattern on bones formed basis for writing system; writing highly valued, complex pictorial language with 3000 characters by end of dynasty</p> <p>Uniform written language became bond among people who spoke many different languages</p> <p>Bronze weapons and tools, horse-drawn chariots</p> <p>Geographical separation from other civilizations, though probably traded with the Indus Valley</p>	<p>Centralized government, power in the hands of the emperor</p> <p>Government preoccupied with flood control of the rivers Job specialization - bureaucrats, farmers, slaves</p>	<p>Social classes - warrior aristocrats, bureaucrats, farmers, slaves</p> <p>Patriarchal society; women as wives and concubines; women were sometimes shamans</p>
<p><b>MESO AND SOUTH AMERICA (developed by 1200 BCE)</b> In Latin America</p>	<p>Olmechs in Mesoamerica:</p> <p>Highly developed astronomy; used to predict agricultural cycles and please the gods</p> <p>Polytheism; religious rituals important, shamans as healers</p> <p>Ritual ballgames</p> <p>Irrigation and drainage canals</p> <p>Giant carved stone heads; probably with religious significance</p> <p>Jaguar symbol important</p> <p>Chavin in Andean region:</p>	<p>Olmechs: apparently not united politically; unusual for ancient civilizations</p> <p>Chavin: probably political unification; public works operated by reciprocal labor obligations; had a capital city</p>	<p>Olmec: craft specializations; priests have highest status; most people were farmers</p> <p>Chavin: Priests have highest status; capital city dominated the hinterlands; most people were farmers</p>

	<p>Polytheism; statues of jaguar men</p> <p>Square stone architecture, no mortar</p> <p>Well-developed agriculture based on maize</p> <p>Unique geography: lived on coast, in mountains, and in jungle</p>		
--	--	--	--

Questions

1. What were the four regions where early agricultural communities developed? List the regions and the civilizations (1 pt.)
  
2. In what ways were Egypt and Mesopotamia socially similar? Different? (2 pts.)
  
3. In what ways were Egypt and China politically similar? Different? (2 pts.)
  
4. In what ways were Mesoamerica/South America and Mesopotamia culturally similar? Different? (2 pts.)
  
5. The first states emerged within core civilizations. What were common characteristics among the first states/civilizations as shown in the chart above? (1 point)
  
6. Early civilizations/states developed monumental architecture and urban planning. Provide at least two example of monumental architecture and one example of urban planning. (3 points)

## THE DECLINE OF THE EARLIEST CIVILIZATIONS

Throughout history, no matter what the era, virtually all civilizations that have come to power eventually decline and die. Historians have always been intrigued with the question of why decline appears to be inevitable. The experience of the earliest civilizations provides some answers to the question of why empires fall.

From 1500 to 500 BCE, both Egypt and Western Asia were showing signs of conflict and weakness. Ironically, the problems began at a time when both areas were prosperous from trade. Their cities were cosmopolitan, arts and literature flourished, and the civilizations were in frequent contact with one another. So what happened? An important change occurs around 1200 BCE for all of the civilizations except for China. Without exception the others experienced a major decline or destruction during this Marker Era in world history. Examples include:

- Egypt - Egypt experienced strong attacks from the north, and the government lost control of Nubia, a region to the south. Egypt survived, but was considerably weaker than before.
- The Hittites - This powerful group that occupied and controlled what is now Turkey fell apart when attacked from the northeast, never to appear as a unified empire again.
- The Indus Valley people - This civilization disappeared as Aryans from the north spilled into the area and took control.
- Mycenaens - These people who were the precursors to the later Greek civilization collapsed shortly after their famous conflict with Troy in the Trojan Wars.

In all cases, the very infrastructure of civilization collapsed, remarkably all about the same time. Why? Or a better question may be why China was spared the debacle. A common denominator is invasion, and one answer is that Indo-Europeans from an area north of Mesopotamia migrated south into Western Asia and the Indus Valley. This massive migration began in the mid-2nd millennium BCE, and for more than a thousand years thereafter, they threatened all of the early civilizations except for China. However, a more intriguing idea is that the very thing that brought strength also destroyed them - trade and contact with others. Interactions among the societies led to shared prosperity - the more trade, the more money people made. Trade also brought about cultural diffusion, which contributed to the diversity and sophistication of the cities. However, weaknesses may be shared as easily as strengths. When one weakened, the others felt the impact. Only China survived because it was not as involved in the trade loop as the others were. The fall of empires around 1200 BCE is an excellent example of the role that interactions among societies play in determining the course of world history. As we will see as we go through time, interactions, both positive and negative, have been a major force that shape broad, important changes over time.

### Questions

1. What were the regions that experienced state expansion or empire building? (1 pt.)
2. What was the common reason for the fall of most early agricultural societies? (1 pt.)
3. Why was China spared from a similar fate? (1 pt.)
4. Which regions were connected through trade during this time period? (1 pt.)
5. How might pastoral nomads both positively and negatively impact trade/cultural diffusion? (2 pts.)

## NOMADS AND MIGRATIONS (3500 - 500 BCE)

Three major migrations of the era from 3500 - 1100 BCE are:

- **Phoenicians** - By about 2000 BCE this small group of seafaring people from a coastal area of the eastern Mediterranean Sea had set up colonies in North Africa and southern Europe. Pressured by both lack of space in their homeland and desire for prosperity from trade, the Phoenicians traveled widely over the entire Mediterranean area. To facilitate their trading, they simplified the cuneiform system, producing an alphabet with 22 characters that was far easier to learn and use. Not only did the Phoenicians spread their maritime skills, but their alphabet became the basis of alphabets in Greece, Rome, and eventually for many modern languages.
- **Israelites** - According to Judaism, the Israelites actually originated about 2000 BCE in the Mesopotamian city of Ur with the founder of the religion, Abraham. Abraham and his family migrated to the eastern Mediterranean, where they settled in a land they called Canaan. The Jews were distinctly different from other people of the area because they were monotheistic, believing in only one god. They later migrated to Egypt to escape a spreading drought. There they became slaves, and under their leader Moses, they returned to Canaan where they eventually formed the kingdom of Israel. The Jewish religion greatly influenced the people that they contacted, although it did not actively encourage conversion of non-Jews. Jewish beliefs and traditional stories were written down and later became basic to Christianity and Islam. The religion stressed the importance of prayer, worship, and good behavior; tenets that have become characteristic of many other monotheistic religions.
- **Aryans** - These herding peoples originated in the Caucasus area, but they began migrating in many directions about the mid 2nd millennium BCE. Waves of Aryan migrants invaded the Indian subcontinent, decimating the cities of the Indus Valley. The Aryans remained a nomadic people for many years, but eventually pushed eastward, settling in the fertile Ganges River area as agriculturalists. The Aryans imposed their caste system on the natives, a complex social structure with strict social status differences and virtually no social mobility. Their stories also became the basis for Hinduism.

### Questions

1. Identify and explain one impact of each of the three migratory peoples above. Also, explain to where the migrants moved. (3 pts.)

### Questions

1. In what ways did pastoralists and agricultural communities impact the environment? (1 pt.)
2. How did the earliest humans adapt to their environment for survival (think technologies or shelters)? (1 pt.)
3. Evaluate the extent to which the Agricultural Revolution marked a turning point in world history. Support the assertion with at least three arguments and examples. Refute the assertion with at least one argument and example. (8 pts.)

## Part II: Timeline of Historical Events

**Directions:** For each event find a specific date (or general date range in the case of empires/civilizations). If necessary, an approximation of the date will be sufficient. *Note:* The events are essentially in chronological order. *Suggestion:* Use an internet search engine. It will expedite this assignment immensely.

HISTORICAL EVENT	DATE(S)
1. Agricultural revolution	
2. First cities (ex: Catalhoyuk)	
3. Beginning of Mesopotamian Civilizations	
4. Pyramid construction in Egypt	
5. Harappa and Mohenjo-Daro in South Asia	
6. Beginning of Chinese Dynastic Rule	
7. Beginning of Aryan Migrations to South Asia	
8. Rule of Hebrew King David	
9. Establishment of Greek poleis	
10. Start of Buddhism	
11. Achaemenid Persian Empire	
12. Roman Republic	
13. Warring States period in China	
14. Rule of Alexander the Great	
15. Qin Dynasty	
16. Han Dynasty	
17. Start of Christianity	
18. Mayan Civilization	
19. Constantine's Edict of Milan	
20. Roman Empire begins/falls	
21. Gupta Empire begins/falls	
22. Tang Dynasty	
23. Hijra (fled from Mecca to Medina)	
24. Schism of Islam	
25. Umayyad Caliphate	
26. Byzantine Empire	
27. Battle of Tours	
28. Abbasid Caliphate	
29. Viking Migrations into Western Europe	
30. Empire of Ghana	
31. Gunpowder developed by China	
32. Great Schism of Christianity	
33. Christian Crusades	
34. Delhi Sultanate in India	
35. Song Dynasty	
36. Mongol Empire conquers China, Persia, and Russia	
37. Mali Empire (Mansa Musa + Timbuktu)	
38. Ibn Battuta and Marco Polo	
39. Aztec Empire	
40. Bubonic plague	

HISTORICAL EVENT	DATE(S)
41. Renaissance	
42. Ming Dynasty funds Zheng He's voyages	
43. Ottoman Empire conquers Constantinople	
44. Gutenberg's Printing Press	
45. European Age of Exploration	
46. Atlantic Slave Trade starts	
47. Protestant Reformation	
48. Mughal Empire	
49. Scientific Revolution	
50. Tokugawa Shogunate	
51. Mercantilism or mercantilist policies used by European countries	
52. Potosi mine established by Spanish	
53. Absolutism (choose one: Louis XIV and Peter the Great)	
54. Qing Dynasty	
55. Enlightenment	
56. Industrial Revolution	
57. Technologies (Choose one: steam engine, telegraph, railroads)	
58. Atlantic Revolutions	
59. End of Atlantic Slave Trade (approximate)	
60. Opium Wars	
61. <i>Communist Manifesto</i>	
62. Meiji Restoration	
63. British Rule in India	
64. End of Russian serfdom; abolition of slavery in USA	
65. Unification of Germany and Italy	
66. Berlin Conference	
68. Russo-Japanese War	
69. End of Qing Dynasty; beginning of Chinese Republic	
70. Russian Revolution	
71. World War I	
72. Spanish Flu	
73. Great Depression	
74. Fascism in Europe (choose one: Germany, Italy)	
75. World War II	
76. Cold War	
77. Creation of Israel	
78. Independence Movements (choose one: India, Ghana, Vietnam)	
79. Chinese Communist Revolution (Mao Zedong leads China)	
80. Challenges to beliefs on race/gender (Civil Rights Act, Suffrage)	
81. The Green Revolution	
82. Genocide (choose one: Armenia, Cambodia, Rwanda)	
83. Democratic protests (Romania, Hungary, China)	
84. Technologies (choose one: Airplane, TV, Radio, Computers)	

### Part III: Timeline Periodization Chart

Directions:

1. Using your completed timeline of historical events, look at which events fit into the time periods created below.
2. For each time period, create a title based on the events included in the date range.
3. In at least three sentences, explain why the time periods begin/end when they do.

Purpose:

This will help you understand why time periods in AP World History begin and end when they do since the time periods have a general theme or were created based on particular world-changing events.

<b>Dates of Time Period</b>	<b>Explanation</b>
<b>Title of Time Period</b>	
<b>8000 BCE – 600 BCE</b>	
<b>600 BCE – 600 CE</b>	
<b>600 CE – 1450 CE</b>	

<b>Dates of Time Period</b>	<b>Explanation</b>
<b>Title of Time Period</b>	
<b>1450 CE – 1750 CE</b>	
<b>1750 CE – 1900 CE</b>	
<b>1900 CE - Present</b>	

# AP WORLD HISTORY 2018 SUMMER ASSIGNMENT GRADING CRITERIA

## Part I: Unit 1 Overview and Questions

- Points are earned for answering in complete sentences, in your own words, and providing the content that correctly answers the question.

**Part I Total:** \_\_\_\_\_ / 65 Points

## Part II: Timeline of Events

- Approximate dates (or date ranges in the case of empires/civilizations) provided for each event are accurate.

**Part II Total:** \_\_\_\_\_ / 17 Points

## Part III: Timeline Periodization Chart

- An appropriate title is given for each time period.
- Adequate explanation of the general theme of the time period and/or why the time period starts/end when it does.

**Part III Total:** \_\_\_\_\_ / 18 Points

**Total:** \_\_\_\_\_ / 100 Points

**\*\*\* DUE DATE: Any class meeting between August 28<sup>th</sup> and September 5<sup>th</sup> \*\*\***

## Need help or have questions?

If you need any assistance on this assignment throughout the summer, you can contact one of the AP World History teachers listed below.

- Jessica Hodgson, [jrhodgson@fcps.edu](mailto:jrhodgson@fcps.edu)
- Ryan Crain, [rtcrain@fcps.edu](mailto:rtcrain@fcps.edu)