

**W**elcome to the Advanced Placement World History class. This class will be the most demanding and hopefully the most interesting class you take this year. One major difference between this class and the regular World History classes is that we cover the entirety of World History – not just the last 250 years. This means we have to take a much different approach. We do not have the luxury of spending time on the details of great people and events in history. Instead, we are looking at broad themes over vast time periods. We focus much more on connections and patterns, and less on individuals and individual events.

Unfortunately, over the last few years I have been found myself in the position of lecturing and feeding the material to my AP classes. This is not how it's supposed to work. Schools with successful AP World classes don't spend time on lecturing the basic material. Successful AP students understand that they are to do that leg work, the studying on their own time and that our class time is better spent on discussion, test preparation and enrichment activities.

**With this in mind, please consider very carefully whether or not this class is for you.** Many sophomores each year get themselves in over their heads and once you're in, they won't let you out. My intent is not to scare you off, but rather to make sure you understand exactly what you are getting into. This will likely be your favorite class if you are willing to do the work.

There is another thing to heed – many of the students who sign up for the AP classes are also involved in many other demanding courses and extracurricular activities. I will try to work around major conflicts – such as Marching Band activities (like Tuesday Night Practice!), but by signing up for this class you are committing to keeping up.

I am going to de-emphasize the homework assignments I have given in the past. Instead, we will be moving toward a binder system. It is easier for me and more helpful to keep an organized binder which I will check from time to time. That means at least 75% of your grade will be based on tests and essays. Be prepared.

In closing – this class will likely be a big step up. Many of you are used to being the kid with the A's on all the tests, but I will change that. Many of you are fond of your class ranking, but I have a tendency to rearrange that. Just remember, my goal is to get you to perform as well as you possibly can on the AP test in May.

Sincerely,

*Mr. Grady and Mr. Simmons*

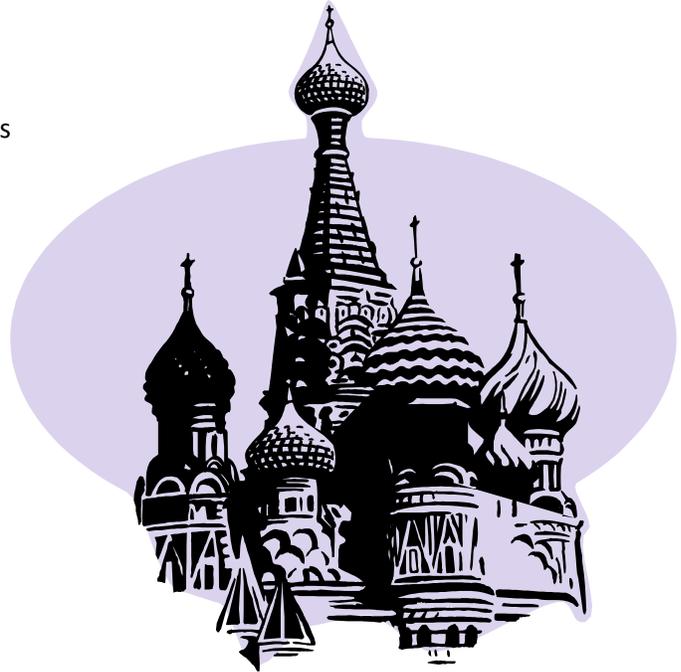
PS: We'll go over materials once school starts – but a good place to start would be a 3-inch Heavy Duty binder.

I will post materials suggestions on the blog when finalized.

**THEMES**

The WHAP curriculum is structured around five major themes. These themes will run through every unit, every region and every time period. Get to know these as you read the first five chapters of the textbook.

1. Interaction between humans and the environment
  - Demography and disease
  - Migration
  - Patterns of settlement
  - Technology
2. Development and interaction of cultures
  - Religions
  - Belief systems, philosophies & ideologies
  - Science & technology
  - The arts and architecture
3. State-building, expansion and conflict
  - Political structures and forms of governance
  - Empires
  - Nations and nationalism
  - Revolts and revolutions
  - Regional, transregional and global structures and organizations
4. Creation, expansion and interaction of economic systems
  - Agricultural and pastoral production
  - Trade and commerce
  - Labor systems
  - Industrialization
  - Capitalism and socialism
5. Development and transformation of social structures
  - Gender roles and relations
  - Family and kinship
  - Racial and ethnic constructions
  - Social and economic classes



There are many mnemonic devices used to remember these themes, but we will fittingly use the SPICE mnemonic:

**S** – Social

**P** – Political

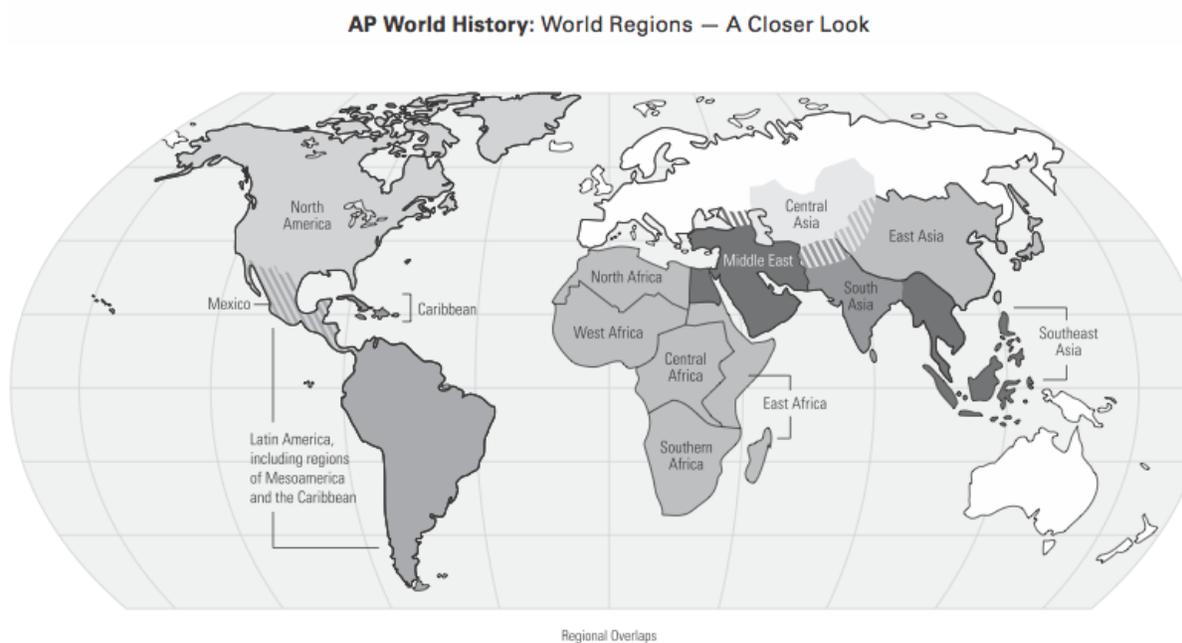
**I** – Interactions between Humans and the Environment

**C** – Cultural

**E** - Economic

### GEOGRAPHICAL REGIONS

Another convention that the WHAP community has adopted is the use of the following World Regions. Know these. Really get to know these.



Obviously major bodies of water, mountain ranges, deserts and climatic zones should be known. We will refer to these throughout the class so you may as well get started now.

**PERIODIZATION**

The third major organizational scheme used in this course is the Periodization, or time periods that the WHAP community has agreed upon over the years.

<b>Period</b>	<b>Period Title</b>	<b>Date Range</b>	<b>Weight</b>
<b>1</b>	<b>Foundations Period</b> <i>Technological and Environmental Transformations</i>	<b>to c. 600 B.C.E.</b>	<b>5%</b>
<b>2</b>	<b>Classical Period</b> <i>Organization and Reorganization of Human Societies</i>	<b>c. 600 B.C.E. to c. 600 C.E.</b>	<b>15%</b>
<b>3</b>	<b>Post-Classical Period</b> <i>Regional and Transregional Interactions</i>	<b>c. 600 C.E. to c. 1450</b>	<b>20%</b>
<b>4</b>	<b>Early Modern Period</b> <i>Global Interactions</i>	<b>c. 1450 to c. 1750</b>	<b>20%</b>
<b>5</b>	<b>The “Long Nineteenth Century”</b> <i>Industrialization and Global Integration</i>	<b>c. 1750 to c. 1900</b>	<b>20%</b>
<b>6</b>	<b>Contemporary Period</b> <i>Accelerating Global Change and Realignment</i>	<b>c. 1900 to the present</b>	<b>20%</b>

**SUMMER HOMEWORK**

Your job this summer is to read the first five chapters of the Stearns textbook. This will not be easy, the book is a nightmare to read. Check the website/blog for some outlines and tools that will help you with this.

There are nearly reading questions I want you to answer. That’s not bad for the WHOLE SUMMER so stop groaning! You can go ahead answer these questions on this paper – that’s a lot of questions to copy.

Then there are four SPICE charts after the reading questions. Fill these out when you are reading the appropriate chapters. This is a useful template for analysis and we will be visiting it throughout the year.

Following those questions, there are some VOCABULARY terms that are absolutely crucial to learn. I would STRONGLY suggest putting these on index cards (or smaller cards) so that you can continually review these terms up until the AP test in May.

This will be due on the first day of school. No excuses, no late work. Get this done. It’s not going to get any better once the school year starts. Pace yourself – that’s a skill that will get you through this class unscathed.

- Reading questions
- SPICE charts
- Vocabulary

**Chapter 1: Earliest Peoples**

1. What was the significance of the discovery of Lucy's bones?
2. What set the genus *Australopithecus* apart from other animal species of the time?
3. What were the most important changes in the evolution from *Australopithecus* to *Homo erectus*?
4. What advantages did *Homo sapiens* possess over *Homo erectus*?
5. What were the differences between the Neandertal and Cro-Magnon people?
6. What is the significance of the cave art? The Venus figurines?
7. How did the gradual transformation from hunting and gathering to agriculture probably occur? How did it spread?
8. What were the most significant positive and negative effects of the agricultural transition on human society?
9. What were the earliest craft industries to emerge and how did they benefit those living in Neolithic villages?
10. How did early cities differ from Neolithic villages and towns?

**Chapter 2: Mesopotamia and Phoenicia**

1. What does the *Epic of Gilgamesh* tell us about the culture in which it emerged?
2. What was the significance of the need for irrigation to the political development of Mesopotamia?
3. What were the underlying principles of Hammurabi's code of laws and what does the law code tell us about the kind of society that existed in Mesopotamia at the time?
4. Why were the Assyrians such formidable conquerors?
5. What were the technological innovations of the early Mesopotamians and how did they contribute to the development of the culture and to its overall economic prosperity?
6. What were the social strata in ancient Mesopotamia and, in general, what roles did women play?
7. What is the significance of the development of cuneiform writing to the Mesopotamian culture and the surrounding areas?
8. Compare and contrast the history of the early Jewish community and the Phoenician culture. How did the Mesopotamians influence each?
9. What were the origins and early development of the Indo-Europeans?
10. Discuss where and how the Indo-European cultures spread through Eurasia.

**Chapter 3: Egypt/Nubia and Bantu Peoples**

1. How did Egyptian religious beliefs reflect their society, lifestyle, and geographic location?
2. How did climatic change influence the early development of African cultures?
3. How did the institution of the pharaoh evolve, and what was the nature of the pharaoh's power through the Old Kingdom period?
4. Describe the early Kingdom of Kush. What was its relationship with Egypt like?
5. How did the invasion of the Hyksos influence the later development of Egypt?
6. In what ways was the New Kingdom period of Egypt different from the earlier ones? What were the relations with Kush like during this period?
7. What was society like in Egypt and Nubia in terms of both social classes and gender roles?
8. What kind of transportation systems did the Egyptians use, and how did their transportation influence the development of their trade networks?
9. What was the significance of the cult of Osiris?
10. How did the Bantu migrations influence the development of the societies of sub-Saharan Africa?

**Chapter 4: Early India**

1. Why is so little known about the Harappan society? What is it that we *do* know about the nature of that society?
2. How do historians and archeologists explain the decline of the Harappan culture?
3. How were the Indo-European migrants different from the cultures that already existed in India?
4. Trace the origins of the caste system, making sure to include a discussion of *varna* and *jati*.
5. Discuss the nature of patriarchy in early Indian societies. What is the *Lawbook of Manu* and how does it relate to gender roles?
6. What are the Vedas and what do they teach us about early Indian societies?
7. What are the fundamental religious teachings of the Upanishads?
8. How did the religious beliefs as expressed in the Upanishads dovetail with the social order during the Vedic age?
9. In what ways did the religion of the Upanishads include an ethical system?
10. How did the Dravidian and Aryan cultures blend during this period?

**Chapter 5 China**

1. What do the legends of the three sage-kings tell us about the matters of greatest importance to the people of the early east Asian societies?
2. How did the physical features of the land and waters in east Asia influence the development of the culture?
3. What does the term *mandate of heaven* mean? How did it influence political developments in early east Asia?
4. What were the causes of the decline and eventual fall of the Zhou dynasty?
5. Describe the different social orders that developed during the first three dynasties.
6. What is the relationship between patriarchy and ancestor worship in early China?
7. What was the purpose of oracle bones during the Shang? What do they tell us about life at that time?
8. What do we know about writing and literature during the Zhou? Why is our knowledge so limited?
9. Describe the relationship between the Chinese society under the dynasties and the people of the steppe lands. How did these cultures differ? How did they influence each other?
10. What was the relationship between the culture of the Yellow River and that of the Yangzi Valley?

**Chapter 6: Americas/Oceania**

1. How did humans come to settle in all parts of the Americas and in Oceania?
2. What traditions begun by the Olmecs were later adopted by other Mesoamerican societies?
3. How did the religion of the Maya reflect and reinforce their economy and governmental structure?
4. What role did human sacrifice play in early American societies?
5. For what were the people of the Teotihuacan culture most noted?
6. How did the geography of South America influence the development of the early complex societies there?
7. Compare and contrast the societies that existed under the Chavín cult and the Mochica State.
8. Where and how did agriculture spread in Oceania?
9. Describe the origins and development and the decline of the Lapita society.
10. In general, how did political structures evolve on the islands of Oceania?

## MESOPOTAMIA/PHOENICIA

<p><b>S</b></p> <p>Class, Gender, Family, Race</p>	
<p><b>P</b></p> <p>Government, Nations, Conflict, Legal, Transregional Structures</p>	
<p><b>I</b></p> <p>Demography, Disease, Migration, Resources, Settlement Patterns</p>	
<p><b>C</b></p> <p>Religions, Ideologies, Language, Writing, Arts</p>	
<p><b>E</b></p> <p>Production, Labor, Industrialization, Currency</p>	

**EGYPT/NUBIA**

**BANTU PEOPLES**

<p><b>S</b></p> <p>Class, Gender, Family, Race</p>		
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## EARLY INDIA

<p><b>S</b></p> <p>Class, Gender, Family, Race</p>	
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<p><b>I</b></p> <p>Demography, Disease, Migration, Resources, Settlement Patterns</p>	
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**EARLY AMERICAS**

**OCEANIA**

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**CHAPTER 1: BEFORE HISTORY**

complex society  
 metallurgy  
 Lascaux cave paintings  
 Paleolithic  
 social class, social structures  
 textile  
 Venus figurines  
 Lucy  
 Neolithic revolution

**CHAPTER 2: EARLY SOCIETIES IN SW ASIA AND INDO-EUROPEAN MIGRATIONS**

The Epic of Gilgamesh  
 elite, commoner, dependent, slave  
 Indo-Europeans  
 Irrigation  
 Cuneiform  
 Hittites  
 kingdom, regional kingdom  
 Moses  
 Hanging Gardens of Babylon  
 Sargon of Akkad  
 Polytheism  
 bronze and iron metallurgy  
 Hammurabi's Codes/Laws  
 cross-cultural interaction and exchange  
 pastoral nomads  
 stele  
 Semitic  
 Hebrews, Israelites, Jews  
 Assyrians  
 city-state  
 Abraham  
 economic specialization  
 empire  
 monotheism  
 stratified patriarchal society  
 Hammurabi  
 Phoenicians

**CHAPTER 3: EARLY AFRICAN SOCIETIES AND THE BANTU MIGRATIONS**

mummification  
 hieroglyphics  
 mercenary  
 demographic pressures  
 pyramids  
 cataracts  
 pharaoh  
 savannah  
 Rosetta stone  
 scribe  
 Menes

**CHAPTER 4: EARLY SOCIETIES IN SOUTH ASIA**

Aryans  
 Upanishads  
 brahmins  
 semi-precious stones  
 samsara  
 sati (suttee)  
 ecological degradation  
 moksha  
 Dravidians  
 republic  
 Harappans  
 Brahman  
 varna  
 sewage systems  
 karma  
 jati  
 Vedas, *Rig Veda*, Vedic Age  
 ascetic, asceticism  
 social mobility  
 administrators  
 ritual sacrifices  
 caste

**CHAPTER 5: EARLY SOCIETY IN EAST ASIA**

staple foods (rice, wheat, barley)  
cowrie shells  
Zhou  
Xia  
extended family  
decentralized administration  
"China's sorrow"  
consort  
artisans  
Shang  
dynasty  
ancestor veneration  
"mandate of heaven"  
loess  
oracle bones  
royal court  
hereditary state  
steppe nomads

**CHAPTER 6: EARLY SOCIETIES IN THE AMERICAS AND OCEANIA**

obsidian  
Austronesian peoples  
agricultural terraces  
Bering land bridge  
Olmec ball games  
Andean highlands, lowlands, valleys  
authoritarian society  
maize  
double-hulled canoes  
bloodletting rituals  
ceremonial centers