

Advanced Placement World History: 2016 Summer Reading/Assignment
Wesley Chapel High School - Mr. Weber

Assignments are due on the first day of the 2016-17 school year.

Welcome to Advanced Placement World History! This course is designed to provide a college-level experience and preparation for the AP Exam in May. This will be a rigorous course with curriculum determined by the College Board. Students are expected to complete all assignments and hard work and dedication will be essential to your success.

World history is a very large area of study that we will be covering in a short period of time. While the size of this book and the material discussed may seem intimidating, do not let it get to you. Plan and pace yourself over the summer and it should not overwhelm you. Understand that much of what will be discussed may be new and unfamiliar to you. Diving into this material will prepare you for what is to come this year and offer great insight into the manner in which this class is designed. The author asks great questions that examine the world and the people in it throughout time and with the interconnectivity of the world in mind. This will serve as a helpful base of knowledge as well as an introduction to the nature of the AP World History course, which is broken into time periods and regions and tied together with interconnecting themes. Think of this assignment as practice and do your best. You will become a stronger student for doing so.

If there are any questions regarding the summer assignment, please email Mr. Weber at kweber@pasco.k12.fl.us.

Directions: Read *Guns, Germs, and Steel* by Jared Diamond, and answer the guided reading questions (**go to the school website at: wchs.pasco.k12.fl.us and click on "Summer Assignments" at the top of the home page for the complete list of questions**). Questions must be handwritten and in complete sentences on a separate sheet of paper. You will also need to be prepared to write an essay and/or take a quiz in class dealing with topics from the book.

TIPS:

1. Chapters listed below with a ** next to them should be read in their entirety. I highly recommend that you fully read all chapters, but if you choose, the ones without the ** should be handled by reading the following: introduction, conclusion, all charts and tables, and the paragraphs around answers to the questions so that you fully understand and can answer the question.
2. The questions should guide your reading. If you can't find or can't answer a question, go back and reread until you can answer the question.
3. Use the Internet or a dictionary as needed. This book may use words or discuss places and things that are unfamiliar to you. I highly recommend taking a minute while reading to identify these things as you go. This will help you comprehend what you are reading. Wikipedia (while not a reliable source for scholarly research) is a great tool for getting a quick information about unfamiliar topics, etc. Looking things up as you read is a good habit to get into for the upcoming school year.
4. Don't procrastinate. This is the most common advice from my former students regarding this class as a whole.
5. Please do not hesitate to email me with any questions regarding the reading. I will periodically check my email through the summer for this purpose and am more than happy to help you in any way that I can.

6. Academic dishonesty will not be tolerated. This includes sharing answers with classmates, finding answers online, or any other form of taking someone else's work/words and passing it off as your own. Any violation of the schools academic dishonesty rules will result in a zero for all parties involved and disciplinary action.

Consider each of the following questions carefully and be prepared to supply specific evidence and examples to support your points in a class discussion:

Guns, Germs, and Steel – Guided Reading Questions

****Prologue: Yali's Question**

1. What is Yali's question?
2. What are the three considerations that the author discusses as he ponders Yali's question?

Chapter One: Up to the Starting Line

1. What was the "Great Leap Forward"? Which peoples did it impact and what probably catalyzed this change?

Chapter Two: A Natural Experiment of History

1. What message is the author trying to convey with his focus on the conflict of the Maori-Mori people?
2. What were the six environmental factors that contribute to the differences among Polynesian societies? Of the six, which do you think plays the greatest role in differentiation and why?

Chapter Three: Collision at Cajamarca

1. What happened at Cajamarca?
2. How did Atahualpa come to be at Cajamarca?
3. How did Pizarro come to be at Cajamarca? Why didn't Atahualpa instead try to conquer Spain?

****Chapter Four: Farmer Power**

1. According to Figure 4.1, what is a prerequisite to the developing of technology?
2. Summarize how domestication of livestock and farming have changed societies.

Chapter Five: History's Haves and Have-nots

1. Examine Figure 5.1 and Table 5.1. Apply your knowledge of environmental and geographic factors to identify what these regions have in common. What environmental factors probably contributed to the success of these crops in their respective regions?

****Chapter Six: To Farm or Not to Farm**

1. What five factors contributed to the transition from hunter-gatherer to farming?

Chapter Seven: How to Make an Almond

1. Describe three of the many factors that contribute to whether or not a plant becomes a crop that humans choose to domesticate.

****Chapter Eight: Apples or Indians**

1. Identify at least four of the Fertile Crescent's advantages in terms of food production.
2. Identify New Guinea's 3 severe limitations.

3. When comparing the Eastern United States, New Guinea, and the Fertile Crescent, what caused such a great difference in production?
4. What happened when more productive crops arrived from elsewhere? (p. 153)
5. What two conclusions does the author want to exaggerate?

Chapter Nine: Zebras, Unhappy Marriages, and the Anna Karenina Principle

1. What is the Anna Karenina Principle (when applied to the domestication of animals)?
2. List the five major domestic mammals. List the minor nine.
3. What are six reasons that 134 of the 148 “big wild terrestrial herbivorous mammals” cannot be domesticated?

Chapter Ten: Spacious Skies and Tilted Axes

1. How did the rate of spread in Eurasia’s East-West axis compare to the spread along the Americas North-South axis?
2. Why was the spread of crops from the Fertile Crescent so rapid?
3. Why was the rate of diffusion in the Americas so slow?

****Chapter Eleven: Lethal Gift of Livestock**

1. What are two historically famous epidemics?
2. What are the four common characteristics shared by lethal epidemics?
3. Why did the rise of agriculture launch the evolution of infectious diseases? (pg205)
4. List four diseases that are contracted from an animal.

Chapter Twelve: Blueprints and Borrowed Letters

1. What are the three basic types of writing systems and what is an example of each?
2. What civilization was first to develop a writing system and what was it called?
3. Why did writing arise and spread to some societies, but not to others?

Chapter Thirteen: Necessity’s Mother

1. Look up technology in a dictionary and define it.
2. What are the 14 factors that historians have identified as catalysts for the creation of technology?
3. Of the 14, discuss two (in complete sentences) that you think have had the most influential impact on the creation of new technologies and why.

Chapter Fourteen: From Egalitarianism to Kleptocracy

1. Briefly summarize the four solutions Kleptocrats have resorted to in order to maintain their control and elite lifestyle.
2. Summarize the three theories that the author discusses to answer the question, “How did small, non-centralized, kin-based societies evolve into large centralized ones in which most members are not closely related to each other?”
3. How does food production make features of complex societies possible?

Chapter Fifteen: Yali’s People

1. Why did Australia not develop metal tools, writing, and politically complex societies?
2. Why didn't more advanced technology reach Australia from its neighbors, Indonesia and New Guinea?

Chapter Sixteen: How China Became Chinese

1. What is sinification? (look up online if necessary)
2. How do the Chinese achieve and maintain sinification?
3. What are some characteristics and/or accomplishments of the Chinese civilization?

Chapter Seventeen: Speedboat to Polynesia

1. What languages are part of the "Austronesian" family? (Fig 17.1)
2. Study Fig 17.2. Write a sentence summarizing the illustration.
3. What was the outcome of Austronesian expansion?

****Chapter Eighteen: Hemispheres Colliding**

1. Using pages 354-357, make a chart that compares and contrasts Eurasian and Native American society prior to 1492.
2. Describe the five areas of technology that were contributing factors to Europe's conquest of the Americas.
3. Referencing Table 18.1, which is the earliest developing society? Second earliest? Third? Which societies never developed writing systems? Which never developed iron tools?
4. How much (%) has the Native American population decreased since 1492?

****Chapter Nineteen: How Africa Became Black**

1. List the five major human groups in Africa around 1000 CE.
2. How many different language groups exist in the African continent?
3. Describe the characteristics and growth of the Bantus.
4. What does Diamond project actually happened to the vanished Khoisan populations?

Epilogue: The Future of Human History as a Science

1. Describe the author's explanation for why Europe rose to be a global leader instead of China or the Fertile Crescent. (Written in a full paragraph.)