

A.P. WORLD HISTORY

SUMMER READING AND ENRICHMENT ASSIGNMENTS-2011-2012

PLEASE NOTE: Failure to complete this assignment on time will result in an academic penalty that may include one of the following:

1. Removal from the AP World History A.P. class for the 2011-2012 school year.
2. Academic penalty – a “0” for this assignment as a quiz grade and remain in the class.

A “level-change” to a College-Prep section or another social studies class for 2011-2012 MAY NOT BE AVAILABLE.

TO PURCHASE TEXTBOOKS (if needed) FROM THE BOOKSTORE FOR YOUR SUMMER ASSIGNMENT – PLEASE PAY CAREFUL ATTENTION TO THE FOLLOWING INFORMATION PROVIDED BY THE LAKE FOREST HIGH SCHOOL BOOK STORE.

Book Sales for AP textbooks (for summer reading assignments) will be held at the **EAST CAMPUS** on the dates/times listed below. Upon arriving, watch for signs that will be posted indicating the room location. IT IS IMPORTANT THAT THIS TEXTBOOK BE PURCHASED ON THE DATES THAT HAVE BEEN SET ASIDE FOR THESE SPECIAL "EARLY" PURCHASES for the course being taken in the 2009-10 school year.

Thursday, June 9th

**8:30 - 11:30 AM
12:30 – 2:30 PM**

Friday, June 10th

**8:30 - 11:30 AM
12:30 – 2:30 PM**

Monday, June 13th

**8:30 - 11:30 AM
12:30 – 2:30 PM**

NOTE: Students are to pay with cash or check. NO CREDIT CARD SALES.

The Bookstore is **NOT** open during the summer months for book sales. The dates listed above have been selected especially for the sale of specific textbooks for summer reading assignments only. If you have any questions you may telephone the **Bookstore at 847-582-1667.**

Remember – the Summer Enrichment and Reading Assignment will be recorded as a major assignment equal to a quiz. Quality of performance is of importance as this will be your first major grade in the AP World History class.

This Summer Assignment Is Due – **AUGUST 24, 2011** - (The Third Day of Class)

If you have concerns or questions please contact Dr. Gantt via email at jgantt@lfschools.net or Ms. Christofylakis via email at echristofylakis@lfschools.net. We will not be checking our emails everyday; therefore an immediate response will not always be possible.

Because it is summer vacation time, Ms. Christofylakis and Dr. Gantt will not be available at all times. Please be patient and we will respond within a reasonable time period.

This Summer Assignment will be posted on Edline.

PLEASE RETURN THIS ASSIGNMENT SHEET IN AUGUST.

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PART 1 – READINGS, IDENTIFICATIONS, VOCABULARY NOTEBOOK/BINDER AND QUESTIONS

- A. Read CHAPTER 21 – *Worlds Apart: The Americas and Oceania* from the *AP*Achiever*.
 CREATE A CHART similar to one of the options below as a means of taking notes from the *AP*Achiever*. Skim the chapter in the textbook to add other information you feel is important.

GRAPES

	<u>Geography</u>	<u>Religion</u>	<u>Arts</u>	<u>Political system</u>	<u>Education</u>	<u>Social system</u>
Aztecs						
Incas						
Oceania						

PIRATES

	<u>Political system</u>	<u>Intellectual</u>	<u>Religion</u>	<u>Arts</u>	<u>Technology</u>	<u>Social system</u>
Aztecs						
Incas						
Oceania						

NOTE: It would be best to set up you chart in LANDSCAPE FASHION.

- B. Read CHAPTER 22 - *Reaching Out: Cross Cultural Interactions* from the *AP*Achiever*.
 Skim the chapter in the textbook to add other information you feel is important.
Complete the following:
- Use the map attached to identify important routes for **trade, diplomatic, and missionary missions**
 Also include important cities that played a major role in trade
 - Create a chart that compares **Recovery in China** with **Recovery in Western Europe**
 - Create a chart that identifies **demographic changes** and the social and **economic consequences** of the Bubonic Plague
 - Compare Chinese and European attempts at exploration and colonization

- C. Read textbook CHAPTER 23 – *Transoceanic Encounters and Global Encounters*, pages 594-627
- Complete the Vocabulary/Identification assignment.**
All Reading Questions must be typed. Your responses to questions should be in outline or bullet point format. NO PARAGRAPHS!!!!!!!!!!

TEXTBOOK

Bentley, Jerry H. and Herbert F. Zeigler. Traditions and Encounters: A Global Perspective on the Past. (3rd ed.) New York: McGraw-Hill Company, 2006.

ADVANCED PLACEMENT EXAM PREP GUIDE

Grupe, Dixie and Sigrid Reynolds. AP* Achiever – Advanced Place Exam Prep Guide to accompany, Traditions and Encounters: A Global Perspective on the Past – Third Edition.
New York: McGraw-Hill Company, 2007.

G. You should **be prepared to take a quiz** over these three chapters **during the first week of class**. It will be expected that you are able to identify and explain the meaning and significance of the people, events, concepts and ideas that have been assigned.

ALL QUESTION ASSIGNMENTS MUST BE TYPED OR THEY WILL NOT BE ACCEPTED!

AP WORLD HISTORY - CHAPTER 23

TRANSOCEANIC ENCOUNTERS AND GLOBAL CONNECTIONS

<u>Vocabulary - Part 1</u> <u>PAGES 594 - 604</u>	<u>DEFINE</u>	<u>EXPLAIN THE SIGNIFICANCE OF THE TERM TO THE TIME PERIOD</u>
1 “at the sufferance of local authorities”		
2 São Tomé		
3 Muslim intermediaries		
4 reconquista		
5 Dom Henrique		
6 cross staffs		
7 “wind wheels”		
8 “volta do mar”		

<u>Vocabulary – Part 2</u> <u>PAGES 604 - 609</u>	<u>DEFINE</u>	<u>EXPLAIN THE SIGNIFICANCE OF THE TERM TO THE TIME PERIOD</u>
9 Bartolomeu Dias		
10 Vasco Da Gama		
11 The Circumnavigation		
12 Captain James Cook		

<u>Vocabulary – Part 3</u> <u>PAGES 609 - 621</u>	<u>DEFINE</u>	<u>EXPLAIN THE SIGNIFICANCE OF THE TERM TO THE TIME PERIOD</u>
13 Alfonso d’Albuquerque		
14 joint stock company		
15 entrepôt		

<u>Vocabulary – Part 4</u> PAGES 609 - 621	<u>DEFINE</u>	<u>EXPLAIN THE SIGNIFICANCE OF THE TERM TO THE TIME PERIOD</u>
16 pathogen		
17 endemic		
18 trading-post empires		
19 galleons		

AP WORLD HISTORY - CHAPTER 23
TRANSOCEANIC ENCOUNTERS AND GLOBAL CONNECTIONS

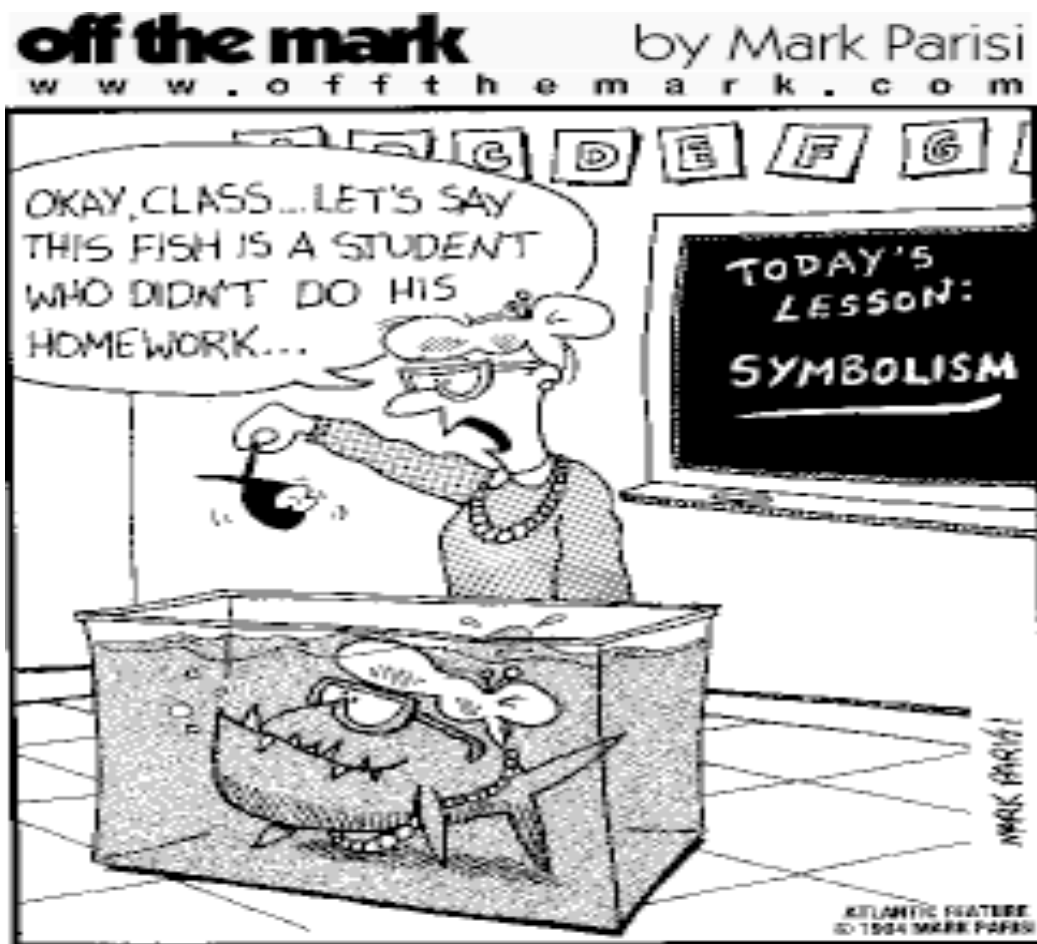
READING QUESTIONS –

RESPONSES MUST BE IN OUTLINE – NOT PARAGRAPH OR SENTENCE FORM.

The only sentences should be the thesis for each answer and a possible one sentence statement at the end to summarize.

1. Describe the motives that promoted European overseas voyages. Of the motives, which one was the primary factor instigating voyages and expansion?
2. Describe the global nature of the new technologies that enabled fifteenth century mariners to make long overseas voyages.
3. What is global hegemony and why were Europeans unable to achieve this status during the early modern era?
4. What was the significance of Columbus' voyage? Provide supporting evidence.
5. What motivated the shift from the Mediterranean to the Atlantic?
6. What made Captain James Cook unique in comparison to other explorers?
7. What was the military as well as economic significance of the battle for Hormuz?
8. Compare the Spanish conquest of the Philippines with the Dutch conquest of Indonesia. Whose model of conquest was most successful, the Dutch or the Spanish?
9. What factors led to the Seven Years' War in the eighteenth century? What were the outcomes, nationally and globally, of that conflict?
10. What were the positive and negative aspects of the Columbian Exchange?

11. Prove that the Columbian Exchange “had consequences much more profound than did earlier rounds of biological exchange?”
12. Overall, what was the demographic impact of European contact with the New World?



NEED WE SAY MORE!!



MODEL FOR IDENTIFICATION OF TERMS, NAMES, EVENTS, AND CONCEPTS

In order for students to successfully discuss reading material in the social studies, it is important to know both the appropriate definition and the significance of the item to the time period being discussed. The aim of the vocabulary/identification exercise is to increase critical reading, thinking and writing skills. Also at issue is the fact that multiple causation plays a major role in the analysis of the past. Too often students believe that there is only one cause and one solution. The first technique used to break down this myth is the identification assignment that will accompany all readings.

AS YOU READ THE MATERIAL ASSIGNED, MAKE SURE THAT YOU ARE ABLE TO DEFINE EACH OF THE TERMS AND EXPLAIN WHY THEY ARE SIGNIFICANT TO THE TIME PERIOD BEING STUDIED. IF DATES OR RELATED TERMS ARE IMPORTANT, PLEASE INCLUDE THEM IN YOUR RESPONSE.

1. **Cultural Diffusion** - (the sharing and spreading of songs, stories, religious ideas, philosophical views, scientific and agricultural knowledge)
 1. important source of new ideas and information throughout Eurasia
 2. "new items" helped transform societies in Europe and Africa.

New crops - sugarcane, cotton, citrus fruits, rice

New technologies - gunpowder, the magnetic compass, the printing press

2. **Prince Henry the Navigator**- (15th century ruler of Portugal who encouraged Portuguese mariners to venture into the Atlantic)

SUMMER ASSIGNMENT

1. campaign to spread Christianity
 2. increase Portuguese presence at sea – economic
 3. seized Ceuta – Christians now had free access to Mediterranean
 4. led to discoveries and colonization of islands in the Atlantic
 5. entrepreneurs and sugarcane
3. *Reconquista* (Crusade, ending in 1492, to drive Islamic forces (moors) out of Spain)
1. helped unify Spain under Isabel and Ferdinand
 2. beginning of Spanish Hegemony (control)
 3. Catholicism (Christianity) important unifying force for newly created nation-state

NOTE – CULTURAL DIFFUSION and RECONQUISTA appear on your vocabulary sheet. Please add these examples to your work. ISN'T THAT GREAT – 2 TERMS ARE ALREADY COMPLETED FOR YOU!

PART 2 – ENRICHMENT ACTIVITY

You are to choose one of the following videos to view. The video chosen should be viewed after you have completed the assigned readings.

After viewing the film, you are to write a **CONCISE 3-PAGE ESSAY - MAXIMUM AND MINIMUM**, doubled spaced; twelve point font, times or times new roman; one inch margins. This essay should contain the following components:

- A. A synopsis of the video –
- B. A comment on the historical accurateness of the video presentation
- C. Critical assessment about the significance of the information presented in the video in relation to the study of world history. In other words, what comment(s) does the video presentation make about the time period, characters, and situations in which individuals find themselves?
- D. A short review that recommends or eliminates from consideration the possibility of this video being adopted for use in a world history program.

THE MOST IMPORTANT ASPECTS OF THIS ESSAY ARE PARTS C AND D. YOUR THESIS MUST ADDRESS "D" AS THE CENTRAL FOCUS OF THE ESSAY

A synopsis can be found anywhere, we are more interested in your assessment of the video and why this video would be appropriate for an AP World History class or why it would not be appropriate.

Standard English grammar and writing rules will be applied to the grading of your essay.

PERSONAL PRONOUNS SHOULD BE ELIMINATED FROM YOUR PRESENTATION.

It is expected that you will provide a thesis, evidence to support your conclusion(s), **factual detail** from the video, a **well-developed conclusion** and **CITATIONS** (NO FOOTNOTES!!!!) and bibliography due to the fact that you should use quotes from the movie or other sources to support your argument.

ESSAYS WHICH HAVE BEEN PLAGIARIZED (USED INFORMATION TAKEN FROM OTHER SOURCES OR INDIVIDUALS WITHOUT PROPER CITATIONS AND BIBLIOGRAPHY) WILL RECEIVE MAJOR DEDUCTIONS IN POINTS.

VIDEOS A

THE MISSION

A MAN FOR ALL SEASONS

PART 3 – ENRICHMENT ACTIVITY 2

You are to choose one of the following videos to view. Videos in this section relate to modern historical events. Your task is to evaluate the video – as with the previous enrichment assignment – and then connect this historical event with those you have read about in Chapters 22, 23 and 24 or studied during World Civilizations I.

Why, you might ask? One of the essays on the A.P. test administered in May focuses on “Continuity and Change Over Time”. This is the objective of Enrichment Activity 2 – to attempt to make connections past and present and even predicting the future.

After viewing the film, you are to write a **CONCISE 3-PAGE ESSAY - MAXIMUM AND MINIMUM**, doubled spaced; twelve point font, times or times new roman font; one inch margins. This essay should contain the following components:

- A. A synopsis of the video – no longer than two paragraphs**
- B. A comment on the historical content of the video presentation.**
- C. What comment(s) does the video presentation make about the time period, characters, and situations in which individuals found themselves?**
- D. Connecting the video to the past. Attempt to find comparisons between the events in this video with either**
 - a. Events in Chapters 22 and 23**
 - b. Events in any other time period in history that you have studied in the past year**

THE MOST IMPORTANT ASPECTS OF THIS ESSAY ARE PARTS C AND D. YOUR THESIS MUST ADDRESS “D” AS THE CENTRAL FOCUS OF THE ESSAY

Standard English grammar and writing rules will be applied to the grading of your essay.

PERSONAL PRONOUNS SHOULD BE ELIMINATED FROM YOUR PRESENTATION.

It is expected that you will provide a thesis, evidence to support your conclusion(s), **factual detail** from the video, a **well-developed conclusion** and **CITATIONS** (NO FOOTNOTES!!!!) and bibliography due to the fact that you should use quotes or other sources to support your argument.

ESSAYS WHICH HAVE BEEN PLAGIARIZED (USED INFORMATION TAKEN FROM OTHER SOURCES OR INDIVIDUALS WITHOUT PROPER CITATIONS AND BIBLIOGRAPHY) WILL RECEIVE MAJOR DEDUCTIONS IN POINTS.

VIDEOS A

SALVADOR
HOTEL RWANDA
TO LIVE



DON'T GET CAUGHT IN THIS SITUATION. ALWAYS CITE INFORMATION TAKEN FOR ANOTHER SOURCE, EVEN IF IT IS ONLY A FEW WORDS. IF THE ORIGINAL IDEA WAS NOT YOURS, YOU CANNOT TAKE CREDIT FOR THE PRESENTATION OF THIS IDEA.

NO FOOTNOTES – ALWAYS USE CITATIONS FOR WORLD HISTORY AP ESSAYS.

For Assistance – Please refer to the LFHS website –

LFHS LIBRARY Bibliography Form Guide for Internet Sources
LFHS LIBRARY Bibliography Form Guide for Print Materials

Or, use the link provided below to research proper presentation of citations and bibliography. <<http://www.mla.org>>.

Proper formatting for citations can also be found at the mla – Modern Language Association website. Or you may refer to the book –

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5th ed. New York: Modern Language Association of America, 1999.