Welcome to AP World History! This class will be a fantastic experience and will not only give you a great overview of history, but it will give you the skills to master any type of writing assignments in the future. The course is the history of the world over the last 10,000 years! I hope you will find interest in a wide variety of topics we will cover. Most importantly, I want to build your skills so the exam in May is not just a goal but also a success!

Get in touch with me if you have any problems or questions. Email is the best way and I will be checking it at least once a week throughout the summer.

Email: maria.indrehus@ccsdre1.org Home: 303-567-2709, Leave your name, message and return number.

We have to cover the history of the entire world, from prehistoric times to the present. Therefore, we have do some work over the summer. All of the work is due our first day of class.

**By July 15**

1. Get the book. Given that this is an AP class, you will have to purchase your textbook. We will be using Robert Strayer’s *Ways of the World: A Global History with Sources for AP*, 2nd edition. ISBN 978-0-312-58350-7. It is available on amazon.com and other book sites.

[Image of book cover]

2. Organization is the key to conquering a history class. You will need A LOT of notecards (500-1000), a 3-ring binder, paper and dividers. Label as follows. I will be checking the binders our first day of class.

1 – Handouts (put this packet here, along with syllabus)
2 – Reading Notes (Ch. 1-2 Reading Notes go here)
3 – Essay Materials
4 – Returned Exams/Work

**Begin no later than August 1**. These are due on the first day of class.

1. Read Ch. 1 and outline it. I have completed the skeleton of the outline on Chapter 1 for you. In addition, make notecards for each of the terms listed at the end of the chapter. See notecards clarification below.

2. Read Ch. 2 and outline it. You should follow the format I used for Chapter 1. In addition, make notecards for each of the terms at the end of the chapter. You may not type the outline!

**Notecards (These should be stored in a shoebox or something you can tote around without losing them.)**

The front of the card should have: the concept or phrase in the center and page number where it came from in the text in the top right corner.

The back of the card should have a complete thought that corresponds to the concept or phrase on the front that a) defines and b) lists significance. Concepts should also include an example when general. Look for general and/or historical significance.
For specific people, be sure you have the name and page number. The back of the card should have their significance to World history. Zheng He would include his significance to Chinese exploration.

While studying with the stack, make three piles: a) cards you recognize and can answer immediately, b) cards you recognize and can answer eventually, and c) cards you do not recognize. Reshuffle group’s b and c, and start over again. The idea is to get all cards into group a. When that is complete, move on to another set of cards.

Do not spend more than 15 minutes studying notecards at any given time. Success will come in small doses!

**PERSIAN**

What we read for in AP World History can easily be based on a variety of acronyms. We will be using several, but this is one to get used to for summer reading.

How to find it:
1. **Political**: Who is in charge? What is power based on? Who gives that person or group power? Is there a contract? What's the government?

2. **Economic**: How do people earn their food? Is it based on agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money?

3. **Religious**: What is the meaning of life? Where did the group come from? What happens when they die? How do they spend their lives? Who talks to god(s)?

4. **Social**: How does the group relate to one another? How do people communicate? What do people do together? How is the group organized?

5. **Intellectual**: Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from?

6. **Artistic**: How do they express themselves? What commitment to self-expression do they have? What technology or resources are given to art?

7. **Near?**: In what geographic region is this located? What geographic landscape makes up the region? How are the people/events affected by the geography?
<table>
<thead>
<tr>
<th>REGIONS</th>
<th>EXAMPLES OF MODERN COUNTRIES</th>
<th>EXAMPLES OF MAJOR RIVERS</th>
<th>SOME MAJOR LANDFORMS AND CLIMATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Asia</td>
<td>China, Japan, North and South Korea</td>
<td>Yalu River, Huang He River, Chang Jiang River</td>
<td>Mt. Fuji, Gobi Desert, Tibetan Plateau, arid interior climate</td>
</tr>
<tr>
<td>Southeast Asia</td>
<td>Vietnam, Thailand, Indonesia, Malaysia</td>
<td>Mekong River, Irrawaddy River</td>
<td>Ring of Fire, Tropical Climate</td>
</tr>
<tr>
<td>South Asia</td>
<td>India, Pakistan, Nepal, Bhutan, Bangladesh</td>
<td>Ganges River, Indus River, Brahmaputra River</td>
<td>Himalayas, Hindu Kush, Khyber Pass, monsoonal wind flow</td>
</tr>
<tr>
<td>Southwest Asia (also called the Middle East)</td>
<td>Saudi Arabia, Iraq, Iran, Afghanistan, Turkey</td>
<td>Tigris-Euphrates River, Jordan River</td>
<td>Zagros Mountains, Arabian Desert, arid climate</td>
</tr>
<tr>
<td>Central Asia</td>
<td>Russia, Mongolia, Kazakhstan</td>
<td>Volga River, Amur River</td>
<td>Gobi Desert, Lake Baikal, Ural Mountains, steppe, Siberia, arid climate</td>
</tr>
<tr>
<td>North Africa</td>
<td>Algeria, Libya, Morocco</td>
<td>Nile River</td>
<td>Sahara Desert, arid climate</td>
</tr>
<tr>
<td>West Africa</td>
<td>Nigeria, Mali, Cote d’Ivoire</td>
<td>Niger River</td>
<td>The Sahel</td>
</tr>
<tr>
<td>East Africa</td>
<td>Ethiopia, Eritrea, Madagascar</td>
<td>Blue and White Nile River</td>
<td>Ethiopian Highlands, Rift Valley</td>
</tr>
<tr>
<td>Southern Africa</td>
<td>South Africa, Angola, Botswana</td>
<td>Zambezi River</td>
<td>Kalahari Desert</td>
</tr>
<tr>
<td>Central Africa</td>
<td>DRC, ROC</td>
<td>Congo River</td>
<td>tropical rainforest</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>Poland, Slovakia, Lithuania, Croatia</td>
<td>Danube River</td>
<td>Caucasus Mountains, Carpathian Mountains, Balkan Peninsula</td>
</tr>
<tr>
<td>Western Europe</td>
<td>Spain, UK, Sweden, Italy, Iceland, Austria</td>
<td>Rhine River, Rhone River, Tiber River, Elbe River</td>
<td>Alps, Pyrenees</td>
</tr>
<tr>
<td>North America</td>
<td>Canada, United States, Mexico</td>
<td>Mississippi River, Missouri River, St. Lawrence River, Rio Grande River</td>
<td>Rocky Mountains, Canadian Shield, Appalachian Mountains</td>
</tr>
<tr>
<td>Latin America</td>
<td>Cuba, Panama, Brazil, Chile</td>
<td>Amazon River, Rio de la Plata, Parana River</td>
<td>Amazon Rainforest, Caribbean Islands, Andes Mountains</td>
</tr>
<tr>
<td>Oceania</td>
<td>Australia, New Zealand, Solomon Islands, Polynesia, Easter Island</td>
<td>Darling River, Murray River</td>
<td>Outback, Great Barrier Reef, coral island chains,</td>
</tr>
</tbody>
</table>
AP World History: World Regions — A Big Picture View

AP World History: World Regions — A Closer Look

Regional Overlap
CHAPTER ? : Subtitle (with dates)

Chapter Thesis  Written across top few lines in your own worlds. Usually found in the first few paragraphs of the chapter.

Skip Lines

Section Heading  Written across next lines, indented to show outline
Write main ideas of section
Bullet list all factual data that supports main idea such as vocabulary, phrases, people, events, and places

Skip Lines

Sub-Section Heading  Written across next lines, indented to show outline
Write main ideas of section
Bullet list all factual data that supports main idea such as vocabulary, phrases, people, events, and places
CHAPTER ONE: First Peoples; First Farmers
Most of History in a Single Chapter to 4000 B.C.E.

Thesis:

Out of Africa to the Ends of the Earth: First Migrations

- Into Eurasia
- Into Australia
- Into the Americas
- Into the Pacific

The Ways We Were

- The First Human Societies
➢ Economy and the Environment

➢ Realm of the Spirit

➢ Settling Down: The Great Transition

**Breakthroughs to Agriculture**

➢ Common Patterns

➢ Variations

**The Globalization of Agriculture**

➢ Triumph and Resistance
The Culture of Agriculture

Social Variation in the Age of Agriculture

Pastoral Societies

Agricultural Village Societies

Chiefdoms

Reflections: The Uses of the Paleolithic