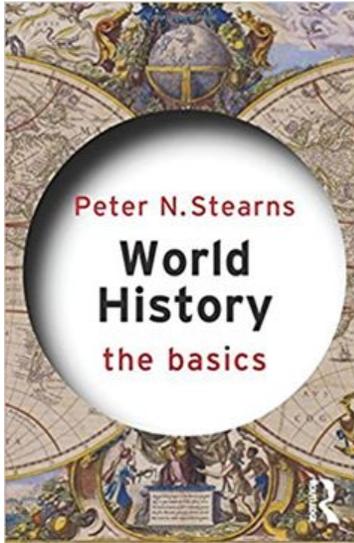


AP World History Summer Reading Assignment



World History the Basics by Peter N. Stearns

Students can find the book used on Amazon using the following link.
<http://amzn.to/2rV3YgN>

The goal of this assignment is to expose students to a condensed and synthesized preview of AP World History. Due to the rigor and pacing of this course, MVHS AP World instructors found it beneficial for students to be exposed to a general overview of the curriculum over the summer break. An incoming student of World History should first and foremost understand why the study of history is a necessity. In addition students will be exposed to a new form of understanding history through the context of thematic learning as opposed to a strictly linear timeline. Due to the vast landscape we will be exploring during the coming year in AP World History we have to understand, and recognize patterns within the various time periods that we will be investigating.

Chapter 1: Introduction: What and Why is World History?

- Students should identify the author's main argument and supporting rationale regarding the importance of studying world history.
- Be able to support, modify, or refute the author's point of view.

Chapter 2: A World History Skeleton

- Students should have a basic understanding of how the author characterizes major time periods and eras in world history.
- Make note of how the author builds upon the discussion of varying historical time periods in the chapters that follow.
- Compare these concepts to the College Board Historical Periods chart below.

Historical Periods

The historical periods, from approximately 8000 B.C.E. to the present, provide a temporal framework for the course.

The instructional importance and assessment weighting for each period varies.

Period	Period Title	Date Range	Weight
1	Technological and Environmental Transformations	to c. 600 B.C.E.	5%
2	Organization and Reorganization of Human Societies	c. 600 B.C.E. to c. 600 C.E.	15%
3	Regional and Interregional Interactions	c. 600 C.E. to c. 1450	20%
4	Global Interactions	c. 1450 to c. 1750	20%
5	Industrialization and Global Integration	c. 1750 to c. 1900	20%
6	Accelerating Global Change and Realignment	c. 1900 to the Present	20%

The remaining chapters discuss topics such as geographic regions, civilizations, themes, and disputes in world history. Students should also utilize this work to begin to understand the **AP History Reasoning Skills and Disciplinary Practices** as outlined by the College Board below. Students are highly encouraged to familiarize themselves with the College Board's Website. Here students can find information about: the Course Exam Description, Course Overview, and Practice Exams. Use the link below.

<http://bit.ly/1LJ4Jv>

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes and between short- and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence	Practice 2: Argument Development
Students will be assessed on their ability to ...	
<p>Primary Sources</p> <ul style="list-style-type: none"> Describe historically relevant information and/or arguments within a source. Explain how a source provides information about the broader historical setting within which it was created. Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning. Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience. Evaluate a source's credibility and/or limitations. <p>Secondary Sources</p> <ul style="list-style-type: none"> Describe the claim or argument of a secondary source, as well as the evidence used. Describe a pattern or trend in quantitative data in non-text-based sources. Explain how a historian's claim or argument is supported with evidence. Explain how a historian's context influences the claim or argument. Analyze patterns and trends in quantitative data in non-text-based sources. Evaluate the effectiveness of a historical claim or argument. 	<ul style="list-style-type: none"> Make a historically defensible claim in the form of an evaluative thesis. Support an argument using specific and relevant evidence. Use historical reasoning to explain relationships among pieces of historical evidence. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.