Hello,

My name is Mrs. Angelo, and I am the AP World History Teacher at Freedom High School. I would like to start off by thanking you for signing up for AP World History and accepting the academic challenge. Below I have included a brief description of the course, expectations, and where to get the summer assignment. If you have any questions or concerns please come and talk to me in E-203 first.

AP World History is a challenging but fun course that focuses on the interaction between diverse human societies primarily over the past one thousand years. The objective is for students to develop a greater comparative understanding of the causes and effects of such interactions upon different classes of peoples in different areas. The course will focus on Asia, Africa, the Americas, Middle East, Europe, Oceania/Australia, and European history. We will cover these regions through 6 time periods of history while looking at 5 unifying themes.

Students will be expected to take extensive notes, be prepared to participate in classroom discussions, and write a number of analytical, comparative, evolutionary, and document based essays.

This may sound difficult but I will help you along the way and the key is, to be prepared! Preparation is a vital and necessary part of the Advanced Placement curriculum. One of the most challenging changes for many sophomores in AP World History is the quantity of reading that will be assigned and must be completed. Quizzes will follow reading assignments on a regular basis. It is imperative for students to develop and maintain consistent study habits due to the rigor and intense pacing of the course. I am flexible but you MUST do your part.

AP Central
Go to this website-- www.apcentral.collegeboard.com --and sign in to become a member. Then go to the World History section and take a look at the course. This will be a useful tool throughout the year

Textbooks
As soon as possible students need to check out World Civilizations: The Global Experience 4th ed. by Stearns before the start of next year in the textbook room at Freedom.

Summer Assignment
I have attached a copy of the summer assignment but you can also go to my website: http://libertyunion.schoolwires.net/angelos, or go to the schools website: http://libertyunion.schoolwires.net/freedom and click on the academic link at the top of the page.

See you in the Fall of 2016 😊
Textbook Summer Assignments: DUE at the end of the FIRST WEEK of SCHOOL! If completed on time you will have an advantage in class.

1. Read Ch. 1-5, take outline notes (example of how to take notes is attached,) define vocabulary, and write a summary for each chapter. Make sure to include the following in your notes as well:

2. For Chapter 1:
   a. **Venn Diagram** on early Paleolithic & Neolithic agricultural, pastoral and urban societies
   b. **Compare chart of the early river valley civilizations**: Mesopotamia/Tigris R., India/Indus R., Haung-He R/China, Egypt/Nile R. (Use either the RECIPES or SPICE chart making sure to include information about each location, food sources, economic and social systems, political structures and environmental and technological changes.) If you are not sure how to complete examples can be found online.

3. For Chapters 2-5:
   a. Create a **comparison chart of the classic civilizations in**: China, India, and the Mediterranean (Greece & Rome). Use either the RECIPES or SPICE chart again.

**R.E.C.I.P.E.S. or S.P.I.C.E. charts**

- **Religious** – how people explain, relate to, and cope with the mysterious or unknown: what they believe or accept on the basis of faith; a way of making things understandable when rational means are not enough.
- **Economic** – how people “make a living,” that is, supply the material necessities and wants of individuals and society: food, shelter, and clothing; the production, distribution, and exchange of goods.
- **Cultural** – how people express themselves through the creation of objects and experiences that reflect, evoke, and intensify their thoughts and feelings through painting, sculpture, music, dance, theater, and literature.
- **Intellectual** – how people form ideas and theories; how they see or create mental patterns and designs to order their experiences and make sense out of them; an understanding that is sufficient to cope with life. Inventions or discoveries in science, math, philosophy or technology.
- **Political** – how people are governed; matters of authority and obedience, including who makes the laws, decides on foreign relations such as war and peace, collect taxes, dispenses justice, and provides services needed by the general public.
- **Environmental** – the physical or material conditions in which people find themselves; the terrain, soil, weather, climate, geographical features with which people are confronted, and of which they must make the best or move on.
- **Social** – how people organize themselves in society that is the interrelationships among individuals, groups with individuals, and groups with other groups; a society results initially from the need to cooperate in order to survive. Includes social pyramids, relationships among men and women and within families.

OR

- **(Social) Social-Development and Transformation of Social Structures** – Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and Economic classes
- **(Political) State-Building, Expansion, and Conflict** – Political structures and forms of governance, Empires, Nations and nationalism, Revolts and revolutions, Regional, trans-regional, and global structures and organizations
- **(Interactions-H.E.I.) Interaction Between Humans and the Environment** – Demography and disease, Migration, Patterns of settlement, technology
- **(Culture) Development and Interaction of Culture** – Religions, Belief systems, philosophies, and ideologies, Science and technology, The arts and architecture
- **(Economic) Creation, Expansion, and Interaction of Economic Systems** – Agriculture and pastoral production, Trade and commerce, Labor systems, Industrialization, Capitalism and socialism

Check the back for examples of outline notes
The Formal Outline Note Taking System
• Highly structure, logically organized notes
• Levels of information clear
• Formal outlines show a skeleton of the printed information.
• Use formal outlines to take notes before, during, or after reading.

Standard Outline Format
• Indent and align items to show levels of information.
• Show at least two subtopics under each category.
• Use Roman numerals for main topics.
• Use Arabic numerals for supporting details.
• Use key words and short phrases throughout the outline.

How to Study from Formal Outlines
• Read one line or item at a time; explain by reciting.
• Check your accuracy or completeness.
• Add clue words to the right of the lines or items.
• Repeat the process of reciting from the outline.
• Use the outline to write a summary.

CREATING FORMAL OUTLINES

1. Write the chapter number and title on the top of your paper.
2. Locate the first main heading in your textbook. Label it with a Roman numeral (I, II, III, IV, V, VI, VII, VIII, IX, X . . .).
3. Locate all the subheadings. Label them with capital letters.
4. Use numerals and lowercase letters for supporting details under each subheading.
5. Use numerals inside parentheses for small details if needed.

I. ____________________________
   A. ___________________________
      1. __________________________
      2. __________________________
         a. __________________________
         b. __________________________
            (1) _________________________
            (2) _________________________
               (a) _______________________
               (b) _______________________
   B. ___________________________
## Cornell Notes

<table>
<thead>
<tr>
<th>Main Idea</th>
<th>Key words &amp; ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Question</td>
<td>Important dates/people/places</td>
</tr>
<tr>
<td>(after notes are completed)</td>
<td>Repeated/Stressed Info</td>
</tr>
<tr>
<td></td>
<td>Ideas/brainstorming written on board/overhead projector</td>
</tr>
<tr>
<td></td>
<td>Info from textbook/stories</td>
</tr>
<tr>
<td></td>
<td>Diagrams &amp; Pictures</td>
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<td></td>
<td>Formulas</td>
</tr>
</tbody>
</table>

Summary of your notes in your own words
### AP World History Comparative Essay Generic Rubric Overview

<table>
<thead>
<tr>
<th>Basic Core</th>
<th>Expanded Core</th>
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<tbody>
<tr>
<td><strong>Historical skills and knowledge required to show competence.</strong></td>
<td>Expands beyond basic core of 1-7 Points. The basic core of a score of 7 must be achieved before a student can earn expanded core points.</td>
</tr>
<tr>
<td><strong>1. Has acceptable thesis.</strong></td>
<td>0-2 Points</td>
</tr>
<tr>
<td><em>(addresses comparison of the issues or themes specified)</em></td>
<td>Examples:</td>
</tr>
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<td><strong>2. Addresses all parts of the</strong></td>
<td>- Has a clear, analytical, and comprehensive thesis</td>
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<tr>
<td>of the question, though not necessarily evenly or thoroughly.</td>
<td>- Addresses all parts of the question (as relevant): comparisons, chronology,</td>
</tr>
<tr>
<td><em>(Addresses most parts of the question: for example, deals with differences but not similarities)</em></td>
<td>causation, connections, themes, interactions, content.</td>
</tr>
<tr>
<td><strong>3. Substantiates thesis with appropriate evidence.</strong></td>
<td>- Provides ample historical evidence to substantiate thesis.</td>
</tr>
<tr>
<td><strong>2 Points</strong></td>
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**Tabular Representation**

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(Partially substantiates thesis with appropriate evidence.)

4. Makes at least three relevant, direct comparisons between or among societies.  

   1 Point

5. Analyzes at least three reasons for a similarity or difference identified in a direct comparison.  

   1 Point

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Subtotal 7 Points

Subtotal 2 Points

TOTAL  9 Points

Comparative Essay Notes

1. The time allotted for the essay is 40 minutes, 5 minutes of which should be spent planning and/or outlining the answer.

Sample Comparative Essay

Unfree labor systems were widely used for agricultural production in the period 1450-1750. Discuss the major similarities and differences between TWO of the following systems:

- Caribbean slavery
- North American slavery
- West African slavery
- Russian serfdom

Comparative Structure for Essay

I Introduction
   - Thesis
   - Roadmap

II 1st Sentence for each body paragraph should be a comparative (a direct comparison sentence)
   2nd sentence then explains/analysis the direct comparison in the first sentence

III Then subsequent sentences in the paragraph should provide at least 2 info statements/evidence in each paragraph.

IV

V Conclusion

Keep in Mind:
* the thesis can only be counted as the thesis and not also as a direct comparison
* use linking comparative words such as “whereas” to help set up direct comparisons
* if in the comparative question there is a parenthetical qualifier such as (political, economic, cultural), it is not required that evidence is given for each. This parenthetical qualifier helps students think about what to write.

Thesis Statement Construction

A thesis statement must
   - Fully address the question asked (not the one you’d prefer to answer)
   - Take a position in answering the question asked
   - Provide organization categories to support your position (these categories will be the subject of the topic sentences in the main body paragraphs)

Compare urban-based societies with pastoral/nomadic societies: political, social (class, labor, and gender), economic, religious, and cultural needs and organizational patterns.