

AP World History 2015-2016 Summer Assignment

Welcome to AP World History (WHAP!) at Zachary High School for 2015-2016. AP World History (the fastest growing AP course in the country since its inception in 2002) is a year-long college level survey course that covers the history of the world from approximately 8,000 B.C.E. to the present. AP World History is a thematic course that is designed to focus analysis on the broad patterns of human experience and emphasizes themes across time and connections between societies as well as focusing on the process of change over time. AP World History is unlike the typical world history course both in the thematic nature of the curriculum and in the habits of mind and skills that it seeks to instill in students; AP World History (and by extension the exam in May) isn't just about knowing historical factoids-it's about understanding patterns, themes, and historical processes and about thinking like a historian. Your summer assignment for WHAP consists of 2 parts: 1)enroll in the Remind text system for the course and 2)summer reading of A History of the World in 6 Glasses by Tom Standage with an accompanying assignment.

Part I

Enroll in the "Remind" group for AP World History by doing the following:

- send a text to 985-590-5385 with the message @whapzhs16
- to subscribe by email send an email to whapzhs16@mail.remind101.com
- you should enroll in Remind by July 1, 2015

Part II

Book: A History of the World in Six Glasses

Author: Tom Standage

Publisher: Walker Publishing Company

ISBN-13 978-0-8027-1552-4

Availability:

Book can be purchased at Barnes and Noble, Books-a-Million, and at a wide variety of on-line sources (and is also available on kindle and nook for those of you who prefer to read by that method-an actual paper copy might be to your advantage though so that you can take notes in the book). The EBRP library may also have a limited number of copies available for check out.

Assignment:

A History of the World in Six Glasses is a widely-read book among AP World History students. The book is a cultural history of the world which traces history by analyzing the role of six main beverages during various time periods: beer, wine, spirits, coffee, tea, and Coca-Cola. (Please note that you are too young to legally sample the first three!) The book is organized chronologically which allows each beverage to tell the story of a period through local stories, global processes, and connections. In studying drinks, as with food, class and social structure are emphasized allowing for a social historical perspective. AP World History revolves around five themes as well as understanding the

processes of change and continuity over time. The five course themes are: interaction between humans and the environment; development and interaction between cultures; state-building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures. As you read the book analyze the information related to each beverage's role in history and how the themes are related. The themes will be discussed in detail during the first days of class in August and will continue to emerge all year during our analysis of the world's history. A more detailed explanation of the themes is attached to this assignment for reference.

Directions

- Read the book and answer the discussion questions that are attached to this assignment packet. It is to your benefit to take notes or highlight while reading the book (if the book belongs to you of course). The book and its topics and examples will also be the subject of discussion during the first few days of school including in-class questions and assignments so you will want to have information to fall back on.
- Assignment Preparation and Due Date: The assignment should be typed using Times New Roman font (12 or 14 size). A hard copy of the assignment must be submitted no later than Wed., August 12, 2016 in order to be considered for full credit. Late assignments will be accepted until Monday, August 17, 2016 but will have a letter-grade deduction for each day that the assignment is late. Assignments which are submitted on Monday, August 10, 2015, will earn 10 bonus points and assignments which are submitted on Tuesday, August 11, 2015, will earn 5 bonus points. Do NOT email your assignment- you must submit a hard copy.
- A Note About Plagiarism: This is independent work! Assignments which are shared among students in class or which include information that may have been gleaned from the internet will be considered plagiarism and will receive a "0" for a grade as well as result in the student(s) being referred and punished for academic dishonesty. This does not mean that you can't discuss the reading with your classmates but the work that you should submit should be your own. In submitting this assignment you are pledging that the work is the result of only your effort.
- Assignment Value: 100 points

Enjoy the book and enjoy your summer! I look forward to seeing you when the new school year begins in August!

C. Staggs
AP World History
Social Studies Department Chair

Should you have any questions feel free to contact me at any time at:
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AP World History-Summer Assignment 2015-2016

Reading Questions for A History of the World in 6 Glasses by Tom Standage

Directions: As you read, answer the following questions for each chapter. Do NOT retype questions and answer them with fragments or bullet points-all questions should be answered using complete sentences! Your answers need to be thorough but do not need to be lengthy-for most questions 3 to 4 sentences should suffice (some even one or two) EXCEPT for the summary questions where a longer response is specifically requested. Be sure to cite page numbers to support your answers and for quotes or paraphrases that you may use. You should produce quality work!

Reading Questions

Chapter 1: A Stone Age Brew

Note: The first four chapters deal with the early foundations of civilizations and classical civilizations, roughly from the beginning of the Neolithic Revolution around 8,000 BCE to the end of the Classical Era around 600 CE.

1. What were the consequences of the Neolithic Revolution (aka Agricultural Revolution)?
2. Farming led to a surplus food supply (Yes!). Explain the developments which occurred as a result of the food surplus.
3. Identify three reasons for the shift to farming (sedentary agriculture).
4. Ancient civilizations believed that beer was a gift from whom? Therefore how should one be thankful?
5. What is the relationship of beer to the growth and development of these early civilizations? Give specific examples of how beer led to elements of civilization such as writing, government, etc. This should be a longer summary response of 1-2 paragraphs covering the entire chapter.

Chapter 2: Civilized Beer

6. Why is Sumer important to the history of mankind?
7. How did food and drink play a part in ancient religions?
8. Our modern Latin alphabet can be traced back to what 2 ancient civilizations?
9. Explain how beer had civilizing influences and shaped the development of Mesopotamia and Egypt. This should be a longer summary response of 1-2 paragraphs covering the entire chapter.

Chapter 3: The Delight of Wine

10. How did the Greeks influence “Western” civilization?
11. What was the importance of the symposium? How did it influence Greek culture?
12. Why were wine and water important to each other?
13. Explain the importance of wine in the transmission of Greek culture throughout the Mediterranean and Asia. This should be a longer summary response of 1-2 paragraphs covering the entire chapter

Chapter 4: The Imperial Wine

14. How did Rome try to control the luxurious tastes of its richest citizens?
15. Compare the ways in which Christianity and Islam viewed the drinking of wine.
16. What impact do the Greek and Roman cultures have on modern American and European cultures? This should be a longer response of 1-2 paragraphs covering the entire chapter.

Chapter 5: High Spirits, High Seas

Note: This chapter begins with events in the postclassical era (the Arab caliphates) and continues through the Early Modern Era of European exploration and to the “Modern Era”.

17. How did ancient Arab achievements lead to European exploration?
18. Explain the early cultivation of sugar and why it became important during this time period-what is the connection between spirits, sugar, and slaves? (this should be easy if you’ve had U.S. history!)
19. How did rum play a part in making Great Britain the supreme naval power in Europe?
20. Explain how rum played a role in Europe gaining world power. This should be a longer summary response of 1-2 paragraphs covering the entire chapter.

Chapter 6: The Drinks that Built America

21. Why did whiskey replace rum as the American drink?
22. What were the causes and effects of the Whiskey Rebellion?
23. What role did spirits play in the treatment of Native Americans?
- 24.

Chapter 7: The Great Soberer

25. Why did coffee become a preferred drink over alcoholic beverages?
26. What was the difference in reputation between a tavern and a coffee house?
27. How was coffee discovered?
28. How was coffee introduced to the Americas?

Chapter 8: Coffeehouse and the Internet

29. Why were coffeehouses an important part of culture in London, England?
30. How did the coffeehouses affect the development of science?
31. What do today's coffeehouses have in common with those discussed in the book?
(I know, it's sad that no company thinks highly enough of Zachary to put in a coffeehouse here-I feel your pain.)

Chapter 9: Empires of Tea

32. How was tea used before it became an accepted beverage?
33. What were China's major exports during the Tang Dynasty?
34. What factors made tea a popular drink in Europe?

Chapter 10: Tea Power

35. Define the Industrial Revolution-what was it, what were its consequences?
36. Describe the Opium Wars.
37. What caused the Chinese civilization to "fall"?
38. Why did Britain want to grow tea in India?
39. How did the British Empire influence the production and consumption of tea?
This should be a longer summary response of 1-2 paragraphs covering the entire chapter.

Chapter 11: From Soda to Cola

40. How was soda water discovered?
41. How did a soda fountain change the way soda was served?
42. What ingredients did Pemberton add to soda water? Why did he give up making French Wine Coca?

Chapter 12: Globalization in a Bottle

43. Explain how Coca Cola and World War II go together.
44. How did communist countries respond to Coke's global message? How was Coke affected by the fall of the Iron Curtain?
45. How did conflicts in the Middle East affect both Coca-Cola and Pepsi?
46. Explain globalization and why Coke is an example of globalization. This should be a longer summary response of 1-2 paragraphs covering the entire chapter.

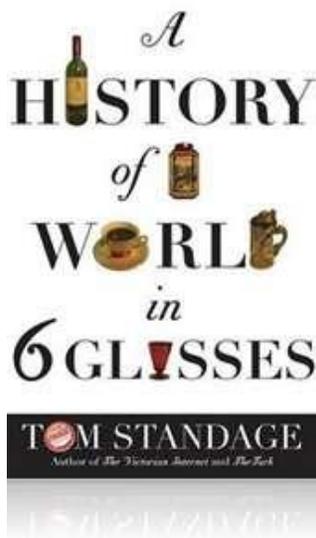
Epilogue

47. Explain the different ways in which developing and developed nations view water.
48. In what ways can water be a cause of war? In what ways is it a catalyst for peace?

Other:

49. Read the following quote from the book and explain whether or not you agree or disagree. Be certain to support your argument with specific examples.

“Distilled drinks, alongside firearms and infectious diseases, helped to reshape the modern world by helping the inhabitants of the Old World to establish themselves as rulers of the New World.”



AP World History Course Themes Described

The five course themes below present areas of historical inquiry that should be investigated at various points throughout the course and revisited as manifested in particular historical developments over time. These themes articulate at a broad level the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description. The themes facilitate cross-period questions and help students recognize broad trends and processes that have developed over centuries in various regions of the world.

Theme 1: Interaction between Humans and the Environment

- Demography and disease
- Migration
- Patterns of settlement
- Technology

The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but, increasingly, human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent centuries, human effects on the environment —and the ability to master and exploit it — increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the twentieth century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a “green” movement to protect and work with the natural world instead of exploiting it.

Theme 2: Development and Interaction of Cultures

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

This theme explores the origins, uses, dissemination, and adaptation of ideas, beliefs, and knowledge within and between societies. Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how

major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze and trace particular cultural trends or ideas across human societies.

Theme 3: 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

This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

Theme 4: Creation, Expansion, and Interaction of Economic Systems

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

This theme surveys the diverse patterns and systems that human societies have developed as they exploit their environments to produce, distribute, and consume desired goods and services across time and space. It stresses major transitions in human economic activity, such as the growth and spread of agricultural, pastoral, and industrial production; the development of various labor systems associated with these economic systems (including different forms of household management and the use of coerced or free labor); and the ideologies, values, and institutions (such as capitalism and socialism) that sustained them. This theme also calls attention to patterns of trade and commerce

between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural and technological diffusion, migration, state formation, social classes, and human interaction with the environment.

Theme 5: Development and Transformation of Social Structures

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

This theme is about relations among human beings. All human societies develop ways of grouping their members, as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations, and hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.