

## **PAP/AP World History Summer Assignment Overview:**

*See following pages for details. Students must use the internet or the public library for research.*

**Option 1:** Create a timeline of the 20 most important events in World History that occurred between 3000 BC to 1500 AD.

**Option 2:** Hand-draw a world map. On the map, include 9 specified civilizations, 10 historical events, a three sentence description of each event, and five or more pictures. Events must have occurred between 3000 BC to 1500 AD.

**Option 3:** Create a work of art that represents one of 22 specified historical structures. Include an artistic statement with information about the structure and about your artistic process.

**Option 4:** Visit a UNESCO World Heritage Cultural Site anywhere in the world and create a photo essay or scrapbook that explains the historical context of the site.

**Option 5:** Read a World History book and create a book report.

**See the following pages for detailed instructions and rubrics for each type of project.**

*Students should finish this project during the summer vacation and have it ready to turn in the first week of school.*

## Option 1: Timeline

**NOTE:** Timeline must be an original creation, not merely cut and pasted from an on-line timeline or other source. Writing may be typed or handwritten but needs to be in the student's own words.

### Must include:

\_\_\_\_\_ 20 important events

\_\_\_\_\_ Events must be **between** the years 3000 BC and 1500 AD. This is the time period of the first semester of World History. (Students do not need an event for the specific years 3000 BC or 1500 AD.)

\_\_\_\_\_ For each event, write a three sentence description which describes the event and why you think it is important. Your description should answer the question: How did this event change history?

\_\_\_\_\_ Include five images that connect with events on your timeline. Include a brief caption for each image. Image may be hand-drawn, printed or cut out.

Grade will be based on completion, accuracy, neatness, and creativity.

## Option 2: World Map

Hand-draw a world map and identify the location of major historical events of ancient and classical history.

### Must include:

\_\_\_\_\_ A key.

\_\_\_\_\_ Location and rivers of the four ancient river valley civilizations: Ancient Mesopotamian(Sumerian) Civilization, Ancient Egyptian Civilization, the Indus Valley (Harappan) Civilization, and Ancient Chinese (Xia and Shang) Civilization. These are the locations where agriculture and civilization first arose.

\_\_\_\_\_ The territory of the five major classical empires: Roman Empire, Gupta Empire, Han Dynasty, Mayan City-States, and the Inca Empire.

\_\_\_\_\_ 10 important historical events occurring between the years 3000 BC and 1500 AD and an indication of where they occurred. This is the time period of the first semester of World History. (Students do not need an event for the specific year 3000 BC or 1500 AD.)

\_\_\_\_\_ For each event, write a three sentence description which describes the event and why you think it is important. Your description should answer the question: How did this event change history?

\_\_\_\_\_ Include five images that connect with the events. Include a brief caption for each image. Image may be hand-drawn, printed or cut out.

Grade will be based on completion, accuracy, neatness, and creativity.

## Option 3: Historical Architecture

Create a work of art that represents one of the following historical structures. Student choice on material.

- Harmindir Sahib
- Great Wall of China
- Ziggurat at Ur
- Taj Mahal
- Djinguereber Mosque of Timbuktu
- St. Basil's Cathedral
- Notre Dame Cathedral
- Rock Hewn Churches of Lalibela
- Duomo of Florence
- Angkor Wat
- Pagoda of Horyu-Ji
- Meenakshi Amman Temple
- Petra
- Oslo (Gol) Stave Church
- Alhambra of Granada
- Temple of the Inscriptions, Palenque
- Mesa Verde, Colorado
- Hanging Gardens of Babylon
- Buildings of Persepolis
- Mont Saint-Michel
- Machu Picchu
- Great Zimbabwe

Include a two paragraph artistic statement. The first paragraph should briefly describe the historical significance of the structure (include year built, location, purpose and importance to history). The second paragraph should explain how the artist (you!) created the product including the materials and methods that you used in constructing your creation.

Students may not create structures beyond the above list. These specific structures were chosen specifically by the World History teachers as broad representation of the major cultures learned about in the first semester. Some World History classes will do an additional project on Greek and Roman architecture and European castles and so those are not included on this list.

Grade will be based on completion and creativity. Artistic statement is worth 30% of grade so be sure to include it!

## Option 4: Visit a UNESCO World Heritage Site

Traveling this summer? This is a possible summer assignment you could do while on vacation.

Visit a UNESCO World Heritage Site and create a scrapbook or photo essay of your visit. Must include:

- at least **20 images with written descriptions** describing the **cultural significance** and **history of the site**.
- Student must be visible in at least one image.
- Student **must have visited the site during the summer between freshmen and sophomore year of high school**.

There are over 779 world cultural sites as named by UNESCO around the world. These sites conserve places of outstanding cultural importance to the common heritage of humanity. Please note that UNESCO maintains both cultural and natural sites. For the purpose of this project, the site must be listed as a cultural site. Here is a website with a list of all the UNESCO World Heritage Cultural Sites: <http://whc.unesco.org/en/list/>.

Happy Travels!

## Option 5: Read a World History Book

- **The book must come from this list.**
- **Parents:** Please preview the book to make sure it is appropriate for your student. Descriptions are from the publisher. Books are all widely available at the public library or from physical or online bookstores.
- **Assignment:** Students must write an **essay** in which they: Present **five claims** made by the author and the key **evidence used by the author** to back up those claims. Finally, students must **explain the author's overall thesis** and **how the book impacted the students' understanding of history.**

### **A History of the World in Six Glasses by Tom Standage:**

From beer to Coca-Cola, the six drinks that have helped shape human history. Throughout human history, certain drinks have done much more than just quench thirst. As Tom Standage relates with authority and charm, six of them have had a surprisingly pervasive influence on the course of history, becoming the defining drink during a pivotal historical period.

### **Salt: A World History by Mark Kurlansky:**

In his fifth work of nonfiction, Mark Kurlansky turns his attention to a common household item with a long and intriguing history: Salt. The only rock we eat, salt has shaped civilization from the very beginning, and its story is a glittering, often surprising part of the history of humankind. A substance so valuable it served as currency, salt has influenced the establishment of trade routes and cities, provoked and financed wars, secured empires, and inspired revolutions. Populated by colorful characters and filled with an unending series of fascinating details, Salt by Mark Kurlansky is a supremely entertaining, multi-layered masterpiece.

### **An Edible History of Humanity by Tom Standage:**

More than simply sustenance, food historically has been a kind of technology, changing the course of human progress by helping to build empires, promote industrialization, and decide the outcomes of wars. Tom Standage draws on archaeology, anthropology, and economics to reveal how food has helped shape and transform societies around the world, from the emergence of farming in China by 7500 B.C. to the use of sugar cane and corn to make ethanol today. An Edible History of Humanity is a fully satisfying account of human history.

### **Genghis Khan and the Making of the Modern World by Jack Weatherford:**

The Mongol army led by Genghis Khan subjugated more lands and people in twenty-five years than the Romans did in four hundred. In nearly every country the Mongols conquered, they brought an unprecedented rise in cultural communication, expanded trade, and a blossoming of civilization. Vastly more progressive than his European or Asian counterparts, Genghis Khan abolished torture, granted universal religious freedom, and smashed feudal systems of aristocratic privilege. From the story of his rise through the tribal culture to the explosion of civilization the Mongol Empire unleashed, this brilliant work of revisionist history is nothing less than the epic story of how the modern world was made.

### **1491: New Revelations of the World Before Columbus by Charles C. Mann:**

In this groundbreaking work of science, history, and archaeology, Charles C. Mann radically alters our understanding of the Americas before the arrival of Columbus in 1492. Contrary to what so many Americans learn in school, the pre-Columbian Indians were not sparsely settled in a pristine wilderness; rather there were huge numbers of Indians who actively molded and influenced the land around them. Challenging and surprising, this a transformative new look at a rich and fascinating world we only thought we knew.