

TEXT FOR APWH CLASS: *World History* (AP® Edition), 8th Edition, Jackson J. Spielvogel; William J. Duiker

Welcome!

This is the *NEWEST* of the AP History courses offered at Jackson HS, and it was implemented to fill the need for deeper study and learning for our Jackson Academy for Global Studies students, other scholars who enjoy the field of history and social studies, and those who are interested in learning more – the reasons, the whys – of our world, its peoples and the environment in which we all participate. All of you have taken the Freshmen level World History Course, so you have been exposed to the major themes and events that drive that course of study. AP World History concentrates on those chapters never you never covered as a Freshmen, as well as covering parts of the world, peoples, events and ideas that you may be completely unfamiliar with as a young historian. We're traveling back farther in the historic record, and we're going to study more deeply the connections that exist in the histories that you already know. I hope you enjoy our class and that you come away from it smarter, more aware and more willing to participate in what is going on TODAY here on Earth.

Please complete the following summer reading assignment for the first week of class this August:

### CHAPTER 1: Early Humans and the First Civilizations

After reading Chpt. 1, answer and turn in (electronically via Google Classroom, once our 2017-18 school year begins) the following primary document selections AND discussion questions below. There will be a standard AP formatted test at the start of the second week of school that covers this material.

#### PRIMARY DOCUMENTS

1. Comparative Essay: From Hunter-Gatherers and Herders to Farmers—What role did the development of agriculture play in the emergence of civilization? (p. 7)
2. “The Code of Hammurabi”—What are social and legal principles on which Hammurabi’s Code is based? Is the perception of justice contained in the excerpt from the Code actually more equitable, particularly toward victims, than that employed in North American courts today? Why or why not? (p. 13)
3. Opposing Viewpoints: “The Great Flood: Two Versions”—In the excerpt from *The Epic of Gilgamesh*, what were the stated reasons why the gods agreed to destroy mankind? What about the Mesopotamians’ perception of their gods? What does this passage suggest about the impact and the influence of the rivers of Mesopotamia? Would such a flood epic be likely in Egypt? Why or why not? Compare this excerpt from *Gilgamesh* with the Biblical account of Noah as found in *Genesis*. What are the similarities and what are the differences? (p. 16)
4. “The Significance of the Nile River and the Pharaoh”—How does the *Hymn to the Nile* reflect the significance of the river in Egyptian society? What elements did the Nile contribute to Egyptian civilization? In what ways did the position and the role of the Pharaoh relate to the Nile? What elements of stability and conservatism are apparent in the two poems? (p. 17)
5. “The Covenant and the Law: The Book of Exodus”—Why did the Hebrews believe they were the chosen people of God? Did the covenant contain reciprocal duties and rewards? In general, what agreements and promises were believed to be inherent in it? What has been the impact, religious and otherwise, on the history of western civilization? (p. 28)
6. Opposing Viewpoints: “The Governing of Empires: Two Approaches”—Describe the attributes of both Assyrian and Persian rulers concerning military force and violence. Compare their approaches to conquest and ruling. What was the propaganda value of Cyrus’ words in the *Cyrus Cylinder*? (p. 31)

#### DISCUSSION QUESTIONS

7. Discuss the impact of geography and other environmental factors on the emergence of “civilization.”
8. Survey Neolithic structures: governmental, social, economic, and technological.
9. Examine the similarities and differences among the polytheistic and monotheistic religious beliefs and practices of the peoples of the early Middle East.