

AP World 9 Summer Assignment

Mr. Roberts and Mrs. Schlueter

Name _____

Directions: Please **read** chapter 1: *From the Origins of Agriculture to the First River Valley Civilizations* (pages 5-34). This chapter is part of the textbook, *The Earth and Its Peoples*, which we will use in class this year. The reading is attached to the assignment and you are encouraged to highlight and annotate as you read (not SKIM) the section. The summer assignment is to be completed individually and is **due the first day of class – no exceptions!** If you have any questions please email one of us (robertst@victorschools.org or schlueters@victorschools.org).

Words of Advice: You will need to complete this assignment over multiple days so plan accordingly.

Part I: Before Civilization (pages 6-15)

Part A: Identifications

Directions: Define each term and explain why it is significant, including any important dates if applicable.

- **Culture**

- **Paleolithic Age**

- **Neolithic Age**

- **Foragers**

- **Agricultural Revolution**

- **Domestication**

- **Pastoralism**

Part B: Short Answer Questions

Directions: Answer the questions below providing detail and explanation (you may bullet your answers).

1. Discuss the life of a forager during the Paleolithic Age (include food, shelter and clothing).
2. Describe how humans adapted to the natural environment during the Paleolithic Era.
3. Describe the religious beliefs of early humans.
 - a. Why is it difficult to know much about the religion of Paleolithic humans?
4. Describe the technology that Paleolithic humans used to assist them in their daily lives.
5. Gender equality existed during the Paleolithic Era. Provide detail to support this claim.
6. Describe in detail why the Agricultural Revolution is a **turning point** in history.
7. Describe the historical circumstances (context) that led to the development of agriculture (farming)?
8. The transition to agriculture occurred in what area of the world first?

9. Using the reading and map on pages 9-11, complete the chart below.

Main Idea: The development of agriculture was NOT A SINGLE EVENT in history; it was a series of separate transformations in different parts of the world.

Area of the World	Crops Grown/ Animals Domesticated
Middle East (Western Asia)	
Egypt (Sahara)	
South Asia (India)	
East Asia (China)	
Mesoamerica (Mexico)	
Andean Region (South America)	

10. Describe the advantages of animal domestication.

11. Describe the religion of food producers.

12. What technology did food producers use to assist them in their daily tasks?

13. Complete the T-chart below by bulleting information about the positive and negative effects of farming (Neolithic Era).

Positive Effects of Neolithic Era	Negative Effects of Neolithic Era

Part C: Venn Diagram

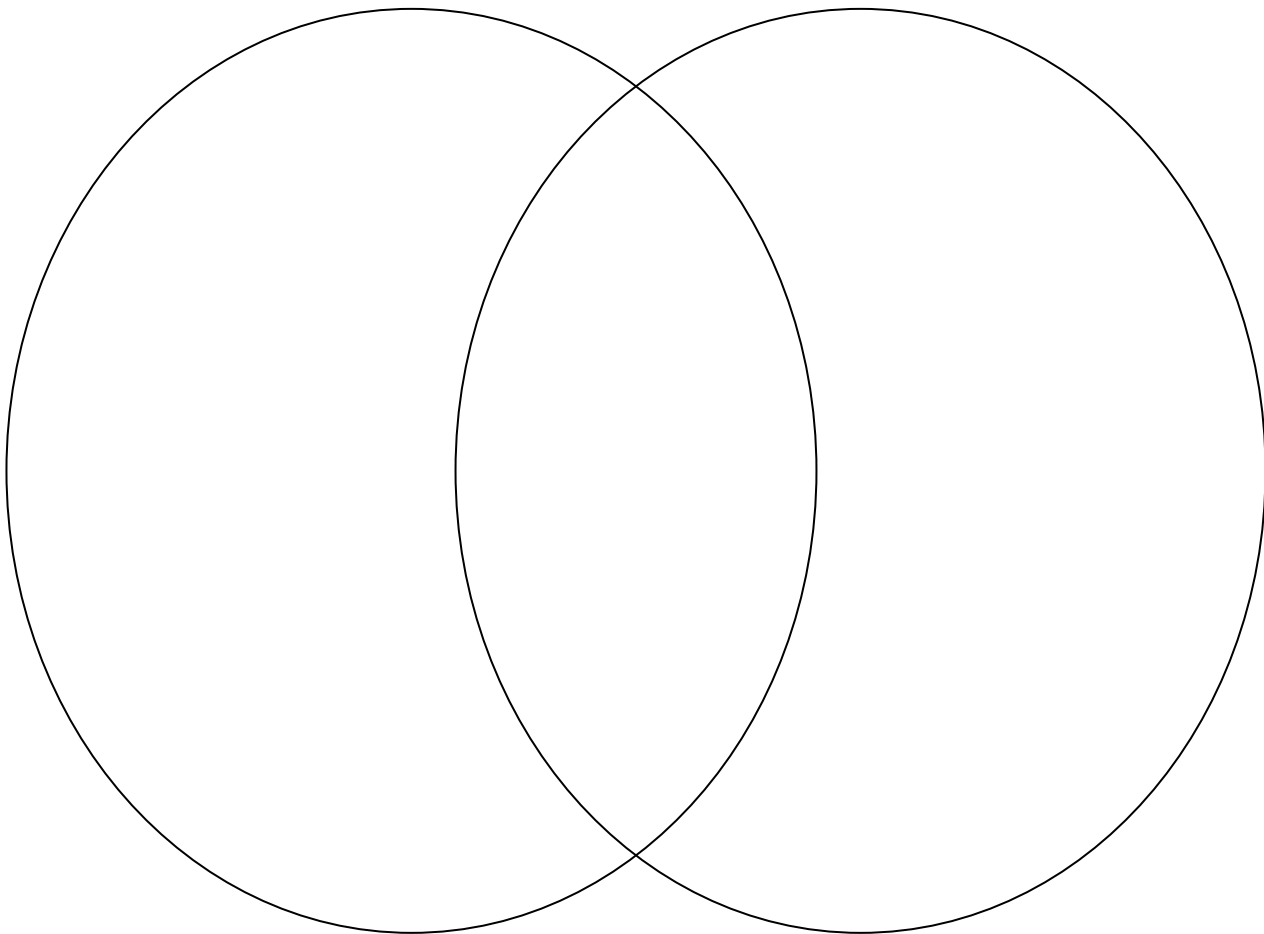
Directions: Complete the Venn diagram below which compares the Paleolithic and Neolithic Eras by placing the words/concepts in the correct location.

Word Bank

Nomads/Foragers	Domestication	Gender inequality	Hunters and gatherers
Agriculture	Permanent Settlements	Surplus of Food	Irrigation Systems
Specialization	2.5 million to 8000 B.C.E.	8000 B.C.E. to 3000 B.C.E.	Use of fire
Gender equality	Varied diets	Stone tools	Cave paintings

Paleolithic Era

Neolithic Era



Part II: Mesopotamia, Egypt, and Indus Civilizations

Part A: “SPICE” Charts

Directions: The AP World History course is organized around 5 overarching themes that serve as unifying threads throughout the course. To help you learn the themes, we will use the “**SPICE**” acronym. As you read the section on Mesopotamia, Egypt and Indus civilizations, complete the “SPICE” charts by bulleting important information (in your own words) in the category. Please use the sub-categories in each column to help you with your notes. Hint: the categories do NOT go in order in your reading.

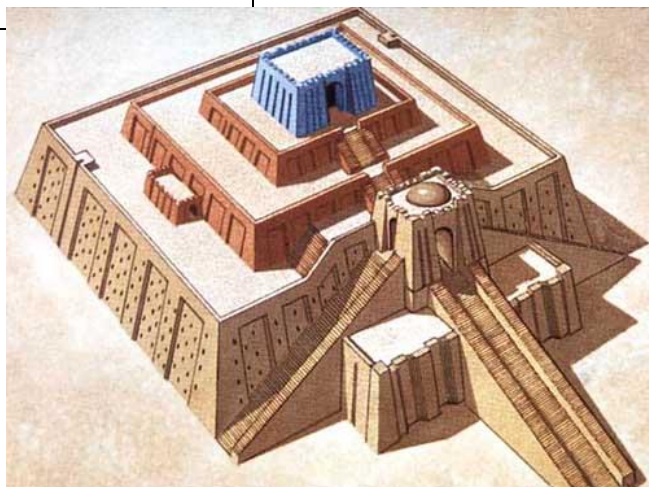
“S” = Social
“P” = Political
“I” = Interaction with Environment
“C” = Cultural
“E” = Economic

Use pages 16-24

Mesopotamia (Sumerians = first civilization to develop in Mesopotamia)

<div>Social<ul style="list-style-type: none">• Social Classes• Slaves and Peasants• Women</div>	
<div>Political<ul style="list-style-type: none">• Government• City-States• Religious and Political Leaders• The Empire of Hammurabi and his Law Code</div>	

<p>Interaction with Environment</p> <ul style="list-style-type: none"> • Location • Irrigation/ Agriculture/ Crops 	
<p>Cultural</p> <ul style="list-style-type: none"> • Religion • Math and Science • Technology • Writing • Metallurgy 	
<p>Economic</p> <ul style="list-style-type: none"> • Trade 	



Ziggurat



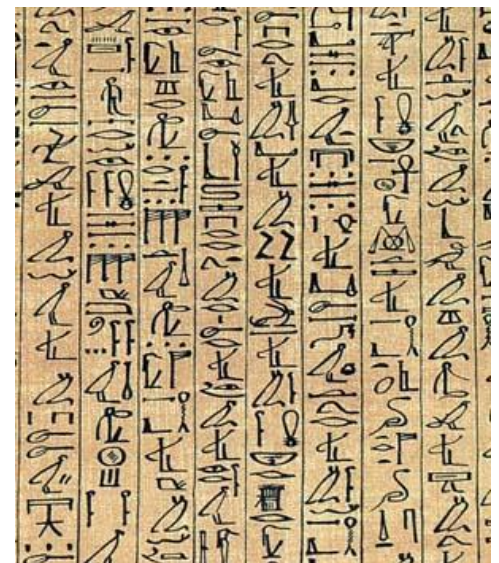
Cuneiform= First Writing!

<p>SOCIAL</p> <ul style="list-style-type: none">• Social Classes• Peasants• Women	
<p>POLITICAL</p> <ul style="list-style-type: none">• Government• Role of Pharaoh• Centralized Administration	
<p>INTERACTION WITH ENVIRONMENT</p> <ul style="list-style-type: none">• Location• Irrigation/ Agriculture• Desert• Natural Resources	

<p>CULTURAL</p> <ul style="list-style-type: none"> • Religion • Science and Technology • Writing • Papyrus • Mummification 	
<p>ECONOMIC</p> <ul style="list-style-type: none"> • Trade 	



Great Pyramid at Giza



Papyrus with Hieroglyphics

Indus Valley Civilization (South Asia)

Use pages 31-33

*** You will not have as much information for this section!

SOCIAL <ul style="list-style-type: none">• Classes of people	
POLITICAL <ul style="list-style-type: none">• 2 cities of Harappa and Mohenjo-Daro	
INTERACTION WITH ENVIRONMENT <ul style="list-style-type: none">• Location• Agriculture	
CULTURAL <ul style="list-style-type: none">• Technology• Writing• Religion	
ECONOMIC <ul style="list-style-type: none">• Trade	

Why don't historians know much about the Indus Civilization?



Part B: Map Work

Directions: Label the following locations on the map below (the rivers have been done for you). Use page 14 as a reference.

Egypt	Mesopotamia	Mohenjo-Daro
Memphis	Sumer	Himalaya Mountains
Mediterranean Sea	Babylon	Arabian Sea
Sahara Desert	Persian Gulf	Bay of Bengal
Red Sea	India	Indian Ocean
Nubia	Harappa	



FYI: We cover ancient China in Chapter 2!

Part C: Primary Source Analysis

Directions: Read and annotate (define unfamiliar words, write margin notes) the following primary source and complete the questions below.

The Search for Justice in Mesopotamia *The Judgments of Hammurabi*

Historical Background: Mesopotamia's sense of insecurity resulted in its producing not only great philosophical literature but also detailed legal codes. The so-called *Code of Hammurabi* is the most famous but certainly not the earliest of the many collections of law produced throughout the first 3,000 years of Mesopotamia civilization. Discovered in 1901, this Babylonian text from the 18th century B.C.E. is inscribed on a stone pillar (known as a stele) that measures over 7 feet in height and more than 6 feet in circumference. Apparently Hammurabi (ruled from 1792-1750 B.C.E.), who briefly united Mesopotamia through conquest and transformed Babylon into the capital of an empire, wanted it to last forever. Hammurabi's Code is not a coherent and systematic code of laws but rather a compilation of decisions that the king made in response to specific cases and perceived injustices. Nevertheless, this collection of judgments covers a wide variety of crimes and circumstances, thereby allowing extensive insight into the structure and values of 18th century Babylonian society.



1. Identify and explain **two** laws that prove Hammurabi attempted to provide **order** in Babylon.
2. Identify one law that you believe is “unfair” and explain why.
3. What evidence is there of **class distinctions** in Babylon (make sure to reference specific laws)?
4. Mesopotamian society has been characterized as **patriarchal**. Identify and explain one law that proves this claim.
5. Although Mesopotamian society was **patriarchal**, there were some laws that **protected women and children**. Identify one law that validates this claim and explain why.

Prologue:

When Marduk (*Chief God of Babylon*) sent me to rule the people and to bring help to the country, I established law and justice in the language of the land and promoted the welfare of the people. At that time I decreed:

The Administration of Justice

1. If a man brings an accusation against another man, charging him with murder, but cannot prove it, the accuser shall be put to death.
3. If a man bears false witness in a case (*lies under oath*), or does not establish the testimony that he has given, if that case is involving life, that man shall be put to death.
5. If a judge pronounces judgment, renders a decision, delivers a verdict duly signed and sealed, and afterward alters his judgment, they shall call that judge to account for the alteration of the judgment which he has pronounced, and he shall pay twelve-fold the penalty in that judgment; and, in the assembly, they shall expel him from his judgment seat.

Felons and Victims

22. If a man has perpetrated brigandage and is captured, that man shall be slain.
23. If the robber is not captured, the man who has been robbed shall, in the presence of god, make an itemized statement of his loss, and the city and the governor in whose jurisdiction the robbery was committed shall compensate him for whatever was lost.

Property

29. If his son is under age, and unable to administer his deceased father's affairs, then a third part of the field and garden shall be given to his mother, and his mother shall bring him up.
38. A captain, soldier, or official may not give his field, garden, or house to his wife or his daughter; neither can they be given as payment for debt (*the king retained ultimate ownership of the property handed out to soldiers and bureaucrats who received land as payment for their services*).
39. He may bequeath in writing to his wife or daughter a field, a garden, or a house that he may have brought, and may give it as payment for debt.

Wine-Sellers and Taverns

109. If bad characters gather in the house of a wine seller and she does not arrest them and bring them to the palace, that wine seller shall be put to death.
110. If a priestess who has not remained in the temple (*thereby breaking her vow to devote her life to serving the temple deity*), shall open a wine shop or enter a wine shop for a drink, that woman shall be burned.

Debt Slavery

117. If a man is in debt and sells his wife, son, or daughter, or binds them over to service, for three years they shall work in the house of their purchaser or master; in the fourth year they shall be given their freedom.

Marriage and the Family

129. If the wife of a man is caught lying with another man, they shall bind them and throw them into the water. If the husband of the woman wishes to spare his wife, then the king shall spare his servant (*the wife's lover*).

134. If a man has been taken prisoner, and there is no food in his house, and his wife enters the house of another, then that woman bears no blame.

135. If a man has been taken prisoner and there is no food before her, and his wife has entered the house of another, and bears children, and afterward her husband returns and regains his city, then that woman shall return to her spouse. The children shall follow their father.

137. If a man has decided to divorce a wife who has presented him with children, then he shall give back to that woman her dowry (*the required money or goods she brought to the marriage*), and he shall give her the use of field, garden, and property and she shall bring up her children. After she has brought up her children, she shall take a son's portion of all that is given to her children, and she may marry the husband of her heart.

138. If a man divorces his spouse who has not borne him children, he shall give to her all the silver or the bride-price (*the price he paid her family in order to marry her*), and restore to her the dowry which she brought from the house of her father; and so he shall divorce her.

139. If there was no bride-price, he shall give her one mina of silver for the divorce.

140. If he is a peasant, he shall give her one-third of a mina of silver.

141. If a man's wife, dwelling in his house, has decided to leave, has been guilty of dissipation, has wasted her house, and has neglected her husband, then she shall be prosecuted. If her husband has said, "I divorce her," she shall go her way; he shall give her nothing for divorce. If her husband has said "I will not divorce her," he may take another woman to wife; the first wife shall live as a slave in her husband's house.

142. If a woman has hated her husband and has said, "You shall not possess me," the reason for her dislike shall be inquired into. If she is careful, and has no fault, but her husband takes himself away and neglects her, then that woman is not to blame. She shall take her dowry and go back to her father's house.

148. If a man has married a wife, and sickness has seized her, and he has decided to marry another, he may marry; but his wife whom the sickness has seized he shall not divorce. She shall dwell in the house he has built, and he shall support her while she lives.

Personal Injury

195. If a son strikes his father, they shall cut off his hand.
196. If a man destroys the eye of another man, they shall destroy his eye.
198. If he destroys the eye of a peasant or breaks the bone of a peasant, he shall pay one mina of silver.
199. If he destroys the eye of a man's slave or breaks a bone of a man's slave, he shall pay one-half his price.
209. If a man has struck a free woman with child, and has caused her to miscarry, he shall pay ten shekels for her miscarriage.
210. If that woman dies, his daughter shall be killed.
211. If by a blow he has caused a peasant's daughter to have a miscarriage, he shall pay five shekels of silver.
212. If that woman has died, he shall pay one-half mina of silver.

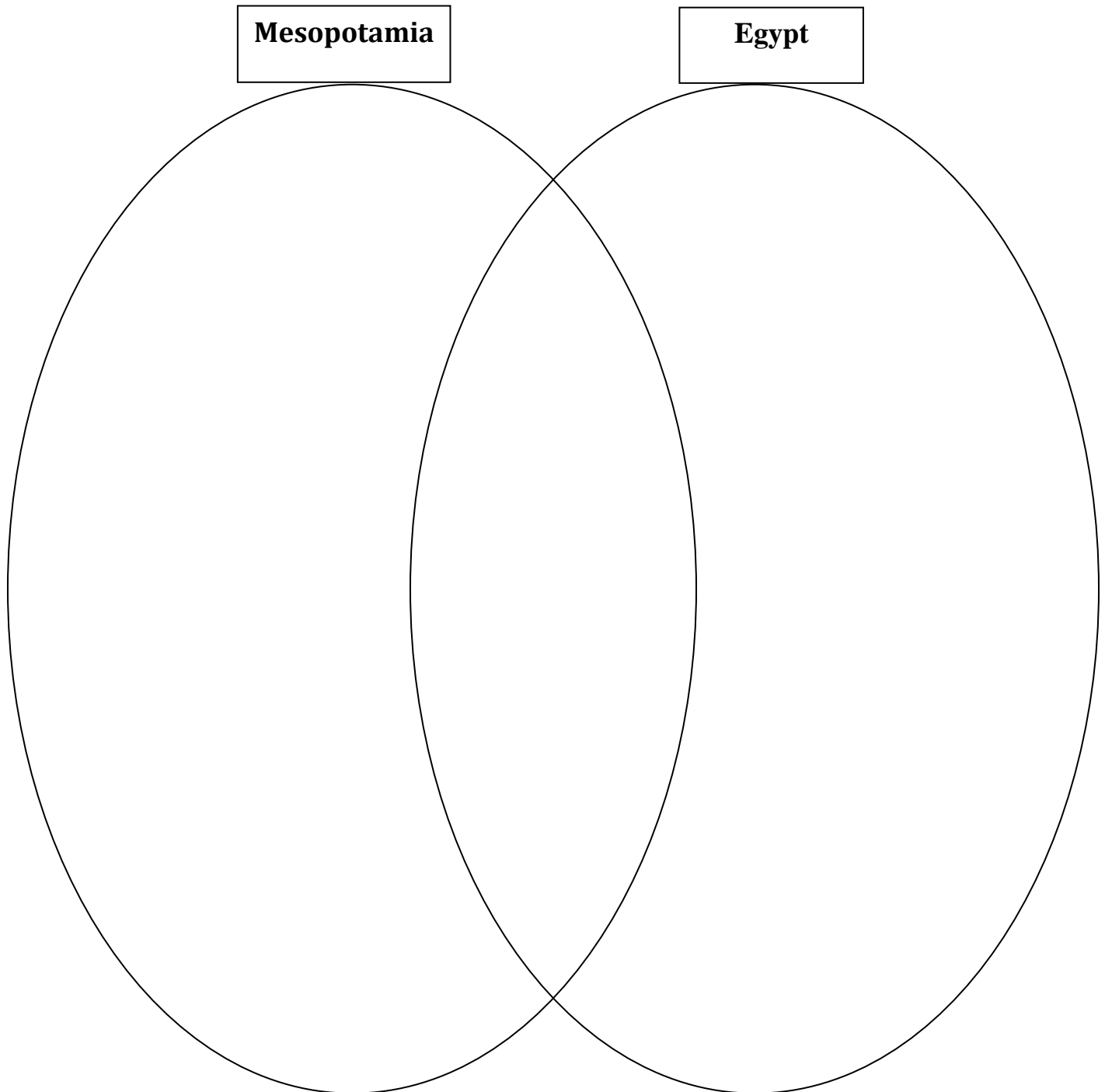
Consumer Protection

215. If a physician operates on a man for a severe wound with a bronze lancet and saves the man's life, or if he opens an abscess in the eye of a man with a bronze lancet and saves that man's eye, he shall receive ten shekels of silver.
216. If he is a peasant, he shall receive five shekels.
217. If he is a slave, the owner shall pay two shekels.
218. If a physician operates on a man for a severe wound with a bronze lancet and causes the man's death, or destroys the man's eye, they shall cut off his hand.
229. If a builder builds a house for a man and does not make its construction sound, and the house which he has built collapses and causes the death of the owner of the house, the builder shall be put to death.
230. If the child of the householder is killed, the child of that builder shall be slain.
233. If a builder builds a house for a man and does not make its construction sound, and a wall cracks, that builder shall strengthen that wall at his own expense.

Part D: Venn diagram

Directions: Using information gathered from the text, fill in the Venn diagram below comparing Mesopotamia and Egypt (Also, use the “Conclusion” section on page 33 for help).

The more information you can provide the better (please don't ask how many facts you need).



Part E: Essay Outline

Directions: BULLET information addressing each category below. This outline will be used to help you write your first comparison essay in class.

Essay Prompt: Compare and contrast the **political** and **religious** aspects of the Mesopotamian and Egyptian civilizations.

Historical Context: What led to the development of civilizations in the Middle East and Africa? (Include dates and locations of each civilization)	
Political Similarity: Explain 1 political similarity between Mesopotamia and Egypt (USE DETAIL+EXPLANATION)	
Political Difference: Explain 1 political difference between Mesopotamia and Egypt (USE DETAIL+EXPLANATION)	
Analysis: WHY do Mesopotamia and Egypt have political similarities and differences? For example: Why did Mesopotamia have city-states? Why was Egypt centralized?	
Religious Similarity: Explain 1 religious similarity between Mesopotamia and Egypt (USE DETAIL+EXPLANATION)	

Religious Difference: Explain 1 religious difference between Mesopotamia and Egypt (USE DETAIL+EXPLANATION)	
Analysis: WHY do Mesopotamia and Egypt have religious similarities and differences? For example: Why did Mesopotamia fear their gods?	
Synthesis: Explain how Mesopotamia and Egypt influenced/impacted future civilizations	

Now that you know your political and religious similarities and differences, write a clear argument (thesis) addressing the essay prompt. Use the format below.

Thesis:

Both Mesopotamia and Egypt _____;
 however, _____.

You finished! See you in September!