

Enhanced World History Summer Assignment

*due 1st week of school

Over the course of the summer you will be asked to do the following things:

- Secure a dedicated notebook for your history notes.
- Study for a geography exam that will be held on the second day of school.
- Complete the Performance task of analyzing documents and creating an outline.

You have plenty of time over the summer to accomplish these tasks and have fun. Devise a study plan for your geography exam and stick to it. Procrastination is your enemy.

I will be available by email during summer, but do not expect an immediate response; it may take a few days. Good luck!

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Notebook

You will need at least a 1" notebook for this class with 1 package of tab dividers.

Geography Exam

In order to support your studies in Enhanced World History, it is important to be familiar with major geographic features. **Please LABEL each of the areas listed below on the attached maps.** You will be tested on this during the first week of school, so make sure you are prepared.

Study tips:

- Do a pretest to see how many of these you can identify correctly.
- Make manageable, small weekly goals. Commit to your long-term memory.
- Use a [quizlet](#) to practice

26 Water Features: Pacific Ocean, Atlantic Ocean, Indian Ocean, Mediterranean Sea, Arctic Ocean, Adriatic Sea, Baltic Sea, Red Sea, Persian Gulf, Black Sea, Caribbean Sea, Dead Sea, Sea of Japan, North Sea, Nile River, Congo River, Tigris River, Euphrates River, Amazon River, Indus River, Ganges River, Yangtze River, Yellow River (Huang He), Danube River, English Channel, Strait of Gibraltar

14 Regions: North Africa, West Africa, East Africa, Central Africa, South Africa, South Asia, East Asia, Southeast Asia, The Middle East, Latin America, North America, Asia Minor, Balkans, Iberian Peninsula



AP World History: World Regions — A Closer Look



Performance Task

Directions: Closely read and examine the sources provided in order to complete a series of source-analysis tasks that result in a thesis statement and multi paragraph **outline**. The sources and tasks relate to the following evidence-based prompt.

To what extent did the second industrial revolution (c. 1860–1914) represent a change from the first industrial revolution (c. 1790–1860)?

Task A: Analyze the prompt and sources =

1. Underline or circle key words in the prompt. What is the topic of this prompt? What are you being asked to write about?
2. What do you know about this topic? List examples of prior knowledge.

Task B: Build the thesis from evidence

1. Look over the 5 sources.
2. Use the table to record information that may be relevant to the prompt. Be sure to include information from each of the sources as well as additional details from outside the sources.

Source 1

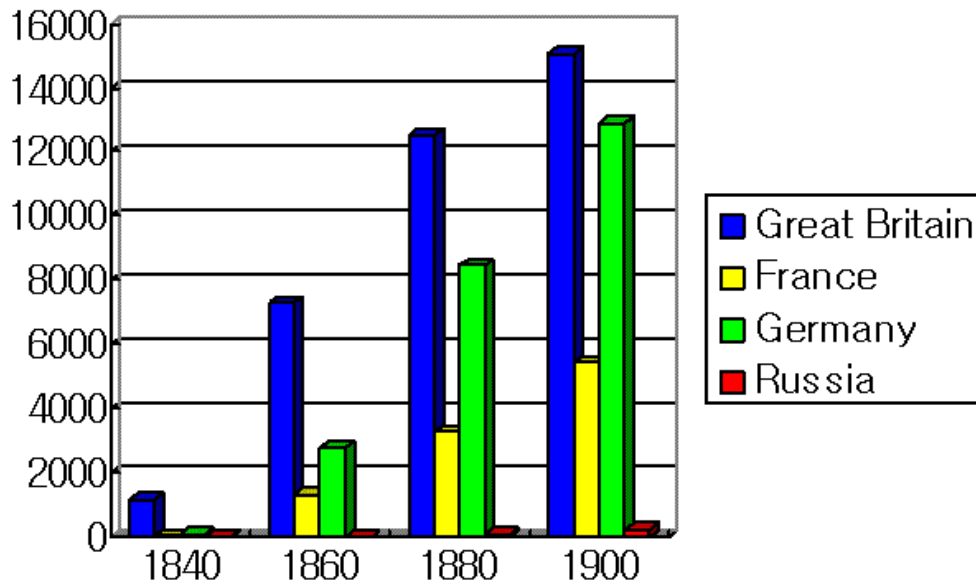
Gross Domestic Product (in millions of dollars)

Country / Region	1820	1870	1913
China	228,600	189,740	241,431
France	35,468	72,100	144,489
Germany	26, 819	72,149	237,332
India	111,417	134,882	204,242
Japan	20,739	25,393	71,653
UK/Great Britain	36,232	100,180	224,618
United States	12,548	98,374	517,383

Source: Angus Maddison, Economics professor at University of Groningen (Netherlands), *Contours of the World Economy*, 2007

Source 2

Kilometers of railroad track for every 100,000 square kilometer of area



Source: Brian Mitchell, *International Historical Statistics*, 2007

Source 3

German socialist Friedrich Engels, *The Condition of the Working Class in England*, 1844

The streets [of factory towns] are usually unpaved, full of holes, filthy and strewn with refuse. Since they have neither gutters nor drains, the refuse accumulates in stagnant, stinking puddles. The view of Manchester is quite typical. The main river is narrow, coal-black and full of stinking filth and rubbish which deposits on the bank.

Source 4

William Alexander Abram, British journalist and historian, article, 1868

The conditions of the factory laborers has been vastly improved within the last quarter of a century. The Hours of Labor in Factories Act, passed in 1844, worked a thorough reform. The excessive hours of labor have been legally reduced to ten hours per day. Wages—thanks mainly to accelerated machinery and improved working conditions—have largely increased.

Source 5

Charles Peguy, French poet and philosopher, excerpt from an untitled essay, 1913

The world has changed less in the times since Jesus Christ than it has in the last thirty years.

SOURCE	Notable characteristics of the first (c. 1790– 1860) and second (c. 1870–1914) industrial revolutions	Evidence from the source
1		
2		
3		
4		
5		
Related details from outside the sources		

TASK C: Create an outline

Organize and expand upon your work from tasks A and B using the following outline. You may use phrases - do not copy and paste - use your OWN words. *context means" what happened before this time period?"

Introduction
Context:
Thesis:

Body 1 paragraph
Topic sentence:
Evidence from sources:

Body 2 paragraph
Topic sentence:
Evidence from sources:

Body 3 paragraph (counterclaim) *opposing sides claim
Topic sentence:
Evidence from sources:

