

2018 AP Human Geography Summer Assignment

1. Obtain and read the following book: A History of the World in 6 Glasses by Tom Standage
 - a. Possible sources for your book:
 - i. Amazon: www.amazon.com
 - ii. Abebooks: www.abebooks.com
 - iii. Barnes & Noble: www.barnesandnoble.com
 - iv. Half-Price Books: www.hpb.com
 - v. Local Library
 - vi. PDF available upon request
 2. **Join the Google Classroom for digital copies of assignment(s). Join Code: hm1o0fg**
3. Complete the Reading Comprehension Vocabulary Development Section
4. Answer the Short Answer Question prompts for each section. **Seven SAQs total!**
 - a. These are designed to practice writing for the Short Answer Question (SAQ)
 - i. Each will be scored based on College Board SAQ Rubric – 3 Points each
 - ii. See “How-to” instructional guide for how to answer!!!!
 - b. Criteria for submission
 - i. Typed in Courier, Ariel or Times New Roman, size 12 font and double spaced
 - ii. Includes Specific Historical Evidence (S.H.E.) from the reading
 - a) Cite specific information with a max of 5 directly quoted words per SAQ permitted
 - b) Include parenthetical notation for location in book
 - iii. Include a bibliography at the end on any additional resources utilized beyond the text.
 - iv. Submitted digitally – **DUE August 17, 2018**
 - 1) Submit via Google Classroom (each assignment)
 - 2) If new and do not have access, email to mredondo@tvsnaples.org with a subject heading of “AP Human Geography Summer Assignment”
 - v. Plagiarism will receive a ZERO on this assignment so ensure it is your original work.
5. Prepare for a comprehensive exam over the contents of the book.
 - a. With each section there are “questions for further consideration”. These are questions you must be able to answer to do well on the exam as well as will guide essay responses.
 - b. Knowledge of locations mentioned in the book is strongly encouraged.



SHORT ANSWER (SAQ) GUIDE

AP History Exams



4 Questions

20%
of your exam score



YOU'VE GOT TIME. TAKE IT.

The SAQ section is the ONLY part of the exam where you will not be pressed for time. There is plenty of time to complete the required tasks, so don't rush through it. Use your time to plan and construct thoughtful answers.

WHAT THE SHORT ANSWER SECTION IS NOT:

- **This is NOT an essay.** It is simply a series of formulaic tasks that can each be completed by writing three complete sentences.
- **This is NOT about right vs. wrong answers, but about valid vs. invalid answers.** The part of the test where you are searching for a single correct answer is OVER. From now on, there are only two types of answers: those that are backed by sound argument and evidence and those that are not. When you are given options, none of the options will be any more valid or invalid than the others. Make sure that you understand what the question is asking, and answer the question directly providing valid evidence and analysis to support your answer.

THE FORMAT OF THE SHORT ANSWER SECTION:

- Each of the four questions will be divided into 2-3 tasks labeled a, b, (c - if applicable).
- Each of these lettered items will be graded separately, so approach each lettered task individually as a separate, but related task (skip a line in between each task).
- Before completing any tasks, look at all of the tasks so that you have a feel for the big picture.

PREWRITING:

It is critical that you make notes and plan your response. Brainstorming is helpful in bringing life to skeletal prompts.

ANSWER USING THIS THREE SENTENCE FORMAT:



- A** Clearly **ANSWER** the question.
- C** **CITE** a specific piece of evidence to support your answer. *The more specific, the better.*
- E** **EXPAND** your answer by providing further analysis or historical context.

MORE WORDS OF ADVICE:

- The questions don't have to be completed in order. Start in your comfort zone with the question you find easiest to answer and save the most difficult question(s) for last.
- Answer the question **DIRECTLY**. Don't beat around the bush or try to dress up your answers.
- If the question asks for **ONE** piece of evidence, there are no extra points for giving more than that.
- It's okay not to know everything. If you're given three choices and you have to choose two, it's okay if you have no idea about one of them (since there are no right or wrong answers).

Reading Comprehension Vocabulary Development: Below you will find a list of vocabulary terms that will be repeated throughout the school year: some are content, and some are testing terms that seem to appear and then confuse students. These words will apply to many different aspects of our studies. It is important for you to become familiar with these words and their meanings: don't assume you know the meaning. It is encouraged that you **define** these words in your composition book (toward the back); but ultimately you are responsible for knowing and applying these concepts throughout the year. **Warning:** it is better to rely on a dictionary or history glossary than to simply google and utilize Quizlet (many of those are student created for "extra - credit" and not verified by their instructors). **These words are not in any particular order of importance; and if you REALLY already know the term then move on to the terms you do not yet know.**

Place a check {v} next to terms you have completed and an {*} next to those you claim to already know.

Acquisition	Devoid	Indigenous	Revival
Activists	Dialectical	Innate	Sanctions
Adherence	Disavow	Innovation	Secular
Advocate	Dissident	Institution	Self-sufficient
Affiliate	Docile	Integration	Sentiments
Annexation	Doctrine	Intermediaries	Sovereign
Appeasing	Dogma/dogmatic	Laity	Status quo
Arable	Domestic	Legitimacy	Subjugation
Armaments	Ecclesiastical	Legitimize	Subsidize
Articulate	Ecumenical	Militant	Subversive
Assert	Efficacy	Monarchical	Suffrage
Assimilate	Egalitarians	Monasticism	Suppress
Autonomy	Emerged	Obliterate	Systematic
Bellicose	Encroachment	Opposition	Transcontinental
Belligerent	Entity	Overarching	Transformation
Bureaucracy	Exemplify	Pacifist	Xenophobia
Calamities	Explicit	Partition	
Coalition	Facilitate	Patronize	
Commodities	Faction	Perpetuate	
Compulsory	Fallible	Piety	
Conciliation	Fluctuate	Plausible	
Conscription	Foreshadow	Polemic	
Consolidate	Fortifications	Precipitate	
Consolidation	Franchise ¹	Preponderance	
Contemplate	Free-trade	Prominence	
Contemporary	Galvanize	Protectionism	
Convene	Grass-roots	Qualification	
Coronation	Grievances	Reactionary	
Correlate	Hamper	Reaffirm	
Cosmopolitan	Hegemony	Reconciliation	
Cultivate	Hybrid	Reform	
Curricula	Ideological	Reimposition	
Customs Union	Immutable	Repudiation	
De facto	Impede	Reservations ²	
De jure	Imperial	Restoration	
Debasement	Incursion	Restrictive	
Decimation			
Demographic			
Despot			

¹ Not pertaining to business (economic)

² Not pertaining to Native Americans

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Chapter 1 & 2: A Stone Age Brew & Civilized Beer

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- a) *Identify and explain one specific event that led to human adoption of agriculture.*
- b) *Identify and explain one specific way in which beer influenced the development of material culture.*
- c) *Identify and explain one specific way in which beer influenced the development of economic systems.*

Questions for further consideration: How might beer have influenced the transition from hunting and gathering to agricultural based societies? What is the connection between the discovery of beer and the Neolithic Revolution? Explain that developments and importance of those developments to the foundations of civilization that occurred due to the new food surplus. How were grain storehouses related to the temples and the government? Explain the relationship between beer and writing, commerce and health. Who built the ancient pyramids of Egypt and how were they paid? What benefit did the pyramids and their construction bring to Egyptian society? Explain how beer had civilizing influences and shaped the development of Mesopotamia and Egypt. How did the Egyptian attitude toward beer differ from that of Mesopotamia? Why was beer an important source of nourishment and why was it important in the ritual and religion of ancient world? Identify the staples of the Egyptian and Mesopotamian diets. How did Mesopotamian geography shape its peoples view of the gods?

Chapter 3 & 4: The Delight of Wine & The Imperial Wine

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- a) *Identify and explain how climate limited the diffusion of wine.*
- b) *Identify and explain how wine differed among the social structures.*
- c) *Identify and explain how wine influenced Rome's impact on western civilization.*

Questions for further consideration: What role did Greek geography play in its economic development? What factors led to the possibility of producing wine in Greece? Which crops were sacrificed to produce wine? How and why did wine develop into a form of a status symbol in Greece? How did the Greeks determine how cultured a person was? What does the way wine was consumed tell us about the ancient Greek culture? How and in what ways did the Romans adopt the Greek culture? How did the use of wine in Roman culture differ from ancient Greece? Compare the Roman convivium to the Greek symposium. Explain the importance of the symposium and it influenced Greek culture? How did the Roman convivium reflect social status? Explain the

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relationship between wine and empire, medicine, and religion. Compare how Christianity and Islam viewed the drinking of wine. How was Europe divided over beer and wine drinking? Explain the importance of wine in the transmission of Greek culture throughout the Mediterranean and Asia. What impact do the Greek and Roman cultures have on modern American and European cultures, i.e. Western Civilization?

Chapter 5 & 6: High Spirits, High Seas & the Drinks that Built America

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- a) *Identify and explain one specific way in which spirits influenced the era of exploration and colonization of the new world.*
- b) *Identify and explain the role of spirits in the triangular trade.*
- c) *Identify and explain a political effect of spirits.*

Questions for further consideration: How did ancient Arab achievements lead to European exploration? What led to Prince Henry the Navigator's becoming the mastermind of European exploration? Explain how rum played a role in Europe gaining world power. Explain the early cultivation of sugar and why was sugar important. What is the connection between spirits, sugar and slaves? In the 18th century, how did spirits help Britain develop a more superior navy than France? Explain why England wanted land in the Americas. How did spirits advance/accelerate colonialism? What were the negative effects/uses of spirits? Explain the role spirits played in the treatment of Native Americans? The enslavement of Africans? Why did spirits become an important staple in colonial America? What role did rum play in the American Revolution? Why did whiskey supplant rum in the western colonial regions of America? What were the causes and effects of the Whiskey Rebellion?

Chapter 7 & 8: The Great Soberer, Coffeehouse and the Internet

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- a) *Identify and explain how coffee developed the modernization on how information is transmitted.*
- b) *Identify and explain how the global balance of power shifted during this time.*
- c) *Identify and explain how coffeehouses and Plato's symposium differed.*

Questions for further consideration: Explain how Arabs came to dominate the coffee industry. Explain how Europeans obtained coffee and its spread to Europe and introduction to the Americas.

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Explain the pivotal role coffee played in the scientific revolution, “financial” revolution, Enlightenment and French Revolution. Contrast the reputation between a tavern and a coffee house. Explain the importance of coffeehouses as part of culture in London, England. Compare French and English coffeehouses. How did Europe’s choice of coffee as their favored beverage of consumption over alcohol influence Europe’s development? Explain the effect of coffee on the **global balance of power** between various regions of the world (in terms of commerce). What do today’s coffeehouses have in common with those discussed in the book?

Chapter 9 & 10: Empires of Tea & Tea Power

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- Identify and explain one specific way how tea led to the **hegemony** of the British Empire.*
- Identify and explain one specific way tea prompted British imperialism.*
- Identify and explain one specific way tea influenced the Industrial Revolution.*

Questions for further consideration: Explain the importance of tea to China’s economy and its relationship with other countries. Explain the connection of tea to the opium trade and the Opium War of 1838-1842. What factors made tea a popular drink in Europe? Why was tea associated with England and not France? Explain the purpose for an employer to give employees “tea breaks.” Explain the role the tea trade and tea production played in British rule over India. How did the British Empire influence the production and consumption of tea? Explain the connection between tea and politics, specifically British East India Company. Describe tea’s impact on British industry, commerce and transformation of English society. How was tea an integral part of the Industrial Revolution? If tea arrived in Europe around the same time as when coffee did, why did it not find the immediate success that coffee had? Who were its main consumers and what were some of the new rituals that surrounded tea? Compare the consumption of tea in Europe to China or Japan.

Chapter 11 & 12: From Soda to Cola & Globalization in a Bottle

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- Identify and explain one specific way in which Coca-Cola is symbolic of Americanization across the globe.*
- Identify and explain one specific example of Anti-Americanism in relation to the usage of Coca-Cola.*

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- c) *Identify and explain one specific example how Coca-Cola is an “integral part of the American way of life.”*

Questions for further consideration: Describe the American system of the Industrial Revolution. Explain how America’s unique contribution to manufacturing led America to excel. Explain the beginnings of soda and how coke was developed. How was this beverage used medicinally and what were the additives? How did coco-cola become the world’s most recognized product? Explain how Coca-Cola is affected by, and how is it affected by, people’s views of the United States? Explain how Coco-Cola become seen as an American value? How did this help and hurt Coca-Cola (and, in some ways, America itself?) Why is the 20th century referred to as “the American century”? Explain globalization, and why Coke is an example of globalization.

Epilogue: Back to the Source (+Introduction)

SAQ Prompt: Using the ACE method, answer the following statements referencing the text.

- a) *Identify and explain why water was rejected after the first agricultural revolution.*
b) *Identify and explain why water is now an acceptable drinking source.*
c) *Identify and explain one specific way water influences geopolitical tensions.*

Questions for further consideration: Describe how the scientific advancements of the 19th century brought the history of beverages full circle. Explain the different ways in which developing and developed nations view water. How has access to water affected international relations? Explain what Mr. Standage means in the statement from page 272, “that water might replace oil as the scarce commodity most likely to trigger international conflict.”