



THE WOODLANDS
CHRISTIAN
ACADEMY

10th Grade AP World History Summer 2017

Required Reading

*Tom Standage's An Edible History of Humanity**

Kindle editions are acceptable

**This is not a conventional textbook, but provides a comprehensive overview of the school year. While exploring the influence of food developments on major turning points in world civilization, Standage touches on the broad themes of AP World History*

Assignment

The assignment consists of a set of higher-level questions (see below) designed to prepare you for a Socratic Seminar that we will hold the first week of class. The Description, Rubric, and Guidelines for Socratic Seminar are attached to this assignment packet.

Your answers may be handwritten or typed, 12 pt. font, Times New Roman. Because it is vital that we hit the ground running the first week of school **NO LATE WORK WILL BE ACCEPTED**. You must have the assignment complete and ready by the first day of school. Exceptions include documented hospital stays and late enrollment.

ADVANCED PLACEMENT (AP) CLASSES ARE COLLEGE COURSES designed to challenge students who have strong reading, writing, and thinking skills and who work well in an accelerated, demanding classroom environment. To be successful in an AP class, students will need stay focused, work hard, and have good attendance. A good work ethic is essential! If a heavier workload is not for you, you may need to re-consider taking this course.

Socratic Seminar Questions

NOTE: Several of the following questions apply to multiple chapters, or concern the book overall. It is expected that your answers will be well developed and include specific evidence from the text.

1. How has food served as a catalyst for change over time throughout human history?
2. Does the author's claim of the importance of food in history seem over-exaggerated? Why or why not?
3. What explains the shift from a hunter-gatherer to an agricultural society? Evaluate the author's statement that this was the "worst mistake in human history." Is this a legitimate statement?
4. Explain how wealth and poverty seemed inevitable consequences of agriculture and civilization.
5. How did Asian nations use spices to exploit the Roman Empire? To what extent did Asian power over Europe continue after the collapse of the Roman Empire?
6. Why does the author state that "the pursuit of spices is the third way in which food remade the world?"
7. What role has religion played in global interaction and trade throughout our history? Be sure to include interactions between Christian and Muslim empires in your discussion.

Does religion influence global interactions today? Why or Why not?
8. What does the author mean when he says "Colonialism, Commerce, and Science go hand in hand?" Discuss the IMPACT of this interaction on world civilizations. (Europe, Africa, Asian nations, the Americas, etc).
9. Would you argue that the potato was a blessing or a curse to European history? Use evidence from the text to defend your answer.
10. Why was food the "fuel of war?" How could food be used both offensively (as a weapon) and defensively? How did world leaders utilize this concept?
11. Has the process of "canning food" been a positive or negative development?

12. How do you explain the statement that “famine has never struck a nation with both a free press and a representative democracy?” Is this argument valid?
13. Evaluate the actions of Mao Zedong and Joseph Stalin in their respective countries. What was the “Great Leap Forward?” How did these leaders bring about the decline of their own nations?
14. What are the benefits and problems of the Green Revolution? How has this movement impacted modern society?
15. What do you think of Standage’s approach to history? Is this a useful way to think about history? What other approaches might one take?

Socratic Seminar: Participant Rubric

<p>A Level Participant</p>	<ul style="list-style-type: none"> • Participant offers enough solid analysis, without prompting, to move the conversation forward • Participant, through her comments, demonstrates a deep knowledge of the text and the question • Participant has come to the seminar prepared, with notes and a marked/annotated text • Participant, through her comments, shows that she is actively listening to other participants • Participant offers clarification and/or follow-up that extends the conversation • Participant’s remarks often refer back to specific parts of the text.
<p>B Level Participant</p>	<ul style="list-style-type: none"> • Participant offers solid analysis without prompting • Through comments, participant demonstrates a good knowledge of the text and the question • Participant has come to the seminar prepared, with notes and a marked/annotated text • Participant shows that he/she is actively listening to others and offers clarification and/or follow-up
<p>C Level Participant</p>	<ul style="list-style-type: none"> • Participant offers some analysis, but needs prompting from the seminar leader • Through comments, participant demonstrates a general knowledge of the text and question • Participant is less prepared, with few notes and no marked/annotated text • Participant is actively listening to others, but does not offer clarification and/or follow-up to others’ comments • Participant relies more upon his or her opinion, and less on the text to drive her comments
<p>D or F Level Participant</p>	<ul style="list-style-type: none"> • Participant offers little commentary • Participant comes to the seminar ill-prepared with little understanding of the text and question • Participant does not listen to others, offers no commentary to further the discussion • Participant distracts the group by interrupting other speakers or by offering off topic questions and comments. • Participant ignores the discussion and its participants

Socratic Seminar Student Guidelines

A Socratic seminar is one where we examine a text for a deeper understanding of the ideas rather than “right” answers. It requires knowledge of the text and using the text to support your thoughts. Socratic seminars focus on analysis or breaking the text down into parts and examining how the parts work together. The questions are mostly open-ended—they invite discussion. When working as a member of a Socratic seminar, the goal is not to prove other people are wrong but to understand the ideas from more than one point of view. It asks you to be open-minded enough to change your mind rather than to prove you are right.

We will look each other in the eye when listening and speaking, we use each other’s first names, and we acknowledge what others said before adding our opinions. You need to assume that everyone has a part of the answer and listen to each person carefully.

BEFORE THE SEMINAR:

The seminar requires you to prepare in advance. This is not the time to “wing it”. To prepare for a Socratic seminar, you need to:

- Read the text completely, using sticky notes or annotating the text to highlight the most important or key passages.
- Look over the text to consider the preparatory questions that you have been given. Mark places in the text or take notes on your ideas about those questions.
- Create a list of “big ideas” or themes you think the book discusses.
- Familiarize yourself with the grading rubric. These will help you determine what is expected of you and how to ask questions during the seminar.

DURING THE SEMINAR:

- It is okay to “pass” when asked to contribute as long as you don’t pass each time you are called upon.
- If you are not prepared, do not participate. The seminar is not effective if participants are making things up. (BE PREPARED. THIS IS A MAJOR GRADE.)
- Ask for clarification if you are confused by something someone says or by a question.
- Stick to the point we are discussing. Make a note of other ideas that come to you. We will come back to it later.
- We don’t raise hands; take turns speaking. Watch the speaker and if you are unsure, ask if the person is finished before beginning to speak. Make sure everyone has an opportunity to speak before you add your opinion again on the same topic.
- Listen carefully and look at the person speaking.
- Speak loudly enough that the entire group can hear you.
- Talk to all the seminar participants, not just the teacher or leader.
- Discuss the ideas of the text rather than opinions—don’t get sidetracked on whether people do or don’t agree; instead, focus on why there is disagreement.
- Sleeping, putting your head down or resting on your desk, distracting others, or doing other work/reading other material will earn you a zero for the seminar. YIKES!

When I evaluate your participation, I consider whether you:

- Spoke loudly and clearly
- Cited reasons and evidence for your ideas
- Used the text to find support
- Listened to others respectfully
- Stayed on topic
- Spoke to each other and not just to the teacher
- Paraphrased the text accurately
- Asked for help or clarification
- Supported others in the group
- Avoided hostile exchanges
- Questioned others in a civil manner
- Came prepared
- Acknowledged the ideas of others when speaking (Examples: “I agree with Ben, and I also thought that....”; “I am not sure if I agree with Lisa’s reasons because the book also says...”; “I would like to add to what Carrie and Jose said....”)

Extra-Credit: Optional

List of Names, Terms and Events mentioned throughout the book.

This list contains material that we will be covering in class. It will give you an advantage to familiarize yourself with these terms. Definition and significance for each term, hand-written and turned in the FIRST day will receive extra credit. Please note that the chapters sometimes only MENTION these figures and additional research will be needed for some.

This may 1. Replace your lowest quiz grade or 2. Result in 10 points added to your lowest Test Grade for the first Quad.

Part One: The Edible Foundations of Civilization

Aztecs

Maya

Incas

Neolithic Revolution

Domestication of animals

Fertile Crescent

Part Two: Food and Social Structure

Mesopotamia

Tigris and Euphrates

Sumerians

Sargon of Akkad

Shang Dynasty China

Part Three: Global Highways of Food

Herodotus

Alexandria (An Egyptian sea port, not a person)

The Ptolemy dynasty of Egypt

Egypt's "annexation" by Rome

Silk Road

Phoenicians

Marco Polo

Zheng He

The "Golden Horde"

The "Black Death" or "Bubonic Plague"

The Crusades

Ottoman Turks

Byzantine Empire

Constantinople

King Ferdinand and Queen Isabella of Spain

Hernan Cortes

Prince Henry of Portugal

Vasco da Gama

Ferdinand Magellan

Part IV: Food, Energy and Industrialization

Columbian Exchange

French Revolution

King Louis XVI and Queen Marie Antoinette

Catherine the Great (Russia)

Napoleon Bonaparte (and his invasion of Russia)

Industrial Revolution

Adam Smith's *Wealth of Nations*

The Steam Engine (Thomas Newcomen and James Watt)

1845, The Great Potato Famine in Ireland

Part Five: Food as a Weapon

Crimean War

The influence of railroad track in the American Civil War

Erwin Rommel's role in WWI

"Zones of Occupation" in Berlin during the Cold War

The Berlin Airlift

NATO

Joseph Stalin

Collectivization

Gulags

Mao Zedong

The “Great Leap Forward” in China

Nikita Krushchev

Mikhail Gorbachev

Boris Yeltsin

Green Revolution