

Accelerated World History I

Ms. Willow

Welcome to Accelerated World History I. You are embarking on a new and exciting experience your first year here at Christian Brothers!

The purpose of the course is to study the history of the world by looking at the big picture and examining specific case studies that apply. The major units of the course are grouped chronologically. The course examines the following eras of World History:

- Early Complex Societies (3500 to 500 BCE)
- The Formation of Classical Societies (500 BCE to 500 CE)
- The Postclassical Era (500 CE to 1000 CE)
- The Acceleration of Cross-Cultural Interaction (1000 CE to 1500 CE).

Accelerated World History I Summer Assignments

You will have a few assignments to complete that will prepare you for Accelerated World History I in the fall. Students need to purchase a copy of *Guns, Germs, and Steel* by Jared Diamond (ISBN: 9780393354324) AND buy a college-ruled composition notebook to record your reflections for your summer assignments. Students will be completing the following tasks:

LIST OF TASKS

- I. Make a Time Management Plan
- II. Complete the Pre-Reading Assignment
- III. Read selected chapters from *Guns, Germs, and Steel*
- IV. Create a Reading Journal for *Guns, Germs, and Steel*
- V. Answer Post-reading Reflection Questions

I. Create a Time Management Plan

Take your time reading *Guns, Germs, and Steel*. Do not wait until the end of the summer. I would suggest you read one or two chapters at a time.

Sit with your parents and write out a time management plan for your assignments. For example, set due dates for each of the summer assignments and **have your parents sign the bottom of the time management plan**. Attach this plan on the first page of your composition notebook. Here is basic example:

Time Management Plan

Task	Due Date
1. Complete Pre-Reading Assignment	
2. Read Prologue & Ch.1 and complete Journal Activity Prologue & Ch.1	
3. Read Ch.2 & Ch.4 and complete Journal Activity Ch.2 & Ch.4	
4. Read Ch.5 & Ch. 6 and complete Journal Activity Ch.5 & Ch.6	
5. Read Ch.9 & Ch.10 and complete Journal Activity Ch.9 & Ch.10	
6. Read Ch.11 & Ch.12 and complete Journal Activity Ch.11 & Ch.12	
7. Read Ch.13 & Choice Chapter and complete Journal Activity Ch.13 & Choice Chapter	
8. Read Epilogue and complete Journal Activity Epilogue	
9. Complete Post-Reading Reflection	

Student Name _____

Student Signature _____

Parent Name _____

Parent Signature _____

II. Pre-reading Assignment

Before reading the *Guns, Germs, and Steel*, students will answer the following questions. Please be sure to **write out the questions AND record your answers in your composition notebook**. Write in complete sentences. Each response should answer the question completely. Some responses may be a couple of sentences. Other responses may consist of a couple of paragraphs.

1. What is your definition of world history?
2. What interests you about studying world history? Why? What does not? Why?
3. For each time period of the course, list events or developments (*5 per time period*) that you know occurred during the period of time. List form is acceptable. Do not worry about being 100% correct.
 - a. 3500 BCE to 500 BCE
 - b. 500 BCE to 500 CE
 - c. 500 CE to 1000 CE
 - d. 1000 to 1500 CE

III. Reading Assignment *Guns, Germs, & Steel*

Jared Diamond's Pulitzer Prize winning book will introduce you to the study of world history by making direct connections with world geography. The book provides a framework for answering some of world history's greatest questions by examining geography's impact on human development and civilization. We will be revisiting the ideas from this book throughout the year.

Our study of history will focus on the big ideas, concepts, themes, and trends of history. Instead of focusing on specific events and occurrences, we will highlight the major developments that have shaped world history and our world today. To get your mind thinking in this direction, as you read *Guns, Germs, and Steel* you will create a **written and illustrated summary** of the "Chapter Big Ideas" in your journal.

IV. *Guns, Germs, and Steel* Reading Journal

For each assigned chapter, including the prologue and epilogue, **summarize AND illustrate** the big idea. **One to two handwritten pages** in your composition notebook per chapter is sufficient. For chapter illustrations, students can sketch images, symbols, mind-maps, or other graphic ideas. These illustrations do not have to be works of art! If you are artistically inclined, you could use your own artwork OR use a collage-type method with cutouts or images from the internet. **Focus on what best represents and explicitly describes the main ideas of the chapter.**

Concentrate on the big ideas and do not get bogged down in the science, unless you are really interested in that aspect of it! One way to practice getting the main idea is to verbally explain the main idea to someone after you have read each chapter. If you have made it is easy for them to understand, then you have successfully identified the main idea.

Make sure the words of your chapter summaries are exclusively your own. I want to be able to evaluate what YOU (a 9th grader!) understand from the reading, not quizlet, coursehero, or cliff's notes. **Any evidence of plagiarism will result in a grade of ZERO** for this project.

You **MUST** read the following chapters in the book:

- ✓ **Prologue** *Yali's Question*
- ✓ **Ch. 1:** *Up to the Starting Line*
- ✓ **Ch. 2:** *A Natural Experiment of History*
- ✓ **Ch. 4:** *Farmer Power*
- ✓ **Ch. 5:** *History's Haves and Have-Nots*
- ✓ **Ch. 6:** *To Farm or Not to Farm*
- ✓ **Ch. 9:** *Zebras, Unhappy Marriages, and the Anna Karenina Principle*
- ✓ **Ch. 10:** *Spacious Skies and Titled Axes*
- ✓ **Ch. 11:** *Lethal Gift of Livestock*
- ✓ **Ch. 12:** *Blueprints and Borrowed Letters*
- ✓ **Ch. 13:** *Necessity's Mother*
- ✓ **** Choose one chapter from 15-20 to read as well.**
- ✓ **Epilogue:** *The Future of Human History as a Science*

Feel free to read the rest of the book if you'd like, but you are not required to do summaries for those extra chapters.

V. Post-reading Reflection Questions

After reading the book, answer the following questions in your journal. Please **write out the questions AND record your answers in your composition notebook**. Write in complete sentences. Each response should answer the question completely. Some responses may be a couple of sentences. Other response may consist of multiple paragraphs.

1. What question is Jared Diamond trying to answer?
2. What is Diamond's major argument (thesis) of this book? Is his argument convincing to you? Why or why not?
3. Which chapter was most interesting to you? Why? Which chapter(s) was particularly problematic or difficult to understand? Why?
4. How has Diamond's book affected your thinking about world history? Explain.
5. Would you recommend this book? To whom? Why or why not?

Due Date

Your summer assignments are due in class the **first day of school**. We will spend the first weeks this year reviewing the book, sharing your journals, and completing a writing assignment. This book provides an excellent opportunity for us to explore the major themes of this course and develop your historical thinking.

Check List of Summer Assignments

1. Time Management Plan **signed by parents** _____
2. Pre-Reading Reflection Questions Completed _____
3. Completed reading of assigned chapters in *Guns, Germs, and Steel* _____
4. Big Idea summaries and illustrations for chapters in *Guns, Germs, and Steel* _____
5. Post-Reading Reflection Questions completed for *G,G, & S* _____

Questions?

If you have any questions about the assignment, you can e-mail me over the summer at ewillow@cbhs-sacramento.org . We have an exciting year ahead of us. Have a great summer and I look forward to seeing you in August.

Blessings,

Ms. Willow