

# **Advanced Placement World History Summer Assignments**

**Fivay High School**

**Mr. Simonds**

**PLEASE SEND THIS SUMMER ASSIGNMENT TO ANYONE THAT YOU BELIEVE TO BE  
TAKING THIS COURSE**

**PLEASE ADD ME ON TWITTER. I WILL BE USING MY ACCOUNT TO GIVE YOU DAILY  
REMINDERS, SUPPLEMENTAL ARTICLES & VIDEOS AND A LAUGH HERE OR THERE.**

**TWITTER HANDLE: @Simondsfivay**

Welcome to World History Advanced Placement, also known as WHAP! Over the course of the school year we will explore 10,000 years of human history, learn valuable skills, and take the AP Exam. This is an exciting class that will allow us to look at the big picture of history, trace cultures over time, and examine human interactions.

For some of you, this is your first AP class. To be successful, you will need to stay focused and work hard. In August we will discuss specific requirements for the class and the AP Exam.

For now, you must complete the following summer assignments that will count as part of your grade during the first progress report in the fall. The purpose of this assignment is to get a jumpstart on the curriculum, which will provide us an opportunity to go into more depth on other topics.

## **Summer Assignment:**

There will be 4 separate summer assignments, of which you must choose three of them to complete. I suggest you do all 4, but you will only be graded on three of the assignments. The assignments are not difficult, and not meant to take away from your valuable summer time. I would just like to preview some of the important things we will be focusing on this coming school year. So, without further ado, here are your options:

<b>Option 1</b>	<b>AP Boot Camp</b>
<b>Option 2</b>	<b>Movie Review x2</b>
<b>Option 3</b>	<b>Physical Geography &amp; Early Civilizations</b>
<b>Option 4</b>	<b>Religions Chart</b>

### **Option 1: AP Bootcamp (HIGHLY SUGGESTED)**

On July 31<sup>st</sup>, Professor Alexander Ledford will be hosting an AP History boot camp. This is an online boot camp and you should expect it to last 2-3 hours. Mr. Ledford has been teaching this course for over 5 years and he will be able to give you hints that will be helpful for successfully navigating this course. The boot camp will focus on the format of the class, the format of the test, suggestions on how to take notes, and other very information that will prove to be valuable. You will get credit for this when he takes attendance. He will be taking attendance at the beginning, middle and end of the session.

MORE INFORMATION ON THIS WILL BE MADE AVAILABLE AS WE GET CLOSER TO THE DATE THAT IT WILL BE HELD. I WILL SEND OUT A MASS EMAIL & I WILL KEEP YOU INFORMED ON TWITTER.

FOLLOW ME @Simondsfivay

## **Option 2: Movie Review (2 movies)**

The following assignment is intended to open your mind to a greater depth and breadth of world history. Hopefully you will find the choices to be interesting and eye-opening in that it causes you to think about history from a fresh perspective. That, after all, is one of the goals for this AP course.

**Film Review:** View and complete a film review (see attached format) on **TWO** of the following:

<b>Film</b>	<b>Director</b>	<b>Country's History</b>
Cry Freedom	Richard Attenborough	South Africa
The Four Feathers	Shekhar Kapur	Sudan
Battle of Algiers	Agillo Pontecorvo	Algeria
The Cup	Khyentse Norbu	Bhutan (Himalayas)
Crouching Tiger Hidden Dragon	Ang Lee	China
The Kite Runner	Marc Foster	Afghanistan
The Power of One	John Avildsen	South Africa
To Live	Zhang Yimou	China
Gallipoli	Peter Weir	Australia
Dr. Zhivago	David Lean	Russia
The Killing Fields	Roland Joffe	Cambodia
The Year of Living Dangerously	Peter Weir	Indonesia
Gandhi	Richard Attenborough	India
Enemy at the Gates	Jean-Jacques Annaud	Russia
The Mission	Roland Joffe	Brazil
Elizabeth: The Golden Age	Shekhar Kapur	Western Europe
Tora! Tora! Tora!	Fleischer, Kellogg	Pearl Harbor/Japan
Lawrence of Arabia	David Lean	Saudi Arabia
Eleni	Peter Yates	Greece
Sarafina	Darrell James Roodt	South Africa
Under Fire	Roger Spottiswoode	Nicaragua
Horse Thief	Tian Zhungzhuang	China
Asoka	Santosh Sivan	India/Afghanistan
Nowhere in Africa	Caroline Link	Kenya
Kandahar	Mohsen Makhmalbaf	Afghanistan
Secret Ballot	Babak Payami	Iran
Not One Less	Zhang Yimou	China
Schindler's List	Steven Spielberg	Poland

Most of these films are PG-13, but some are rated R for good reason. Be sure to choose the films that will reflect your values and the values of your family. Some of these you may already have in your family film library. Some may be seen on cable so watch the listings. Others may be available at the library. Try to get a group of other AP students or your family together to watch with you so you can discuss the films. If you run into difficulty or have questions about the assignment, please email me at [rsimonds@pasco.k12.fl.us](mailto:rsimonds@pasco.k12.fl.us)

## **Movie Critique**

**Title of Film:**

**Main Actors:**

**Setting:**

**The Plot:** Condense the main story line into 10-15 sentences

**Relationship to history:** Were there any characters based on real people?

Who were they and were they treated with historical accuracy?

Were there any real events (battles, migrations, laws, etc.)?

How does this movie tie in with our history course?

### **Option 3: Physical Geography, Global Regions, & Early Civilizations**

Familiarity with the world and its physical features is an important part of AP World History. Many of the questions you see throughout the year will assume that you have some familiarity with the earth and its topography. Additionally, there will be numerous references to these features during class and in course readings. You are expected to have a mastery of basic physical geography, regional delineations, and the *general locations* of major river valley/classical civilizations on the first day of school.

You will need to conduct some research to complete these maps and it may require a trip to the library. One suggested reference website for the physical geography maps is:

**HRW World Atlas:** [http://go.hrw.com/atlas/norm\\_hm/world.htm](http://go.hrw.com/atlas/norm_hm/world.htm)

#### **1. Complete the Physical Features Maps (first two maps)**

--Label each feature according to this color code:

- Blue**—Oceans, seas, rivers
- Purple**—Bays, gulfs, straits
- Red**—Mountains
- Yellow**—Deserts
- Orange**—All other land features

#### **2. Then complete the Early World Civilizations Map – follow the instructions AND label ALL listed civilizations.**

*NOTE: SOME CIVILIZATIONS MAY OVERLAP!*

**Land Masses**

Antarctica  
Greenland  
Europe  
Asia  
South America  
North America  
Africa  
Australia  
The Middle East  
Southern Asia/India

**Mountains**

Alps  
Andes  
Appalachian  
Himalayans  
Pyrenees  
Urals  
Zagros  
Hindu-Kush

**Land Features**

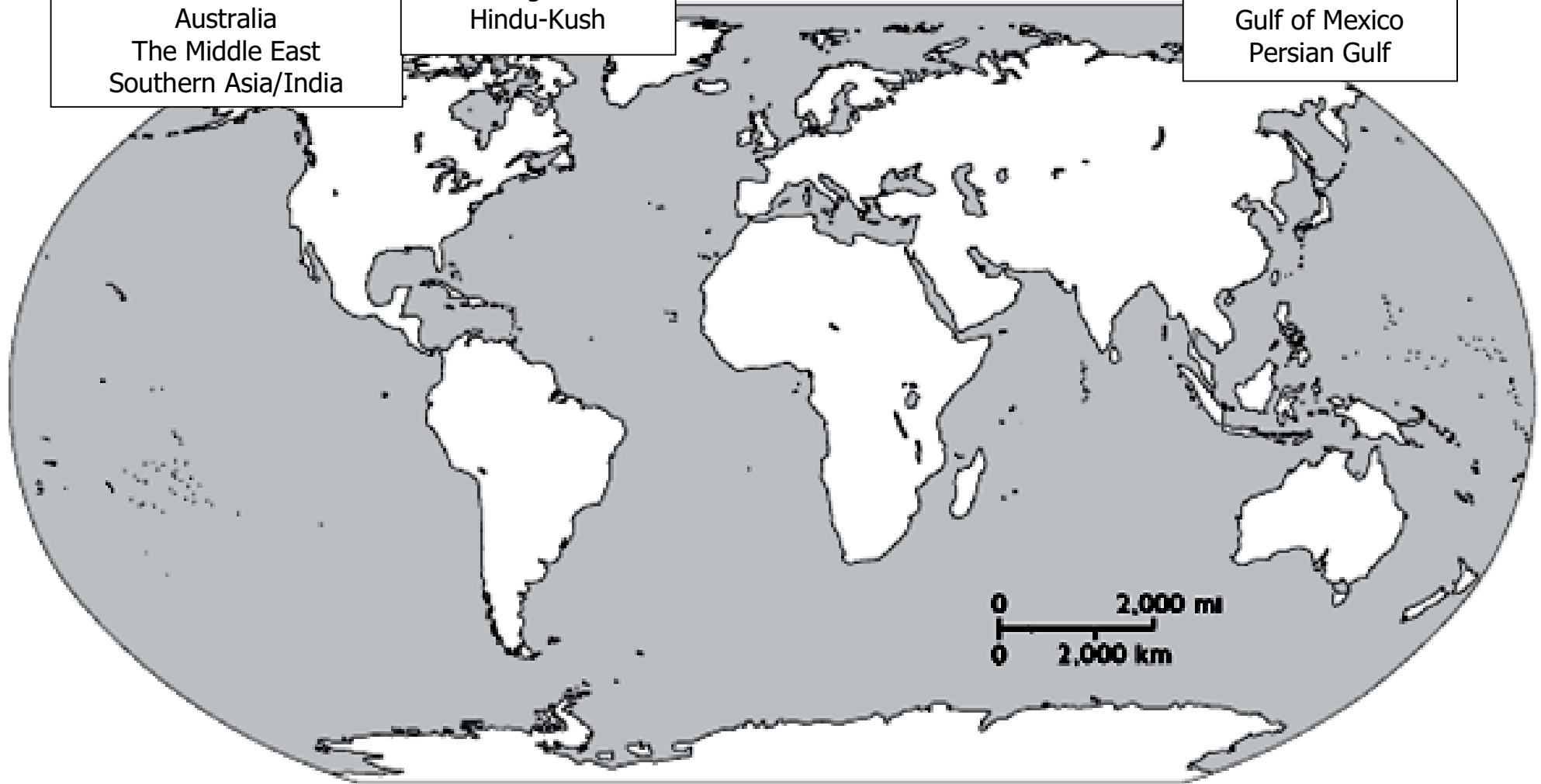
Arabian Peninsula  
Anatolia  
Sahara Desert  
Gobi Desert  
Scandinavia  
Latin America

**Oceans**

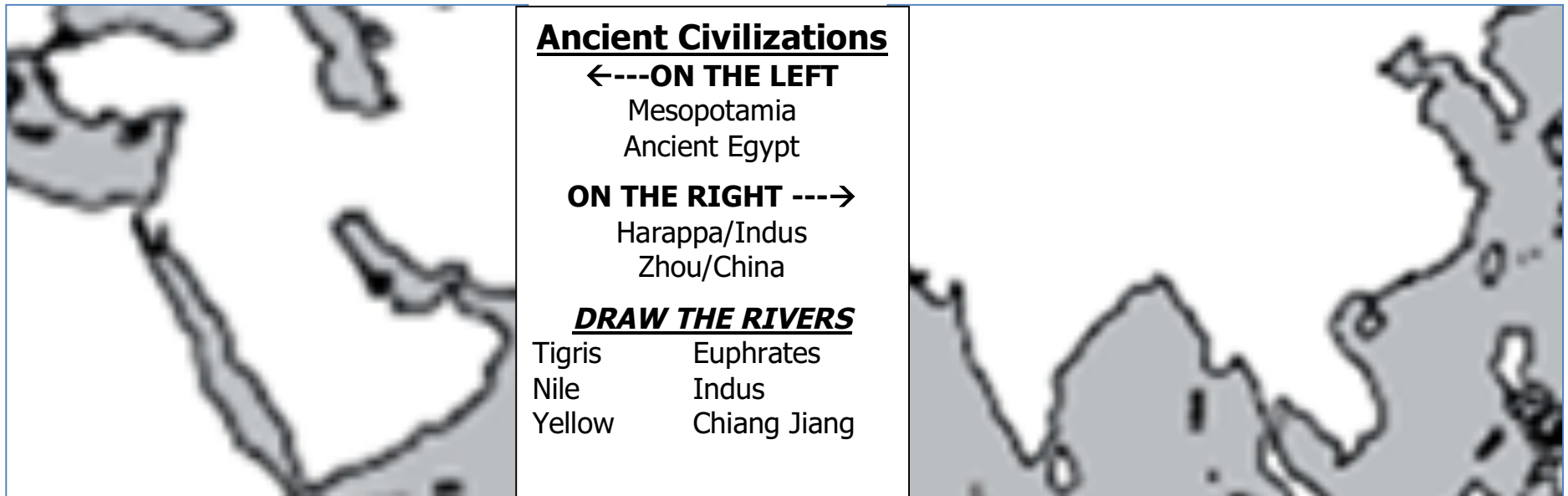
Atlantic  
Pacific  
Arctic  
Indian  
South

**Seas/Gulfs**

Adriatic  
Aegean  
Mediterranean  
Black  
Baltic  
Yellow  
Red  
Gulf of Mexico  
Persian Gulf



# Early



- Classical Civilizations**
1. Roman Empire (Red)
  2. Han China (Purple)
  3. Mauryan India (Yellow)
  4. Gupta India (Orange)
  5. Greece (Brown)
  6. Incan, Aztec, Mayan (Black)



## **Option 4: World Religions & Semi-Religious Philosophies**

The influence of major religions and semi-religious philosophies on societies will provide a reoccurring theme throughout the course. Although we will be learning more about these religions throughout the AP World History course, it is important for you to be familiar with each religion as we proceed. Please follow the directions below:

Suggested reference websites for the Religions Charts:

**BBC Religion & Ethics Website** <http://www.bbc.co.uk/religion/religions/>

**Infoplease.com** <http://www.infoplease.com/ipa/A0113529.html>


1. **Complete each of the following charts by filling in the blank spaces IN YOUR OWN HANDWRITING AND IN YOUR OWN WORDS: Do Not Copy. YOUR OWN WORDS.**

•Western Eurasian Religions Chart

**An example of the detail expected of you can be found on the Classical Eastern Semi-Religious Philosophies Chart under Taoism.** To help you complete each section of the chart, be sure to keep the following in mind:

1. **Symbol**—Draw in and name the appropriate symbol for each religion
2. **Founder/Patriarch**—Name the historical founder (if any)
3. **Place & Date of Origin**—When and where the religion began
4. **Modern Extent**—Where most adherents live today (country, continent)
5. **Holy or Sacred Texts**—Make sure to look at the websites
6. **Teachings**—Summarize the core beliefs and teachings of each religion (i.e. Islam's 5 Pillars)
7. **Role of Women**—Explain the accepted role of women in each religion

# Classical Eastern Semi-Religious Philosophies

	Daoism	Confucianism
Symbol		
Founder or Patriarch	<b>Laozi</b> (Lao-tzu), otherwise known as the "Old Master"	
Place & Date of Origin	c. 500 BCE during the <b>Zhou Dynasty</b> ; would become popularized throughout China c. 200 BCE; birth/death dates unknown (probably c.500 BCE)	
Modern Extent	China, as well as other regions formally under Chinese dynastic influence, including Japan, Indochina, and Korea	
Holy or Sacred Texts	<b>Tao-te Ching</b> (Book of the Way) stresses the path toward wisdom through experience; <b>I-Ching</b> (Book of Changes) analyzes & predicts future events	
Teachings & Core Beliefs	<ul style="list-style-type: none"> <li>•Dictates that the universe and all within are permeated by a natural order that must be felt and experienced to be understood.</li> <li>•Temporal (worldly) matters are of little concern; seeking knowledge of the Dao (or Way) through nature, poetry, and experience is all that matters.</li> <li>•Great emphasis on the individual and the balance with nature. (Yin-Yang)</li> <li>•A true Taoist embraces the nature of things, and does not waste effort effecting their whim on life, but rather surrenders themselves to "experience"</li> <li>•Taoist rituals permeated other ancient practices, and commonly became associated with the mystical.</li> <li>•Co-exists within Eastern concepts of Buddhism and Confucianism. Many Mahayana Buddhist sects have elements of Daoism infused in their teachings (underscores Chinese influence on the spread of Buddhism to Korea &amp; Japan)</li> <li>•For Confucianism, the Taoist belief in balance accentuates the "balance" between benevolence and respect that superiors must show their subordinates.</li> </ul>	
Role of Women	Daoism makes no concrete distinction between men and women; all individuals are equal in light of the Dao	

# Monotheistic Religions of Western Eurasia

	Judaism	Christianity	Islam
Symbol			
Founder or Patriarch			
Place & Date of Origin			
Modern Extent			
Holy or Sacred Texts			
Teachings & Core Beliefs			
Role of Women			

	Hinduism	Buddhism
Symbol		
Founder or Patriarch		
Place & Date of Origin		
Modern Extent		
Holy or Sacred Texts		
Teachings & Core Beliefs		
Role of Women		