

# **Advanced Placement World History Summer Assignments**

**Dutchtown High School**

**Mr. W.K. Harris**

**Welcome to Advanced Placement World History. 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.**

**There are four parts to this assignment, each worth 100 points each:**

## **Part 1: World Map**

**Label and memorize the attached world map. There will be a quiz on this map on August 11, 2010.**

## **Part 2: PERSIAN charts and Flash Cards**

**Use the provided chart as a template. It does not have enough room to write in your answers. You may recreate the chart on your computer or write it on separate paper. Culture/ Civilizations to be researched: Mesopotamia and Ancient Egypt.**

## **Part 3: Reading Assignment**

**Choose one book from the attached list and complete the writing assignment.**

## **Part 4: Movie Reviews**

**Choose three movies from the attached list and complete the movie critique guide.**

**These assignments will be due on August 10, 2010. The attached pages contain more specific information related to each assignment. If you need help, you may contact Mr. Harris at the e-mail address below. There will also be several days over the summer that I will be available to answer questions.**

**[miami8@comcast.net](mailto:miami8@comcast.net)**

**I look forward to the new school year and hope you have a restful and relaxing summer.**

## **World Mapping Exercise (Summer Assignment Part 1)**

### **AP World History**

#### **Part A: Mapping Exercise**

**Directions:** Label (or number) the world map with the land and water features listed below in the color indicated in parenthesis. Two maps have been provided. You may label everything on a single map or use both.

#### **Continents (Red)**

- 1. North America**
- 2. South America**
- 3. Australia**
- 4. Europe**
- 5. Antarctica**
- 6. Asia**
- 7. Africa**

#### **Oceans and Seas (Blue)**

- 1. Atlantic Ocean (1N. North and 1S. South)**
- 2. Pacific Ocean (2N. North and 2S. South)**
- 3. Indian Ocean**
- 4. Arctic Ocean**
- 5. North Sea**
- 6. Baltic Sea**
- 7. English Channel**
- 8. Norwegian Sea**
- 9. Barents Sea**
- 10. Mediterranean Sea**
- 11. Adriatic Sea**
- 12. Aegean Sea**
- 13. Black Sea**
- 14. Caspian Sea**
- 15. Great Lakes**
- 16. Red Sea**
- 17. Persian Gulf**
- 18. Arabian Sea**
- 19. Bay of Bengal**
- 20. South China Sea**
- 21. East China Sea**
- 22. Yellow Sea**
- 23. Sea of Japan**

**Rivers (Green)**

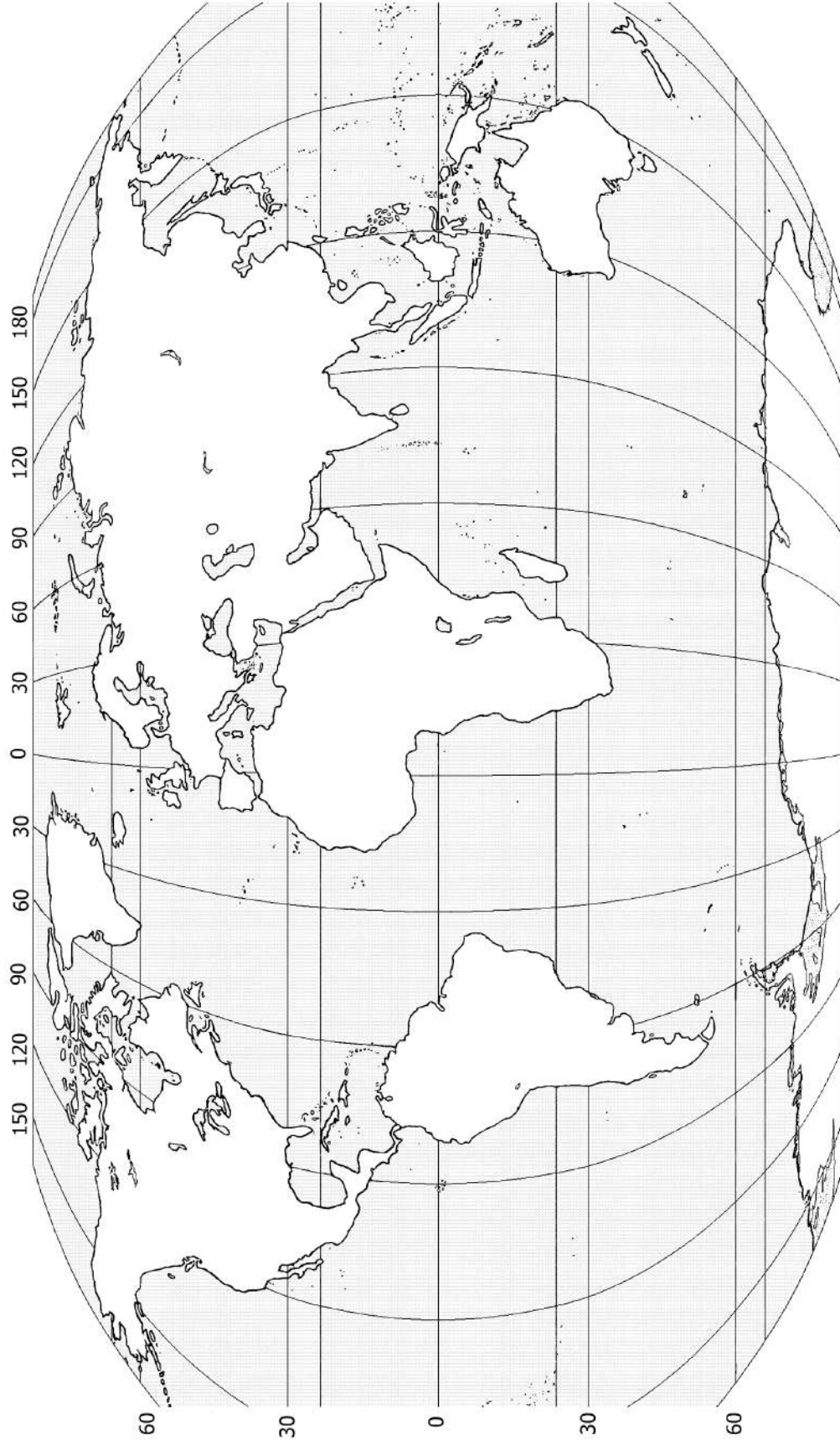
- 1. Nile River**
- 2. Amazon River**
- 3. Mississippi River**
- 4. Rio Grande**
- 5. Indus River**
- 6. Ganges River**
- 7. Danube River**
- 8. Yangtze River**
- 9. Yellow River**
- 10. Tigres River**
- 11. Euphrates River**

**Mountain Ranges and Deserts (Brown or Black)**

- 1. Alaska Range**
- 2. Rocky Mountains**
- 3. Appalachian Mountains**
- 4. Andes Mountains**
- 5. Alps**
- 6. Atlas Mountains**
- 7. Ural Mountains**
- 8. Hindu Kush**
- 9. Himalaya Mountains**
- 10. Atacama Desert**
- 11. Sahara Desert**
- 12. Gobi Desert**
- 13. Kalahari Desert**
- 14. Namib Desert**
- 15. Syrian Desert**
- 16. Great Sandy Desert**

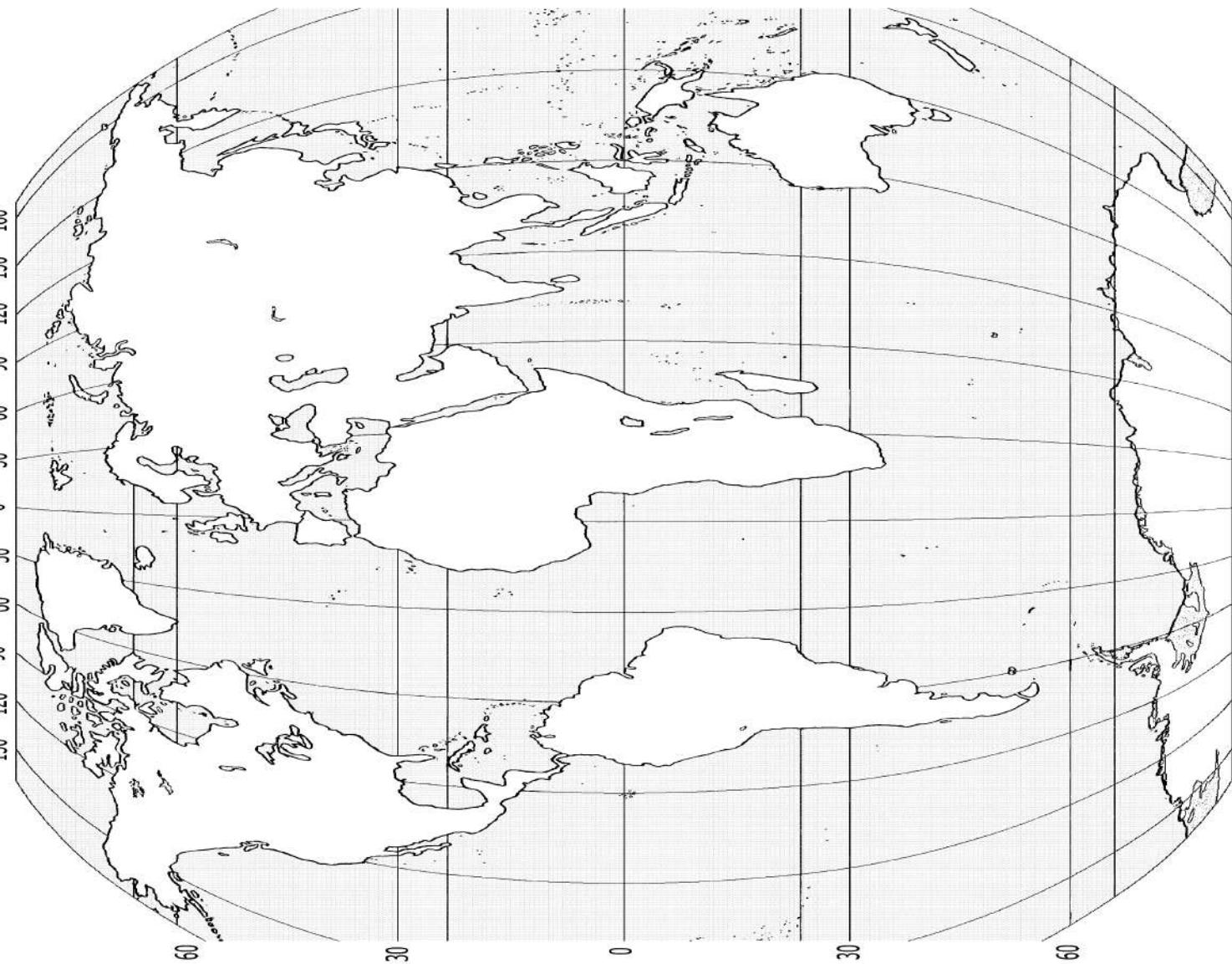
**Please Draw (Lightly) and Label the Following (Pencil?):**

- Arctic Circle (@66.5 Degrees N Latitude)**
- Equator (0 Degrees Latitude)**
- Tropic of Cancer (@23.5 Degrees N Latitude)**
- Tropic of Capricorn (@23.5 Degrees S Latitude)**
- Antartic Circle (@66.5 Degrees S Latitude)**
- Prime Meridian (0 Degrees Longitude)**
- International Date Line (180 Degrees Longitude)**



3000 kilometers  
2000 miles  
Robinson Projection

## AP World History Map Quiz



3000 kilometers

2000 miles

Robinson Projection

## AP World History Map Quiz

## **PERSIAN Charts: Ancient Civilization Analysis (Summer Assignment 2)**

Throughout this course you will be asked to break down cultures and civilizations to a basic level that will allow you recognize the most important characteristics and easily compare one civilization with another. This method breaks down a civilization/culture into seven components.

It is highly recommended that you have this handout with you while researching your topics.

- 1. Political:** Who is in charge? What is power based on? Who gives that person or group power? Is there a contract? What's the government structure? Are there significant wars, treaties, courts, or laws?
- 2. Economic:** How do people earn their food? Is it based on agriculture, commerce, small trades or professions, or industry, like manufacturing or technology? Where's the money? What are the valued and traded commodities? What technologies or industries define culture?
- 3. Religious:** What is the meaning of life? Where did the group come from? What happens when they die? How do they spend their lives? Who talks to god(s)? What are basic beliefs? Are there leaders or documents that define religion? Are there conversations? If so how?
- 4. Social:** How does the group relate to one another? How do people communicate? What do people do together? How is the group organized? What are the family and gender relations? Are there social classes? How they live? Are there inequalities?
- 5. Intellectual:** Who are the thinkers? What groups are given the chance to learn? How do people learn? Where does knowledge come from? Also look at philosophy, math, science, and education.
- 6. Artistic:** How do they express themselves? What commitment to self-expression do they have? What technology or resources are given to art? Also look at art, music, writing, literature.
- 7. Near?:** In what geographic region is this located? What geographic landscape makes up the region? How are the people/events effected by the geography? How do the people interact with their environment? How does the environment define the culture/civilization?

# PERSIAN Chart

# AP World History

Culture/Civilization: Mesopotamia

Date:

<b><i>POLITICAL</i></b> <input type="checkbox"/> Leaders, Elites <input type="checkbox"/> State Structure <input type="checkbox"/> War <input type="checkbox"/> Diplomacy, Treaties <input type="checkbox"/> Courts, Laws	
<b><i>ECONOMIC</i></b> <input type="checkbox"/> Type of System <input type="checkbox"/> Technology, Industry <input type="checkbox"/> Trade, Commerce <input type="checkbox"/> Capital/Money <input type="checkbox"/> Types of Businesses	
<b><i>RELIGIOUS</i></b> <input type="checkbox"/> Holy Books <input type="checkbox"/> Beliefs, Teachings <input type="checkbox"/> Conversion <input type="checkbox"/> Sin/Salvation <input type="checkbox"/> Deities	
<b><i>SOCIAL</i></b> <input type="checkbox"/> Family <input type="checkbox"/> Gender Relations <input type="checkbox"/> Social Classes <input type="checkbox"/> Inequalities <input type="checkbox"/> Life Styles	
<b><i>INTELLECTUAL , ARTS</i></b> <input type="checkbox"/> Art, Music <input type="checkbox"/> Writing, Literature <input type="checkbox"/> Philosophy <input type="checkbox"/> Math & Science <input type="checkbox"/> Education	
<b><i>NEAR: GEOGRAPHY</i></b> <input type="checkbox"/> Location <input type="checkbox"/> Physical <input type="checkbox"/> Movement <input type="checkbox"/> Human/Environment <input type="checkbox"/> Region	

**NOTES:**

# PERSIAN Chart

# AP World History

Culture/Civilization: Ancient Egypt

Date:

<b><i>POLITICAL</i></b> <input type="checkbox"/> Leaders, Elites <input type="checkbox"/> State Structure <input type="checkbox"/> War <input type="checkbox"/> Diplomacy, Treaties <input type="checkbox"/> Courts, Laws	
<b><i>ECONOMIC</i></b> <input type="checkbox"/> Type of System <input type="checkbox"/> Technology, Industry <input type="checkbox"/> Trade, Commerce <input type="checkbox"/> Capital/Money <input type="checkbox"/> Types of Businesses	
<b><i>RELIGIOUS</i></b> <input type="checkbox"/> Holy Books <input type="checkbox"/> Beliefs, Teachings <input type="checkbox"/> Conversion <input type="checkbox"/> Sin/Salvation <input type="checkbox"/> Deities	
<b><i>SOCIAL</i></b> <input type="checkbox"/> Family <input type="checkbox"/> Gender Relations <input type="checkbox"/> Social Classes <input type="checkbox"/> Inequalities <input type="checkbox"/> Life Styles	
<b><i>INTELLECTUAL , ARTS</i></b> <input type="checkbox"/> Art, Music <input type="checkbox"/> Writing, Literature <input type="checkbox"/> Philosophy <input type="checkbox"/> Math & Science <input type="checkbox"/> Education	
<b><i>NEAR: GEOGRAPHY</i></b> <input type="checkbox"/> Location <input type="checkbox"/> Physical <input type="checkbox"/> Movement <input type="checkbox"/> Human/Environment <input type="checkbox"/> Region	



## **NOTES:**

### **Flash Cards**

**Identify the person, term, or concept and explain why it is significant on note cards. One side should have the term, the other the definition and significance.**

### **Mesopotamia**

**Sargon of Akkad  
Nebuchadnezzar  
Mesopotamia  
Tigris  
Ziggurat  
Hammurabi's Code  
Assyrians  
Cuneiform**

**Hammurabi  
*Epic of Gilgamesh*  
Sumer  
Euphrates  
Akkad  
*Lex talionis*  
Hanging Gardens**

### **Ancient Egypt**

**Menes  
Hatshepsut  
Nile  
Upper Egypt  
Pharaoh  
Old Kingdom  
Kush  
Hyksos  
Thebes  
Hieroglyphs**

**Tuthmosis III  
Akhenaten  
Nubia  
Lower Egypt  
Archaic Period  
Pyramids  
Middle Kingdom  
New Kingdom  
Heliopolis  
Papyrus**

## **SUMMER READING ASSIGNMENT for AP WORLD HISTORY (Part 3)**

**Choose one of the following books to read and respond to before the year begins in August.**

### **YOUR ASSIGNMENT:**

Students are required to choose **1 book** from the following list. On the second day of class, you will be required to hand in a **400 word (minimum)** paper on each book using the following formats depending if your book was NON-FICTION or FICTION.

### **NON-FICTION BOOK REVIEW FORMAT: Three Parts**

- 1) The first third is a description of the author's intent or purpose in writing the book and their thesis. Describe how the author has done this. Was there a need for this book?*
- 2) The second third of your review should describe how the author went about his/her task. What kind of evidence did he/she rely on? What were the author's sources - or does he/she even let you know? Does the author use intelligent graphics - pictures, tables, graphs, etc.? Do they help clarify and add to the text, or are they padding, or just confusing, or poorly introduced.*
- 3) The last third of your review is critical. It is here that you evaluate his/her success. Did the author persuade you? Did the author really bore you, or anger you, or confuse you? Would you recommend it to others, and why or why not?*

### **FICTION BOOK REVIEW FORMAT: Three Parts**

- 1) Give a summary of the book (tell me the story) - Identify the main characters along with some basic information about them.*
- 2) Relate the story to the period of world history and region/area described. What did you learn that you didn't know? Were you surprised by something? Compare and contrast (if you can) to our culture.*
- 3) A short evaluation of the book (did you like it, good/bad, etc.).*

**CHOOSE ONE OF THE FOLLOWING. YOU DO NOT NEED TO PURCHASE THE BOOK...YOU MAY CHECK IT OUT OF THE LIBRARY.**

Hala Deeb Jabbour, **A Woman of Nazareth** This is the story of a Palestinian young woman from the mid 1940's to the 1980's. It is in no way balanced (it is biased!) but does provide an interesting perspective on gender, the Palestinian situation and on modernity.

Tsitsi Dangarembga, **Nervous Condition**, Extremely well written first novel by a Zimbabwean woman. A coming of age story set in the mid 20<sup>th</sup> century.

McCormick, Patricia, **Sold**, This heartbreaking story opens, 13-year-old Lakshmi lives an ordinary life in Nepal, going to school and thinking of the boy she is to marry. Then her gambling-addicted stepfather sells her into prostitution in India. She is told that if she works off her family's debt, she can leave, but she soon discovers that this is virtually impossible. Part of McCormick's research for this novel involved interviewing women in Nepal and India, and her depth of detail makes the characters believable and their misery palpable. This important book was written in their honor.

Kherdian, David, **Monkey A Journey to the West**, Written originally in the 16<sup>th</sup> century, it is the story of a Buddhist pilgrim of the 7<sup>th</sup> century, and is written on several levels- high adventure and religious teaching. Students tend to love this book. There are supporting websites, cartoon books and animated movies/series out of Britain and China on the story of Monkey.

Duke, Michael S., **The Iron Horse: A Memoir of the Chinese Democracy Movement and the Tiananmen Massacre**, Published as a "world action alert," includes a guide to refugee organizations that need funds, human rights organizations that need volunteers. For readers to use in constructively expressing their concern and outrage.

Posner, Gerald, **Secrets of the Kingdom**, The result of an extensive two-year investigation, *Secrets of the Kingdom* penetrates the innermost layers of the shielded House of Saud and presents evidence of complicity and deceit at the highest level – evidence that the 9/11 Commission failed to consider.

Alexander McCall Smith, **Tears of the Giraffe**, Wonderful second book in the No. 1 Ladies Detective Agency series. Includes ideas of gender, modernity, Africans (Botswana) history. Very accessible for high school students. Fun read.

Levathes, Louise **When China Ruled the Seas**

A hundred years before Columbus and his fellow Europeans began making their way to the New World, fleets of giant Chinese junks commanded by . . . admiral Zheng He and filled with the empire's finest porcelains . . . and silk ventured to the edge of the world's 'four corners.' It was a time of exploration and conquest, but it ended in a retrenchment so complete that less than a century later, it was a crime to go to sea in a multimasted ship.

Weatherford, Jack **Genghis Khan and the Making of the Modern World**

In just 25 years, in a blitzkrieg, the Mongols conquered more lands and people than the Romans had in over 400 years. Weatherford also devotes much attention to dismantling our notions of Genghis Khan as a brute. By his telling, the great general was a secular but faithful Christian, a progressive free trader, a regretful failed parent and a loving polygamous husband.

Markandaya, Kamala **Nectar in a Sieve**, Rukmani, a peasant woman from India, lives a harsh life, full of many struggles. She never loses her faith in life or her love for her children even though she battles cruel nature and desperate poverty.

### AP World History Summer Assignment – Movie Review (Part 4)

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 **THREE** 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 Zhongzhuang	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 [miami8@comcast.net](mailto:miami8@comcast.net)

### **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?

**Evaluation:** Give an evaluation of the film. Don't just say, "I liked it because it was a good movie," or "I hated it because it was so boring." Like a real film critic, point out the strengths and weaknesses of the movie. Which actors did a good job and which were inadequate? Were there places where the plot was vague,

too slow, or too fast? What would have made the film better? Would you recommend it to another student?