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# AP WORLD HISTORY SUMMER ASSIGNMENT

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Summer 2016



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**DUE: AUGUST 24, 2016**

CONROE HIGH SCHOOL  
3200 West Davis – Conroe, TX 77304

## Summer Assignment Rationale:

The scope of the world history course is immense. You will learn about the history of the entire world (all the continents) from about 8,000 BCE to the Present (about 10,000 years) in approximately 178 days! It's really a daunting task so to help you get ready and make some connections between the various historical eras, we have assigned 5 films for you to watch. We have left out the earliest era since there are very few films on the Neolithic Revolution but there are 6 choices for each of the other eras. If there is a film that is not included on the list that you really want to watch, you are welcome to email and ask if you can watch it, but you will need to explain why you want to watch this film instead of the ones listed.

AP World History is organized around 5 themes and 9 historical thinking skills. The attached chart for each time period will help you organize the information from the films into the themes so that you can use the historical thinking skills to write an essay (you will be taught how) when you come to class in the fall.

### Directions:

1. Choose films from **four** different geographic regions.
  - Use the map provided to show the location of the events in the films.
2. Choose films from **five** different time periods (that means you have to watch 5 films).
  - Film titles are hyperlinked so you can easily access information about the film story line and ratings
4. Complete the chart (both sides) for each film

Helpful Hint: Get a group together to watch the films. It will help to have others watching the same thing in case there is something you missed or didn't understand. Also, it's just more fun to watch a film with your friends!

- **You will earn a major grade for having completed the charts for the 5 films.**
- **You will earn a major grade for the essay you will write based on the information in the charts**

**AP World History ~ Summer Film List ~ 2016**

<b>Films:</b>	<b>Director:</b>	<b>Associated Region:</b>	<b>Time Period:</b>
<a href="#">Hero</a>	Yimou Zhang	Asia (China)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">Ashoka the Great</a>	Santosh Sivan	Asia (India)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">Quo Vadis</a>	Mervyn LeRoy	Europe (Roman Empire)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">The Robe</a>	Henry Koster	Europe (Roman Empire)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">Red Cliff</a>	John Woo	Asia (China)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">Confucius</a>	Mei Hu	Asia (China)	600 <sub>BCE</sub> -600 <sub>CE</sub>
<a href="#">Apocalypto</a>	Mel Gibson	Americas (Maya)	600-1450
<a href="#">Genghis Khan</a>	Edward Bazalgette	Asia (Mongols)	600-1450
<a href="#">The Advocate</a>	Leslie Megahey	Europe (France)	600-1450
<a href="#">The Message (Messenger of God)</a>	Moustapha Akkad	Asia (Islam)	600-1450
<a href="#">The Lion in Winter</a>	Anthony Harvey	Europe (England-France)	600-1450
<a href="#">Alexander Nevsky</a>	Sergei Eisenstien	Europe (Russia)	600-1450
<a href="#">Seven Samurai</a>	Akira Kurosawa	Asia (Japan)	1450-1750
<a href="#">Elizabeth</a>	Shekhar Kapur	Europe (England)	1450-1750
<a href="#">Luther</a>	Eric Till	Europe (Germany)	1450-1750
<a href="#">The Mission</a>	Roland Joffe	Americas (Brazil)	1450-1750
<a href="#">The Last of the Mohicans</a>	Michael Mann	North America	1450-1750
<a href="#">Galileo</a>	Joseph Losey	Europe	1450-1750
<a href="#">Lagaan: Once Upon a Time in India</a>	Ashutosh Gowariker	Asia (India)	1750-1900
<a href="#">Anna and the King</a>	Andy Tennant	Asia (Thailand)	1750-1900
<a href="#">A Tale of Two Cities</a>	Jack Conway	Europe (France)	1750-1900
<a href="#">The Wind and the Lion</a>	John Milius	Africa (Morocco)	1750-1900
<a href="#">1776</a>	Peter H. Hunt	North America	1750-1900
<a href="#">Glory</a>	Edward Zwick	North America	1750-1900
<a href="#">The Grave of the Fireflies</a>	Isao Takahata	Japan (WWII)	1900-Present
<a href="#">Invictus</a>	Clint Eastwood	South Africa	1900-Present
<a href="#">Rabbit-Proof Fence</a>	Phillip Noyce	Australia	1900-Present
<a href="#">The White Rose</a>	Michael Verhoeven	Germany (WWII)	1900-Present
<a href="#">The Killing Field</a>	Roland Joffé	Southeast Asia (Cambodia)	1900-Present
<a href="#">Last King of Scotland</a>	Kevin Macdonald	Africa (Uganda)	1900-Present

Please note: Some of these films are rated PG, but some are rated R for good reason. Be sure to choose films that will reflect your values and the values of your family. Many can be watched on Amazon, Netflix or Hulu, or rented through the Montgomery County Library (for free) or downloaded from YouTube. Some titles can be bought inexpensively on the internet. Some of you will have these titles in your home film libraries. Some can even be seen on cable television. Try to get a group together to watch the films - it'll be more fun. But, be certain to take good notes on the films - you will need them to write the essay in class.

## AP World History Themes Explained

We use the anagram **S ~ P ~ I ~ C ~ E** to help us remember the five course themes described below. These themes reflect the main ideas that are developed throughout the entire span of the course. Each theme includes a list of related key topics as well as a description.

### Theme 1: Development and Transformation of Social Structures

# S

- Gender roles and relations
- Family and kinship
- Racial and ethnic constructions
- Social and economic classes

All human societies develop ways of grouping their members, and norms that govern interactions. Social stratification comprises distinctions based on kinship systems, ethnic associations, & hierarchies of gender, race, wealth, and class. The study of world history requires analysis of the processes through which social categories, roles, and practices were created, maintained, and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression, and human ecology.

### Theme 2: (Politics) State-Building, Expansion, and Conflict

# P

- Political structures and forms of governance
- Empires
- Nations and nationalism
- Revolts and revolutions
- Regional, trans-regional, and global structures and organizations

This theme encourages comparative study of different state forms (kingdoms, empires, nation-states) across time & space, & their interactions. Continuity & change are also embedded in this theme through the organizational and cultural foundations of long-term stability on one hand, and to internal/external causes of conflict on the other. Students should analyze & compare the various forms of state development & expansion in the context of the other four themes. This theme also discusses different types of states, such as autocracies & constitutional democracies. Finally, this theme explores interstate relations, including warfare, diplomacy, commercial/cultural exchange, & formation of international organizations.

### Theme 3: Interaction between Humans and the Environment

# I

- Demography and disease
- Migration
- Patterns of settlement
- Technology

During prehistory, humans interacted with the environment as hunters, fishers and foragers, & human migrations led to the peopling of the earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, & available flora & fauna shaped the methods used in different regions. Human exploitation of the environment grew as populations grew and as people migrated into new regions. As people moved into cities or established trade networks, new diseases emerged & spread. During the Industrial Revolution, environmental exploitation increased drastically. In recent centuries, human effects on the environment — and the ability to master & exploit it — increased with

the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the 20<sup>th</sup> century, large numbers of humans began to recognize their effect on the environment & took steps to protect & use the natural world.

#### **Theme 4: Development and Interaction of Cultures**

**C**

- Religions
- Belief systems, philosophies, and ideologies
- Science and technology
- The arts and architecture

Studying the dominant belief system(s) or religions, philosophical interests, and technical and artistic approaches can reveal how major groups in society view themselves and others, and how they respond to multiple challenges. When people of different societies interact, they often share components of their cultures, deliberately or not. The processes of adopting or adapting new belief and knowledge systems are complex and often lead to historically novel cultural blends. A society's culture may be investigated and compared with other societies' cultures as a way to reveal both what is unique to a culture and what it shares with other cultures. It is also possible to analyze & trace cultural trends or ideas across human societies.

#### **Theme 5: Creation, Expansion, and Interaction of Economic Systems**

**E**

- Agricultural and pastoral production
- Trade and commerce
- Labor systems
- Industrialization
- Capitalism and socialism

This theme surveys the diverse patterns & systems that human societies have developed as they use their environments to produce, distribute, & consume desired goods & services across time & space. It stresses major transitions in human economic activity, such as the growth & spread of farming, pastoral & industrial production; the development of various labor systems associated with these economic systems (the use of coerced or free labor); & the ideologies, values, & institutions (such as capitalism or socialism) that sustained them. This theme also calls attention to patterns of trade & commerce between various societies, with particular attention to the relationship between regional and global networks of communication and exchange, and their effects on economic growth and decline. These webs of interaction strongly influence cultural & technological diffusion, migration, state formation, social classes, and human interaction with the environment.

**Era 2: 600 BCE to 600 CE**  
 Organization and Reorganization of Human Societies

**Directions:** Bullet the information entered in the chart. You do not need complete sentences on this side.

<b>Title of the Film:</b>	
<p><b>S</b>ocial Structures:            This includes gender roles &amp; relations, relations within families, kinship roles, racial &amp; ethnic relations, relations between social &amp; economic classes</p>	
<p><b>P</b>olitical Systems:            This includes types of political systems (democracy, republic, fascism, totalitarianism, theocracy, monarchy, empire), rise &amp; fall of empires or nations, foreign relations, revolutions, nationalism</p>	
<p><b>I</b>nteraction of Humans &amp; the Environment:            This includes disease, immigration (push/pull – abuses like slavery), life expectancy, technology that effects environment, patterns of settlement (urban/rural)</p>	
<p><b>C</b>ulture:            This includes types of religion, belief systems, science or technology that effects culture, art (painting, literature, music) &amp; architecture</p>	
<p><b>E</b>conomic Systems:            This includes types of production –farming/industrial, types of labor – free or coerced, Info on trade &amp; commerce, What kind of economy do they use (socialism, capitalism, communism)?</p>	

**Directions:** Answer the following in complete sentences. **Film:** \_\_\_\_\_

Identify the major historical event that influenced the people or events in the film you watched.	
What did you learn about people in this era from watching this film?	
What did you learn about what people valued or believed in from watching this film?	
What did you learn about the history of the world from watching this film?	
What did you like the best about this film?	
Identify one way the people in this film behaved differently than you would have behaved in a similar situation. Why do you think this is?	
Identify one way the people in this film behaved similarly to the way you would have behaved in a similar situation. Why do you think this is?	

### Era 3: 600 to 1450

#### Regional and Transregional Interactions

**Directions:** Bullet the information entered in the chart. You do not need complete sentences on this side.

<b>Title of the Film:</b>	
<b>S</b> ocial Structures: This includes gender roles & relations, relations within families, kinship roles, racial & ethnic relations, relations between social & economic classes	
<b>P</b> olitical Systems: This includes types of political systems (democracy, republic, fascism, totalitarianism, theocracy, monarchy, empire), rise & fall of empires or nations, foreign relations, revolutions, nationalism	
<b>I</b> nteraction of Humans & the Environment: This includes disease, immigration (push/pull – abuses like slavery), life expectancy, technology that effects environment, patterns of settlement (urban/rural)	
<b>C</b> ulture: This includes types of religion, belief systems, science or technology that effects culture, art (painting, literature, music) & architecture	
<b>E</b> conomic Systems: This includes types of production – farming/industrial, types of labor – free or coerced, Info on trade & commerce, What kind of economy do they use? socialism, capitalism, communism?	

**Directions:** Answer the following in complete sentences. **Film:** \_\_\_\_\_

Identify the major historical event that influenced the people or events in the film you watched.	
What did you learn about people in this era from watching this film?	
What did you learn about what people valued or believed in from watching this film?	
What did you learn about the history of the world from watching this film?	
What did you like the best about this film?	
Identify one way the people in this film behaved differently than you would have behaved in a similar situation. Why do you think this is?	
Identify one way the people in this film behaved similarly to the way you would have behaved in a similar situation. Why do you think this is?	

## Era 4: 1450 to 1750

### Global Interactions

**Directions:** Bullet the information entered in the chart. You do not need complete sentences on this side.

<b>Title of the Film:</b>	
<b>S</b> ocial Structures: This includes gender roles & relations, relations within families, kinship roles, racial & ethnic relations, relations between social & economic classes	
<b>P</b> olitical Systems: This includes types of political systems (democracy, republic, fascism, totalitarianism, theocracy, monarchy, empire), rise & fall of empires or nations, foreign relations, revolutions, nationalism	
<b>I</b> nteraction of Humans & the Environment: This includes disease, immigration (push/pull – abuses like slavery), life expectancy, technology that effects environment, patterns of settlement (urban/rural)	
<b>C</b> ulture: This includes types of religion, belief systems, science or technology that effects culture, art (painting, literature, music) & architecture	
<b>E</b> conomic Systems: This includes types of production – farming/industrial, types of labor – free or coerced, Info on trade & commerce, What kind of economy do they use? socialism, capitalism, communism?	

**Directions:** Answer the following in complete sentences. **Film:** \_\_\_\_\_

Identify the major historical event that influenced the people or events in the film you watched.	
What did you learn about people in this era from watching this film?	
What did you learn about what people valued or believed in from watching this film?	
What did you learn about the history of the world from watching this film?	
What did you like the best about this film?	
Identify one way the people in this film behaved differently than you would have behaved in a similar situation. Why do you think this is?	
Identify one way the people in this film behaved similarly to the way you would have behaved in a similar situation. Why do you think this is?	

## Era 5: 1750 to 1900

### Industrialization and Global Integration

**Directions:** Bullet the information entered in the chart. You do not need complete sentences on this side.

<b>Title of the Film:</b>	
<b>S</b> ocial Structures: This includes gender roles & relations, relations within families, kinship roles, racial & ethnic relations, relations between social & economic classes	
<b>P</b> olitical Systems: This includes types of political systems (democracy, republic, fascism, totalitarianism, theocracy, monarchy, empire), rise & fall of empires or nations, foreign relations, revolutions, nationalism	
<b>I</b> nteraction of Humans & the Environment: This includes disease, immigration (push/pull – abuses like slavery), life expectancy, technology that effects environment, patterns of settlement (urban/rural)	
<b>C</b> ulture: This includes types of religion, belief systems, science or technology that effects culture, art (painting, literature, music) & architecture	
<b>E</b> conomic Systems: This includes types of production – farming/industrial, types of labor – free or coerced, Info on trade & commerce, What kind of economy do they use? socialism, capitalism, communism?	

**Directions:** Answer the following in complete sentences. **Film:** \_\_\_\_\_

Identify the major historical event that influenced the people or events in the film you watched.	
What did you learn about people in this era from watching this film?	
What did you learn about what people valued or believed in from watching this film?	
What did you learn about the history of the world from watching this film?	
What did you like the best about this film?	
Identify one way the people in this film behaved differently than you would have behaved in a similar situation. Why do you think this is?	
Identify one way the people in this film behaved similarly to the way you would have behaved in a similar situation. Why do you think this is?	

**Era 6: 1900 to the Present**  
Accelerating Global Change and Realignment

**Directions:** Bullet the information entered in the chart. You do not need complete sentences on this side.

<b>Title of the Film:</b>	
<b>S</b> ocial Structures: This includes gender roles & relations, relations within families, kinship roles, racial & ethnic relations, relations between social & economic classes	
<b>P</b> olitical Systems: This includes types of political systems (democracy, republic, fascism, totalitarianism, theocracy, monarchy, empire), rise & fall of empires or nations, foreign relations, revolutions, nationalism	
<b>I</b> nteraction of Humans & the Environment: This includes disease, immigration (push/pull – abuses like slavery), life expectancy, technology that effects environment, patterns of settlement (urban/rural)	
<b>C</b> ulture: This includes types of religion, belief systems, science or technology that effects culture, art (painting, literature, music) & architecture	
<b>E</b> conomic Systems: This includes types of production – farming/industrial, types of labor – free or coerced, Info on trade & commerce, What kind of economy do they use? socialism, capitalism, communism?	

**Directions:** Answer the following in complete sentences. **Film:** \_\_\_\_\_

Identify the major historical event that influenced the people or events in the film you watched.	
What did you learn about people in this era from watching this film?	
What did you learn about what people valued or believed in from watching this film?	
What did you learn about the history of the world from watching this film?	
What did you like the best about this film?	
Identify one way the people in this film behaved differently than you would have behaved in a similar situation. Why do you think this is?	
Identify one way the people in this film behaved similarly to the way you would have behaved in a similar situation. Why do you think this is?	

**Directions:** Write the name of each of the five films you watched & draw an arrow to show the location of the action in the film. If the film takes place in more than one location, draw multiple arrows to show the locations in which action occurred.

### AP World History: World Regions – A Closer Look

