

AP World History Summer Reading and Important Contact Information Summer 2024

Welcome to the world of AP! Expect a challenge. Expect to work hard, but also expect to reap all the rewards that the Advanced Placement program has to offer including:

- development of the skills you will need to succeed in college—reading, thinking, and writing
- possible college credit (depending on how you score on the AP exam and on where you go to college)
- yes, an extra quality point on your GPA
- oh yeah, some history as well!

However, in order to reap all the benefits listed above, be aware that you will be challenged academically and, therefore, you will have to be willing to work! Bear in mind that you will be a high school sophomore enrolled in a course that is designed for a college freshman. Be willing to work and be willing to seek extra help when necessary. Be prepared to **READ AND TAKE NOTES** (on reading and in class)—carefully and thoughtfully and to review regularly! That’s what you have to do in a college history class, but the analytical reading skills, effective note taking skills, and the essay writing skills that you should be sharpening throughout the year are among the most important skills that you will develop during your high school years. They will help you throughout the rest of high school, throughout college and beyond. Many former AP World students have come back and affirmed how much AP courses prepared them for the rigors of college!

As a student embarking on this academic journey, you are expected to jumpstart your quest with a summer reading assignment. **Your assignment will be based on reading the rest of Amy Chua’s *Day of Empire*.** You will have to take notes about each empire following the format provided. In addition, you will take a quiz over your reading and you will need to write an essay comparing two of the empires in the book, during the first week of school (you can use your notes on the quiz and essay—but if those notes are not thorough, they won’t help that much).

See the complete assignment attached here. The complete assignment will also be posted to the Lassiter website. Students and parents may feel free to email us with questions at chris.minich@cobbk12.org. I will answer you as quickly as possible. If you email, please include summer assignment in the subject line. One last note—please **do not wait** until a few days before school starts to complete this assignment. Pace yourself and do quality work—you will get much more out of it that way. This is a book that you CAN read a chapter at a time so you can spread the reading out without needing to go back and review what you read before even if you haven’t picked the book up for a week or so. This should allow you the flexibility to work the reading around your summer activities.

Have a great summer! We looking forward to seeing you in August!

Coach Galvin, Coach Freed, and Mr. Minich,

Day of Empire Assignment (note that there are three parts to this assignment)

1. **Reading and notes.** Read the rest of the book—chapters 3-12 (*If you are a student new to Lassiter or did not take Honors Humanities, you will need to go back read the preface, introduction, and chapters 1-2*).
 - **Take notes using the same format you used this past semester on the first chapters.** The directions for that assignment are copied below

What should you do with the reading?

Basically you are going to read *carefully* and take *thoughtful, thorough* notes in a simplified Cornell style. In your notebook, **you should draw a vertical line down each page so that 2/3 of the page is on the left-hand side of the line and 1/3 of the page is on the right-hand side.**

See below for an example as well as some direction on your note taking.

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| <ul style="list-style-type: none">• On the left hand side--for each chapter, take notes on the historical information relating to each empire. Do make sure that you address any of the following that are included in the chapter:<ul style="list-style-type: none">➤ the main ideas of each chapter➤ specifics on tolerance➤ specifics on “glue” (you may need to review the introduction to the book since this concept is explained there)➤ specifics on requirements for the establishment of the empire➤ specifics on the rise of the empire➤ specifics regarding the successes of the empire at its height➤ specifics on the decline and fall of the empire | <ul style="list-style-type: none">• On the right hand side you should include your reflections on the reading. This would include any AP World History theme that the information on the left is related to (and an indication of HOW it is related). I have included those themes on the last page of this packet.• It may also include your thoughts about things like comparisons or changes over time• It may also include questions that you may have• On this side you also need to note ANY new vocabulary (not the terms directly related to history...include that on the left hand side. You should be noting <u>general vocab that is new to you here</u>) and you should briefly define those words (you will need to look them up!) EXPANDING YOUR VOCABULARY IS CRUCIALLY IMPORTANT TO YOUR SUCCESS IN AP CLASSES, ON THE SAT AND OTHER COLLEGE ENTRANCE EXAMS, AND IN COLLEGE IN GENERAL.• You may also want to include basic hand drawn mini-maps (as needed) |
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2. **Quiz and Essay:** You will also take a quiz and complete an essay on the book during the first week of school. Each will be worth 25 points. The quiz will include any mix of multiple choice and short answer questions. **You will be able to use your notebook on the quiz and essay so QUALITY NOTES will help tremendously.**

Scoring:

- A. Notebook—50 points
 - 45 points—based on the quality of your notes
 - 5 points—based on whether you followed the directions. EMAIL ME IF YOU HAVE QUESTIONS.
- B. Essay—25 points
- C. Quiz—25 points

Total: 100 point major grade

THEMES AND AP WORLD HISTORY

Students in this course must learn to think about history thematically. The College Board identifies **six overarching themes** that are developed with more specific sub-themes. These themes serve as a basis for organizing history providing unifying threads throughout the course to help students relate what is particular about each time period or society to a “big picture” of history. The themes also provide a way to organize comparisons across time and space as well as a way to analyze change and continuity over time.

INSPECT Themes

In = Interaction between humans and the environment

- Demography and disease
- Migration
- Patterns of settlement

S = Development and transformation of **social** structures

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

P = **political** (State-building, expansion, and conflict)

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

E = Creation, expansion, and interaction of **economic** systems

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

C = Development and interaction of **cultures**

- Religions
- Belief systems, philosophies, and ideologies
- The arts, architecture, and literature
- Language and record keeping

T=Innovation and diffusion of **technologies** for efficiency, comfort, and security

- Environmental adaptation
- Science and math
- Communication and Transportation
- Security