

Dr. O. Minor/ Maynard Jackson High School Social Studies Department

Summer Enrichment activities for AP World History

1. **AP World History info from the College Board**

Go here: <https://apstudent.collegeboard.org/apcourse/ap-world-history> Everything you ever wanted to know about the course, exam, etc. open the course description. Read the Topic descriptions and topic outline. Check out sample multiple choice and free response questions. This is what we will be studying this year. GET EXCITED!!

AP World History

Summer Break Enrichment Activities

Welcome to Advanced Placement World History! You will find this class to be both challenging and rewarding. Understand from day one that you have enrolled in a college level course, designed to earn you college credit upon completion. Because of both the breadth and depth of this course it is imperative that you begin the school year with a solid foundation of world history. Accordingly, there is some preparation work necessary for you to complete prior to the start of school. You are required to read two books over summer break. Included with this sheet is a list of acceptable books for this assignment. Choose one book from both the Fiction and Non-fiction list (a total of two) and complete the activities below. If you have questions or concerns about the assignment, feel free to email me at ominor@atlanta.k12.ga.us I will try to get back to you with clarification as soon as possible.

Activity 1: Non-fiction book review

Choose one of the books from the non-fiction list and read it. Almost all of them are available from local libraries. There is a brief description of each to help you choose which one you would like to do. These books all represent different works of “narrative” history. That is they tell the story of world history but more like a novel than a textbook. A good historian NEVER takes the word of a single source. We must ALWAYS search

for corroboration of facts or alternative theories. You will use your knowledge from this book throughout the school year to

balance the information contained in your textbook. I have spent a lot of time pairing this list down and I recognize it is not exhaustive. If you find a book not listed here that you would like to use, no worries. Just run it by me first. Believe it or not, there are actually some bad books out there and I would hate for you to have wasted your time.

Upon completion of your reading, identify and support in your own words (I can do an internet search and see what other people have to say on my own!) what you believe to be the three most important events in shaping world history. Defend your belief in a well developed paragraph for each event. Your defense should include facts that describe the event and a description of how that event changed the world.

Activity 2: Fiction book review

Choose one of the books from the fiction list and read it. These books cover a wide range of historical events and geographic regions. Be sure to preview each of the books (good descriptions/summaries of each book can be found on Amazon.com) to find a topic that interests you. There is little worse than wasting time being forced to read a book you have no interest in!

When done reading, complete the following tasks:

Paragraph 1. Give a short summary of the book (tell me the story). Identify the main characters and provide some basic information about each of them.

Paragraph 2. Relate the story to the period of world history and the

geographic region

described. What did you learn about that time/area that you did not already know? Was there anything that surprised you? Can you draw any comparisons or contrasts to our own culture?

Paragraph 3. Provide a short evaluation of the book. Did you like it? Would you recommend it to a friend or classmate? Why or why not?

Activity 3: Historical Site Visitation

A. Write a general “summary reflection” on a minimum of two historical sites you visit this summer, independently or with your family. (Total length = 3 paragraphs.) THIS INCLUDES ALMOST ANY HISTORICAL PLACE (i.e., Museum, Library, University, etc.) BE CREATIVE!

B. Be sure to share any “ah-hah” moments, personal emotional connections, or contemporary ties.

C. Research a minimum of two outside scholarly sources per visit and weave what you learn from your research. Include a works cited. Choose scholarly sources (no Wikipedia or other tertiary sources – use websites with authors or websites that can be deemed credible).

Format:

All work should be typed, double-spaced, 12 point, Times New Roman font. All work should include an appropriate citation in MLA format. See <http://owl.english.purdue.edu/owl/resource/747/01/> for help with MLA style. Also, do not forget to put your name and date on each assignment.

Book Selection: Non-Fiction

Blainey, Geoffrey. *Short History of the World*. Chicago: Ivan R Dee, Inc, 2002.

Cook, Michael. *A Brief History of the Human Race*. New York: W.W. Norton & Co., 2003.

Davis, James C. *The Human Story: Our History, from the Stone Age to Today*. New York: Harper

Perennial, 2005.

Diamond, Jared M. *Guns, Germs, and Steel: the Fates of Human Societies*. New York: Norton, 2005.

Durant, Will. *Heroes of History*. New York: Simon & Schuster, 2001.

Hall, Timothy C. *The Complete Idiot's Guide to World History*. New York: Alpha, 2008.

Haugen, Peter. *World History for Dummies*. Hoboken, NJ: Wiley Pub., 2009.

McNeill, John Robert., and William H. McNeill. *Human Web: A Bird's-Eye View of World History*.

London: W.W. Norton & Company Ltd, 2003.

McNeill, William Hardy. *The Global Condition: Conquerors, Catastrophes, and Community*. Princeton,

N.J.: Princeton UP, 1992.

Roberts, J. M. *A Short History of the World*. New York: Oxford UP, 1997.

Any of the books by William McNeill or John Roberts are probably

sufficient for proposes of this assignment. Both are excellent writers but present information differently. McNeill tends to be more scholarly while Roberts takes more of the narrative approach. I included the “Idiot’s Guide” and “For Dummies” books not to be insulting. They also contain a wealth of knowledge and are readily available. However, be aware that they are very similar in presentation to any AP review guide you may purchase later in the course. I suggest you stretch yourself and try something different.

Book Selection: Fiction

Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994.

Bagdasarian, Adam. *The Forgotten Fire*. New York: Laurel-Leaf, 2002.

Brady, James. *The Marines of Autumn: a Novel of the Korean War*. New York: St. Martin's, 2000.

Bridal, Tessa. *The Tree of Red Stars*. Minneapolis, MN: Milkweed Editions, 1998.

Johnson, Charles Richard. *Middle Passage*. New York, N.Y., U.S.A.: Plume, 1991.

Kim, Richard E. *Lost Names: Scenes from a Korean Boyhood*. Berkeley: University of California, 1998.

Mahindra, Indira. *The End Play*. New York: Interlink, 1995.

Ngugi, Wa Thiongo. *A Grain of Wheat*. Portsmouth, NH: Heinemann, 2008.

Sembene, Ousmane. *God's Bits of Wood*. Oxford: Heinemann, 1995.

Tan, Amy. *The Bonesetter's Daughter*. New York: Ballantine, 2003.

Unsworth, Barry. *Sacred Hunger*. New York: Doubleday, 1992.

Vijayaraghavan, Vineeta. *Motherland: a Novel*. New York: Soho, 2001.

This selection of books covers a very wide selection of time periods and geographic regions.

Once again, take a few minutes and read the summaries and some of the reviews of these books before choosing which you would like to read. Make the most of this opportunity to draw connections with the real historical events that surround these stories.

Due Date: Your summer work will be collected the first day of class. No binders or plastic covers please. Print and staple. If extenuating, legitimate obstacles prohibit you from completing this assignment by the due date please to not panic. Rather, contact me directly via email.

If I were to impart one piece of advice with regard to this assignment...
DO NOT WAIT UNTIL

AUGUST TO GET STARTED! Once again, please do not hesitate to contact me if you have any questions or concerns. Otherwise, have a restful summer.

Dr. O. Minor/ Maynard Jackson High School Social Studies Department

Summer Enrichment activities for AP Human Geography.

2. AP Human Geography info from the College Board

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APHUG

Summer Break Enrichment Activities

Geographers are concerned with why one place is different from another? In the prologue to *Guns, Germs and Steel* Yali raises the following question to the book's author: "Why is it that you white people developed so much cargo and it brought it to New Guinea, but we black people had little cargo of our own." Jared Diamond's attempt to answer this question resulted in the book: *Guns, Germs and Steel*. This book will introduce you to the fundamental tools geographers use to answer the most radical geographic question: why is one place different from another. Diamond uses all of the tools of geography to answer Yali's question. By carefully reading and reflecting on this work you will begin to see the world through the lens of geography. You will begin to develop a geographical vocabulary that will be essential to mastering the many new concepts you will be exposed to.

This activity will begin to answer questions such as:

- how did man move away from hunting and learn how to farm?
- what other types of human development were made possible by farming?

- how do ideas spread from place to place?

Resources:

- de Blij, Human Geography
- Diamond, Guns Germs and Steel

Goal – By the end of the summer APHUG students should:

- have a thorough understanding of the five themes of geography
- have read pp. 1 through 176 in Guns, Germs and Steel
- be able to demonstrate an understanding of the themes through thoughtful analysis of the first ten chapters of Guns, Germs and Steel using the lens of the five themes