Welcome to Advanced Placement World History Modern!
Summer Work Assignment

I’m excited that you have decided to take an Advanced Placement History course!!! This course picks up where World History 9 left off. During the 2023-2024 school year, we will cover a significant amount of new material, and you will prepare for the different requirements associated with an AP test.

Advanced Placement courses require more work than normal courses, and readings and assignments will be expected every night. If this is your first AP course, please know you will NEED to spend time outside the classroom reading, doing assignments, and studying. I will be there to help you through it all.

This summer assignment is specifically designed to introduce you to Advanced Placement content, geography, and classwork expectations. It is not meant to stress you out! It will help you gain a better understanding of what is expected of you in the upcoming school year.

You will have the entire summer to complete this assignment – BUT do not wait until the last minute to do the work! You WILL not be able to finish it (or finish it well) and that is not a good practice to get into.

Please complete this entire packet by the first Friday of the school year. I will send a reminder in August as the new school year approaches. You can PRINT this packet out complete it by hand, or you can submit a google doc with your typed responses.

If you need anything while you are working on it, please email me at aanderson@theparkschool.org. I will be in Ireland on an archaeological dig so my response time may be delayed a few days but I will be checking my email when I can.

I am looking forward to a GREAT year with you and hope you have a great summer as well. Dr. Anderson

Lesson #1—Intro to AP:

Please visit the College Board website at the following link: AP World History: Modern – AP Students | College Board. We will use this site more during the school year but our AP Central course page will not be active until the school year begins.

Once you are on the website, you will see two tabs which you will end up using.
Please scroll down in the ABOUT THE COURSE section to answer the following:

1. You will see a section labelled COURSE CONTENT which discusses the NINE units we will cover. Please choose FOUR units and briefly paraphrase here (put in your own words) the years and content that unit will focus on.

   1.
   
   2.
   
   3.
   
   4.

Next, go back to the top and click on the ABOUT THE EXAM section (see image above if needed).

2. You will see THREE Exam components listed. Use the space below to briefly paraphrase/summarize what you will have to complete when taking the exam and how much that section is worth.

   SECTION 1A (Multiple Choice):
Lesson #2—Geography

Map Assignment 1:

Please use a World Map found online or in a book to help you fill out the answers to the Map found on the next page. You should study this map over the summer - You will be quizzed on the different regions within the first few weeks of school.
Please put the corresponding NUMBER next to each of the names shown here.

____ North America
____ Asia
____ Europe
____ Antarctica
____ Pacific Ocean
____ Indian Ocean
____ Southern Ocean
____ South America
____ Oceania
____ Africa
____ Atlantic Ocean
____ Arctic Ocean

MAP Assignment 2:
Use the map below or the link to study the different regions of the World that are part of the AP Modern World course. There will be a regions quiz on this during the first few weeks of school.

**Link to Larger Map:** [https://www.freeman-pedia.com/overview2](https://www.freeman-pedia.com/overview2)

**Lesson #3 — Vocabulary**

**Vocabulary Assignment:**

In the AP Modern World class, there will be many new vocabulary terms that will be introduced. Some words may relate to content/units, and some are testing terms that seem to appear and then confuse students.
It is important for you to become familiar with these words and their meanings: don’t assume you know the meaning.

The list below contains words that we will cover in the first few units once we are back in school (the rest will be introduced in chunks as we get closer to the units they apply too). Please define each term found below and study them. You can hand write or type your definitions but will need to have them handy to refer to them throughout the year. You also will be quizzed on these terms during the first few weeks of school.

- agriculture
- Chiefdom
- city-state
- civilization
- colonialism
- Conquest
- diffusion
- dynasty
- Empire
- Contextualization
- feudalism
- genocide
- Globalization
- imperialism
- ideology
- indentured servant
- interregional
- Kingdom
- Merchant
- monotheism
- Nation
- nation-state
- Polytheism
- primary source
- secondary source
- state
- urban

**Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of Your Education, 2019 to 2023**

**Directions:** The following question mimics the type of Long Essay Questions (LEQ’s) that you would find on a typical AP essay would be. The purpose of this assignment is to help you familiarize yourself with essay format and rubric, as well as the historical reasoning skill (HRS) of analyzing historical continuity and change over time. This will be an essay format that we work with a lot during the school year.

Please complete the attached outline, and compose an essay based on the prompt below. This will be due the first Friday of the school year.
Your essay may be typed or handwritten. There are no length requirements, but it should meet all of the requirements outlined here to receive points.

IMPORTANT: It is OK (and expected) that you are unsure or unclear about the expectations of this essay. That's okay! We will be working with this essay format and the AP rubrics throughout the year so there will be plenty of time to practice and grow. Don’t stress about not getting it right on this essay--this task is meant to expose you to the basic outline of the essay and give you some practice. Just do your best!

On an AP exam, you will see the following for an LEQ essay prompt.

In your response, you should do the following:

- Respond to the prompt with a historical defensible thesis or claim that establishing a line of reading (make sure you have a thesis statement)
- Describe a broader historical context relevant to the prompt (give background information)
- Support an argument in response to the prompt using specific and relevant examples of evidence
- Use history reasoning (comparison of events, causation (A led to B which impacted C), continuity (things stayed the same) or change over time) to frame or structure an argument that addresses the prompt
- Use evidence to corroborate (support), qualify, or modify an argument that addresses the prompt.

**Essay Prompt:**

Middle school and high school are often seen as periods of growth and development for young people in the United States. The transition from elementary to middle school and middle school to high school often present unique personal and academic challenges and opportunities.

Develop an argument that evaluates the extent to which you experienced personal and/or academic changes during the 2019 to 2023 time period.

(Be aware that you do not need to share anything with me that you do not feel comfortable sharing! You can write only about changes/continuities if you want to!)

**STEP 1: DETERMINE CHANGES and CONTINUITIES**

Using the space below, brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2019-2023.
Using the space below, Brainstorm ONE or MORE academic and/or personal continuity (continuous actions or things that stayed the same) that has spanned your life from 2019-2023.

**Continuities**

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**STEP 2: Provide CONTEXT for your essay.**

Providing **Context** is worth One Point (out of 6) on the long-essay-question (LEQ) rubric. It also appears on your document-based-question (DBQ) rubric.

From your knowledge of this time period in history, what do you know that could help you analyze (or put into context) how your personal/academic life has changed? You must situate the argument you are making by explaining the broader historical events, developments or processes immediately relevant to the question.

Think of context as “setting the scene” for your essay. It’s like the opening “crawl” (yellow text) at the beginning of a Star Wars movie, or the “previously on...” you see at the beginning of shows to summarize what happened on a previous episode or season of your favorite TV show.

On the AP exam, Contextualization requires an explanation typically consisting of multiple sentences in the introduction of your essay. So, set the scene for your life. Give some background information about yourself before diving into the prompt topic and your thesis. Write a rough outline of your context here.

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STEP 3: Outline Your Changes & Continuities

| What changed in your life from 2019 to 2023? |  |  |  |
| Analysis: Why did the change occur? |  |  |  |
| What continued in your life (what has remained constant?) | Continuity 1: | Continuity 2: |
| Analysis: Why did the continuity span your life from 2019 to 2023? |  |  |  |
**STEP 4: WRITE YOUR THESIS** – The thesis of an essay is your main point or argument. It is essentially a 1-2 sentence “roadmap” or summary of what you will discuss in your essay.

Your thesis will come after the context statement in your introductory paragraph. Start off by using the same words from the prompt. Answer the question and add some specific details as a summary of what you will be writing about in your essay.

You the space below to compose a Thesis Statement.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

___________________________________________
STEP 5: WRITE THE ESSAY!

This is essentially a four-paragraph essay, but of course you can write more paragraphs if it is fitting or if one of your paragraphs can logically be split. Remember, it can be typed or handwritten. There is no length requirement.

Please look over the following charts to make sure you have all the information while writing your essay.

<table>
<thead>
<tr>
<th>INTRODUCTORY PARAGRAPH (Context + Thesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Context</td>
</tr>
<tr>
<td>Thesis Statement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BODY PARAGRAPHS - CHANGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>Historical Reasoning: Topic Statement</td>
</tr>
</tbody>
</table>
### BODY PARAGRAPH - CONTINUITIES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Questions to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Reasoning:</td>
<td>Start the paragraph by summarizing the major continuities that have taken</td>
<td>What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred?</td>
</tr>
<tr>
<td>Topic Statement</td>
<td>place in your life. Get more detailed and provide specific examples further</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on in this paragraph.</td>
<td></td>
</tr>
<tr>
<td>Cite supporting evidence</td>
<td>Provide evidence to support the continuities.</td>
<td>What specific examples of evidence support the topic statement? (be descriptive)</td>
</tr>
</tbody>
</table>

### CONCLUSION PARAGRAPH: Bring it all together for the reader

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Questions to consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusion</td>
<td>Reaffirms your argument (thesis) by explaining how the evidence presented</td>
<td>How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully?</td>
</tr>
<tr>
<td></td>
<td>throughout the essay supports each claim (topic sentences). Summarize for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the reader, how you supported the argument throughout the essay. *Does not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>merely restate the thesis.*</td>
<td></td>
</tr>
<tr>
<td>LEQ Essay Writing Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use this checklist before finishing and turning in your essay!</td>
<td></td>
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</tr>
</tbody>
</table>

- You completed this outline handout
- You start the essay with context or background which “sets the scene” for your essay.
- Your context flows into your thesis statement.
- The first paragraph contains the context and the thesis
- Thesis uses the same words as seen in the prompt
- Thesis answers the prompt and gives specific changes
- Thesis answers the prompt and gives specific continuities
- You have at least four paragraphs (you can write more!)
- The second paragraph addresses changes
- There are specific examples of changes given
- You provide some analysis, explaining WHY there have been changes in your life
- The third paragraph addresses continuities
- There are specific examples of continuities given
- You have a conclusion that summarizes your essay’s thesis and main points
- You capitalized all proper nouns: cities, religions, names of people, etc.
- You are specific, direct, and clear
- Your evidence/examples tie back to the prompt
- YOU DID YOUR BEST