



**AP World History  
Summer Assignment  
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Dear Students and Parents:

I am excited that you have decided to accept the challenge of taking an Advanced Placement class, which is a university-level course taught in high school. I promise that you will strengthen your academic, intellectual, observation, and discussion skills. Additionally, I promise that each of you will become a stronger writer from this course. I am excited to teach this class again next year and I am dedicated to providing a challenging and rewarding academic experience.

An AP history student must be dedicated whole-heartedly to this course. It is expected that you will spend several hours each week preparing for this course. As a part of this course you will be consistently be reading several different sources. Failure to stay up on the reading is unacceptable for a college-level course and will result in poor performance in this course. Part of entering an AP class is an assumption of a certain level of background knowledge and skills. With this in mind, the course requires the completion of a summer assignment. Additionally, I want to warn each of you that the summer assignment has been designed to preclude students leaving the assignment until the last few days of summer break. So, begin now and do a little each day. I expect to see quality work turned in. You will finish with plenty of summer break remaining. It is, however, vital that you complete the summer assignments. If you fail to complete the summer assignments, I will ask that you transfer to a regular or honors offering of the course.

During my summer break, I am always available to help students via email. Students, and parents, may feel free to email me at: nberger@tka.net. Regardless of where I am in the summer, I always have access to this email. I will almost always respond within 24 hours of receiving your email. If you email, please be specific about who you are and what exactly you need help with. I am looking forward to meeting you in August!

Sincerely,  
Nikki Berger

## 1. National History Day Assignment (80 Point Test Grade)

- A. Topic Research for Topic Exploration
- B. Flip Grid Presentations
- C. Research Paper

### A. TOPIC RESEARCH FOR TOPIC EXPLORATION

- 1) Review the list of potential topics (below) or propose a topic of your own. All topics must be historical and must have a strong connection to the theme- *Communication in History*. All proposed topics must be approved by classroom teacher by email.
- 2) Choose 3 to explore and research. - You must pick one topic from each of the time periods. **Once you have chosen your topics, you must email me so that I can add them to an Excel file to limit the number of students researching a particular topic.** Topics will be approved on a first come basis so it is best not to procrastinate.
- 3) Take time to read reference articles about topics that you are considering. You may utilize sites like wikipedia and history.com for initial reading to gauge interest and understanding about a topic, however; you **will not** use these sites as cited references for your NHD project.
- 4) Begin research utilizing TKA databases. The links are provided for you:
  - a) Britannica  
<https://school.eb.com/>  
Username: kingsacademy  
Password: lions
  - b) ABC Clio  
<https://databases.abc-clio.com/Authentication/LogOn>  
Username: kingaca  
Password: kingstudent
  - c) GALE  
<https://infotrac.gale.com/itweb/wes2147?db=SUIC>  
Password: king

### B. FLIPGRID PRESENTATIONS

You will choose 3 Topics from the list of NHD topics (or ones you selected and got approval from Mr. Raines). You will create a flip grid video for each where you explain these topics to your classmates. You must also clearly explain HOW these topics relate to the theme "Communication in History".

**Each video must be a minimum of 5 minutes in length and you must include a bibliography for your research.**

FlipGrid #1 <https://flipgrid.com/c13832ea>

FlipGrid #2 <https://flipgrid.com/b554c8d0>

FlipGrid #3 <https://flipgrid.com/55333da5>

FlipGrid Rubric

	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Content	Information is presented in a compelling way that demonstrates excellent knowledge of material. Content is detailed and accurate	Demonstrates adequate knowledge of material. Content is accurate and explanations provide sufficient detail.	Demonstrates limited knowledge of material. Content is generally accurate but requires more detail.	Demonstrates little to no knowledge of material. Content is inaccurate and contains insufficient information.
Research	All sources are credible and properly cited within the project and Bibliography is complete and formatted according to MLA or Chicago conventions.	Most sources are credible and properly cited within the project and Bibliography is formatted according to MLA or Chicago conventions.	Some sources are improperly cited within the project and Bibliography is not completely formatted according to MLA or Chicago conventions.	Sources are not credible and/or improperly cited within the project and Bibliography is incomplete and not formatted according to MLA or Chicago conventions.

**C. RESEARCH PAPER**

- 1) You will choose 1 of the topics from your videos to write a research paper. This paper must be 1500-1800 words. The paper will allow you to dive much deeper into a topic and explore both primary and secondary sources. You will discover that each topic can be explored and developed in a variety of ways.
- 2) Your research paper should include the following:
  - a) Clear thesis that relates directly to the theme “Communication in History”
  - b) Contextualization: What historical events influenced the event locally, nationally and globally?
  - c) Point of View: Be sure to examine various perspectives on your topic
  - d) Short Term Impact: What immediate changes occurred?
  - e) Long Term Impact: What changes occurred over time?
- 3) You will create an Annotated Bibliography and will need to include at least 8 different cited sources in your research paper. Use the school’s databases for your research.

**POTENTIAL RESEARCH TOPICS**

**1200-1750**

The quill  
 Chinese wooden block moveable type  
 Rise of Chinese Luxury Goods as a form of Communicating Wealth  
 Spices and Wealth  
 Mongol Yam System or the Paiza (passports)  
 Robert Hooke  
 Printing Press  
 95 Thesis  
 Martin Luther  
 Leonardo da Vinci

Michelangelo  
London Gazette  
Papal bull  
Enlightenment Salons  
Bartolome de Las Casas  
Louis Braille  
Christopher Columbus journals and letters  
William Shakespeare  
Byzantine art  
Bible translated into vernacular  
The Magna Carta  
Family Crests in the War of the Roses  
Medieval Castle Architecture communicating political changes  
Tower of London  
Marco Polo's travel journals  
Cartography  
Scholasticism  
The Canterbury Tales  
Ibn Battuta's travel journals  
Conversion of Churches to Mosques under Islamic Caliphates/Byzantine Empire  
John Locke: Two Treatises of Government  
Thomas Hobbes: The Leviathan  
English Bill of Rights  
Empiricism  
Treaty of Tordesillas  
Haiku  
Kabuki theater  
Code of chivalry  
Bushido  
Rousseau

### **1750-1900**

Heinrich Hertz  
Guglielmo Marconi  
College of Cardinals smoke signals  
French Revolution  
Haitian Revolution  
Simon Bolivar  
The Sepoy Rebellion  
Diderot's Encyclopedia  
Kangxi Dictionary  
White Lotus Rebellion  
Boxer Rebellion  
A Vindication of the Rights of Women: Mary Wollstonecraft  
Australian ballot  
Olympe de Gouges: Declaration of Rights of Woman and the Female Citizen  
Napoleonic Codes  
La Reforma  
The Communist Manifesto  
The Tanzimat Reforms  
Taiping Rebellions

Punch Magazine  
Charles Darwin Origin of Species  
Pierre-Joseph Proudhon- Anarchism  
Rudyard Kipling's- The White Man's Burden

### **1900-2000**

Zimmerman Telegram  
Enigma machine  
Tiananmen Square protests  
Salt March  
South Africa's Black Consciousness Movement  
The Beatles  
The Diary of Anne Frank  
The White Rose Society leaflets  
Mao's Great Leap Forward  
Mao's Little Red Book  
The Cultural Revolution  
Discovery of the Terracotta Warriors and the construction of the Museum during Cultural Rev  
Pan-Africanism  
WWI or WWII Propaganda  
Balfour Declaration  
May Fourth Movement  
Nuremberg Laws  
Kristallnacht  
Pablo Picasso's Guernica  
Diego Rivera  
Salvador Dali  
Frida Kahlo  
Virginia Woolf  
James Joyce  
Winston Churchill  
King George VI  
The Allies appease Hitler  
London Air Raid Sirens during Blitz  
Rationing  
The United Nation's Charter  
The Universal Declaration of Human Rights  
Berlin Airlift  
Sputnik  
Iron Curtain  
Cold War communications- Hotline  
Non-Aligned Movement  
Prague Spring  
Brezhnev Doctrine  
The Irish Republican Army and the Ulster Defence Association  
Charles de Gaulle  
SALT  
Gorbachev and glasnost  
The assassination of Gandhi  
Camp David Accords  
Nobel Peace Prize

The Iranian Revolution  
 Iran-Saudi Cold War (1980s to current)  
 Nelson Mandela and the African National Congress  
 FW de Klerk  
 Munich Olympic Bombings  
 Formation of the PLO

**\*\*You can find your own topics! Just send me an email if you do so that I know!**

**Title Page Layout**

**Title of Paper**

Student Name

Name of Course

Paper Length: word count

**Paper**

- Start with historical context leading to the topic or event that you are writing about. This context should be part of your research and should provide background and “set the stage” for your topic.
- Develop a thesis regarding your chosen topic and the theme of *Communication in History*. This should be a statement or argument that you intend to prove and should demonstrate a strong connection to the theme.
- Prove the thesis by using supporting evidence from your research.
- Look for various perspectives on your topics to get different points of view.
- Demonstrate the short and long term impact of your topic in history.
- Be sure to cite references to research with in-text citations in MLA format or footnotes in Chicago/Turabian format. (You should probably have at least one in-text citation per body paragraph.)

**Annotated Bibliography**

- Cite your minimum of 8 sources in MLA or Chicago/Turabian format. Sources should be alphabetized according to the first part of the entry (except for articles like “A” or “The”)
- Beneath each source, indented, you will write three sentences that evaluates the usefulness of the source, any bias, and how/what you intend to use.

**RESEARCH PAPER GRADING RUBRIC**

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Places topic in historical context. (Analysis and Application)	Clearly illustrates how historical event influenced and was influenced by social, cultural, political, and	Illustrates how historical event influenced and was influenced by social, cultural, political, and	Unclear about how historical event influenced and was influenced by social, cultural, political, and	Does not address how historical event influenced and was influenced by social, cultural, political, and

	economics of the time period through multiple cited examples.	economics of the time period through some cited evidence.	economics of the time period.	economics of the time period.
Demonstrates significance of topic in history and draws conclusions. (Synthesis and Evaluation)	Explains how the topic was significant in history and draws an independent conclusion. Explains how the topic developed over time and documents that change. Describes why that change occurred.	Explains how the topic was significant in history. Explains how the topic developed over time and documents that change.	Topic may be historically significant, but conclusions are unclear. Fails to explain how the topic developed over time	Topic is not historically significant. Merely describes an event.

### Communication and Presentation

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Project's written material is original, clear, appropriate, and organized. (Communication)	Organization is logical. Transitions smoothly link points together. There is a clear sequence to main ideas and supporting details. Word choice is specific and accurate. Student uses his or her own words.	Organization is orderly. Some transition words are used to connect information. There is a logical flow. Word choice is accurate.	Organization is unclear. Very few transitions connect information. Word choice is unclear.	Organization is random or disconnected. Writing does not have a natural flow. Word choice is not appropriate. Student simply paraphrases content from sources.
Text is clear and grammar and spelling are correct. Paper is neatly prepared. (Communication)	Writing is clear and expressive. Sentences connect with a natural flow and rhythm and are varied in style. Few conventional errors occur.	Writing is understandable. Sentences are complete but mechanical. Some conventional errors are present.	Writing is simplistic. Many conventional and grammatical errors are present.	Writing is unclear and simplistic. Multiple sentence fragments or run-ons are present. Paper is not proofread.

### Research

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Below Expectations
Citations and Bibliography	All sources are credible and properly cited within the project and Bibliography is complete and formatted according to MLA or Chicago conventions.	Most sources are credible and properly cited within the project and Bibliography is formatted according to MLA or Chicago conventions.	Some sources are improperly cited within the project and Bibliography is not completely formatted according to MLA or Chicago conventions.	Sources are not credible and/or improperly cited within the project and Bibliography is incomplete and not formatted according to MLA or Chicago conventions.

2. Study the map and locations. Test will be given on the second day of school. (75 Point Test)

**Items to know for the Geography Test**

The following are geographic locations that you must master before we begin the content of this class.

You must be able to identify them on a map. No word bank will be provided.

Cities

Canton (China)  
Baghdad  
Batavia  
Mecca  
Malacca  
Constantinople/Istanbul  
Cordoba  
Tours  
Jerusalem  
Tenochtitlan  
Timbuktu  
Beijing  
Kilwa  
Calcutta  
Jenne (Africa)  
Moscow

Deserts

Sahara Desert  
Gobi Desert  
Kalahari Desert

Bodies of water

Indian Ocean  
Black Sea  
South China Sea  
Arabian Sea  
Mediterranean Sea  
The Straits of Gibraltar  
The Bering Sea  
Caribbean Sea  
Caspian Sea  
Sea of Japan  
Atlantic Ocean  
Pacific Ocean  
Bosporus  
Persian Gulf  
Red Sea

Rivers

Nile  
Niger  
Amazon  
Tiber  
Ganges  
Yellow (Huang He)  
Yangtze  
Indus  
Tigris  
Euphrates

Mountains

Hindu Kush  
Himalayan  
Alps  
Pyrenees  
Andes  
Caucasus  
Urals

Continents and Land areas

Indonesia  
Philippines  
Indian sub-continent  
Arabian Peninsula  
Korean Peninsula  
Japan  
Swahili Coast  
Sub-Saharan Africa  
South Asia  
Southeast Asia  
Middle East  
Iberian Peninsula  
Sumatra  
Malaysian Penninsula  
Crimean Peninsula  
Anatolia  
Central Asia steppes



Here is the map that will be used on the test (will be larger on test).



Map of commonly missed Regions

AP World History: World Regions – A Closer Look

