**AP World History Summer Assignment**

Read the introduction, prologue, and chapters 1-5 in *A People’s History of the World* by Chris Harman. Please respond these prompts after reading the introduction.

1. Describe Harman’s approach to the study of history. How does this approach compare to other ways to study history? What do you think are the strengths and weaknesses of this approach?
2. What do you think of the argument that we should use the study of history to “change the world in which we live”?
3. Harman writes, “”Beyond a certain point in history, how people make their choices is connected to their class position.” What is social class? Do you agree that social class is a significant influence on people’s actions, both in the past and today? Are there other influences on people’s actions that are more important? If so, what are they?

Next, begin a dialectical journal for the class. Your journal should have three entries each for the prologue and chapters 1, 2, and 3; one entry for chapter 4; and four entries for chapter 5. Your entries must include at least **three** questions for class discussion on the first day of class.

Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of these texts. Use your journal to reflect on the readings, make personal connections with the text, make connections between the text and previous learning, share your thoughts on the themes we cover in class, develop questions for class discussions, and gather textual evidence for written assignments. Your journal must be kept in a one-subject spiral notebook (where you should also write your responses to the introduction). If you need a refresher on how to create a dialectical journal, here are some instructions and a sample:

1. Draw a line down the middle of the paper or fold the paper in half, making two columns.

2. The left column is used for notes - direct quotations or summaries from the reading, **including the page number**.

3. The right column is used for commenting on notes in the left column. Personal reactions to the notes on the left go here.

**This example is from the *Narrative of the Life of Frederick Douglass*:**

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| The slaves know little of their ages as horses know of theirs. They seldom come nearer to it than planting time, harvest time, cherry time, spring time, or fall time. Page 19 | It seemed to me that slaves were very unaware of their ages. The best reference they could get was through the time of the year. Records were not kept and it reinforces how slaves did not have the same rights as the rest of the population. How unfair that was to them. I couldn’t imagine not knowing my exact birth date. |
| Killing a slave, in Talbot County, Maryland, is not treated as a crime, either by the courts or the community. Page 39 | This is another example of how slaves were mistreated and failed to have equal rights. Why would plantation owners and local leaders not follow the law of the land? |
| I often found myself regretting my own existence, and wishing myself dead; and but for the hope of being free, I have no doubt but that I should have killed myself, or done something for which I should have been killed. Page 54 | Frederick Douglass often thought about running away to the North so that he could be free. At first he was too young to consider it, but he knew that one day he would do it. It was this thought, of being free, that helped keep him alive. There had to be many times when he did wish he was dead. What a terrible way to have to live. |

If you have any questions, e-mail me at shawn.voshell@dmschools.org. Have fun!