

AP World History Summer Assignment
Mrs. Teichmiller

***Part 1: Autobiographical Long-Essay-Question (LEQ): Changes and Continuities of
Your Education, 2020-2025***

Directions: You are to answer the following question for part of your AP World History summer assignment. **This handout must be completed before you begin writing your essay.** The purpose of this assignment is to help you familiarize yourself with the long-essay-question (LEQ) format and rubric, as well as the historical reasoning skill (HRS) of analyzing historical continuity and change over time.

Complete this outline and attach your essay to the back of this handout before **turning it in on the first day of school.** Your essay may be typed or handwritten, but if you choose to hand write your essay, it must be legible. There are no length requirements, but it should meet all of the requirements outlined on this paper to receive full points. *Be aware that you do not need to share anything with me that you do not feel comfortable sharing! You are welcome to write only about academic changes/continuities if you feel more comfortable doing so.*

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

IMPORTANT: It is OK (and somewhat expected) that you are unsure or unclear about the expectations of this essay. **JUST DO YOUR BEST.** I will be teaching you more about the rubrics throughout the school year, as well as sharing examples with you. 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.* Again, **JUST DO YOUR BEST.** That's my primary expectation for this assignment. Any questions or uncertainties you have will be addressed in class, so please try to avoid asking me questions about the rubric over the summer.

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 subsequently middle school to high school often present unique personal and academic challenges and opportunities.

Develop an argument that evaluates the degree to which you experienced personal and/or academic changes during the 2020 to 2025 time period.

STEP 1: DETERMINE CHANGES and CONTINUITIES

Brainstorm THREE (or more) personal and/or academic changes that occurred in your life from 2020-2024.

Changes



Brainstorm ONE or MORE academic and/or personal continuity that has spanned your life from 2020-2024.

Continuities

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

Context is one point 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 by explaining the broader historical events, developments or processes immediately relevant to the question.

Think of context as “setting the scene” for your essay. I often explain it in class as 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. Contextualization is NOT awarded for merely a word or phrase, but instead requires an explanation typically consisting of multiple sentences. Context appears in the introduction to your essay. There are no length requirements, but good contextual statements are usually around 4-5 sentences long. 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.

STEP 3: Outline Your Changes & Continuities

What <u>changed</u> in your life from 2020-2025?	1)	2)	3)
Analysis: Why did the change occur?			

What <u>continued</u> in your life (what has remained constant?)	Continuity 1:	Continuity 2:
Analysis: Why did the continuity span your life from 2020-2024?		

STEP 4: WRITE YOUR THESIS – The thesis of an essay is your main point or argument. It is essentially a 1-3 sentence “roadmap” or summary of what you will discuss in your essay. It will come after the context statement in your introductory paragraph. Start off by using the same words from the prompt. I often refer to this as using “the language of the prompt” -- get used to it because I will be saying it all year! Answer the question and add some specific details as a summary of what you will be writing about in your essay. DO NOT simply write “There were many changes and continuities in my personal and academic life.” That is too vague and will not earn you the thesis point. Give specific examples of changes/continuities in your life. For example, “In my personal and academic life, I experienced changes such as however I also experienced continuities, for example”

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—as long as your handwriting is legible. There is no length requirement.

INTRODUCTORY PARAGRAPH (Context + Thesis)		
C	Description	Questions to consider
C	The context “sets the scene” or provides historical background for events described in the prompt. This should be	Does your historical context tie into the prompt?
T	Responds to the prompt with a specific historically defensible claim that establishes a line of reasoning.	Did you mention specific continuities/ changes in your thesis statement?

BODY PARAGRAPH #1 - CHANGES		
Cr	Description	Questions to consider
Hi	Start the paragraph by summarizing the major changes that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the changes? Did you give specific examples of the changes and analyze WHY they occurred?

Ci	Provide evidence to support the changes.	What specific examples of evidence support the topic statement? (be descriptive)

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BODY PARAGRAPH #2 - CONTINUITIES		
Criteria	Description	Questions to consider
Historical	Start the paragraph by summarizing the major continuities that have taken place in your life. Get more detailed and provide specific examples further on in this paragraph.	What are the continuities? Did you give specific examples of the continuities and analyze WHY they occurred?
Cite	Provide evidence to support the continuities.	What specific examples of evidence support the topic statement? (be descriptive)

CONCLUSION PARAGRAPH: Bring it all together for the reader		
Criteria	Description	Questions to consider
Conclusion	Reaffirms your argument (thesis) by explaining how the evidence presented throughout the essay supports each claim (topic sentences). Summarize for the reader, how you supported the argument throughout the essay. <i>Does not merely restate the thesis.</i>	How did the evidence presented throughout the essay support your thesis? Did you answer the prompt fully?

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

	<p>prompt</p> <p><input type="checkbox"/> You printed a copy of your essay and attached it to this handout to turn in on the first day of class</p> <p><input type="checkbox"/> YOU DID YOUR BEST</p>
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AP World History Modern Summer Assignment Part 2

AP World History - Unit 0: Comparison of Classical Civilizations 600 BCE - 600 CE
Teichmiller

	Persian Empires Achaemenid, Parthian, Sassanid Dates: Location:	Greeks Dates: Location: Golden Age:	Roman Empire Dates: 509 Location:
Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes		-	
Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance	-	-	-
Interactions in Environment (ENV) How did the environment shape and/or impact this society? Patterns of settlement impact of environment on development impact of society on environment	-	-	-
Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture	-	-	-
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems	-	-	-

Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production	-	-	-
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	Qin & Han Dynasty China Dates: Location:		Maurya Empire <small>Equivalent to Roman, Persian, & Chinese Empires</small> Dates: Location:	Mayan Empire Dates: Location:
	<u>China</u>		Maurya & Gupta -	
Social (SIO) Social Structures Gender roles and relations Family and kinship Social and economic classes	<u>Qin</u>	- <u>Han</u>	-	-
Political (GOV) State-building, expansion, and conflict. Political structures and forms of governance	-	-	-	-
Interactions in Environment (ENV) Patterns of settlement impact of environment on development impact of society on environment	-	-	-	-

Cultural Developments (CDI) Development and interaction of cultures Religions, belief systems, philosophies, and ideologies Science and technology The arts and architecture				
Economic (ECN) Creation, expansion, and interaction of economic systems Agricultural and pastoral production Trade and commerce Labor systems				
Technology (TEC) Human adaptation and innovation Writing systems Farming/agricultural implements Instruments that improve/expedite trade Methods of production				

	<p>Gupta Empire</p> <p>Location:</p> <p>Dates:</p>
<p>Social (SIO)</p> <p>Social Structures</p> <p>Gender roles and relations</p> <p>Family and kinship</p> <p>Social and economic classes</p>	
<p>Political (GOV)</p> <p>State-building, expansion, and conflict.</p> <p>Political structures and forms of governance</p>	
<p>Interactions in Environment (ENV)</p> <p>How did the environment shape and/or impact this society?</p> <p>Patterns of settlement</p> <p>impact of environment on development</p> <p>impact of society on environment</p>	
<p>Cultural Developments (CDI)</p> <p>Development and interaction of cultures</p> <p>Religions, belief systems, philosophies, and ideologies</p> <p>Science and technology</p> <p>The arts and architecture</p>	
<p>Economic (ECN)</p> <p>Creation, expansion, and interaction of economic systems</p> <p>Agricultural and pastoral production</p> <p>Trade and commerce</p> <p>Labor systems</p>	
<p>Technology (TEC)</p> <p>Human adaptation and innovation</p> <p>Writing systems</p> <p>Farming/agricultural implements</p> <p>Instruments that improve/expedite trade</p> <p>Methods of production</p>	

Helpful Links:

[The Persian Empire: Culture and Society | TimeMaps](#)

[Women in Ancient Persia - World History Encyclopedia](#)

<https://geoalliance.asu.edu/sites/default/files/LessonFiles/Wiens/WiensAegeanT.pdf>

[Ancient Persian Economy: The Imports and Exports of a Wealthy Nation \(timelessmyths.com\)](#)

[The Economy of Ancient Greece: A Comprehensive Summary - Crunch Learning](#)

[The Roman Economy: Trade, Currency, Systems, and Decline – Roman Empire \(romanempirehistory.com\)](#)

[Inventions & Innovations of Ancient Persia - World History Encyclopedia](#)

[12 Ancient Greek Inventions and Technology - World History Edu](#)

[Amazing Ancient Roman Technology \(geographyscout.com\)](#)

[Persian Empire \(nationalgeographic.org\)](#)

[Greek Civilization | Greek Empire | Greece.com](#)

[Qin Dynasty - World History Encyclopedia](#)

[Qin dynasty | History, Facts, & Achievements | Britannica](#)

[10 Amazing Facts About the Qin Dynasty \(221-206 BC\) \(chinahighlights.com\)](#)

Summer Assignment 2025 Tasks

- ☐ CCOT Essay Prewriting Activities
- ☐ CCOT Essay
- ☐ SPICE-T Graphic Organizers

All of these are due by class time on the first day of school.