

AP European History Summer Work 2025-2026

Welcome to AP Euro! Throughout this course we will learn about the progression of European history through the lenses of various thinkers, artists, leaders, and innovators. The story begins in the middle ages and continues through the renaissance. It is your task to familiarize yourself with this time period and complete the assignments below in order to best prepare for the best history class ever! EURO!

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AP EUROPEAN HISTORY Summer Work:

- **1. PREPARE FOR A MAP QUIZ :**

Study and learn the modern map of Europe by following the link below. A timed map quiz will be given during the first week of school on these 44 European nations (you will have 10 minutes to complete the quiz). This quiz will be worth 50 points. It is paramount that you have an expert-level understanding of the modern map of Europe, that way you can better understand the evolution of the continent as the curriculum unfolds. *see the [geoguesser](#) website to study* **THE MAP QUIZ WILL BE ON MONDAY 9/8**

- **2. WRITE A CONTEXT PARAGRAPH: (Star Wars Scroll)**

Please read chapters 1 and 2 and take notes. As you read, be mindful that what you are reading is CONTEXT for the remainder of the year. The VERY NEXT thing that is going to happen in the story is the REFORMATION so keep that in mind as well. After you finish reading please write a concise but detailed **three sentence paragraph that summarizes chapter one and two. Think "opening scroll of Star Wars"**. *See star wars intro website for inspiration* **SUBMIT BY THURSDAY 9/4**

- **3. GENERATE A RECREATION OF A RENAISSANCE MASTERPIECE ([Finer Things Club #1](#))**

Please choose a work of art (painting, sculpture, architecture) from the Renaissance and recreate it. Choose a work by claiming a work from the list (highlight it and put your name next to it). Then, during a class "museum walk" on Friday 9/5 (aka our "finer things club") you are responsible for giving a three minute presentation to your classmates about the history of the work of art and an explanation of your interpretation. See attached rubric for more information. **SUBMIT A PHOTO OF YOUR FINER THINGS BY THURSDAY 9/4 AND THEN BRING THEM IN ON FRIDAY 9/5****

- **4. PREPARE FOR A SEMINAR:**

Read Machiavelli's "The Prince" in preparation for a class seminar during the second week of class. Come to the seminar ready to defend your stance on this question: "**did Machiavelli give good advice to rulers, or not?**". You may take the following stances: "yes", "no", "it's complicated". Support your stance with no less than 5 quotes / passages from the text. In the seminar, You will earn points based on quality of defense of your stance. Full participation credit will earn you 50 points. **SUBMIT YOUR NOTES BY BY 9/15** (SO YOU HAVE A LITTLE MORE TIME FOR THIS ONE)

AP Comparative Government and Politics Summer Work 2025-2026

Welcome to AP Comparative Government and Politics! Over the course of the year, we will work to better understand international affairs and the specific governments and political conflicts of each of our case study countries: **The United Kingdom, Mexico, Nigeria, Iran, China, and Russia.**

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Summer Work for AP Comparative Government and Politics:

Part 1 - 50 points

Part of this class requires you to keep up with international news. For this part of the summer assignment (and for all parts of the class) we are looking for reliable international news. **CNN, MSNBC, and Fox News are NOT reliable sources for us. DO NOT USE THEM.** Some good reliable sources are the World/International sections of the New York Times, the Washington Post, and the Wall Street Journal. The Economist has great economic international reporting. The BBC at www.bbc.com/news is a great online source. So is The Guardian and Reuters. The PBS NewsHour often has excellent international reporting. There are English language versions of Le Monde (France) and Der Spiegel (Germany). The periodical Foreign Policy has a great deal of international analysis also.

You need to complete the current events assignment in order to become acclimated with the 6 countries for AP Comparative Government. You must complete ONE current event per country (the United Kingdom, Mexico, Nigeria, Iran, China, and Russia)

For each event you must complete the Current Event summary form that is attached. Your choice of event must be a **major political, economic, or social development in that country, or about that country's involvement on the world stage**. You must either attach the article or provide a link to the article.

In the second part of the assignment you will fill out the attached chart.

The due date is: **THURSDAY SEPT. 4th.**

HBF!!!

Current Event Summary Form: (50 points)
(Attach your article or provide a link to the article)

Country:

Source:

Article Title:

Article Date:

1. Who was involved in this development? (Identify specific people, groups, organizations etc)
2. What happened? (Write a 3-5 sentence summary)
3. How does this article help us explain the country's internal politics and/or its actions on the world stage?

Part 2: Country Information Chart (50 points)

Using the CIA World Factbook or other sources, complete the following chart.

<https://www.cia.gov/the-world-facebook/countries>

	United Kingdom	Mexico	Nigeria	Iran	China	Russia
Head of State						
Head of Govt.						
Type of Govt.						
Population						
Life Expectancy						
Natural Resources						
Major Religions						

Languages Spoken						
Ethnic Groups						
Capital City						
Recent GDP per capita						

AP U.S. History

Summer Assignments, 2025-2026

Email: dhiggins@spellman.com

1. Create a "timeline"

Use pages 4 to page 113 in your textbook **generate a timeline of events from 1492-1763**

This timeline should display key events that assisted in creating the foundations of the United States' story.

Expectations for the timeline that you generate:

- It may be physical, interactive, a video essay, children's book, a poster, anything! You have total freedom in generating your "timeline"
 - You must cover at least 20 items/events - they must be represented *vibrantly* is so that they stand out
 - Each item/event should be explained (written or verbally; depending on the medium) in such a way that this question is answered: "why is this necessary context for the greater story of the USA from 1763 to present day?"
- NOTE - You choose the 20 items that YOU deem most significant - there are no wrong answers.
- You must have a unique title
 - Your name must be on it
 - You must be organized, creative, and unique! You have three months to do it...use the time wisely.
 - Please submit a photo of your completed timeline by **THURSDAY SEPTEMBER 4TH** and then bring your timeline to room 204 on **FRIDAY SEPTEMBER 5TH**

*** Our first class project will be to work together to create a LARGER agreed upon timeline. This will be completed during the first week of school in class***

2. PREPARING FOR A MAP QUIZ :

Absolute layup. 50 states. 50 Capitals.

Crimson APUSH - States quiz on 9/8....Capitals on 9/10

Gold APUSH - States quiz on 9/9....Capitals on 9/11

3. PREPARING FOR A SEMINAR on "Common Sense"

It is your task to **read Thomas Paine's "Common Sense"** (purchase / rent on your own - the book will not be provided to you).

As you read, keep the following in mind:

This pamphlet was published in 1776 (approximately nine months after the American Revolution began, although many colonists were still "on the fence". The purpose of this pamphlet is to persuade the reader to join in the American Revolution.

As you read, prepare to support or refute this claim in an open forum socratic seminar:

Without Thomas Paine's "Common Sense", the American Revolution would have failed.

The seminar will be held on the week of September 29th (so you have some time)

Western Philosophy Summer Work

Please answer the following questions below thoroughly. These questions are totally opinion-based BUT in your responses please support your stance with logical reasoning and evidence (do your best to solidly prove your point as truth). Be prepared to discuss these questions in a graded class seminar.

1. Does intelligent life exist in the universe outside of planet Earth?
2. What is time?
3. How do you know that you are not dreaming right now?
4. Are rules meant to be broken?
5. Is there a meaning to life? If so, what is it?

Pop Culture Summer Work

Choose any broad topic (sports, food, music, cars, film, fashion anything!) and make a timeline that takes us from 1900 to 2000 and shows the progression (or regression) of your topic during the 20th century.

There should be at least one image and a three sentence description of your topic for each decade (1900s, 1910s, 1920s, and so on all the way up to the 90s)

Your timeline should be any medium *except for a slideshow* (make a poster, a book, a video, anything!) and include a minimum of ten representations of the said topic and 10 summaries of how the topic changed throughout the 20th century (and *beyond* if you choose)

EXAMPLE of a plan:

Topic - Boston Red Sox Baseball flipbook

1900s - Red Sox formed, CY YOUNG

1910s - Fenway Built - Red Sox early dynasty - Babe Ruth sold to Yankees

1920s - fire at Fenway, now World Series appearances

1930s - 43 - 111 record in 1933 (worst in franchise history) really bad decade for the team

1940s - Ted Williams, 1946 AL pennant

1950s - Red sox become final team to break color barrier

1960s - 1967 impossible dream team

1970s - 1975 AL pennant - Carlton Fisk

1980s - Clemes strikes out 20, 1986 WS loss

1990s - Pedro and Nomar

2000s - 2004 World Series, 2007 World Series

AP World Summer Assignment 2025-2026

Welcome to AP World for the 2024-2025 school year. In an effort to keep everything cohesive and in one place, this document will be your instruction guide to your summer assignment.

This assignment is separated into **5 parts**. The hope is that you will take this summer to prepare yourself for the rigor and mindset needed for an AP class. I look forward to diving deep into this content with you in September!

I will assign all assignments separately on google classroom for submission. Please follow the specific instructions for each assignment linked below. All assignments are due to Ms. Cromidas on the first full day of school (NOT FRESHMEN ORIENTATION).

Here are the Summer assignments broken down:

1. **"About me" Introduction (20 pts)**

- a. Please attach the final product or a picture of it to google classroom by the first full day of school. If it is a physical product, submit a picture on google classroom and physically turn it in to Ms. Cromidas on the first full day.

2. **Map (10 pts)**

- a. You will be responsible for completing the map provided on the attached sheet. Please label the map according to the sources provided. You will need to print this map out and turn it in the first week.
- b. You will have a map quiz on the first week of school

3. **Unit 1 Reading and Notes (30 pts)**

- a. You will be taking notes for each section of Unit 1. Your notes will be submitted via classroom **or** handed in person if your notes are written out.
- b. You will have an unit 1 quiz your first week of school

After you complete your unit 1 notes, please complete the following 2 tasks

4. **HIPP Document Analysis of unit 1 (10 pts)**

- a. You will complete a HIPP of a document from Unit 1 looking for each of the following:
 - i. H- Historical Context: When was this document created?
 - ii. I - Intended audience: Who was this document intended for?
 - iii. P - Point of View: who is the author of this document?
 - iv. P - Purpose: Why was this document written/created?
- b. You will answer the HIPPing questions on the google document and submit it on the first full day of class on google classroom.

5. **SAQ of unit 1 (10 pts)**

- a. You will be given a short answer question based on Unit 1 and you will answer each of the 3 sub questions (A, B and C) in no more than 4 sentences
- b. Use the ACE Structure to help you (directions provided on the doc)
- c. The SAQ will be submitted on google classroom

Resources

- AP World Civilizations The Global Experience Since 1200 8th Edition
 - ISBN 13: 978-0-13-570272-7

The Five Major Themes of the course are:

1. Interaction between humans and environment
2. Development and interaction of cultures
3. State-building, expansion, and conflict
4. Creation, expansion, and interaction of economic systems
5. Development and transformation of social structures
6. Technology and innovation

The Five Critical Thinking Skills that anchor the course are:

1. Identify and explain historical developments and processes
2. Analyze sourcing and situation of primary and secondary sources
3. Analyze arguments in primary and secondary sources
4. Analyze the context of historical events, developments, or processes
5. Making connections (comparison, causation, continuity and change)
6. Develop an argument

If you have any questions please reach out to Ms. Cromidas via email at Mcromidas@spellman.com.

2025-2026 AP GOVERNMENT AND POLITICS SUMMER ASSIGNMENT

Welcome to the APGA class.

The AP U.S. Government and Politics course “provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.”

AP U.S. Government and Politics offers students the opportunity to see how individuals and their ideas can shape the world in which they live in; it invites them to explore central questions of liberty and justice in practice. The ideas at the heart of the American founding remain as vital and urgent as they were 248 years ago.

We have much material to cover. We will HAVE BIG FUN!

To get us started on our journey please complete the following assignment:

Directions:

- **Select one of the following books.**
- **All of the books relate to main themes of the course and relate to current political debates that are galvanizing America.**
- **For the selected book, you are to write a 3-5 page Book Review. The Book Review should include a discussion of the author's thesis/claim, the evidence he/she uses to support his/her thesis/claim, as well as a discussion if, in your view, the author proves his claim/thesis. Finally, the Review should include a personal assessment of the book.**
- **You may purchase the book in any format – new, used, Kindle, or Nook.**
- **Completed Book Reviews are due September 6th.**
- **Any questions email me at mvieira@spellman.com**
- **HBF!!**

Book Option One: The Thirteen American Arguments: Enduring Debates That Define and Inspire Our Country by Howard Fineman

Summary:

“Howard Fineman, one of our most trusted political journalists, shows that every debate, from our nation’s founding to the present day, is rooted in one of thirteen arguments that—thankfully—defy resolution. It is the very process of never-ending argument, Fineman explains, that defines us, inspires us, and keeps us free. At a time when most public disagreement seems shrill and meaningless, Fineman makes a cogent case for nurturing the real American dialogue. *The Thirteen American Arguments* runs the gamut, including:

- **Who Is a Person?** The Declaration of Independence says “everyone,” but it took a Civil War, the Civil Rights Act, and other movements to make that a reality. Now, what about human embryos and prisoners in Guantanamo?
- **The Role of Faith** No country is more legally secular yet more avowedly prayerful. From Thomas Jefferson to James Dobson, the issue persists: Where does God fit in government?
- **America in the World** In Iraq and everywhere else, we ask ourselves whether we must change the world in order to survive and honor our values—or whether the best way to do both is to deal with the world as it is.

Whether it’s the nomination of judges or the limits of free speech, presidential power or public debt, the issues that galvanized the Founding Fathers should still inspire our leaders, thinkers,

and fellow citizens. If we cease to argue about these things, we cease to be. ‘Argument is strength, not weakness,’ says Fineman. “As long as we argue, there is hope, and as long as there is hope, we will argue.”

Book Option Two: The Soul of America: The Battle for Our Better Angels by Jon Meacham

Summary:

“Our current climate of partisan fury is not new, and in *The Soul of America* Meacham shows us how what Abraham Lincoln called the ‘better angels of our nature’ have repeatedly won the day. Painting surprising portraits of Lincoln and other presidents, including Ulysses S. Grant, Theodore Roosevelt, Woodrow Wilson, Franklin D. Roosevelt, Harry S. Truman, Dwight Eisenhower, and Lyndon B. Johnson, and illuminating the courage of such influential citizen activists as Martin Luther King, Jr., early suffragettes Alice Paul and Carrie Chapman Catt, civil rights pioneers Rosa Parks and John Lewis, First Lady Eleanor Roosevelt, and Army-McCarthy hearings lawyer Joseph N. Welch, Meacham brings vividly to life turning points in American history. He writes about the Civil War, Reconstruction, and the birth of the Lost Cause; the backlash against immigrants in the First World War and the resurgence of the Ku Klux Klan in the 1920s; the fight for women’s rights; the demagoguery of Huey Long and Father Coughlin and the isolationist work of America First in the years before World War II; the anti-Communist witch-hunts led by Senator Joseph McCarthy; and Lyndon Johnson’s crusade against Jim Crow. Each of these dramatic hours in our national life have been shaped by the contest to lead the country to look forward rather than back, to assert hope over fear—a struggle that continues even now.

While the American story has not always—or even often—been heroic, we have been sustained by a belief in progress even in the gloomiest of times. In this inspiring book, Meacham reassures us, ‘The good news is that we have come through such darkness before’—as, time and again, Lincoln’s better angels have found a way to prevail.”

Book Option Three: The Bill of Rights: The Fight to Secure America's Liberties Paperback by Carol Berkin

Summary:

“Narrative, celebratory history at its purest” (*Publishers Weekly*)—the *real* story of how the Bill of Rights came to be: a vivid account of political strategy, big egos, and the partisan interests that set the terms of the ongoing contest between the federal government and the states.

Those who argue that the Bill of Rights reflects the founding fathers’ “original intent” are wrong. The Bill of Rights was actually a brilliant political act executed by James Madison to preserve

the Constitution, the federal government, and the latter's authority over the states. In the skilled hands of award-winning historian Carol Berkin, the story of the founders' fight over the Bill of Rights comes alive in a drama full of partisanship, clashing egos, and cunning manipulation.

In 1789, the nation faced a great divide around a question still unanswered today: should broad power and authority reside in the federal government or should it reside in state governments? The Bill of Rights, from protecting religious freedom to the people's right to bear arms, was a political ploy first and a matter of principle second. The truth of how and why Madison came to devise this plan, the debates it caused in the Congress, and its ultimate success is more engrossing than any of the myths that shroud our national beginnings.

The debate over the Bill of Rights still continues through many Supreme Court decisions. By pulling back the curtain on the short-sighted and self-interested intentions of the founding fathers, Berkin reveals the anxiety many felt that the new federal government might not survive—and shows that the true “original intent” of the Bill of Rights was simply to oppose the Antifederalists who hoped to diminish the government's powers. This book is “a highly readable American history lesson that provides a deeper understanding of the Bill of Rights, the fears that generated it, and the miracle of the amendments” (*Kirkus Reviews*).

Book Option Four: 100% Democracy: The Case For Universal Voting by E.J. Dionne and Miles Rapoport

Summary:

Americans are required to pay taxes, serve on juries, get their children vaccinated, get driver's license, and sometimes go to war for their country. So why not ask – or require – every American to vote.

In *100% Democracy*, E.J. Dionne and Miles Rapoport argue that universal participation in our elections should be a cornerstone of our system. They argue that it would be the best and surest way to protect against voter suppression and the active disenfranchisement of a large share of our citizens. They further argue that universal participation would create a system true to the Declaration of Independence's aspirations by calling for a government based on the consent of the governed.

Their idea/theory is not as radical or utopian as it sounds: in Australia, where everyone is required to vote (Australians can vote “none of the above,” but they have to show up), 91/9% of Australians voted in the last major election in 2019, versus 60.1% in America's 2016 presidential election.

The authors present several ideas and strategies to implement universal participation in United States elections.

Book Option Five: One Person, No Vote: How Voter Suppression Is Destroying Our Democracy Paperback by Carol Anderson

Summary:

PEN/John Kenneth Galbraith Award Finalist, Longlisted for the National Book Award
Best Books of the Year--*Washington Post, Boston Globe, NPR, Bustle, NYPL*

“From the award-winning, *NYT* bestselling author of *White Rage*, the startling--and timely--history of voter suppression in America, with a foreword by Senator Dick Durbin, now with a new afterword by the author. In her *New York Times* bestseller *White Rage*, Carol Anderson laid bare an insidious history of policies that have systematically impeded black progress in America, from 1865 to our combustible present. With *One Person, No Vote*, she chronicles a related history: the rollbacks to African American participation in the vote since the 2013 Supreme Court decision that eviscerated the Voting Rights Act of 1965. Known as the *Shelby* ruling, this decision effectively allowed districts with a demonstrated history of racial discrimination to change voting requirements without approval from the Department of Justice.

Focusing on the aftermath of *Shelby*, Anderson follows the astonishing story of government-dictated racial discrimination unfolding before our very eyes as more and more states adopt voter suppression laws. In gripping, enlightening detail she explains how voter suppression works, from photo ID requirements to gerrymandering to poll closures. In a powerful new afterword, she examines the repercussions of the 2018 midterm elections. And with vivid characters, she explores the resistance: the organizing, activism, and court battles to restore the basic right to vote to all Americans.”