



**Please look for your History Summer Assignment based on
which grade you will be in starting September 2025.
Click on the link and it will show you the instructions you need!
Have a great summer!**

[I will be a 9th grader in September 2025](#)

[I will be a 10th grader in September 2025](#)

[I will be an 11th grader in September 2025](#)

[I will be a 12th grader in September 2025](#)

Additional [Enrichment Activities that are optional, but highly suggested for all grades:](#)



I will be a 9th grader in September 2025

Congratulations!! Your Freshmen AP World History Teachers cannot wait to meet you!

By doing this during the summer, you will save yourself some work when school starts.

SUMMER ASSIGNMENTS

Part ONE - A Strongly suggested assignment that will be assigned as a required assignment when school starts in September, so why not do it during summer?

During the fall semester, we will be reading a few chapters from the book [Guns, Germs, and Steel](#) by Jared Diamond to enhance our understanding of patterns in world history. To get a head start we encourage you to please read the [Prologue](#) of the attached book. You may use the PDF below or you can purchase the book on your own. We suggest you get a copy of the book, as you will be reading more chapters from the book during the 9th grade, plus you may want to read the whole book at some point too. Soon after school starts this will be assigned and you will be given a reading check assessment and expected to participate in a Socratic seminar on the prologue within the first two to three weeks of school. If you do this during the summer, it will be one less thing you need to do at the start of the school year. We recommend that you take notes as you read. There is an attached suggested reading guide for your convenience.

1. Guns, Germs, and Steel by Jared Diamond:

https://ia600301.us.archive.org/13/items/fp_Jared_Diamond-Guns_Germs_and_Steel/Jared_Diamond-Guns_Germs_and_Steel.pdf

2. Reading Guide Suggested Format:

<https://docs.google.com/document/d/1fi8MafwlemUI8e8xD-GX9yF-dOnnmh3I/edit?usp=sharing&oid=103074649407239680324&rtpof=true&sd=true>

Part TWO - A strongly suggested, optional assignment.

History is more than memorizing dates, people, and events. In order for an understanding and appreciation of the impact of history to become part of overall learning and a part of your education it needs to be experienced. "Doing History" is much like conducting a laboratory exercise in science. In the summer months leading into your freshman year at Tech, your history teachers highly encourage you to experience history by: [VISITING A MUSEUM \(see attached document for further information/directions.](#)

Have a great summer vacation and enjoy this experience!



I will be a 10th grader in September 2025

Incoming SOPHOMORE A.P. WORLD PREPARATION - Summer 2025

PART ONE: A Strongly suggested assignment that will be assigned as a required assignment when school starts in September, so why not do it during summer?

Congratulations on finishing your first year of AP World History! In Sophomore year we will continue to study the historical developments of our world, from the years 1750 to the present. In order to move forward in our study of world history, we need to review some important information and developments you covered in freshman year.

Your assignment, is to review the material you covered from the years 1200-1750, you will be assessed on these topics during the first few weeks of school. On your assessment, you will be given one of the SAQ question options provided in the link below. Please use the following links to help you prepare and review this material.

Materials that will help you prepare for the assessment:

[SAQ Questions 1200-1750](#)

[Key Terms 1200-1450](#)

[Key Terms 1450-1750](#)

[Voyages in World History textbook - Chapters 13-20](#)

Your sophomore year will conclude with two major assessments:

AP World History: Modern Exam: May 2025

Global History and Geography Regent Exam: June 2025

[PART TWO - A strongly suggested, optional assignment.](#)

Let's get ready! Have a great summer vacation, we can't wait to see you in September!



I will be an 11th grader in September 2025

Welcome to AP. US History!

Strongly suggested assignment that will be assigned as a required assignment when school starts in September, so why not do it during summer?

This assignment is intended for students to go over material that bridges the curriculum you just finished (AP World) with the curriculum you are studying this year (APUSH). **The topic is early Native American culture in North America, along with the initial contact with European Explorers in that region.** This is an important part of the story of the development of the US, and your teachers are entrusting you with the task of reviewing this material through this individual approach.

You will be assigned readings from 2 chapters of the APUSH textbook (see pdfs linked below). The readings focus on material that is foundational for the rest of our APUSH discussions and will be tested at the beginning of September.

Access to book pages pdf:

<https://drive.google.com/drive/folders/19UK7HcGhy4uN4gdomTvy7suO997OZjk?usp=sharing>

Textbook Assignment*. These pages are provided in the above file link as pdfs.

- A) Read all of Chapter 1 (pages 1-37) and the select parts of Chapter 2 that were provided (sections on England)
- B) **It is highly suggested** that you take **written** notes from these sections (**not mandatory**) and make sure you have mastered the bolded words in the chapter (likely already know them from AP World). **Key Questions to consider when taking notes or you may base your notes on:**

1) Native American societies were quite diverse. Provide at least two specific examples to support this statement particularly including two ways in which two specific Native American tribes adapted to their geography.

2) How did Native Americans and Europeans differ in their view of property, contracts, or definitions of “freedom”?

2b) How did Native Americans and Europeans differ with respect to gender relations? Religion?

3) Describe the global economic scene that Europeans were participating in that led to the Age of Exploration. Include a discussion of motivating factors for Exploration.

And how political and economic systems of Spain, Portugal, the Netherlands, and France may have differed from each other?

4) What were some of the characteristics of the Spanish settlements in North American (future Florida and New Mexico) How would you describe key interactions with Native Americans. Include a discussion of Pueblo Revolt.

5) How do the motivations for settlement of the Dutch and French compare to those of the Spanish? Be sure to include a discussion of two of the following: political, economic, and/or religious motivations.

5b) because of these differences- in what ways did Dutch and French colonization differ from that of New Spain with respect to relations with Native Americans?

For Chapter 2:

6) Explain the reasons for English migration to the Americas-including political, religious, and economic factors that influenced people to come.

You will have a brief quiz in the Fall on the readings above.

Extra Credit on this assessment will be granted for handwritten notes/ annotations on the chapters above.

Extensive enrichment activities that are optional US History Themed, but highly suggested for all grades: Explore your city!

Option 1: Visit the National Museum of the American Indian in New York City. (opens June 23) (Virtual Tour Available)

(It is within walking distance from the Ferry) The cost is Free.

[4Directions/NMAI Virtual Tour](#)

<http://www.nmai.si.edu/visit/newyork/>

Option 2: Visit Ellis Island, open, (Virtual Tour Available)

[Ellis Island | Virtual Tour by Heritage Documentation Programs](#)

[Ellis Island Interactive Tour With Facts, Pictures, Video](#)

[Ellis Island: The Statue of Liberty](#)

Option 3: Visit the Tenement Museum, open, (Virtual Tour Available on Website in addition to the section labeled Experience at Home)

[The Tenement Museum | Virtual Tour of the Tenement at 97 Orchard Street](#)

[Tenement Museum: Immigration Museum NYC](#)

Option 4: These museums are particularly interesting to learn more about African American History in New York. Here is a brief description of some of them and the links and addresses: [NYC sites to visit](#)

[for Black History](#): Some may have virtual experiences!

- Sandy Ground Historical Society (not on the link above, but right here on Staten Island) [Sandy Ground Historical Society](#)
- Apollo Theater
- Louis Armstrong House Museum
- Langston Hughes House
- African Burial Ground National Monument
- Schomburg Center For Research In Black Culture
- Malcolm X & Dr. Betty Shabazz Memorial, Educational And Cultural Center
- Studio Museum in Harlem

- Alvin Ailey American Dance Theater
- Mother African Methodist Episcopal Zion Church
- Weeksville Heritage Center
- Shirley Chisholm Circle
- Addisleigh Park Historic District
- Black Spectrum Theatre

Additional Enrichment Activities that are optional, but highly suggested for all grades:

Have a great summer vacation!



I will be a 12th grader in September 2025

Senior Summer Assignment 2025

Suggested Summer Activity - Read these two books, and complete the Experiential Museum Experience:

This will prepare you for both AP Macroeconomics and non-AP Economics:

READ: *Naked Economics: Undressing the Dismal Science* - Charles Wheelan

- For each chapter make a list of 4-5 concepts addressed by the author
- Provide examples from your personal experience that could be used to explain 3 or 4 economic concepts presented in the book

And

This will prepare you for both AP US Government and non-AP Participation in Government:

READ: *The United States Constitution: A Graphic Adaptation* by Jonathan Hennessey and Aaron McConnell

- Create a paragraph summary of each Article of the Constitution
- Explain each Amendment of the Bill of Rights in your own words
- What Amendments do you think we need to add to the constitution today

And

Additional Enrichment Activities that are optional, but highly suggested for all grades:

Have a great summer vacation and enjoy this experience!



ADDITIONAL Enrichment Activities are all Optional and for all GRADES

Enrichment Activities are optional, but highly suggested for all grades: Some of these optional activities are in-person activities that may not all be possible or advisable due to the current public health crisis and can be done in part or whole over the course of your high school career!

Here are some great ways to explore history and civics, read historic literature, and engage your brain while on vacation. Keep a “learning and experience journal” when you do activities like the ones suggested here. Reminder: Going somewhere cool this summer? Visiting any historic sites? Take pictures! Bring back souvenirs! We’d love to see them and you can share them with your classmates! Record your memories, questions, thoughts in your journal.

Take a look at all three of the enrichment activities listed!

There is no difference based on what course you are taking

Record your learning in your learning and experiences journal.

Enrichment Activity Idea 1

Visit a museum. Reflect on what you have learned in history: History is more than memorizing dates, people, and events. In order for an understanding and appreciation of the impact of history to become part of overall learning and a part of your education, it needs to be experienced. “Doing History” is much like conducting a laboratory exercise in science. Reflect on what you have learned so far in school. In the summer months, your history teachers want you to experience history by seeing it as live and in-person as possible.:

In NYC there are some amazing museums. The museum does not have to be in New York and does not have to be on this list; however, these museums represent strong suggestions as they deal with major focus areas of studying history such as anthropology, sociology, political science, economics, art history. Save the receipt/proof of entry to the museum, and preferably a picture of you experiencing history would be a nice remembrance. You can attend a museum with classmates (this is encouraged when practicing proper social distancing protocols) but the pieces you chose and written work, must be your own thoughts. There are also great virtual tours of many of these museums, although the experience live is much more profound.

Check out this extensive, but not complete list of great museums:

- MET - Metropolitan Museum of Art
- These museums / cultural locations are particularly interesting to learn more about African American History in New York. Here is a brief description of some of them and the links and addresses: [15 historic NYC sites to visit for Black History:](#)

- Sandy Ground Historical Society (not on the link above, but right here on Staten Island) <http://visitstatenisland.com/sandy-ground/>
- Apollo Theater
- Louis Armstrong House Museum
- Langston Hughes House
- African Burial Ground National Monument
- Schomburg Center For Research In Black Culture
- Malcolm X & Dr. Betty Shabazz Memorial, Educational And Cultural Center
- Studio Museum in Harlem
- Alvin Ailey American Dance Theater
- Mother African Methodist Episcopal Zion Church
- Weeksville Heritage Center
- Shirley Chisholm Circle
- Addisleigh Park Historic District
- Black Spectrum Theatre
- Museum of Natural History
- National Museum of the American Indian
- Rubin Museum
- New York Historical Society
- Lower East Side Tenement Museum
- Roerich Museum
- Cathedral of St. John the Divine
- Morgan Library and Museum
- Museum of Jewish Heritage - A Living Memorial to the Holocaust
- Museum of Chinese in America
- Frick Museum Collection
- Garibaldi Meucci Museum
- Staten Island Museum
- Historic Richmondtown
- Jacques Marchais Museum of Tibetan Art
- Brooklyn Museum
- Weeksville Heritage Center
- Some Great Virtual Museum Experiences:
 - [12 Museums From Around the World That You Can Visit Virtually | Travel + Leisure](#)
 - [The 75 Best Virtual Museum Tours - Art, History, Science \[2020\]](#)
- Did we miss any of your favorites? Let Mr. Manzo know via email: jmanzo2@schools.nyc.gov

What should I do to maximize my learning at the museum?

Choose a particular artifact or piece of art. Spend time making a rough sketch and noting observations about your chosen subject. Answer these questions:

- What made you choose this particular piece?
- How does this piece connect to a broader understanding of the following (do all that are appropriate for your piece): anthropology, sociology, political science, economics, and art history?
- How does this piece connect to a broader understanding of the exhibit it is located in?
- How does this piece connect to a broader understanding of the museum it is located in?
- How does this piece connect to a broader understanding of the historical context?

- Why is doing/experiencing history an important part of your education and overall perception of life?
- Do a few minutes of research on this piece after you see it in the museum. What information can you find about it? Is it famous, is it on loan/part of a permanent exhibit, or on tour, is there a controversy surrounding the piece, has it been-restored?
- How do pieces of art/artifacts become a part of a museum? This can be answered beyond your chosen piece. In other words, what type of historical research went into finding, preserving, and displaying this to the public?
- What do you wish you knew more about now that you have made this experience?
- Who did you attend the museum with? How did this sharing enhance the experience?
- Did this enhance your understanding of something you learned over the last three years?

To keep a record of this extraordinary experience make a journal that you keep through life for whenever you do something like this. Your notes, sketches, and answers to these questions should be prepared by typing them in a Microsoft Word or google document. Your sketch can be added as a picture within the document. Someday you may use this material in a course or enjoy reflecting back on how much knowledge and culture you have experienced.

Choosing an artifact:

- When we meet in September we will be diving right into the origins of history. Please pick an artifact or piece of art from the **foundational** period of history (8,000 BCE - 600 BCE).
 - Foundations cover everything from the Big Bang up until roughly 600 BCE. Sounds like a lot, right? It is. Like 13.8 billion years. Teams of archaeologists have found and preserved many of the world's oldest artifacts. You may want to look for sections in a museum that say something like; "Ancient India", "Ancient China", "Mesopotamia", "Ancient Egypt", "Early Native American Societies", "Early South American Societies"
- Before you go to the Museum, do some research online about the exhibits the Museum offers and artifacts that they include. This will help guide your journey through the Museum.
- Spend time making a rough sketch and noting observations about your chosen subject.
- Respond to all of the following questions on the attached document.
 1. What made you choose this particular piece?
 2. How does this piece connect to a broader understanding of the following (do all that are appropriate for your piece): anthropology, sociology, political science, economics, art history?
 3. How does this piece connect to a broader understanding of the exhibit it is located in?
 4. How does this piece connect to a broader understanding of the museum it is located in?
 5. How does this piece connect to a broader understanding of the historic context?
 6. Why is doing/experiencing history an important part of your education and overall perception of life?

- 7. Do a few minutes of research on this piece after you see it in the museum. What information can you find about it? Is it famous, is it on loan/part of a permanent exhibit, on tour, is there controversy surrounding the piece, has it been-been restored?
- 8. How do pieces or art/artifacts become a part of a museum? This can be answered beyond your chosen piece. In other words, what type of historical research went into finding, preserving and displaying this to the public?
- 9. What do you wish you knew more about now that you have had this experience?
- 10. Who did you attend the museum with? How did this sharing enhance the experience?

3. Your notes, sketches, and answers to these questions should be prepared by typing them in a Microsoft word or google document. Your sketch can be added as a picture within the document. When school begins, your teacher will instruct you on how to submit your suggested work so you can share your learning experiences.

4. Have a great summer vacation and enjoy this experience!

Worksheet to help you maximize the documentation of this great experience, and model “Doing History”.

Document Attached Below.

Name:

Summer Museum Enrichment Assignment

Name of museum visited	
Name/description of the Artifact you picked	
1. What made you choose this particular piece?	
2. How does this piece connect to a broader understanding of the following (do all that are appropriate for your piece): anthropology, sociology, political science, economics, art history?	

3. How does this piece connect to a broader understanding of the exhibit it is located in?	
4. How does this piece connect to a broader understanding of the museum it is located in?	
5. How does this piece connect to a broader understanding of the historic context? 6. Why is doing/experiencing history an important part of your education and overall perception of life?	
7. Do a few minutes of research on this piece after you see it in the museum. What information can you find about it? Is it famous, is it on loan/part of a permanent exhibit, on tour, is there controversy surrounding the piece, has it been-restored?	
9. How do pieces or art/artifacts become a part of a museum? This can be answered beyond your chosen piece. In other words, what type of historical research went into finding, preserving and displaying this to the public?	
10. What do you wish you knew more about now that you have had this experience?	

11. Who did you attend the museum with? How did this sharing enhance the experience?	
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Sketch of your artifact:

Enrichment Activity Idea 2

Optional Summer Reading

Please DO NOT READ Guns Germs and Steel or Review Books during the summer.

AP World History (26 books): <i>#3 and #25 are not available options for selection for this assignment, and number 7 is widely held to be inaccurate, but a fascinating read</i>	AP US History Reading List (77 books)
Social Justice: Books on Racism, Sexism, and Class (1838 books)	Best Economics Books (372 books)
Interesting and Readable Nonfiction (1980 books)	Best Books For Freedom Lovers (746 books)
Sociology Books (484 books)	The Best Social Studies Library List (220 books)

Experiencing history through literature can be a powerful tool for connecting with the material. Please feel free to choose from the suggested reading list in the link above! This is not a mandatory requirement, but for those who love to read, select a book or two that interests you! **Suggested Writing Assignment that could be recorded in your learning and experiences journal: Reaction Journaling on Literature**

“Reactions” are NOT SUMMARIES, but instead include the following:

- Connections to current events, class discussions from freshman year, and other literature you have read.
- How this chapter contributes to your understanding of the place, belief systems, politics, trade, conflict, personalities, and the time period in question?
- Excellent and relevant quotes from the book, citing page number and context, with commentary from you about why the quote sums up important ideas to the study of the time period.
- Inferences you have made that contribute to your understanding of the time period.
- Questions – anything you did not understand in this book? If you include questions in your reaction, remember that you will need to answer those questions in your comments on another reaction in the book.

Enrichment Activity Idea 3

To best engage your civics interests, we would like to encourage you to have an experience either seeking out or learning more about the local government of New York City. Through this exploration, you will begin to discover more about the city you live in as well as begin thinking about government bureaucracy and its function. For each task, you complete, you should keep a log on a Google document that you could share.

1. Take a picture in front of a government building and try to visit. Be ready to leave home, go on an adventure in the city, and learn more about your local government by seeking it out directly. Demonstrate that you visited a local government building by taking a picture in front of it and include a short caption about where you were. (during the public health crisis please use proper precautions or consider waiting until the health crisis is over).

2. Reflect on your impressions of the city government. If you decide to visit a government building, note some of your observations about the building itself. Does it seem new? Run-down? Busy? Quiet? Do a bit of “people-watching”. Is there a protest going on outside? What do you notice about the people going inside? How does this inform your perspective of government overall? Research what this building is used for. Write a short 1-2 paragraph reflection about this experience in the form of a blog post to keep in your learning/experience journal.

3. Research a department of the New York City government. Try to use as authoritative sources as possible to find out when and why the office was established. This could range from the NYC Department of Education to the NYC Taxi & Limousine Commission. Detail what this department does and why it is necessary to the city’s functioning. This should take the form of a $\frac{3}{4}$ - 1 page, double-spaced paper with a bibliography.

4. Go on a tour of City Hall. New York City Hall offers tours that do not require a reservation at 12:00 pm on Wednesdays. Bring back proof of your tour and write a small blurb about what you found most interesting when there.

5. What is bureaucracy? How does it fit into the overall framework of government? How does the place that you visited fit into your understanding of this term? Who are bureaucrats and how do they connect to the social sciences? Write a short 1-3 paragraph blog post on this subject.

6. How does an exploration of the museums and government building open your mind to issues of equality, accessibility, civil service, protest, civil rights, injustice, leadership, service, and character? Reflect on these ideas and express them through blogging, podcasting, videos, art, poetry, and artistic expression.