

AP World History/Pre-AP English 10

Semester 2 Extra Credit

Each semester students will have a couple of opportunities to earn “extra credit” that will represent up to a 2 percent boost to an individual’s grade. You can do one, both, or none of the opportunities. The choice is yours. The only eligibility requirement is that you have all your regular class work turned in (no “M’s” in the grade book). Choose the activities that interest you and plan accordingly. Your product will be assessed on overall effort and quality of the final product and evidence of use of critical thinking skills in its development. Note: *All assignments will be submitted via www.turnitin.com*

1. PRE-AP ENGLISH: READ/LISTEN TO A NOVEL (AND POSSIBLY WATCH A MOVIE) OUTSIDE CLASS AND WRITE AN ESSAY:

Reading/listening to books and material you choose based on your interests is one of the most important keys (if not the most important) to your success in school and beyond. Outside reading increases your vocabulary, improves your general reading skills and ability, increases your general knowledge, and allows you to develop the ability to appreciate diverse points of view through learning about other cultures and experiences. Above all, fiction in particular gives you a better foundation for understanding the human experience and condition, thus the opportunity to live a richer life. Note: *visit the LIC to browse their selection of audiobooks available for checkout on iPods.*

Thematic Analysis

A thematic analysis is an expository piece in which you develop an idea about a theme you see running throughout the story then support your thesis on it by citing specific text examples from the story. There should be a clear, analytical, and comprehensive thesis which previews your argument and takes a stand. Organizationally, there will be a clear beginning, middle, and end. Analysis of your evidence (the text you cite) is a crucial component of this assignment.

The analysis length should be about 1,000 words, which is four or five, double-spaced pages. MLA format for citing text from the stories and sources, including your works cited, must be used. Use of scholarly outside resources is recommended but not required.

Character Analysis

A character analysis is an expository piece in which you choose a character from the story then develop an idea about specific traits they possess that are demonstrated through their words, actions, other character’s response to them, and/or from the narrator’s comments. You could also focus on their emotional and/or psychological development throughout the story rather than focusing just on traits. You will support your thesis on the character by citing specific text from the story. There should be a clear, analytical, and comprehensive thesis which previews your argument and takes a stand. Organizationally, there will be a clear beginning, middle, and end. Analysis of your evidence (the text you cite) is a crucial component of this assignment.

The analysis length should be about 1,000 words, which is four or five, double-spaced pages. MLA format for citing text from the stories and sources, including your works cited, must be used. Use of scholarly outside resources is recommended but not required.

Comparative Analysis

A comparative analysis is an expository piece in which you examine two different pieces of media and/or literature, making direct comparisons and analysis of how the two relate to each other based on the analytical framework you reveal through your thesis. In this instance, you will choose from the list I’ve provided:

Into the Wild: Grizzly Man (R: Oscar): parent permission slip required

In Cold Blood: Capote (R: 5 Oscar nominations): parent permission slip required

Joy Luck Club: To Live/ Huozhe (Not Rated, foreign, subtitled in English) or Empire of the Sun (PG: 6 Oscars nominations)

Things Fall Apart: The Mission (PG: 7 Oscar nominations and 1 win) or The Hotel Rwanda (PG-13: 3 Oscar nominations; *deals with the issue of Genocide*)

The analysis length should be about 1,000 words, which is four or five, double-spaced pages. MLA format for citing text from the stories and sources, including your works cited, must be used.

2. AP WORLD HISTORY: RESEARCH A TOPIC OF INTEREST FROM OUR STUDY OF WORLD HISTORY THIS YEAR AND DO ONE OF THE ASSIGNMENTS BELOW TO DEMONSTRATE A CRITICAL ANALYSIS OF YOUR SUBJECT'S/TOPIC'S ROLE IN WORLD HISTORY.

Famous Person Character/Contribution Analysis

Our study of history this year has been organized regionally and thematically to provide a framework to help make sense of 10,000 years of world history. Really, when you reflect on it, we've spent very little time using the "famous person" lens to tell the story of world history ... that's not what AP World is all about. Indeed, we've use much broader brush strokes to paint our picture of world history to see pattern and connection across history and cultures. So here's your opportunity to switch lenses (or brushes ... excuse the mixing of metaphors) and focus on the contribution of an individual who changed the course of human history or had some dramatic impact on it. The only requirement is that this person NOT BE an American or somebody who is primarily connected with American history.

For the essay, be sure to develop a clear, analytical, and comprehensive thesis which previews your argument and takes a stand, thus revealing your analytical framework and structure of the essay. Organizationally, there will be a clear beginning, middle, and end. Analysis of your evidence (the text you cite) is a crucial component of this assignment. To be clear, this assignment requires research. You must cite more than just electronic resources.

The analysis length should be about 1,000 words, which is four or five, double-spaced pages. MLA format for citing text from the stories and sources, including your works cited, must be used.

World History Hall of Fame

Each year in the spring the World History Hall of Fame (WHHF) convenes to choose from submitted documentaries a "subject" from world history that will be honored by induction into its prestigious hall of fame. It's quite an honor, really.

Your task is to present a 4-8 minute video documentary that interprets the significance of an event, life, or concept of the one "thing" from our study of world history, 8000 BCE – Present, that you have deemed the most important or significant. In your documentary, which is the supporting evidence you offer to the WHHF panel of historians who make the final choice, the premise is to explain why this one thing, above all others, is worthy of induction into the one and only World History Hall of Fame.

Documentary filmmakers and/or teams have extreme latitude in how they choose to tell and interpret the story of the thing they've chosen and its significance in relationship to world history. Use of reenactments of important scenes, interviews with historical figures (feel free to bring these characters to life if they're not living), video clips from other sources, still shots, and other media, etc. are all potentially appropriate in how you frame the significance and support your interpretation of the thing you've chosen. Above all, be creative and have fun!! But remember ... there can be only one!

Please note that this assignment can be done INDIVIDUALLY or collaboratively with SMALL GROUPS. Those choosing the small group option have the chance to earn full extra credit for their collaborative work on the assignment, but only if there is strong evidence of mutual participation and collaboration in creating the final product. Otherwise, in cases where it appears that the bulk of the work has been done by a minority of group members rather than shared by all, the extra credit will be split OR awarded based on the level of participation OR simply not awarded at all. Individual filmmakers are eligible for full extra credit. *Although classroom editing/filming equipment is available for use at CHS, this will require the use of outside class time either at lunch, after school, and/or on the weekends.*

For more on the assignment specifications, including process and assessment guidelines, please refer to this file:

<http://www.mistergweb.com/whhf.pdf>

DBQ Project

This year you've learned how to analyze documents, group them, and create a plausible argument using the documents as evidence. Now you get to be on the side of developing a DBQ. It's tough to do this well. First, you have to develop a prompt. Second, you've got to find a nice selection of documents and edit them (include not just written, but graphical documents as well). Finally, you need to outline a response to show possible groupings, use of historical evidence, detection and analysis of POV and bias, extra documents, etc. You can choose any topic you'd like. Refer to this excellent Internet sourcebook as you try to find documents to use in your DBQ: <http://www.fordham.edu/halsall/> For a DBQ template to refer to, use the following site: <http://www.mistergweb.com/DBQmanchester.pdf>