

Choose one of the following works of non-fiction to read.

The assignment you turn in (during the first week of school in August) will count as a **10% Summer Assignment grade**. If you choose, you MAY read multiple books to help you gain greater understanding of a variety of topics we will cover in APHUG.

**Steps:**

1. Read the entire AP Human Geography Essential Knowledge ([standards](#) ) before reading the book.

2. Read the book.

Keep the themes in the articulation in mind. You may want to use post it notes (or annotate in your book if you don't mind writing in it) to mark sections/ideas that specifically reflect portions of the standards.

Eggers, Dave. *The Monk of Mokha*. Penguin, 2019.

A great book about coffee, Yemen, international trade, and determination and grit. This book is also a work of nonfiction and contains some descriptions of violence (air raids, suicide bombings, kidnapping) and a few curse words. This book would probably be PG if it were made into a movie. Although this book is long, it is a fast-paced story.

Lee, Jennifer 8. *The Fortune Cookie Chronicles: Adventures in the World of Chinese Food*. Twelve, 2008.

If you have ever eaten "General Tso's Chicken" or "Chop Suey" or a fortune cookie, you might really enjoy this book. A #1 *New York Times* Bestseller, it is a really interesting look at the history of what Americans call "Chinese food." However, it is also a story about immigration – its difficulties and opportunities, and how immigrants have contributed to American culture and identity.

Boo, Katherine. *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity*. New York: Random House, 2012.

This book is an intimate look at what it's like to live in the peripheral slums of Mumbai. There are some adult themes in the book and there are episodes of violence, but it is appropriate for a 10<sup>th</sup> grade audience enrolled in a college level course. I've re-read this book a half dozen times and I am moved each time. It is compelling, dramatic, and heart-wrenching.

Quinn, Daniel. *Ishmael*. Penguin, 1995 (Fiction)

Teacher Seeks Pupil.

Must have an earnest desire to save the world.

Apply in person.

It was just a three-line ad in the personals section, but it launched the adventure of a lifetime. So begins an utterly unique and captivating novel. It is the story of a man who embarks on a highly provocative intellectual adventure with a gorilla—a journey of the mind and spirit that changes forever the way he sees the world and humankind's place in it.


Noah, Trevor. *Born a Crime: Stories from a South African Childhood*. Spiegel and Grau, 2016.

If you are a fan of Trevor Noah, then this is an easy choice. The book does contain curse words and incidences of racist and domestic violence, but it is at times uproariously funny and heartwarming. Even though it is a deeply personal memoir, it is also a great window into the broad and long-lasting effects of imperialism and racism in Africa (and apartheid in South Africa).

### 3. Write your 6 Learning Standard Reflections: (see sample below)

Choose 6 items from the “Essential Understanding” or “Essential Knowledge” columns of the course standards that are reflected in the themes/events of the book. (Hint: It is highly unlikely that you will use items from Unit I: Thinking Geographically.)

For each selection you will:

1. Identify the section and subsection of the standard.
2. Include the text of the standard. (see sample)
3. Write one substantial paragraph (about ½ page, typed) that explains how this learning standard is reflected in the book.
4. Include at least 2-3 specific examples from the text that support the connection. (no need to quote or give specific page numbers)
5. Include any relevant vocabulary in your explanation. (  Vocabulary by Unit - AP Human Geography )

### 4. Personal Reflection:

Write a one page (typed) personal response to the book. Do not summarize or re-tell the story. Instead, answer some/all of the following questions as they apply, and feel free to include additional personal reflections not mentioned in the list below.

1. Do you have a personal connection to any of the places in the book? If so, how did you feel reading about that place?
2. What was the most sad/ most exciting/ happiest part of the story? Why?
3. How did the story make you feel, especially if they are true stories about real people?
4. What else do you want to learn about this topic/country?
5. What have you heard in the news that makes you think about what happened in the book?
6. What makes the stories in the book compelling? Why do you think that is?
7. Did the book spark any areas of interest for you? What are you excited to learn more about this year?

### Format Requirements:

- ✓ Please type your responses. They will be submitted via GoogleClassroom, so no printer is needed.
- ✓ Use a normal, size 12 font, double spaced, with normal 1" margins.
- ✓ While these are not formal essays, please revise and proofread your work; it will be graded as a final draft.
- ✓ Answer in complete sentences.
- ✓ The purpose of this assignment is for you to demonstrate that you can understand the material and apply geographic concepts to the real life conditions and events in the books.
- ✓ Check the rubric before finishing your work to make sure you didn't leave anything out.

Sample Learning Standard Reflection (using *The Boy Who Harnessed the Wind*, a different summer reading selection)

#### 2.5 The Demographic Transition Model: The epidemiologic transition explains causes of changing death rates.

In the book (ch.3) Uncle John dies of tuberculosis. Tuberculosis is a common disease in poorer

countries but it has been mostly eliminated (or is very treatable) in developed countries. Because it is apparently common in Malawi (and more lethal) than that means Malawi is probably in stage 2 of the epidemiologic transition (age of receding pandemics). There were doctors and clinics available, so we can assume that many people who get tuberculosis don't die, but it is also clear that the country has not been able to eradicate the disease. However, there was also a severe famine in Malawi as told in the book, which would indicate that the country is still in stage 1 of the epidemiologic transition, not stage 2. In stage 1, life expectancy remains low because there are epidemic diseases, or because of recurrent famine. In the book, it is clear that William's community is experiencing a severe famine during which the government provided no relief or aid. The sad result was that many people died of starvation.

### Rubric

	CRITERIA	SCORE
Learning Standard Reflection #1	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 –meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>
Learning Standard Reflection #2	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 –meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>
Learning Standard Reflection #3	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 –meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>
Learning Standard Reflection #4	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 –meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>

	<ul style="list-style-type: none"> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	
Learning Standard Reflection #5	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 – meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>
Learning Standard Reflection #6	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About ½ page long (if typed)</li> <li>▪ Gives the outline number and text of the standards</li> <li>▪ Standard chosen clearly reflected in the book</li> <li>▪ Correctly explains how it relates to the stories/themes in the book</li> <li>▪ Uses at least 2 examples in explanation (page numbers NOT required)</li> <li>▪ Uses academic vocabulary when appropriate</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 – meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>
Personal Reflection	<ul style="list-style-type: none"> <li>▪ Free from errors in grammar and spelling</li> <li>▪ About 1 page long (if typed)</li> <li>▪ Clearly states personal reactions/connections to the text</li> <li>▪ Gives examples and details to support reflections</li> <li>▪ Indicates what they learned from the book and/or what they hope to learn in the future</li> <li>▪ Relates themes from the book either to their own life or to current events/news or both</li> </ul>	<p>10 – meets or exceeds all criteria; free from errors</p> <p>9 – meets criteria; only minor errors</p> <p>8 – meets most criteria</p> <p>7 – meets some criteria</p> <p>5 - incomplete responses</p> <p>0 – missing or plagiarized</p>

*Your teachers take plagiarism seriously. Please ensure that you abide by the Honor Code and that every single bit of work you submit is the result of your OWN thinking and effort. The only thing you may copy and paste are the sections of the Essential Knowledge you are using from the APHG standards.*

Total Points \_\_\_\_\_/70