AP Human Geography Summer Assignment - 2026

Please join our Google Classroom! Class Code: sgwb3g6a

Welcome to AP Human Geography (APHG)! This is *not* a traditional geography class. The course focuses on the interactions between humans and their environment, while addressing concepts such as population & migration, cultural patterns, political organizations, agriculture and land use patterns, economic development, and urbanization. Therefore, the expectation is that students are knowledgeable in the areas of physical and political geography *prior* to diving into the Human Geography curriculum.

In order to help prepare you for success in your first AP course, I have put together a two-part summer assignment to be completed before school begins. The assignments are designed to improve your geographic knowledge and to introduce you to topics that will be covered throughout the year.

The biggest challenge for incoming APHG students is **time-management**. Use the summer to develop a good routine and plan in regard to studying, reading, and relaxing. This will undoubtedly benefit you come September when you are juggling a rigorous academic high school schedule.

Feel free to email me with any questions: carrc@lincolnps.org

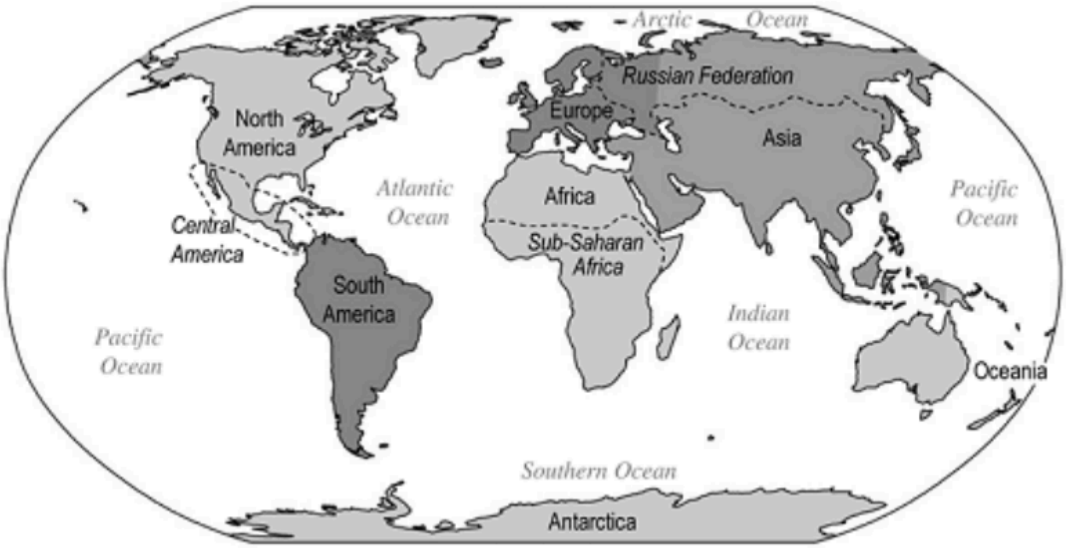
Be sure to find time to relax and enjoy your summer! You have a busy year ahead of you!

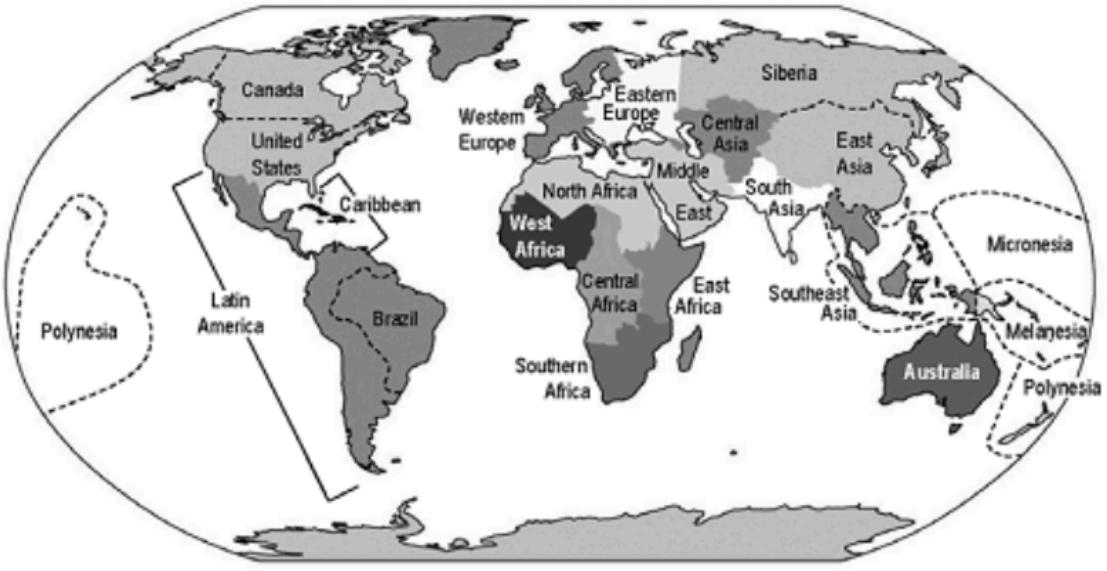
PART I: PHYSICAL AND POLITICAL GEOGRAPHY

Part of entering an AP class is an assumption of a certain amount of background knowledge and skills. Review the lists below and ensure that you can correctly label each item on a map. You DO NOT have to submit any map work for this portion of the summer assignment. Instead, your assignment over the summer is to familiarize yourself with this information in whichever way works best for you (ie: creating and labeling maps, using online interactive map quizzes). **You will take a test on this information during the first week of school.**

Be able to locate the following places on a map for the test:

- **Regions:**





General Stuff	Major Mountain Ranges	Major Deserts / random other stuff
❑ 5 Oceans ❑ 7 Continents ❑ Equator ❑ Tropic of Cancer ❑ Tropic of Capricorn ❑ Prime Meridian	❑ Himalayas ❑ Rockies ❑ Andes ❑ Alps ❑ Caucasus ❑ Urals ❑ Appalachian	❑ Sahara ❑ Great Sandy Desert (Australia) ❑ Gobi ❑ Siberia ❑ Sahel

Major Rivers
- ❑ Rhine
- ❑ Amazon
- ❑ Yangtze
- ❑ Mississippi
- ❑ Ganges
- ❑ Nile
- ❑ Congo
- ❑ Rio Grande
- ❑ Euphrates
- ❑ Tigris

Chokepoints (Straits and Channels)
- ❑ Strait of Gibraltar
- ❑ Panama Canal
- ❑ Suez Canal
- ❑ Strait of Malacca
- ❑ English Channel
- ❑ Bosporus
- ❑ Dardanelles
- ❑ Strait of Hormuz

Major Bodies of Water
- ❑ EACH of the Great Lakes
- ❑ Mediterranean Sea
- ❑ Black Sea
- ❑ Caspian Sea
- ❑ Red Sea
- ❑ Arabian Sea
- ❑ South China Sea
- ❑ Caribbean Sea
- ❑ Gulf of Mexico

Africa:
Countries
- ❑ Côte D'Ivoire
- ❑ Dem. Republic of Congo
- ❑ Egypt
- ❑ Ethiopia
- ❑ Nigeria
- ❑ Rwanda
- ❑ Somalia
- ❑ South Africa
- ❑ South Sudan
- ❑ Sudan

Cities
- ❑ Cairo
- ❑ Lagos

Southwest Asia:
Countries
- ❑ Afghanistan
- ❑ Iran
- ❑ Iraq
- ❑ Israel
- ❑ Saudi Arabia
- ❑ Yemen
- ❑ Oman
- ❑ Syria
- ❑ Turkey
- ❑ United Arab Emirates
- ❑ West Bank & Gaza Strip

Cities
- ❑ Baghdad
- ❑ Mecca
- ❑ Tehran
- ❑ Dubai
- ❑ Jerusalem

Asia:
Countries
- ❑ India
- ❑ Indonesia
- ❑ Japan
- ❑ Pakistan
- ❑ People's Republic of China
- ❑ Philippines
- ❑ Rep. of China/Taiwan
- ❑ Singapore
- ❑ South Korea
- ❑ Vietnam

Cities
- ❑ Beijing
- ❑ Tokyo
- ❑ Seoul
- ❑ Delhi
- ❑ Hong Kong

Europe:
Countries
- ❑ Belgium
- ❑ Bosnia
- ❑ Czech Republic
- ❑ Finland
- ❑ France
- ❑ Germany
- ❑ Greece
- ❑ Italy
- ❑ Norway
- ❑ Poland
- ❑ Rep. of Ireland
- ❑ Russia
- ❑ Spain
- ❑ Sweden
- ❑ Switzerland
- ❑ Ukraine
- ❑ United Kingdom

Cities
- ❑ Moscow
- ❑ Paris
- ❑ London
- ❑ Berlin

Latin America:
Countries
- ❑ Argentina
- ❑ Brazil
- ❑ Venezuela
- ❑ Chile
- ❑ Colombia
- ❑ Costa Rica
- ❑ Cuba
- ❑ Ecuador
- ❑ Guatemala
- ❑ Haiti
- ❑ Mexico
- ❑ Panama

Cities
- ❑ Sao Paulo
- ❑ Brasilia
- ❑ Mexico City

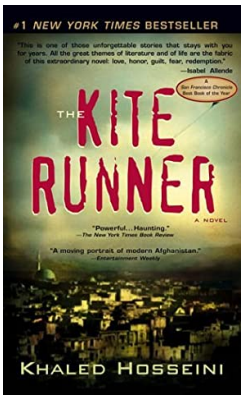
North America:
- ❑ Canada
- ❑ United States

Cities
- ❑ Chicago
- ❑ New York City
- ❑ Los Angeles
- ❑ Houston
- ❑ San Francisco

Misc. Regions:
- ❑ Rustbelt
- ❑ Bible Belt
- ❑ Sunbelt

PART II: READING

You will be required to read the following book: *The Kite Runner* by Khaled Hosseini



Although this can be found at your local library, I encourage you to obtain your own copy of the book (if possible). That way you can annotate it and bring in the book at the beginning of the school year.

One of the required skills for this course is verbal communication. Throughout the year, you will be required to debate, discuss, and question information with your peers. In order to pre-assess (and build on) your verbal communication skills, you will be participating in a Socratic Seminar (also known as a Text-Based Discussion) at the beginning of the school year. Here is a little background information on Socratic Seminars:

> The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages students to build on their critical thinking and collaboration skills.

As you read *The Kite Runner,* you should prepare for the Socratic Seminar by doing the following:

1. **Take notes as you read**, discussing how the book relates to the themes of Human Geography. Themes include:
    a. Population
    b. migration/immigration
    c. Resource management
    d. Agriculture and land use
    e. Race
    f. Gender
    g. Cultural norms
    h. Language
    i. Religion
    j. Political conflict
    k. Urban life
    l. Industry

2. After reading, prepare several questions that will help contribute to the class discussion. Here are some examples of different types of questions that can be asked in a Socratic seminar:
    a. World Connection Questions: Write a question connecting the text to the real world. Example: If you were given only 24 hours to pack your most precious belongings in a backpack and get ready to leave your home country, what might you pack? (This was based on a reading from the book *Night*).
    b. Close-Ended Questions: Write a question about the text that will help everyone in the class come to an agreement about events or characters in the text. This question usually has a “correct” answer. Example: What happened to Hester Prynne’s husband that she was left alone in Boston without family? (This was based on a reading of *The Scarlet Letter*).
    c. Open-Ended Question: Write an insightful question about the text that will require proof of reading and contribute to a group discussion to discover or explore the answer to the question. This may be an opinion question, but the answer(s) must be based on information from the text. Example: Why did Gene hesitate to reveal the truth about the accident to Finny that first day in the infirmary? (This was based on a reading of *A Separate Peace*). *Note: there may be more than one appropriate answer to these types of questions
    d. APHG Question: Write a question connecting the text to one of the themes from the course. Example: How do the gender roles in one part of the world differ from those in another part of the world in the Kite Runner?

You must come to class on the day of the Socratic Seminar with your notes (these must be handwritten), and *at least* ONE of each type of question (written on the last page of this packet). You are encouraged to bring the book with you as well, as you will be able to refer to it throughout the discussion.

You will be graded based on the Lincoln High School School-Wide Rubric for Text-Based Discussion (see a copy below - we will discuss this in class prior to the Socratic seminar).

Text-based Discussion School-wide Rubric

Expectations	Exceeds Standard 4	Meets Standard 3	Nearly Meets Standard 2	Below Standard 1
Conduct	Works with peers to promote civil, democratic discussions and decision-making by showing respect and patience *for different and complex ideas.* Brings others into the conversation by clarifying, verifying or challenging ideas and perspectives that *probe reasoning and evidence to promote divergent and creative perspectives.* Speaks to *all participants to deepen understanding* while ignoring *all* distractions.	Works with peers to **promote civil, democratic discussions and decision-making by showing respect and patience**. *(SL-9-12-1b, CE 3.1&2)* Brings others into the conversation by **clarifying, verifying or challenging ideas and perspectives** that relate the current discussion to broader themes or larger ideas. *(SL-9-12-1c)* **Maintains focus** by addressing most comments to other participants to encourage further discussion while ignoring most distractions.	Attempts to work with peers but shows little respect and patience. Attempts to bring others into the conversation, but attempts are either unclear, do not verify or challenge ideas and perspectives, and/or do not relate the current discussion to broader themes or larger ideas. Lacks focus by directing most comments to teacher and/or does not further the discussion; appears distracted.	Shows no patience or respect. Fails to bring others into the discussion or uses inappropriate language. Is inattentive and distracted.
Speaking and Reasoning	*Skillfully* fulfills all discipline-specific and task requirements. *Skillfully* presents information, findings, supporting evidence, and conclusions from text(s) *and addresses alternative or opposing perspectives.* *Insightfully* analyzes and evaluates the arguments and specific claims in text(s) by *applying the ideas to develop new concepts.*	Fulfills all disciple-specific and task requirements. **Presents** information, findings, supporting evidence, and conclusions **clearly, concisely, and logically** from text(s) such that listeners can follow the line of reasoning; organization, development, substance, and style are appropriate to purpose, audience and task. *(SL-9-12-4, RI-9-12-1)* **Analyzes and evaluates** the argument and specific claims in text(s), **assessing** whether the reasoning is valid and the evidence is relevant and sufficient while **identifying** false statements and reasoning. *(RI-9-12-8)*	Attempts to fulfill all discipline-specific and task requirements, but one element is inaccurate or incomplete. Attempts to present information, findings, supporting evidence, and conclusions from text(s), but line of reasoning is unclear and/or organization, development, substance, and style are inappropriate to purpose, audience and task. Attempts to analyze and evaluate the argument and specific claims in text(s), but analysis lacks sufficient development of the logic of the argument of the text(s) and evidence presented.	Does not fulfill several discipline-specific and task requirements. Presents little or no information, findings, supporting evidence, and conclusions and makes no connection between ideas with no resolution of contradictory concepts. No analysis or evaluation of text(s) is evident.
Listening	Responds thoughtfully to diverse perspectives; *synthesizes comments, claims, and evidence made on all sides of an issue; resolves contradictions when possible; and determine what additional information is required to deepen the investigation.* *Skillfully* evaluates a speaker's point of view, reasoning, and use of rhetoric *by assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.* Reaches a consensus with the group to solve a problem, make a decision, achieve a goal or complete the task by resolving differences.	**Responds thoughtfully** to diverse perspectives, **summarize** points of agreement and disagreement, and, when warranted, **qualify or justify** their own views and understanding and **make new connections** in light of the evidence and reasoning presented. *(SL-9-12-1d)* **Evaluates** a speaker's point of view, reasoning, and use of rhetoric, **identifying** flawed logic or exaggerated and distorted evidence. *(SL-9-12-3)* **Reaches a consensus with the group** to solve a problem, make a decision, achieve a goal or complete the task by resolving differences. *(SL-9-12-1d, SE 2.2)*	Attempts to respond to diverse perspectives, but is unable to accurately summarize points of agreement and disagreement and make connections to evidence and reasoning presented. Attempts to evaluate a speaker's point of view, reasoning, and use of rhetoric, but is unable to identify flawed logic or examine evidence adequately. Attempts to reach a consensus, but is unable to agree with all aspects of the solution of the group.	Little or no response to evidence and reasoning presented. Makes little or no attempt to evaluate a speaker's point of view, reasoning, and use of rhetoric. Does not reach consensus with the group.
Reading Comprehension	Demonstrates *exceptional* comprehension by citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text *and applies analysis to develop new concepts* .	**Demonstrates comprehension by citing** strong and thorough textual evidence **to support analysis** of what the text says explicitly as well as inferences drawn from the text. *(RI-9-12-1)*	Demonstrates limited comprehension by making few references to the text(s).	Demonstrates no comprehension of the text(s) by making no references to the text(s).

Name: _____ APHG9

Socratic Seminar Prep (Kite Runner)

The Socratic method is based on Socrates' theory that it is more important to enable students to think for themselves rather than to merely fill their heads with the "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers.

During a Socratic seminar (also known as a Text-Based Discussion at LHS), students are given opportunities to examine a common piece of text, such as a novel, poem, art print, or piece of music. After reading the common text(s), open-ended questions are posed.

Open-ended questions allow students to think critically, analyze multiple meanings in text, and express ideas with clarity and confidence. It is important that students understand that this format is based on dialogue, not necessarily debate.

As a participant in a Socratic Seminar, students are expected to respond to one another with respect by carefully listening, instead of interrupting. Students are encouraged to "paraphrase" essential elements of another's ideas before responding, either in support of or in disagreement with.

After reading the novel The Kite Runner, you will prepare several open-ended questions that will help contribute to the class discussion. Here are some examples of different types of questions that can be asked in a Socratic seminar:

a. World Connection Questions: Write a question connecting the text to the real world. Example: If you were given only 24 hours to pack your most precious belongings in a backpack and get ready to leave your home country, what might you pack? (This was based on a reading from the book *Night*).
b. Close-Ended Questions: Write a question about the text that will help everyone in the class come to an agreement about events or characters in the text. This question usually has a "correct" answer. Example: What happened to Hester Prynne's husband that she was left alone in Boston without family? (This was based on a reading of *The Scarlet Letter*).
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d. APHG Question: Write a question connecting the text to one of the themes from the course. Example: How do the gender roles in one part of the world differ from those in another part of the world in the Kite Runner?

You must come to class on the day of the Socratic Seminar with your notes (these must be handwritten), and *at least* ONE of each type of question (written on the last page of this packet). You are encouraged to bring the book with you as well, as you will be able to refer to it throughout the discussion.

You may use the back of this sheet to write your questions. You MUST come to class with your questions in order to participate in the discussion.

You will be graded based on the Lincoln High School School-Wide Rubric for Text-Based Discussion (see a copy below - we will discuss this in class prior to the Socratic seminar).

1. World Connection Question(s): _____

2. Close-Ended Question(s): _____

3. Open-Ended Question(s): _____

4. APHG Question(s): _____