

Our course begins with the study of ancient civilizations. We utilize a number of methods to determine how people may have lived and what they valued as a society. Our knowledge of these people is furthered by our access to their surviving monumental architecture\*. The existence of large and extravagant structures can help to answer important questions. For example,

- What materials were available and what was their level of engineering and technology?
- How powerful were their political and religious leaders and how did they mobilize the extensive amount of labor to complete these elaborate creations?
- What do the monuments disclose about the beliefs and rituals of the people?
- What does the level of public access and the utilization of a monument reveal to us about social class divisions?

*\* Monumental architecture embraces large houses, public buildings and special purpose structures. Its principal defining feature is that its scale and elaboration exceed any practical functions that a building is intended to perform. A palace may require large numbers of storerooms and accounting offices if it is to serve the needs of the king or high officials who inhabit it. Yet the fact that archaeologists can so easily recognize buildings that in terms of size and quality of their construction greatly exceed what is required by such practical needs eloquently testifies to the importance of monumental structures in complex societies. Such buildings were constructed in regions such as Mesopotamia, Egypt, South Asia, Mexico, Peru, and West Africa.*

[Bruce G. Trigger.](#)

### Ziggurat - Mesopotamia



### Angkor Wat in Cambodia



### Great Mosque of Djenne in Mali



## Summer Assignment

Due at the end of the First Week of School 2016-2017

Read the article by David Montgomery, [In the stories it tells, the National Mall reflects America's state of constant change](#). Washington Post Magazine, 9-15-2015

Please visit an example of public monumental architecture created in Modern World History (after 1450). There are a number of local examples in Washington, D. C. If you are traveling long-distance this summer you can use another example.

### Good Examples

Capitol Building

Jefferson Memorial

Lincoln Memorial

National Cathedral

Taj Mahal

Eiffel Tower

St. Louis Arch

Statue of Liberty

### Not Good Examples

Individual Statues (i.e. George Henry Thomas, Admiral David G. Farragut, Albert Einstein)

Any metro station or Starbucks

The Lion and the Mouse Statue: Old Silver Spring Library

Any public building that primarily serves its function without being ostentatious or oversized.

Norman Lane Memorial "Mayor of Silver Spring" Statue, Downtown Silver Spring

F. Scott Fitzgerald Gravesite in Rockville, MD

### **Post to your CAP Blog:**

- 1) Provide two (2) photographs of the monumental architecture and one (1) selfie.
- 2) Explain when and why it was created. How much money did it cost to build, how many workers (est.) were required and what were the primary materials used in its creation?
- 3) What does the monumental architecture reveal about the beliefs and values of the people at the time it was created?
- 4) Is the monumental architecture accessible to everyone today? Explain.
- 5) Does the monumental architecture symbolize ideas that are important today and will they be important in the future?

If you have questions about the appropriateness of a specific example of monumental architecture for this assignment or any other questions, please contact me through my MCPS email account.

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## Summer Reading 2016 – Plotinsky

### AP Language and Composition

#### Read the following texts:

- *Life of Pi* by Yann Martel
- *Into the Wild* by Jon Krakauer

#### While you read:

- Take notes that address stylistic conventions, thematic content and, most importantly, the author's rhetorical purpose. These notes will not be collected; rather, they will be used for your own reference while writing our in-class essay.
- Annotate the texts (or use Post-it notes if you don't like to mark up books) as you read to pursue active, rather than passive, reading skills.

During the first two weeks of school, bring your books and notes to class. Be prepared to complete a writing assessment that addresses your persuasive writing skills. We will also do several in-class activities that relate to the above readings.

Note: Ideally, students should obtain their own copies of the summer reading texts. However, please contact the CAP office or me if you need assistance.

If you have questions over the summer about your assignment, I will be checking my email weekly. You can reach me at:

[miriam\\_r\\_plotinsky@mcpsmd.org](mailto:miriam_r_plotinsky@mcpsmd.org)