2016 Social Studies Summer Assignments

MIDDLE SCHOOL

6th Grade

Use this link (https://www.eduplace.com/ss/maps/pdf/us_nl.pdf) to access the blank map of the United States and practice knowing where all the states are on the map. There will be a test during the first week of classes. I will give you a blank map and a list of the states for you to fill in.

7th Grade

You will have 2 assignments this summer. A book assignment and a National History Day assignment.

You will be reading *Fever 1793*, by Laurie Halse Anderson. It is a fictionalized account of a teenage girl’s life during the yellow fever epidemic which swept Philadelphia in 1793. This assignment is to be handed in on September 7, 2016.

The essay should be a minimum of 1 typed page, double spaced with 1” margins using Times New Roman font, size 12.

Please answer the following questions in your essay:

1. Describe in detail, what was Philadelphia like in 1793? Give at least three specific examples.
2. What were two advantages and two disadvantages of living in the countryside outside of Philadelphia?
3. Select one main character in *Fever 1793* and explain how his/her role in this story impacted Mattie. Give at least three concrete examples from the story to prove your point.
4. How was the life of a 14 year old in 1793 different from the life of a 14 year old today? Please give at least three specific examples.

National History Day 2017

All students will be participating in National History Day this year for 7th grade.
National History Day is a national program where students create projects based on a theme. The 2017 theme is *Taking a Stand in History*. Upon return to school, every student should have three ideas of possible topics for their NHD project. Topics can be related to anything in history, including, but not limited to, events and people in history, famous scientists or scientific discoveries, important athletes, influential writers, etc. The person or event you choose for your topic should relate to the theme *Taking a Stand in History*. Please write 3-5 sentences about how each topic relates to the theme *Taking a Stand in History*. We will research further in the beginning of the year. Students should also have an idea as to what kind of project they will be doing (Documentary, Website, Exhibit, or Performance.) Please check the NDA NHD site for updates on NHD 2017.

8th Grade

*Hotel on the Corner of Bitter and Sweet*, by Jamie Ford

In the second semester we will study WWII, the Holocaust, and The Civil Right’s Movement. *Hotel on the Corner of Bitter and Sweet* is a fictional account of a young Chinese-American boy, Henry Lee, who befriends a young Japanese girl, Keiko Okabe. After Pearl Harbor things change and the girl is forced into a Japanese internment camp during WWII. It flashes back between WWII years and the 1980’s.

**Reflection:**

After reading *Hotel on the Corner of Bitter and Sweet*, do you think America was justified in placing Japanese Americans, both citizens and noncitizen immigrants, into internment camps? Why or why not? Please support your answer with at least two reasons. Additionally, find a current event article (from June 2016 - August 2016) that relates to either immigration or refugees. How do you think the events in the book relate to current events? Use your article to make a correlation.

**National History Day 2017**

All students will be participating in National History Day again. The 2017 theme is *Taking a Stand in History*. Upon return to school, every student should have three ideas of possible topics for their NHD project. Please write 3-5 sentences about how each topic relates to the theme *Taking a Stand in History*. We will research further in the beginning of the year. Students should also have an idea as to what kind of project they will be doing (Documentary, Website, Exhibit, or Performance.) Please check the NDA NHD site for updates on NHD 2017.
Please read *Santa Claus in Baghdad*, by Elsa Marston.

This book is eight fictional short stories (based on historical authenticity) about teens living in Arab countries. You will complete several activities to gain an appreciation of the cultural background of the Mideast, one of the first cradles of civilization. (The assignment is worth a total of 30 points)

The summer assignment for World Cultures consists of several parts:

1. **Map Exercise**
   - Before reading, find a [blank map](http://geography.about.com/library/maps) (for example: http://geography.about.com/library/maps) of the Middle East region and print it out. (5 pts)
   - As you read, identify and color the countries indicated in the stories. The colors should be bold and easy to distinguish. (5 pts)

2. **Reflective Piece**: After completing all eight short stories, you should reflect and respond to your favorite one. Here you have some flexibility in the way you choose to respond. The options for your reflections can take any of the following forms: journal, hand drawn picture, or poem. You only need to select one type of response. (10 pts)
   - **Journal** - After reading, write a reflective journal entry about your favorite story. Please make sure to cite the title of the story in your paragraph.
     - Did you find the characters interesting? How and why were these characters fascinating?
     - Perhaps you learned something new about Arab culture? If so, please explain.
     - Why was this story your favorite?
     - Please use specific examples from the book in your reflection. The length should be between one half of a page and a page double spaced size 12 Times New Roman font.
   - **Picture** - After reading, respond to the story by drawing one of the scenes. You could also draw a scene that you create from before or after the story took place, like a prologue or epilogue. Please identify the story and its setting. On the back of the drawing, in a few sentences, you should explain why you chose this scene to draw. This should be a
polished drawing rather than a quick sketch.

- **Poem** - After reading, write a poem. Let your creativity guide you here. You may choose to write about one of the characters, themes, specific events, or general feelings the story evokes. Please write an introduction to the poem explaining which story you are reacting to.

3. **Modern Day Connections** - After reading all eight stories, select one story located in a place you would like to know more about or deals with an issue you would like to know more about. This should be a different story than the one you chose to reflect and respond to in the previous section. (10 pts)

- After selecting a region or issue that a particular story deals with, conduct a little research. Find one or two articles online from a major media outlet that center on your region or issue. Write one paragraph summarizing the article, then write a second paragraph that explains why you chose this region or issue. Be sure to include a link to the article(s). We will discuss your articles in class.

4. **Cultural Reflection** - This will be done in school as a class discussion.

- In each of the short stories you will see cultural differences, but at the same time come upon some very familiar feelings and concerns that you may have. Think about commonalities that you share with the characters. What similarities and differences do you see? You should consider ethical decisions, family responsibilities, leisure time, education, socio-economic factors, etc. With whom would you want to trade places?

Please hand in the hard copy (print) of your completed assignment to your teacher by **Wednesday, September 7, 2016**. All parts of your assignment should be stapled together.

Please consult your schedule for the name of your World Cultures teacher. Make sure to write the name of your teacher on top of the assignment and identify your class period, (i.e. period 1, 2 or 3 etc.)

If you have any specific questions after you receive your roster, feel free to email your teacher.

**10th Grade American Government**

Much of our course next year will be focused on learning about our nation’s government and applying it to current events, especially the election in the first few months. Your summer assignment is to read and respond to at least three of the current events that I will be posting into a Google Classroom for the summer.
First Article Response due: June 30th
Second Article Response due: July 22nd
Third Article Response due: August 15th

You may choose any article to respond to posted between each set of dates. Each response should be a minimum of five sentences, include a well thought out opinion, and demonstrate understanding of the article. You are encouraged to engage with your classmates about the articles and ask questions or comment on each other’s comments. Additionally, please keep up with the news of the election, since we will be discussing it as we come back to school. Watch both the Democratic and Republican conventions, or read/listen about them in respectable news sources (New York Times, Washington Post, Philadelphia Inquirer, NPR, etc.)

10th Grade Advanced Placement American Government

1. Read Chapters 1 and 2 of Government in America 16th edition and complete the questions posted on the google doc. At the bottom of the form Please click Send me a copy of my responses. Print out and bring it to class the first day!

2. Election 2016 Watching the Candidates

Using newspapers, magazines, news sites follow both presidential hopefuls.

● Read 5 articles about each candidate - 10 articles total
  ○ News from the national conventions from both parties
  ○ Look for articles about money in the campaign ex. Super Pacs
  ○ How the media is covering the campaign
  ○ Campaign strategy ex. campaigning in battleground states, what are the battleground states, is PA a battle ground state?
  ○ What is the VP candidate doing
● Write/type a summary of the article (5-6 sentences) and attach the article to the page.
● Organize in a folder and bring to class the first day of class

11th Grade - United States History - Summer work is due on the first day of class

Please read Triangle: The Fire that Changed America by David von Drehle.

“Triangle is a poignantly detailed account of the 1911 disaster that horrified the country and changed the course of twentieth-century politics and labor relations. On March 25, 1911, as
workers were getting ready to leave for the day, a fire broke out in the Triangle Shirtwaist factory in New York’s Greenwich Village. Within minutes it spread to consume the building’s upper three stories. Firemen who arrived at the scene were unable to rescue those trapped inside: their ladders simply weren’t tall enough. People on the street watched in horror as desperate workers jumped to their deaths. The final toll was 146 people—123 of them women. It was the worst disaster in New York City history. ”  

As you read, focus on 1) the immigrant experience of the workers at the Triangle Shirtwaist Factory; 2) the challenges and perils of industrialization; 3) workers' demands for unionization and bosses' resistance to these demands; 4) and the changing relationship between labor and government that emerged as a result of the Triangle fire.PBS American Experience

Please write a reflection addressing each of the four focus points above. Your reflection should be in Times New Roman, 12 font, 1 inch margins, 1 ½ spacing and not exceed two pages. If you quote or paraphrase from the book, proper citations are expected.

If you have any questions check your roster for your history teacher or email Mrs. Turner at jsturner@ndapa.org

11th Grade Advanced Placement U.S. History

Welcome to A.P. United States History.

The textbook for this course is The Unfinished Nation: A Concise History of the American People by Alan Brinkley. This year we will be using the 7th edition.

This is a college level course that requires college level participation. The summer reading assignment that follows is designed to introduce you to the type of thinking and reading typical of an Advanced Placement course. This is designed to keep you thinking historically and perhaps look at the discipline of history in a new light. Additionally, the readings are intended to enrich the beginning of the year and lay groundwork for the course as a whole.

Required for everyone is the book 1491: New Revelations of the Americas before Columbus by Charles C. Mann. This book is an interdisciplinary study using science, history, and archaeology whereby Mann radically alters our understanding of the Americas before the arrival of Columbus in 1492. There will be a test on 1491 the first week of school.
The next part of your summer reading will be directed by your interests. First you should choose a biography of any United States President. Three of the most natural choices based both on popularity and influence are George Washington, Abraham Lincoln, and Franklin Delano Roosevelt. The second tier of presidents would be Theodore Roosevelt, Thomas Jefferson, Andrew Jackson, Woodrow Wilson, James Madison, Lyndon B. Johnson, Harry S. Truman, Dwight D. Eisenhower, and Ronald Reagan. A third tier of presidents, chosen less for their own influence than their role in events at pivotal times, are James Monroe, John Adams, John F. Kennedy, Richard Nixon, James Buchanan, Andrew Johnson, Herbert Hoover, Grover Cleveland, William McKinley, and James K. Polk. Please feel free to choose any president not on my list, however they might be of less value to you for this course as well as the fact that quality biographies might be difficult to find.

Second you should choose one of the following titles from the list of American literature below. These works will provide you with needed cultural background from the American past.

- *Last of the Mohicans* James Fenimore Cooper
- *Leaves of Grass* Walt Whitman
- *Moby Dick* Herman Melville
- *Walden* Henry David Thoreau
- *The Adventures of Huckleberry Finn* Mark Twain
- *The Adventures of Tom Sawyer* Mark Twain
- *Narrative of the Life of Frederick Douglass, an American Slave* Frederick Douglass
- *Uncle Tom’s Cabin* Harriet Beecher Stowe
- *The Jungle* Upton Sinclair
- *The Sun Also Rises* Ernest Hemingway
- *A Farewell to Arms* Ernest Hemingway
- *Their Eyes Were Watching God* Zora Neale Hurston
- *The Grapes of Wrath* John Steinbeck

You will use each of the two books you choose to read to start the year-long process of keeping a dialectical journal. This journal will be a conversation between you and historical sources throughout the year, both primary and secondary sources. The sources will make claims, provoke questions, and provide information that interests, excites, or disturbs you. Your part of the dialectic is to write your reactions, questions, and objections in your journal.

For each dialectical journal entry, you need to quote or paraphrase the sentences or ideas that have grabbed your attention, note down the chapter and page number(s) where you encountered them, and write an answer. Think of it as a series of letters written to the author about the content in his or her book. Feel free to agree. Feel free to disagree, but do so from evidence. Feel free to express simple wonder or curiosity. The length of each entry should be proportional to the source. A full length book should have an entry one and one half pages to two pages single
spaced. These first two entries are due the first day of school and will be graded as your first writing assignment.

If you are up for the challenge and not afraid of the workload, then you can do very well. Please e-mail me at your earliest opportunity (tverdi@ndapa.org). I would like to hear about your reading progress, answer any questions you might have regarding your reading or the assignments, or to discuss the course in general.

**12th Grade  Advanced Placement Comparative Government**

Please read *Son of the Revolution* by Liang Heng and Judith Shapiro during the first part of the summer, and *Reading Lolita in Tehran* by Azar Nafisi during the second half of the summer.

Both works explore post-revolutionary life in countries whose leaders were determined to instill commitment to the new ideological ideals. A cultural revolution was initiated to compel orthodoxy in both Mao’s China and Khomeini’s Iran. Please take notes on the questions raised for each book. (The questions will be shared in a Google document.) You will need the China notes in late November and the Iran notes in late January when we study these countries. During our introductory Unit, I will assign an essay asking you to bring together what you learned as a result of reading both works. This will be your first accountability for summer reading. Further accountability will follow when you bring your notes to class.

These events will help you make sense of your readings.

**CHINA**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1949</td>
<td>Establishment of Communist Party rule under Mao</td>
</tr>
<tr>
<td>1955-57</td>
<td>Hundred Flowers Campaign - a call for intellectuals to criticize the government as a way of releasing tensions between the Party and the intellectuals.</td>
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<tr>
<td>1957-58</td>
<td>Anti-Rightist Campaign - backlash against those who criticized the government in the 100 Flowers Campaign</td>
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<tr>
<td>1958-59</td>
<td>The Great Leap Forward - Mao’s radical plan for economic development. A famine resulted, as did a power struggle among the Communist Party’s leadership for control of the Party-State.</td>
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<tr>
<td>1963</td>
<td>Socialist Education Campaign - Mao’s attempt to re-educate intellectuals by relocating them in the countryside to learn a new class consciousness from the peasants.</td>
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<tr>
<td>1966-76</td>
<td>The Great Proletarian Cultural Revolution - Mao’s attempt to reassert his control and ideological purity in the Party. Resulted in civil war</td>
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<tr>
<td>Year</td>
<td>Event</td>
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<tr>
<td>1978-79</td>
<td>Iranian Revolution - ended rule of the Shah</td>
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<td>1979</td>
<td>Constitution of the Islamic Republic of Iran</td>
</tr>
<tr>
<td>1979- June, 1981</td>
<td>Secular moderates, leftists, moderate Islamists, and radical Islamists competed for power</td>
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<tr>
<td>June, 1981</td>
<td>Radical Islamists gained control</td>
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<tr>
<td>1980-88</td>
<td>Iraq - Iran War - Iraq invaded Iran.</td>
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