Social Studies Summer Reading 2014

Summer Reading 2014 – JUNIOR SCHOOL SOCIAL STUDIES

7th Grade

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 the first full day of classes. 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:

● Describe in detail, what was Philadelphia like in 1793? Give at least three specific examples.

● What were two advantages and two disadvantages of living in the countryside outside of Philadelphia?

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.

● 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.

8th Grade

*Farewell to Manzanar* by Jeanne Wakatsuki Houston and James Houston

In the first semester we will study WWII, the Holocaust, and The Civil Right’s Movement. *Farewell to Manzanar* is a firsthand account of Jeanne Wakatsuki, a young girl forced into a Japanese internment camp during WWII. *Farewell to Manzanar* is an account which addresses how the United States treated their citizens of Japanese descent during war-time.

Your assignment is to write six letters to a friend living outside the camp. Your letters will discuss events happening during the time, as well as conditions in the camp, and emotions you may be feeling at the time. Be sure to include terminology used in the book as well as events and places. Each letter should be typed, 12 point font, and at least 1 page, double spaced. Please bring to the first day of class.
First Letter: Beginning of the War, following the bombing of Pearl Harbor. Include Executive
Order 9066. Has your life changed at all?

Second Letter: Your first few days in Manzanar. Include how you and your family are adjusting.

Third Letter: Describe events that have happened since you moved to camp. Maybe your father,
like Jeanne’s, has returned from Ft. Lincoln. Mention the December Riots and Loyalty Oath.

Fourth Letter: Discuss the year at school. Discuss the draft and diminishing number of people at
Manzanar. Mention the Supreme Court cases.

Fifth Letter: Discuss the closing of the camp and how your family may feel. Mention the
bombings of Hiroshima and Nagasaki. What are your family’s reaction?

Sixth Letter: The war has ended. What has it been like adjusting to life outside of camp? How are
you treated by others?

Summer Reading 2014 – HIGH SCHOOL SOCIAL STUDIES

9TH GRADE - World Cultures
Santa Claus in Baghdad and Other Stories about Teens in the Arab World
by Elsa Marston
This book is eight short stories about teens living in Arab countries. The summer assignment for
World Cultures consists of several parts:
1. Before reading, find a blank map (for example, http://geography.about.com/library/maps) of
the Middle East region and print it out.

2. Before reading, complete the first two columns of the KWL chart below. What do you know
about the Arab World? What do you want to learn?

3. As you read, identify and color the countries indicated in the stories.

4. In 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 do you see? What differences? Consider ethical
decisions, family responsibilities, leisure time, education, etc. With whom would you want to
trade places? Be prepared for a discussion on these questions.

5. After reading, write a reflective paragraph(s) about your favorite story. Please make sure
to cite the title of the story in your paragraph. Did you find the characters interesting? The
situations? Perhaps you learned something new about Arab culture. Why was this story your
favorite? If you can manage, use specific examples from the book in your reflection. The
paragraph should be typed in 12 pt. font and double spaced.
6. **Return to** the KWL chart and complete the third column with new detailed information that you learned about the Arab World. This should be quite extensive after reading the book!

Please mail the complete assignment (map, KWL chart, and paragraph) to the Academy of Notre Dame by **Monday, August 25th**. All three parts of your assignment need to be attached either with a paperclip/ or stapled. **Please consult your schedule** for the **name** of your **World Cultures teacher**. Please make sure to write the **name** of your teacher on the outside of the envelope. Please identify when you have World Cultures by identifying your class period. (i.e. period 1, 2 or 3 etc.) If you do have any specific questions after you receive your roster, please feel free to email your teacher. (Mrs. McMahon, Mrs. Ryder or Mr. Verdi)

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<tr>
<td>What I <strong>Know</strong></td>
<td>What I <strong>Want To Learn</strong></td>
<td>What I <strong>Have Learned</strong></td>
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**10TH GRADE – American Government**

**Current Events** assignment on **national issues in preparation for Mid-Term Election 2014**.
Goal: Our first unit will focus on the media. Students will discuss various media and print viewpoints such as liberal, conservative, and moderate. Hopefully, students will gain an understanding of well written points of view, rather than a biased point of view. Understanding the important domestic and national issues is important as we approach the historic midterm elections in November 2014.

Students will **CHOOSE a CURRENT EVENTS ARTICLE** in preparation for a class assignment within the first several weeks of September. Bring the **HARD COPY of your article to class**. All girls are encouraged to pick a topic (listed below) that is of interest to them. It should be an enjoyable and enriching experience to learn more about a topic or to learn something new.

Students will choose one current event article from national periodicals (see list below). Your article should focus on one topic. Articles should represent viewpoints from reputable newspaper or national magazines. Newspapers such as the *New York Times*, *Wall Street Journal*, *Christian Science Monitor*, and *Washington Post* are recommended. Magazines such as *Time* magazine, the *Economist*, Newsweek, and links to PBS are also acceptable. I recommend that you DO NOT choose an article from a local county newspaper. I ask you to read carefully and to **NOT** choose a blog by accident. A blog is usually a discussion of a previously written article or topic. (Look in the bottom corner of your article since it often uses the word blog.)

The length of your article should be no less than **250 words** (one magazine page). The hard copy of your article is due in class on **Monday, September 8, 2014**.

If for some reason, you cannot locate an article on your own, then you may use the resources of the NDA library. (Go to Connelly Library, to research center (on the left) and click on current events (on the left).)

**Suggested Topics:** (choose one topic from the list)

- **Platforms for U.S. Governor or Congress (PA Gubernatorial race) etc.**
  Or other elections (Congressional etc.) of national interest
- **Domestic**- immigration, health care, Homeland Security, campaign finance, census, same sex marriage, civil liberties (freedom of speech, freedom of the press, and freedom of assembly) criminal rights (search and seizure, double jeopardy) education, state budgets, transportation
- **Foreign policy**- terrorism and counter terrorism, U.S. relations with Ukraine, USSR Iran, Iraq and EU etc. Defense spending, U.S. Role in the U.N., U.S. foreign relations in any area of the world is acceptable.
- **If you have an interest in other topics, please let me know.**

If you have any questions, please let me know. Please enjoy every moment of your summer!
All the best,

Mrs. McMahon (lmcmahon@ndapa.org)
10TH GRADE - A.P. American Government

1. Read Chapters 1 and 2 of Government in America 16th edition and complete the questions posted on the following google doc. [click here]

Please click Send me a copy of my responses at the bottom of the form. Print out and bring it to class the first day!


The mid-term election of November 2014 is upon us! Please do the following:

● what are midterm elections - use you text or another source for a definition.
● who is your representative?

Follow the race in your district and other races in the November 2014 election cycle. Governor Tom Corbett is running for reelection. His opponent is Tom Wolf. There are many competitive senate races happening in the country. Can the Republicans take over the Senate?

Keep a midterm journal - small (please do not use a big binder) notebook is fine. The journal should include 10 articles from print media which addresses the congressional race in your district and other races in PA and country; include the article and a brief summary of the article - summary can be hand written. Look for:

● what issues are being discussed by the candidates
● how much money is being spent - what are Super-Pacs
● *Citizens United v. FEC* is in the news - what is it and how do some members of Congress want to change it?
● TV aids - negative or positive
● which groups are supporting the candidates
● who is the newspaper endorsing - mention which newspaper

Be creative!

11TH GRADE - United States History - Summer work is due Thursday, September 4th.

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.”  

Amazon Book Description

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 email Mrs. Turner at jsturner@ndapa.org.

11TH GRADE – A. P. United States History

This is a college level course that requires college level participation. In order to introduce you to the type of thinking and reading we will be doing this coming school year, you will complete a small amount of summer reading. This is designed to keep you thinking historically and perhaps look at the discipline of history in a new light.

First, you should read Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong by James W. Loewen

Be prepared to discuss this book upon your return to school in September.

Additionally please choose one of the following to read and write a scholarly review based on the book of your choice:

Founding Brothers: The Revolutionary Generation by Joseph J. Ellis

About the Revolutionary generation. Considered a classic study in the key figures from this crucial time period.

Revolutionary Characters: What Made the Founders Different by Gordon S. Wood

An interesting look at the Founders - why they are so different from both each other and from modern politicians. Wood is one of the all-time greats in American history.

Perilous Fight: America’s Intrepid War with Britain on the High Seas, 1812 - 1815 by Stephen Budiansky

A look into a often overlooked war in U.S. History. While this is Naval History and Military History is not covered on the A.P. exam, this book offers excellent insight into the long
term effects of this conflict.

Team of Rivals: The Political Genius of Abraham Lincoln by Doris Kearns Goodwin
Long but rewarding book about Lincoln, his cabinet, and the personalities and power struggles of the time.

Half Slave and Half Free: The Roots of the Civil War by Bruce Levine
An academic look into the causes of the Civil War. Accessible argument of a complex issue.

A scholarly review should identify the author’s thesis as well as assess the sources used to construct the overall argument. Reviews also typically provide commentary on the book’s usefulness. Critique the book. No longer than 2 pages double spaced. Share the review via google docs no later than 1 September 2014.

12th grade - Contemporary Global Issues

I Am Malala by Malala Yousafzai and Christina Lamb
This book will be used in class the first week of both semesters. Students scheduled for Contemporary Global Issues in September, 2014, please purchase the book and bring to class the first day.

12th grade - AP CoGo Summer Reading, 2014

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 posted in Google.) 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

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<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>
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<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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<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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<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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### IRAN

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<tr>
<th>Year</th>
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<tr>
<td>1978-79</td>
<td>Iranian Revolution - ended rule of the Shah</td>
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<tr>
<td>1979</td>
<td>Constitution of the Islamic Republic of Iran</td>
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<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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