SUMMER READING 2012

JUNIOR SCHOOL SOCIAL STUDIES
SEVENTH 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 1 typed page, double spaced with 1” margins using Times New Roman font, size 12.

Please answer the following questions:

● What was Philadelphia like in 1793?
● What were the advantages and disadvantages of living in the countryside outside of Philadelphia?
● How was the life of a 14-year old in 1793 different from the life of a 14-year-old today?

EIGHTH GRADE

The first semester of eighth grade Social Studies will examine the issue of civil rights in the United States during the 20th century. The selection of The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights will introduce the students to a great American artist who made a significant contribution to the artistic and social fabric of American history. After reading the book students should compose (1). a bio-poem about Marian Anderson and (2). on a separate piece of paper explain each of your lines. Bring your poem and explanation to class the first day of school. Enjoy!

Format of a Bio-Poem.
Line 1: First Name
Line 2: Title
Line 3: Four Words that describe the Person
Line 4: Lover of (three things or ideas)
Line 5: Who believed in (one or more ideas)
Line 6: Who wanted (three things)
Line 7: Who used (three methods or things)
Line 8: Who gave (three things)
Line 9: Who said (a direct quote)
Line 10: Last Name

For lines 2 to 9: Write an explanation of why you selected what you wrote!
Summer Reading 2012 – 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?

5. After reading the book, write a reflective paragraph about something interesting that you learned about Arab culture. 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 27th. Consult your schedule for the name of your World Cultures teacher.
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**10TH GRADE – American Government**

**Current Events** assignment on national issues in preparation for Election 2012.

**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 presidential election in November 2012.

Students will complete background reading in preparation for a class assignment when they arrive the first week of September. 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 should choose two current event articles from national periodicals (see list below). Students are required to pick two articles, one each on each presidential candidate (President Obama and Mitt Romney). If you have a preference for a third party candidate, you may include him/her in your selection. Your article should focus in the same topic for each candidate. Thus, making the comparison will be easier.

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 newspaper.

The length of your article should be no less than 250 words (one magazine page) However, it should be no longer than one to two typewritten double spaced, font 12 pages. After reading, you will write an assignment called an article paper. You must bring hard copies of your articles to class on **Friday, September 7, 2012**.

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

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

- **Presidential conventions and platforms**
- **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, relations with Iran, Iraq and EU.
- **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 (imcmahon@ndapa.org)

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**11TH GRADE – United States History**

1. *Hotel on the Corner of Bitter and Sweet* by Jamie Ford is not due until December 2012. It is for enjoyment and discussion - there is no writing assignment.

2. *An Album of Memories* Personal Histories from the Greatest Generation by Tom Brokaw.
Our goal is for students to gain an understanding and an appreciation of American history through these personal narratives. The book is divided into three parts: the war in Europe, the war in the Pacific and the home front. Your summary should reflect your reading of the entire book. This assignment is worth 40 points. Your essay should include:

**Summary** (30 points)

- Please choose one example from each of the three sections (war in Europe and the Pacific and the home front) that illustrates what these personal stories tell you about the depression, war, and/ or the 1940’s.
- Use concrete examples for this section. Refer to each section and individual stories to strengthen your writing.
- Using these examples, summarize something new that you learned in each of these three sections.

**Reflection** (5 points)

- Explain why Tom Brokaw titled this generation as the greatest. In your viewpoint, what was this generation’s greatest contribution?

**Format** (English and grammar) (5 points)

- Composition form - approximately 500 (typed) words
- Please be specific about your choice of personal stories. You may refer to the letter or story by name, or through reference to page number.
- Remember to paraphrase if you like, so that the reader understands your point of view.
- If you choose to cite a direct quotation, you must use MLA format.
- Please see the Connelly Library site for references on citation and other appropriate tips.
- Feel free to email Mrs. Joan Turner [jsturner@ndapa.org](mailto:jsturner@ndapa.org) or Mrs. Laura McMahon at [lmcmahon@ndapa.org](mailto:lmcmahon@ndapa.org) for any questions about this assignment.

**Due date:** Thursday, September 6, 2012

Remember to turn your assignment in with your name and class period at the top of the page.

Please be prepared for class discussion about this book during the first few days of school.

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**11TH GRADE – A. P. United States History**

- **Goal:** The purpose of the summer work is twofold. First, understanding how to read critically and to read for historical understanding is a lifelong skill. Understanding history in the context of its times is important. Completing these questions and using them as a guide will help you master of historical methodology. Secondly, since this 6 credit AP course is content driven, our goal is to also get a “jump start.” We will fast forward the beginning of the course so we can spend quality time on essay writing skills and role play in the first semester. In addition, this will free up more time for the 20th century in the second semester.
During the first week and a half of school, we will complete the first three chapters in the text, *A People and a Nation*. For homework, in addition to reading the text, you will be required to read primary sources. Your adjustment to the demands of this course will be easier since you will have completed this work before you return to school. In class, you will be held accountable for this material, and ultimately you will be assigned take home essays on some of these topics. Doing the summer work on these chapters saves you the work of taking extensive notes later; and of course will also help for study for the AP exam in May 2013.

All summer work is due on Thursday, September 6, 2012. There are 2 kinds of work: oral and written. For the oral work which we will cover in class, I would like you to take notes in a binder or on loose leaf so that you can answer these questions from chapters 1-3. How you take notes is your decision. You obviously want to have good notes so you can refer to them when necessary to answer in class. The written questions will be collected on September 8th. You should have a duplicate copy for classroom corrections.

- **Procedure**: Questions should be labeled by chapter and by identification numbers.
  - Question must be typed. **Timeliness** is important; points will be deducted for lateness.
  - If a definition is covered in the short answer section, you may refer to it while writing instead of repeating it in its entirety.
- **Grading**: your summer work is worth 10%-15% of your first quarter grade. This assignment will be prorated over 100 points. Kindly email me if you have any questions at any point over the summer at lmcmahon@ndapa.org.
- **Book distribution** will be in the last week of school, Memorial Day. Hopefully, I will meet with your class or least at least individually, to explain the guidelines for written answers from the text.

**Supplementary Books:**

- Please read *The Crucible* by Arthur Miller. Be attentive to the major characters and plot. Please be responsible to comment on the nature of 17th century New England. We will have a class debate on the role of the Salem Witch trials in New England.

- Please read *The Hotel at the Corner of Bitter and Sweet* by Jamie Ford. This assignment is in conjunction with the English department summer reading.

*XPEOPLE AND A NATION* – Chapter 1

All questions and terms are to be prepared for oral review (please skim pgs 3-15) **EXCEPT** for Question # 7.

1. What navigational lessons did the Europeans in the Mediterranean Atlantic and the North Atlantic learn? Explain the relationship between these lessons and the success of European exploration, discovery and colonization in the Americas.
2. Discuss the social organization, gender roles and the importance of religion among the Indian cultures (Chinooks, Pueblos and Algonquian) of North America at the beginning of the 17th century. Were these native tribes more similar or different?
3. Explain both the political (national) and technological changes that led to and made possible the European voyages to explore and discover new lands in the 15th Th and 16th centuries. In what ways were they similar and different?
4. Explain the impact of the Columbian exchange. Which of the two civilizations, European or American, does the evidence suggest suffered more because of the introduction of disease and products that might undermine health as a result of the early contacts between the Old World and the New World.
5. What were the goals of Spanish colonization? Explain the features of the Spanish model of colonization. (encomiendas) Did Spain attain its goals? What impact did Spanish colonization have on Spanish society and on the civilizations that the Spanish encountered in the New World?

6. Explain the background to first English attempt to plant a permanent settlement in North America. Explain why the attempt failed.

7. Identify and explain the historical significance of the following people, events and places: Students need to identify significant characteristics (who, what, where, when and why?) the Hundred Years War, Prince Henry, Christopher Columbus, Amerigo Vespucci, Leif Ericsson, John Cabot, Merian Cortes, Malinche, the *encomiendas* system, John Hawkins and Sir Francis Drake, Sir Humphrey Gilbert and Sir Walter Raleigh

**A PEOPLE AND A NATION – Chapter 2**

Questions # 5, and 7 should be prepared for oral review

Questions # 1, 2, 3, 4, 6 and 8 should be written

1. Describe the goals of French colonization. Describe the characteristics of French settlements in the 16th and 17th centuries. (We will compare all three European nations later)

2. What forces in England led to English colonization? What were the goals? How did their model differ from that of the Spanish and the French?

3. Discuss the impact of each of the following on the social, political and economic development of the Virginia colony between 1607 and 1640: the head right system, the House of Burgesses, and indentured servitude. (You may bullet these answers)

4. Describe the religious beliefs of Congregationalist Puritans. Examine the impact of these beliefs on the social, political and economic evolution of Massachusetts Bay colony between 1630 and 1640.

5. Compare the relationship between the Puritans and their Indian neighbors (Pequot War and John Eliot) with that between the Jamestown colonists and their Indian neighbors. (Powhatan Confederacy) (1620-1646)

6. Compare the economic, social, political and religious characteristics of Chesapeake and New England colonists around 1640. How do you account for the differences? (Basis for practice DBQ later)

7. Why were Anne Hutchinson and Roger Williams perceived as threats by the Puritan authorities? Who posed the greater threat? Describe the effects of their beliefs and settlement in the Puritan community.

8. Identify and explain the historical significance of the following people, events and places: the Black Robes, Iroquois-Huron War, Henry VIII, Luther and Calvin, joint-stock companies, John Smith, Powhatan Confederacy; Cecelius Calvert, Mayflower Compact, Squanto, John Winthrop, Pequot War, John Eliot

**A PEOPLE AND A NATION – Chapter 3**

Questions # 1, 2, 6, 7, 8 for oral review

Questions # 3, 4, 5, 9 for written review

1. What was New Netherlands like when it was acquired by the Duke of York? How did it develop as an English colony in the 17th century? (political, social and economic)

2. Explain the unique characteristics of the settlement of Pennsylvania. In what ways did Quaker beliefs impact the social and economic development of Pennsylvania?

3. Why was African slavery introduced into the Americas? Describe the experience of the Middle Passage.
4. Explain the Triangular Trade and its importance to North America. Defend the following statement: “The traffic in enslaved human beings served as the linchpin on the Atlantic trading system.”

5. Explain the impact of large-scale slavery on the political, social and economic development of the Chesapeake and the Carolinas.

6. Explain the effects of French expansion on the Iroquois, the Spanish on the Pueblos and the English on the Wampanoag. (This will be the basis for a Thought Question later.)

7. What is mercantilism? How did Parliament attempt to apply this philosophy to her economic relationship with her colonies? (1651-1673)

8. Analyze the forces responsible for the Salem Village witchcraft crisis. Why did the crisis end so abruptly?

9. Identify and discuss the historical significance of the following people, events, places: the English Civil War, Carteret and Berkeley, the Fundamental Constitution of Carolina, the Pueblo Revolt of 1680, King Philip’s War, Bacon’s Rebellion, the Navigation Acts, vice-admiralty courts, the Tuscarora War, the Yamasee War, the Dominion of New England, the Glorious Revolution, King William’s War

12TH GRADE – A.P. Comparative Government

Welcome to A.P. CoGo! What you learn will “prepare you for life” in a diverse, ever-changing world community.

The work assigned will be the basis for class discussions and homework our first few days of class in September. I suggest that you keep your summer notes in a notebook (real or virtual!). I will not collect this work, but I will expect that you have completed it. These over-the-summer assignments are meant to help you “ease in” to our class.

Comparative Politics: Domestic Responses to Global Challenges

Read chapter 1 and be prepared to respond to each of the following directives:

1. Explain at least one rationale for comparing political systems.

2. Explain why generalizations and theories are goals of comparative politics. Why is the scientific method useful for comparative politics?

3. Define state in the context of comparative politics.

4. Distinguish between the types of states and offer examples.

5. Recognize and offer initial definitions of other core concepts identified in p.17.

On-line research using concepts presented in chapter 1.
6. Find three examples of states that are not nation-states. Defend and explain your choices.
7. Find three examples of nations that are not states. Defend and explain your choices.

On-line reading. Access The Fund for Peace: The Failed States Index for 2012 (or 2011 if 2012 is not listed yet).
8. Focus on the map and jot down your initial impressions.
9. Note the twelve indicators used for the rankings. Why would these be important (or not) in assessing the relative strength and weakness of states?
10. Read the “Country Profiles” of the two states with the worst failure “alert” and three others with “alert” status. Note what is similar in their problems.
11. Read the “Country Profiles” of three states in the “sustainable” ranking and note what is similar in their success.

Wonder as your read! Enjoy your questions and your musings!