

Social Studies Department

Summer Reading Assignments 2010-2011

Rising Grade 9, World History: **Mythology by Edith Hamilton**

Rising Grade 10 and 11 U.S. History: **Incidents in the Life of a Slave Girl**
by Harriet Jacobs.

Rising Grades 11 and 12,

Psychology: **Speak by Laurie Halse Anderson**

Gov't. & Law: **TEENS ON TRIAL: Young People Who Challenged**
theLaw- and Changed Your Life by Thomas A. Jacobs, J.D.

AP U.S. History: **The Princeton Review Cracking The AP U.S. History Exam**
By Tom Meltzer and Jean Hofheimer Bennett

United States History, Preparing for the Advanced
Placement Examination by Newman and Schmalbach

Summer Reading: World History – Grade 9

Book: Mythology by Edith Hamilton
First Back Bay paper back edition

Overview: Congratulations on being accepted to Mount Saint Joseph Academy. We hope you enjoy this summer reading and look forward to seeing you all in the fall. If you have any questions or concerns about this assignment, please feel free to contact us at the school. Best of luck as you finish out this school year and have a great summer.

As part of the Freshwomen curriculum in World History, we will spend the early part of September discussing the great civilization of Ancient Greece. To better prepare students for this event, we are asking them to do a little background reading on the Greek Gods and Myths. Although this is a social studies summer reading assignment, other disciplines will be adapting the material covered to their own courses. Science, for example, will be beginning the year with a discussion of astronomy, which ties in nicely with Greek Gods and Myths. The English department will be using this book as background for class discussions and assignments on Greek myths and legends. In art class, you will be learning about Greek art and architecture. Even math will be touching upon some of the great Greek mathematicians and their theories. As you can see, this one book will have many applications. For the summer reading, we will only be asking you to read **selected** sections of the text. Don't worry; we will utilize the remaining segments as we proceed through the first semester.

Directions and evaluation information:

When we return to school, after summer vacation, I will be asking you to respond in class to a timed writing essay prompt. The essay will be worth a test grade. In preparing your response, you will be able to use both the summer reading book and note cards as resources during the actual timed writing. The note cards will be collected along with your timed writing and evaluated based upon the criteria listed in the rubric on pages 2 and 3. Note cards will be worth two homework grades. The prompt itself is designed to assess your writing skills. It's important for us to get a sense of what writing skills you bring with you to the Mount and what skills we need to work on during your freshmen year. Thus, the prompt will require you to write a basic multi-paragraph essay. I have decided to call this assignment The Alpha Project: Can you guess why we chose that name for this particular project? Extra credit if you can figure that one out. We'll discuss that question when we meet together in September.

Please read only the following selected sections of the book:

- The Gods pages 21-52.
- Cupid and Psyche pages 121-134
- Hercules pages 224-243

As you read the book you will want to take notes. Some of you may wish to take notes in the book itself but you will also be required to take notes on note cards. Each of you must have at least 5 to 7 3x5 note cards ready to use on the day of the writing assignment and to turn in, on that day, as part of the evaluation. These note cards must be handwritten but feel free to write on both sides of each card if you wish.

What kind of information should be on your note cards?

What follows are basic expectations about what information should be on these note cards. Remember, these are the very basics expected. Feel free to add additional information you think might be helpful to you during the timed writing.

- Identify the main characters in each of the stories you are asked to read. In doing so, give a brief description of each and the role they play in the story.
- For each section you read you should take notes on the conflict and how that conflict was resolved – if at all.
- In the section The Titans and the Twelve Great Olympians, be sure you can identify each of the Olympian Gods, identify what they were considered Gods of and then match them up with their Roman equivalent.

- In the section The Gods you should be able to identify the following mythological figures or terms: Eros, Hymen, Iris, Hermes, Muses, Graces, Ocean, Poseidon, Triton, Naiads, Tartarus, Erebus, Charon, Cerberus, Minos, Aeacus, Rhadamanthus, Elysian Fields, Styx, Erinyes (furies), Demeter, Dionysus, Pan, Satyrs, Oreads, Dryads
- Lastly, as you read through these selected sections of the book, you'll come across certain words and phrases from Greek Mythology that have become part of the English language - see the list below. You need to take the words from this list and construct an original sentence that clearly demonstrates your understanding of each word/phrase. You may use a dictionary to assist you in this process but the sentence you create should leave me in no doubt you understand the meaning of the word as it is used **today**.

List of Words/Phrases:

Achilles, Atlas, Echo, Labyrinth, Psyche, Titan, Olympic, Oracle, Fate, Ocean, Trident, Cupid, Stygian, Pandora's Box, Typhoon, Odyssey, Herculean, Panic, Mercurial, Midas Touch, Narcissistic, Pantheon, Pygmalion, Python, Arachnid, Chronology, Elysian Fields.

Rubric for evaluating note cards

- 20%** At Least 5-7 note cards
- 50%** You have taken notes that cover the basics listed on the top of this page.
- 30%** Whether or not the note cards demonstrate the student has taken time and effort creating them

The Note cards: Key Reminders & Expectations

- Note cards are worth two homework grades.
- Note cards must be ready to be turned in with your essay on the day of the evaluation.
- No note cards will be accepted unless they are handwritten in the student's own handwriting.
- Your name must be on each card and they are bound together with a rubber band.
- No essay will be graded until your set of note cards has been submitted and the teacher is satisfied that the note cards meet the requirements indicated above.
- Each day these cards are late you shall be deducted 10% from both your essay grade and note card grade.

Due Date: Students will sit the evaluation during the first full week of school, on a day to be determined by the teacher. The teacher will give the students at least two days notice of when the evaluation will be, so that they may come prepared for that day. Students may not participate in the class writing response unless they have at least the requisite number of their own handwritten note cards and a copy of the book. If necessary, work will be deducted **10%** for each day it is late.

Questions: If you have any questions about the assignment, you may email Mr. Ward at the address below. At the same time, keep in mind that teachers may not be checking emails as regularly during the summer as they usually do. So plan ahead, if you leave this until the last minute the teacher may not be immediately available to answer your questions.

Email Mr. Ward at: Eugene.Ward@mountsaintjosephacademy.org

Summer Reading: U. S. HISTORY – Grades 10 and 11

BOOK: Incidents in the Life of a Slave Girl by Harriet Jacobs.

ISBN: 0-451-52752-6

Purposes: This book will help you to better understand the significance of the role of slavery in the Civil War and help you to appreciate the impact of slavery on our nation as a whole. Overall, it will enhance your general understanding of this most significant period in United States History, namely the Civil War period. The Civil War has shaped the United States into what it is today. It cost more Americans lives than all other wars in American History combined. People from both the North and the South believed they were right in fighting a just and honorable war. At the heart of this war was the issue of slavery. Thus, this book should provide insights into the lives of slaves, their thoughts, their feelings and the hardships they had to endure.

Once you've read the book you are required to complete the following assignment. When students return to school they will be required to complete a timed writing assignment in response to a writing prompt designed by the teacher. Students will receive prior notice of the timed writing. The prompt will be in the writing style you practiced as freshmen (the basic multi-paragraph essay). Students will be able to use their summer reading book and their note cards as resources as they prepare their response to the prompt.

Assignment:

1. While reading the book take clear notes on all the main characters. There are nine (9) main characters. Use at least one 3 x 5 index card for each character, and on each card list details on that character that include:
 - a) the type of relationship the character had with the central character- Linda Brent.
 - b) the ways the character contributed to the growth in courage of Linda Brent.
 - c) three quotes per character. These quotes should demonstrate strength of character, pain, kindness, exploitation and faith in humankind. Be sure to select quotes from the beginning, middle and end of the book and include beside the quote the page of the book where the quote appeared.
2. On another card (or cards) list four (4) quotes from the book that illustrate Linda's courage and love for her children. Be sure to note the page number and the speaker. Be sure to select quotes from the beginning, middle and end of the book.
3. On a final card (or cards) list 3 comparisons and 3 contrasts of the treatment of slaves in England in the United States. List page numbers where you located the facts.

Rubric for evaluating Note Cards:

Students should have a minimum of 12 note cards.

There are 9 main characters in this story (at least one card per character) 5 points

There should be three (3) quotes per character.

The speaker and the page are included. 10 points

The note cards demonstrate student's time, and effort. 5 points

The note cards include 3 separate facts to show the differences . . .

Notes show the page number where you found these facts. 5 points

LATENESS DEDUCTION FOR SUMMER READING: Please note that 10% shall be deducted from both your essay grade and note card grade for each day the cards are late. Secure all note cards with a rubber band; and write your name clearly printed on each note card.

Students are **required** to bring their note cards and their copy of the summer reading book with them to class on the first full day of class.

Summer Reading: Psychology – Grades 11 and 12

BOOK: Speak by Laurie Halse Anderson

Overview:

This summer I chose a novel that will engage and interest you. The book is entitled Speak by Laurie Halse Anderson. The book attempts to, as one critic put it, "...capture the harsh conformity of high-school cliques and one teens struggle to find acceptance from her peers." The book itself is filled with examples of "sarcastic wit, irony, honesty and courage, all of which make the heroine a memorable character whose ultimate triumph is inspiring and empowering." I think you'll really enjoy reading the book.

Directions and evaluation information:

When we return to school, after summer vacation, I will be asking you to respond in class to a timed writing essay prompt. The essay will be worth a test grade. In writing your response in class, you will be able to use both the summer reading book and note cards as resources. The note cards will be collected at the conclusion of the timed writing and evaluated based upon the criteria listed in the rubric on the next page. Note cards will be worth two homework grades. The prompt itself is designed to mirror the styles of writing you have learned and practiced while here at the Mount. Thus, the prompt will either be in a persuasive or contrast and compare style format. So prepare for both possibilities.

As you read the book you will be required to take notes on note cards. I would expect each of you to have at least 5 to 7 3x5 note cards ready to use on the day of the writing assignment and to submit on that day as part of the evaluation. These note cards must be handwritten (in your own handwriting) but feel free to write on both sides if you wish.

What follows are just some basic expectations about what information should be on these note cards. These are the very basics I would expect and will look for. At the same time, feel free to add additional information you think might be helpful to you during the timed writing.

- Identify the main characters in the novel. Give a brief description of each and the role they play in the novel. Don't forget people you might be fooled into thinking are fringe characters like Mr. Freeman.
- In your note cards you should have a total of 5 to 6 quotes from the book, some taken from the beginning, some the middle and some from the end that demonstrate each of the following at least once – humor, sarcasm, honesty, courage and irony. (Irony is when you say one thing but mean another. If you look on page 14, you'll see an example of irony when Melinda tells the reader – "Our family has a good system. We communicate with notes on the kitchen counter". Here Melinda is obviously saying one thing but obviously suggesting that this is not a good system of communication at all.)

With each quote you must clearly identify what this quote is an example of i.e. humor and you must give the page number.

- Identify 3 to 4 passages/quotes/situations that "...capture the harsh conformity of high-school cliques and one teens struggle to find acceptance from her peers." Again, be sure to include the page number and who is speaking.
- Take notes on character development. Is there evidence of growth in some of the main characters in this novel? What evidence can you give to support your ideas?
- Take notes on how to cite and write a bibliography using M.L.A format

Note Cards: Key Reminders & Expectations

- a. Note cards are worth two homework grades.
- b. Note cards must be ready to be submitted with your essay on the day of the evaluation.
- c. No note cards will be accepted unless they are handwritten in the student's own handwriting. Your name on each card and they are bound together with a rubber band.
- d. No essay will be graded until your set of note cards has been submitted and the teacher is satisfied that the note cards meet the requirements set out below.
- e. Each day these cards are late you shall be deducted 10% from both your essay grade and note card grade.

Rubric for evaluating note cards

- At Least 5-7 note cards – 10%
- Students have 5-6 quotes from the book, some taken from the beginning, some the middle and some from the end that demonstrate each of the following at least once – humor, sarcasm, honesty, courage and irony. 20%
- Each quote clearly identifies what this quote is an example of i.e. humor. 10%
- Each quote gives the page number on which it can be found. 10%
- Students have 3-4 passages/quotes/situations that "...capture the harsh conformity of high-school cliques and one teens struggle to find acceptance from her peers." Each of these passages/quotes/situations must also include the page number and a reference to who is speaking. 20%
- Do the note cards as a whole demonstrate the student has taken time, thought and effort creating them? 30%

Due Date: Students will participate in the writing response on a pre-determined day during the first full week of school. The teacher will give the students at least two days notice of when the evaluation will be, so that they may come prepared for that day. Students may not participate in the writing response unless they have at least the requisite number of their own handwritten note cards. If necessary, work (that means your note card and timed writing grades) will be deducted **10%** for each day they are late.

Questions: If you have any questions about the assignment, you may email Mr. Ward at the address below. At the same time, keep in mind that teachers may not be checking emails as regularly during the summer as they usually do. So plan ahead, if you leave it till the last minute the teacher may not be immediately available to answer your questions.

Email Mr. Ward at eugene.ward@mountsaintjosephacademy.org

SUMMER READING: BASIC LAW – Grades 11 and 12

BOOK: TEENS ON TRIAL: Young People Who Challenged the Law- and Changed Your Life
AUTHOR: Thomas A. Jacobs, J.D. ISBN: 1-57542-081-3
PUBLISHER: Free Spirit Publishing Copyright -2000

Supreme Court Justice Ruth Bader Ginsburg said, "...in our open society, no doors are closed to people willing to spend the hours of effort needed to make dreams come true." This book gives a basic understanding of how the courts work, how law changes to meet the needs of a nation that's constantly changing and growing, and how minors should see their rights, issues they confront in society, and their responsibilities under the law.

Once you complete reading the book you are to complete the following assignment. When students return to school they will be required to complete a writing assignment in response to a writing prompt designed by the teacher. Students will be able to use their summer reading book and their note cards as resources as they prepare their response to the prompt. Students will have prior notice of the writing assignment.

Assignment:

1. Using a minimum of **six** 3 x 5 note cards (one per bullet) list three legal issues presented under the last section of the chapters noted below entitled "Get On The Case." Take any additional notes that will be helpful to you. (Each bullet is marked with a small square.)

Bullet #3 on page 55

Bullet #2 on page 85

Bullet #1 on page 167

Bullet #2 on page 78

Bullet #1 on page 161

Bullet #2 on page 174

2. Focus in on the general themes in each chapter noted above that center around teens. Think specifically about what other changes might make a decided difference in our society today. List at least three changes that would make a decided difference and indicate your rationale for each. (Use one to three note cards for this part of the assignment.)
3. List three ways in which the law assists young teens and indicate your rationale for each. (Use one to three note cards for this part of the assignment.)

Be prepared to defend all your ideas in the writing assignment in September.

Rubric for evaluating Note Cards:

Students should have a minimum of 8 note cards.	2 points
Accuracy of Notes on Part 1	12 points
Accuracy of Notes on Part 2	4 points
Accuracy of Notes on Part 3	4 points
The note cards demonstrate that the student has taken the time, and effort in creating them.	3 points

SUMMER READING: ADVANCED PLACEMENT U.S. HISTORY – Grades 11 and 12

BOOK: THE PRINCETON REVIEW
CRACKING THE AP U.S. HISTORY EXAM
By Tom Meltzer and Jean Hofheimer Bennett, Randon House, Inc. New York,
ISBN: 0-375-76392-9

A. Students are to...

1. Read pages 63-153 and create an outline as you are reading the material. 10 Points
2. Give a brief, one-sentence answer, to the Key Terms and Concepts found on pages 155- 173 10 Points
3. Take a practice test. 10 Points

B. Students are to select and read two BIOGRAPHIES from the following list and complete the following assignment.

1. Identify and discuss the important role played by this person in U.S. History in a two page essay (double spaced-using 12 point font). 10 Points
2. Select 2-3 famous quotes from that person and discuss their historical significance on a separate page. 5 Points

Biography Suggestions

Benjamin Franklin	Frederick Douglas	Thomas Jefferson
Andrew Jackson	Martin Luther King, Jr.	Lyndon B. Johnson
Richard M. Nixon	Franklin D. Roosevelt	

C. Students are to begin outlining Chapter 2, The Thirteen Colonies: 1607-1750 and Chapter 3, Colonial Society in the Eighteenth Century. 5 Points

BOOK: UNITED STATES HISTORY, Preparing for the Advanced Placement Examination
By John Newman and John Schmalbach. Amsco Publications
ISBN: 1-56765-660-9 (latest edition).

In order to prepare you for the type of questions on the AP Exam complete the following assignments.

1. Answer essay questions numbers 2, 4 and 5 found at the end of Chapter 2.
(5 paragraph essay with the thesis statement underlined for each question). 20 Points
2. Also, answer the “Analyzing the Document” section which follows Chapter 2. This must also be in essay form using quotes from the documents and placing them within the essay to support your work. When you refer to any document in an essay of the DBQ put the document referenced at the end of the sentence. Example (Doc B). In any DBQ the important thing to remember is to include your knowledge of the Period when answering and then to tie it in with those documents. 10 Points
3. Answer essay questions 1 and 3 at the end of Chapter 3. 20 Points

Should you encounter any difficulty in this assignment, please feel free to contact me through e-mail at:
Kathleen.heitman@mountsaintjosephacademy.org

YOU are being challenged along with your peers from across the country for college credit. It is up to YOU to complete all readings and assignments this year. Your accomplishment, with your hard work, will be the final reward come May.

As an additional text to assist you during the coming year, I will give each of you a copy of the text The Enduring Vision on the first day of school. This you will keep at home to read, and be returned to me in May. There will be no cost for this book.