

**SUMMER READING 2019**  
**SOCIAL STUDIES DEPARTMENT**

**GRADE 9**

**World History**

REQUIRED READING

*An Edible History of Humanity*—by Tom Standage

In order to prepare incoming freshman for World History, all students are required to read *An Edible History of Humanity* by Tom Standage over the summer. This book examines how food has shaped settlement, social classes, economics, technology, and even politics from the time of nomadic hunter-gatherers up to events of today.

**Your Assignment (DUE September 18, 2019).**

Below is a list of Chapter Topics to investigate. For each topic;

- Write a short paragraph of 2-5 sentences, explaining the topic and its importance.
  - a. You may quote directly from the book, or you may put the information in your own words. (If you quote the author’s exact words, be sure to place Mr. Standage’s words in quotation marks and write the page number in parentheses at the end of the quotation.)
  - b. Use correct grammar and *be specific in your answers*.
  - c. Although you can use quotations from the book, these answers must be your work, not copied from someone else.
  - d. This assignment must be **hand-written**.

The following is an EXAMPLE of what you could write for the “Two overlapping triangles” topic from Chapter 7:

In the 1600s and 1700s, trade developed between Europe, Africa, and the Americas in two ways. “In the first, commodities from the Americas, chief among them sugar, were shipped to Europe; finished goods, chiefly textiles, were shipped to Africa and used to purchase slaves; and those slaves were then shipped to the sugar plantations in the New World” (115). The other trade pattern was slightly different. “Molasses, the thick syrup left over from sugar production, was taken from the sugar islands to England’s North American colonies, where it was distilled into rum. This rum was then shipped to Africa where, along with textiles, it was used as currency to buy slaves” (115).

Yes, you can use this, but it is the only answer you should copy from another person.

**CHAPTER TOPICS:**

**Chapter 1 The Invention of Farming**

1. Where and when farming emerged?

**Chapter 2 The Roots of Modernity**

2. Why farming was “the worst mistake in the history of the human race”?
3. Why sedentism led to population growth?

Chapter 3 Food, Wealth, and Power

4. How intensification of agriculture led to social classes?
5. How monumental architecture is a result of a complex civilization?

Chapter 4 Follow the Food

6. Taxes paid in labor

Chapter 5 Splinters of Paradise

7. Connections between trade and Islam

Chapter 6 Seeds of the Empire

8. Results of Magellan's voyage

Chapter 7 New World, New Foods

9. Two overlapping triangles
10. Effects of maize and sweet potatoes in China
11. Effects of potato in Ireland

Chapter 8 The Steam Engine and the Potato

12. Results of the potato famine
13. Corn Laws arguments

Chapter 9 The Fuel of War

14. Advantages of canned food

Chapter 10 Food Fight

15. Why millions died of starvation under Stalin?
16. Why millions died of starvation under Mao?

Chapter 11 Feeding the World

17. Green Revolution

Chapter 12 Paradoxes of Plenty

18. Why did food prices rise sharply in 2007-08?

**The hand-written assignment is DUE on September 18, 2019.** Points will be deducted for late work. A summer reading project will be assigned in September and will count as your test grade.

**AP World History**

**REQUIRED READING**

*An Edible History of Humanity*—by Tom Standage

**DUE THURSDAY, SEPTEMBER 5, 2019**

Please buy or borrow from the public library a copy of *An Edible History of Humanity* by Tom Standage. As you are reading the book, please answer the questions below IN YOUR OWN WORDS (i.e. do not answer the questions with word-for-word excerpts from the book). For each answer, please include page number(s) from where you found the information.

**This assignment must be handwritten!**

**It is important to note, that *this book is a very important part of our class and will be referenced throughout the school year.* There will be project in September, based on the answers to the questions below.**

**Chapter 1: The Invention of Farming**

1. Farming emerged from what three places and time periods to spread throughout the world to become mankind's chief means of food production?
2. What factors led to farming?
3. What made maize attractive to man as a farming crop?
4. Explain the impact of mutations on maize, wheat and rice.

**Chapter 2: The Roots of Modernity**

5. Give three reasons why the adoption of farming was "the worst mistake in the history of the human race."
6. What were some of the elements that contributed to the evolution of sedentism and farming?
7. How did farming and domestication spread almost everywhere across the world?
8. Why is farming and domestication "profoundly unnatural"?

**Chapter 3: Food, Wealth, and Power**

9. How did powerful leaders, such as "big men," emerge and how did they end up in control of the agricultural surplus?
10. What is some of the archaeological evidence that shows how the process of social stratification may have worked and why?

**Chapter 4: Follow the Food**

11. Why did the Incas closely link agriculture to warfare?
12. How did the farmers, their rulers, and the gods all depend upon each other for their survival?
13. Explain how wealth and poverty seemed to be inevitable consequences of agriculture and civilization.

**Chapter 5: Splinters of Paradise**

14. Why were people willing to pay such high prices for spices?
15. Explain why the book states, "the pursuit of spices is the third way in which food remade the world."
16. What was the secret of the seasonal trade winds and why was it important to the spice trade?

17. When and where did overland trade routes occur? What were they later called?
18. What things in addition to food and spices were exchanged along trade routes?
19. Who was Ibn Battuta? Who was Zheng He?
20. What was the “Muslim Curtain”?
21. Why did European explorers seek radical new sea routes to the East?

### **Chapter 6: Seeds of Empire**

22. Explain the connection between Columbus and the search for spices.  
(*there is no #23*)
24. What foodstuffs did the Americas provide to the rest of the world?
25. In the 1420’s, what was the goal of Infante Henrique of Portugal (Prince Henry the Navigator) for exploring the west coast of Africa?
26. How did the Portuguese obtain spices on their voyages to India? How successful were they?
27. How did the Dutch East India Company, or VOC, conduct their spice trade and how did they treat the native populations where the spices were found?
28. Why is the legacy of the spice trade mixed?

### **Chapter 7: New World, New Foods**

29. How did the exchange and redistribution of food crops remake the world, in particular those parts of it around the Atlantic Ocean?
30. In the 17<sup>th</sup> and 18<sup>th</sup> centuries, what were the overlapping triangles of trade?
31. What did Adam Smith, the Scottish philosopher and economist, say about the potato in his book *The Wealth of Nations*?
32. What was Thomas Malthus’ theory on the connection between the population and food supply?

### **Chapter 8: The Steam Engine and the Potato**

33. How did Great Britain become the first industrialized country in the world?
34. What was the impact of the potato famine in Ireland in the 1840’s?
35. What is the connection between “free trade” and the repeal of the Corn Laws in Britain?
36. Compare the Neolithic revolution to the Industrial Revolution in 18<sup>th</sup> and 19<sup>th</sup> century Britain.

## **Chapter 9: The Fuel of War**

37. Why was food literally the fuel of war?
38. Why did Alexander the Great, and later Rome, conquer lands around the Mediterranean and territory to the north bordered by rivers?
39. How could food be used both offensively (as a weapon) and defensively?
40. How did the British failure to provide adequate supplies of food to their armies during the American Revolutionary War contribute to its defeat?
41. Why did Napoleon's invasion of Russia in 1812 turn out to be such a disaster?
42. Discuss Nicolas Appert's discovery. How did this process change the food supplies of the military and civilian populations?
43. What was the second invention in the 19<sup>th</sup> century that transformed military logistics? Why?

## **Chapter 10: Food Fight**

44. Where was Berlin located? Why was it necessary for the Western nations start the Berlin Airlift?
45. The Cold War was fought between whom and with what?
46. What was Stalin's plan called Collectivization? Why didn't it work?
47. Describe the horrific results of Stalin's plan.
48. What was the result of the "Great Leap Forward"? How did it get resolved?
49. Explain Russian Yegor Gaidar's point of view that "the regime disintegrated in large part because it could not feed its people."
50. Explain how the purchasing of food in this contemporary world can have both commercial and political implications.

## **Chapter 11: Feeding the World**

51. Why was the 1909 development of ammonia significant?
52. What is the "Green Revolution"? What are its plusses and minuses?
53. What problems developed as a result of the increase in population in the latter half of the 19<sup>th</sup> century?
54. Why did farmers need to adopt new dwarf varieties of grains?
55. What did the combination of nitrogen rich fertilizer and dwarf varieties lead to?

## **Chapter 12: Paradoxes of the Future**

56. Explain and give examples of the connection between agricultural production and industrialization in developing areas.
57. Discuss the various factors that influence population growth.
58. What are some of the problems with the “Green Revolution”?
59. Why did food prices rise sharply in 2007 and 2008?
60. What are the parts of the second “Green Revolution” or the “doubly green revolution”?

## **GRADE 10**

### **United States History I**

#### REQUIRED READING:

*The Crossing*—Howard Fast

#### ASSIGNMENT:

There will be a test in class at some point during the month of September. A date will be discussed when we get back in the fall.

### **United States History I Honors**

#### REQUIRED READING:

*Founding Brothers* - by Joseph Ellis

#### *Founding Brothers: The Revolutionary Generation* **Summer Reading Assignment**

**Overview from the *NY Times*:** “An illuminating study of the intertwined lives of the founders of the American republic--John Adams, Aaron Burr, Benjamin Franklin, Alexander Hamilton, Thomas Jefferson, James Madison, and George Washington.

During the 1790s, which Ellis calls the most decisive decade in our nation's history, the greatest statesmen of their generation--and perhaps any --came together to define the new republic and direct its course for the coming centuries. Ellis focuses on six discrete moments that exemplify the most crucial issues facing the fragile new nation: Burr and Hamilton's deadly duel, and what may have really happened; Hamilton, Jefferson, and Madison's secret dinner, during which the seat of the permanent capital was determined in exchange for passage of Hamilton's financial plan; Franklin's petition to end the "peculiar institution" of slavery--his last public act--and Madison's efforts to quash it; Washington's precedent-setting Farewell Address, announcing his retirement from public office and offering his country some final advice; Adams's difficult term as Washington's successor and his alleged scheme to pass the presidency on to his son; and finally, Adams and Jefferson's renewed correspondence at the end of their lives, in which they compared their different views of the Revolution and its legacy.

In a lively and engaging narrative, Ellis recounts the sometimes collaborative, sometimes archly antagonistic interactions between these men, and shows us the private characters behind the public personas: Adams, the ever-combative iconoclast, whose closest political collaborator was his wife, Abigail; Burr, crafty, smooth, and one of the most despised public figures of his time; Hamilton, whose audacious manner and deep economic savvy masked his humble origins; Jefferson, renowned for his eloquence, but so reclusive and taciturn that he rarely spoke more than a few sentences in public;

Madison, small, sickly, and paralyzingly shy, yet one of the most effective debaters of his generation; and the stiffly formal Washington, the ultimate realist, larger-than-life, and America's only truly indispensable figure.

Ellis argues that the checks and balances that permitted the infant American republic to endure were not primarily legal, constitutional, or institutional, but intensely personal, rooted in the dynamic interaction of leaders with quite different visions and values. Revisiting the old-fashioned idea that character matters, *Founding Brothers* informs our understanding of American politics--then and now-- and gives us a new perspective on the unpredictable forces that shape history.”—*New York Times* book review

**Assignment:** You will be responsible for reading Joseph Ellis's *Founding Brothers* and sitting for an in-class test at some point when we return to school in September. The date will be decided. Thank you.

## **GRADE 11**

### **United States History II**

#### **REQUIRED READING:**

Required Reading: *Unbroken (The Young Adult Adaptation)* by Laura Hillenbrand

Students will read *Unbroken (The Young Adult Adaptation)* by Laura Hilldenbrand, but we encourage you to read the original version.

Students should note the events of each decade of Louis Zamperini's life. Students should take careful notice of Zamperini's life experiences during the 20s, 30s, 40s, 50s and finally when he returned to Japan in the 90s. Be careful, if you watch the movie, it only covers part of the book. You need to read the book to capture his life story.

Some questions to consider as you read the book: Where does his life intersect with world-wide events? Notice what choices Zamperini makes at each decade that changes the course of his life and how international events impact his choices.

**Assessment:** There will be a **test on the book** within the first two weeks of school.

### **United States History II Honors**

Choose one of the following books to read over this summer: Hint- there are many different genre, authors and time periods in this list. All these books are “important”, and many are award winning works from their times. So if you pick up a book and don't like it, TRY ANOTHER!

By reading one of these books you will be a better-rounded student with an ability to contribute to intellectual discussions on great historical literature. So when I ask you to read...REALLY READ THE BOOK! Please don't go all anti-intellectual and try to be cool by saying I haven't ever read a summer reading book. Give yourself a challenge and maybe even try two books!

*As you read these books please take notes and use sticky tabs in the pages as we will be holding a Socratic seminar in class in the **FIRST WEEK OF SCHOOL** where you will present the great ideas of the books and their point of view on American history, each a different time period and different point of view. Some celebrate America, some criticize America. In the seminar discussion you will be graded on your knowledge of the book and your notes. You will be allowed to use HANDWRITTEN notes only, which will be checked.*

Please don't ask other students what they are reading, choose based on your preferences and interests, if we have an entire class reading the same book we will all be bored to tears in the Socratic seminar or we will have to change the assessment.

Flags of Our Fathers- James Bradley  
13 Days- Robert Kennedy  
In the Garden of the Beasts- Erik Larson  
Devil in the White City- Erik Larson  
The Sympathizer- Viet Thanh Nyugen  
Let the Great World Spin- Colum McCann  
The Boys in the Boat- Daniel James Brown  
All the President's Men- Bob Woodward and Carl Bernstein  
The Price of Inequality- Joseph Stiglitz  
Winner Take All Politics- Jacob Hacker and Paul Pierson.

**As you read these books take notes and use sticky tabs in the pages.**

**Things to note as you read these books:**

**write down pages numbers when you take notes**

Background of the author/purpose of the book if non fiction

Tone of the book (praising, celebrating, critical, retelling, or protective among many possible ideas)

Note the descriptions of the time period

Plot outline/main characters/main events

Message of the book- if there is one...

Analyze what the author is saying including point of view on history or the time period, what is their overall point of view

Please note this assignment will be my first exposure to your work as a student. Let's kick it off well with an excellent discussion. I have read all the books and will be able to tell how much you have read, Spark Notes and all.

## **United States History AP**

**Both assignments will be due on Monday, September 9, 2019.**

1. Please read:

**John Howard Griffin: *Black Like Me (BLM)***

**Timothy B Tyson: *The Blood of Emmett Till (BET)***

**Essay Question:** Compare and contrast the ideas on civil rights and segregation in the books: *Black Like Me* and the *Blood of Emmett Till*.

1. This is basically a 5 paragraph essay structure, please organize it as such-- you might have more than 5 paragraphs if your big idea take more than one paragraphs to explain.
2. Reading the books look for at least one similarity and one difference...there will be two of a category but you get to find that in the books
3. Use big ideas that you will be able to write a lot about. The dates being different (BLM in late 59-1960 and BET during the 1957), the age of the main people in the books (BLM= 30s,

BET=14), the geography being different (BET in Mississippi and Chicago and BLM in Texas and Mississippi) are way too simplistic!

- a. Use ideas like: the language used between whites and blacks, language used between people of the same races, or the idea of education how does each person in the book look at the value of education? What does it do for each of them? What about political positions in each book, how does politics affect African Americans in Chicago, versus In BLM? What about the effects of poverty on black families in BLM and in BET. Why do you think
  - b. There are many **ideas** you can compare! Be creative. Be observant. Be thoughtful!!! If you get stuck with big ideas email me to ask if you are on the correct track.
4. Use as many examples as you can to show that you read both books from cover to cover! But those examples need to be organized into well thought out ideas, need to be in the same order as your thesis.
  5. **NEVER** write your thesis first! Write the body paragraphs first, create arguments on similarities, create arguments on differences THEN put your thesis ideas together in the order your arguments appear in the essay!!! This is crucial for all writing in this course! Your thesis should be in the conclusion also.
2. Please watch episodes 2, 3, and 4 of **Ken Burns' Vietnam**:  
Full episodes found on Netflix or PBS

### **Answer the following questions**

**(please be prepared to put your typed answers into turnitin.com)**

#### **Episode Two: **Riding the Tiger** (1961-1963)**

##### **Discussion Questions:**

- How did President Kennedy get caught up in “the lie”?-What was the lie?
  - Was Kennedy telling the truth in his response to the reporter during the news conference?
- Episode Spotlight: Discussion Questions for Short Segment All of Scene 6: “Ap Bac” (Length: 11:12)
- Why does the U.S. commander in the Pacific urge The New York Times reporters to “get on the team,” when they report Ap Bac as “a defeat”?
  - Why does Madame Nhu describe the U.S. as “false brothers”?
  - Why does President Kennedy say, “I cannot give up a piece of territory like that to the Communists and then get the people to reelect me”?
- Episode Spotlight: Discussion Questions for Short Segment Scene 7: “A Monk Becomes a Martyr” (Length: 4:52) From beginning of scene to 1:04:00, “soon other monks would become martyrs ...”
- What impact did the monk who burned himself to death, Thich Quang Due, have on the war?
  - Why did the photographer, Malcolm Brown, take photos of the monk burning himself?

#### **Episode Three: **The River Styx** (1964-1965)**

##### **Discussion Questions:**

- Why did President Johnson escalate U.S. war involvement with “Operation Rolling Thunder”?
- Why did the U.S. strategy change from “retaliatory” to “systematic”?
- During the interview with Morley Safer, why does the American soldier say, “You can’t do your job and feel pity for these people”?

- Why did the U.S. military consider a 10-to-1 kill ratio to be “a victory”?

Episode Spotlight: Discussion Questions for Short Segment Scene 3: “No Wider War” (Length: 4:53) From beginning of scene to LBJ saying “no wider war.”

- Why does the narrator say that the events surrounding the Gulf of Tonkin were “among the most controversial and consequential events in American history”?

Episode Spotlight: Discussion Questions for Short Segment Scene 6: “Off to War” (Length: 10:30)

- Why did President Johnson say, “I don’t think anything is going to be as bad as losing,” despite Vice President Humphrey’s warning about expanding the war?
- Why did President Johnson feel he had “no choice” about using ground troops?

#### **Episode Four: Resolve (1966-1967)**

Episode Discussion Questions:

- What does Mogie mean when he writes, “I am once again an atheist until the shooting starts”?
- Why does the film include the Vietcong vet talking about U.S. soldiers weeping just like his Vietnamese comrades did?

Episode Spotlight: Discussion Questions for Short Segment Scene 4: “The Metrics” (Length: 4:28) From beginning of scene to 25:22

- What does Joe Galloway mean when he says that you make “honorable men” liars if you use body count as a “success mark” in the war?

Episode Spotlight: Discussion Questions for Short Segment Scene 13: (Length: 10:38) From beginning to end of scene at 1:51:05

- What does Harrison mean when he says, “I understood theoretically what it meant to be in a war, but of course no one can really understand it until they’ve done it”?
- Why does Carol Crocker say, “this almost had nothing to do with his death for me”?



## PSYCHOLOGY

Acquire the book *Forty Studies That Changed Psychology* by Roger Hock 7th edition **or any prior edition. ISBN 0205918395** If you used a prior edition, be sure to read the study that corresponds to the title of the study below as the chapter numbers might be slightly different.

Read, study and take extensive notes in your own handwriting (Not typed) on the following readings from *Forty Studies That Changed Psychology*.: All of the notes will be collected by the end of September. A multiple choice assessment based on all of the studies above will be given in early October.

Reading 9 *It's Not Just About Salivating Dogs* by Pavlov  
Reading 19 *How Moral Are You* by Kohlberg  
Reading 24 *Thoughts Out Of Tune* by Festinger  
Reading 37 *A Prison By Any Other Name* by Zimbardo

Reading 38 The Power of Conformity by Asch  
Reading 39 To Help Or Not To Help by Darley and Latane  
Reading 40 Obey At Any Cost? by Milgram

## **AP PSYCHOLOGY**

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Read, study and take extensive notes in your own handwriting (Not typed) on the following readings from *Forty Studies That Changed Psychology*:

Reading 1 *One Brain or Two* by Gazzaniga  
Reading 9 *It's Not Just About Salivating Dogs* by Pavlov  
Reading 19 *How Moral Are You* by Kohlberg  
Reading 24 *Thoughts Out Of Tune* by Festinger  
Reading 29 *Who's Crazy Here Anyway* by Rosenhan  
Reading 37 *A Prison By Any Other Name* by Zimbardo  
Reading 38 *The Power of Conformity* by Asch  
Reading 39 *To Help Or Not To Help* by Darley and Latane  
Reading 40 *Obey At Any Cost?* by Milgram

All of the notes will be collected by end of September. A multiple choice assessment based on all of the studies above will be given in early October.

## **AP MODERN EUROPEAN HISTORY**

### **ASSIGNMENT:**

Students taking this course will attend a meeting in June to receive further details on the reading and current events portion of this assignment.

## **AP AMERICAN GOVERNMENT AND POLITICS**

### **ASSIGNMENT:**

A summer reading assignment sheet will be handed out in June to all students taking AP American Government. The assignment will be posted on that sheet. A due date will be discussed at that time.

## **AP ECONOMICS**

Welcome to AP ECON! We will work hard, learn a lot from each other, and will hopefully have an enjoyable class. There is a lot of content we will be responsible for in this course, since you will be preparing for both the Macroeconomics and Microeconomics AP tests. But don't worry! This assignment will enable us to get off to a good start...and almost complete unit 1...

This assignment should not be arduous and should take about 7 – 8 hours in total. Coming into class with this prior knowledge is a good way to begin the course and start the first day with a class discussion. Please follow the step-by-step guide to complete the summer assignment. Email me with any questions: manzianof@glenrocknj.org.

Step by Step Guide to Completion

Step 1: Sign into 2019 AP ECON Google Classroom. The code is:  
[ink46x1](#)

Step 2: Take out a clean sheet of paper and write your name on it...you will use this sheet to take notes on the reading assignment and answer the below questions

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Step 3: Using your textbook or the text links section on the site, read Module 1 of Krugman AP Economics.

Answer the Check your understanding (CYU) section at the end of the module. Write out your answers.

Step 4: Watch the video 1: I,Pencil. <https://youtu.be/IYO3tOqDISE>  
Question: How would you define the invisible hand?

Step 5: read Module 2... and Module 3... answer the “CYU” questions for each.  
Watch Video 2: Clifford’s Production Possibilities curve (PPC).  
[https://www.youtube.com/watch?v=O6XL\\_\\_2CDPU](https://www.youtube.com/watch?v=O6XL__2CDPU)

Step 6: Read Module 4 from the text (Comparative advantage) and complete the CYU question.

Step 7: Watch Video 3: The Comparative Advantage Video  
<https://www.youtube.com/watch?v=38hvvAzgXZY>

Define the difference between absolute and comparative advantage. Define opportunity cost and what is meant by the “lowest opportunity cost?”

Step 8: Watch Video 4: Marginal analysis: <https://www.youtube.com/watch?v=tMhdTn-5fu8>  
(watch the whole thing).

What is the difference between “average” and incremental, or marginal?

LAST: INDEX CARD PROJECT:

On the front of the index card: write each vocabulary word On the back: write a good definition and also create a sentence or scenario properly using the term:

1. Scarcity
2. Economics
3. Microeconomics
4. Macroeconomics
5. Positive Statement
6. Normative Statement
7. Trade-offs
8. Opportunity Cost
9. Production Possibilities Frontier
10. Absolute advantage
11. Comparative advantage

So on the first day of class, or no later than the due date, please turn in your notes, the CYU and answers from each section, and the completed index cards.

Thanks, and here's to an excellent class! Mr. Manziano