

**SUMMER READING 2020-21**  
**SOCIAL STUDIES DEPARTMENT**

**GRADE 9**

**WORLD HISTORY ALL LEVELS**

REQUIRED ASSIGNMENT: Please go to the Schoology course “Freshman World History Summer Assignment”. You will find your summer assignment in either the World History (College Prep –level) Summer Assignment OR AP World History Summer Assignment . Please click on the folder for the class you are scheduled to attend in September to find the instructions for your assignment.

Please Note: *There are two different World History classes.* Make sure you complete the assignment for the class you are scheduled to attend (CP or AP).

**GRADE 10**

**UNITED STATES HISTORY I COLLEGE PREP**

EXTRA CREDIT READING:

*The Crossing* by Howard Fast

EXTRA CREDIT ASSESSMENT:

You will be able to answer these questions after you have read this book. 1. Did this book alter your opinion of George Washington 2. What qualities made George Washington a successful leader? Do you think that the war could have been won if George Washington did not lead the Continental Army. Please be aware that this is an **EXTRA CREDIT** assignment.

DUE: In class, September 18, 2020

**UNITED STATES HISTORY HONORS**

REQUIRED ASSESSMENT:

<https://drive.google.com/open?id=1FD6Z8i8DenyjswvDvo2CJ4vwa79ZDOQY>

You must be logged in to your Glen Rock Google account to access the items in the folder. Please review ASAP and contact Ms Forgash ([forghashd@glenrocknj.org](mailto:forghashd@glenrocknj.org) or through Schoology) with any questions/concerns.

## **GRADE 11**

### **UNITED STATES HISTORY II COLLEGE PREP**

#### EXTRA CREDIT READING:

*Unbroken* by Laura Hilldenbrand, YA version is available, the adult version is encouraged.

EXTRA CREDIT ASSESSMENT: This is an EXTRA CREDIT ASSIGNMENT, please answer the 2 questions below.

DUE: September 18, 2020

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.

Questions to answer in complete paragraphs with specific examples from the book: 1. Where does Louis Zamperini's life intersect with world-wide events? Explain what choices Zamperini makes at each decade that changes the course of his life and how international events impact his choices. 2. In your writing response, please note in each decade something that Zamperini does that has an impact on the world. These writing assignments will be collected in the second week of school and all responses will be posted to turnitin.com, please use original thought and individual work-- no collaboration.

### **UNITED STATES HISTORY II HONORS**

#### REQUIRED READING:

Choose one of the following books to read over this summer: Hint- there are many different genres, 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.

*13 Days*- Robert Kennedy  
*In the Garden of the Beasts*- Erik Larson  
*Devil in the White City*- Erik Larson  
*All the President's Men*- Bob Woodward and Carl Bernstein  
*The Price of Inequality*- Joseph Stiglitz  
*The Boys in the Boat*- Daniel James Brown

**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.

REQUIRED ASSESSMENT: Students will be participating in class in a socratic seminar in the first weeks of school.

## **UNITED STATES HISTORY II AP**

### REQUIRED READING

*The Blood of Emmett Till* by Bill Tyson

REQUIRED ASSESSMENT: Please answer the following essay question- Evaluate the thesis of Bill Tyson in his book, *The Blood of Emmett Till*.

1. This is a 5 paragraph essay. The first of many that you will be writing for me.
2. While reading this book please look for the main message(s) that Tyson is arguing about the murder of Emmett Till and the trial of Emmet Till's killers.
3. Your thesis for this essay must be evaluating how well Bill Tyson substantiates his claims.
4. Use specific examples from the book in your body paragraphs that support his historical argument, and use specific examples from his book where you believe he has drawn a mistaken conclusion (if any). Your thesis (your own argument) can be complex.

Meaning you can say he defends this position very clearly with these facts, however he fails to completely support this position because there are not enough facts.

5. Please cite the pages in the book when you are talking about specific incidents BUT DO NOT DIRECTLY QUOTE FROM THE BOOK AT ALL! The only time that is acceptable is when you are quoting a person from history-- i.e. Emmett Till, Caroline Bryant, Mamie Till, Mose Wright...people who lived through this history. DO NOT DIRECTLY QUOTE TYSON- paraphrase his points.
6. DO NOT USE "I" while you write: ~~I think that~~ Bill Tyson supported his ideas on \_\_\_\_\_ when he presents \_\_\_\_\_ however, ~~I think that~~ Tyson does not defend this \_\_\_\_\_ because he lacked \_\_\_\_\_. This is what is expected in academic rhetorical writing.

**NEVER** write your thesis first! Write the body paragraphs first, creating paragraphs where you support his thesis, and paragraphs where you disagree. Then write your thesis ideas in the same order your arguments appear in the essay!!! This is crucial for all writing in this course! Your thesis should be repeated in the conclusion also.

## **SOCIAL STUDIES ELECTIVES:**

### **AP PSYCHOLOGY**

REQUIRED ASSESSMENT: Watch all of the sections below and write a 2 paragraph summary in your own handwriting (not typed) for each underlined area. Watch all video clips for each area. Many are fairly brief. You must email me the first week of August to inform me of your progress. You can email me before this if you have any questions. Due the second full week of school

Mr. Feldman [feldmana@glenrocknj.org](mailto:feldmana@glenrocknj.org)

REQUIRED READING: <https://courses.lumenlearning.com/waymaker-psychology/> (all the following links are sub-chapters of this text)

- **Psychological Foundations and Research Methods**
- **Psychological Foundations**
- [Why It Matters: Psychological Foundations](#)
- [Introduction to The History of Psychology](#)
- [What is Psychology?](#)
- [Early Psychology—Structuralism and Functionalism](#)
- [The History of Psychology—Psychoanalytic Theory and Gestalt Psychology](#)
- [The History of Psychology—Behaviorism and Humanism](#)
- [The History of Psychology—The Cognitive Revolution and Multicultural Psychology](#)
- [Introduction to Contemporary Fields in Psychology](#)
- [The Five Psychological Domains](#)
- [The Biological Domain](#)
- [The Cognitive Domain](#)
- [The Developmental Domain](#)
- [The Social and Personality Psychology Domain](#)
- [The Mental and Physical Health Domain](#)
- [Other Psychological Subfields](#)

- [Introduction to Careers in Psychology](#)
- [Merits of an Education in Psychology](#)
- [Careers in Psychology](#)
- [Putting It Together: Psychological Foundations](#)
- [Discussion: Foundations of Psychology](#)
- **Psychological Research**
- [Why It Matters: Psychological Research](#)
- [Introduction to The Scientific Method](#)
- [The Scientific Process](#)
- [Ethics in Research](#)
- [Introduction to Approaches to Research](#)
- [Descriptive Research](#)
- [Other Types of Descriptive Research](#)
- [Correlational Research](#)
- [Experiments](#)
- [Introduction to Statistical Thinking](#)
- [The Reliability and Validity of Research](#)
- [Statistical Significance](#)
- [Drawing Conclusions from Statistics](#)
- [How to Read Research](#)
- [Psych in Real Life: Brain Imaging and Messy Science](#)
- [Putting It Together: Psychological Research](#)
- [Discussion: Research in Psychology](#)

## **AP MODERN EUROPEAN HISTORY**

### ASSIGNMENT:

Click on the following link for instructions and materials related to the AP Euro Summer Assignment: <https://drive.google.com/open?id=1t0369D1slzICqmATk5Ny6s9sdTC53kqx>  
 You must be logged in to your Glen Rock Google account to access the items in the folder.  
 Please review ASAP and contact Ms Forgash ([forghashd@glenrocknj.org](mailto:forghashd@glenrocknj.org) or through Schoology) with any questions/concerns.

## **AP AMERICAN GOVERNMENT AND POLITICS**

### REQUIRED READING:

SCOTUS Cases Review

REQUIRED ASSESSMENT: Write a brief summary under each of the landmark cases and then match the case to the passages that follow. Please share this with me at [pohlmanc@glenrocknj.org](mailto:pohlmanc@glenrocknj.org) when we get back into school. This assignment will be due to me on September 9 2020.

**Marbury v. Madison (1803)**

***McCulloch v. Maryland (1819)***

*Schenck v. United States (1919)*  
*Brown v. Board of Education (1954)*  
*Baker v. Carr (1961)*  
*Engel v. Vitale (1962)*  
*Gideon v. Wainwright (1963)*  
*Tinker v. Des Moines Independent Community School District (1969)*  
*New York Times Company v. United States (1971)*  
*Wisconsin v. Yoder (1972)*  
*Roe v. Wade (1973)*  
*Shaw v. Reno (1993)*  
*United States v. Lopez (1995)*  
*McDonald v. Chicago (2010)*  
*Citizens United v Federal Election Commission (2010)*

## **AP HUMAN GEOGRAPHY**

REQUIRED READING: [http://www.sheppardsoftware.com/World\\_Continents.htm](http://www.sheppardsoftware.com/World_Continents.htm)  
[http://www.sheppardsoftware.com/Africa/Africa\\_G0\\_1024\\_768.html](http://www.sheppardsoftware.com/Africa/Africa_G0_1024_768.html)  
[http://www.sheppardsoftware.com/country\\_Asia\\_G0\\_click.html](http://www.sheppardsoftware.com/country_Asia_G0_click.html)  
[http://www.sheppardsoftware.com/Europe/Eur\\_G0\\_1024\\_768.html](http://www.sheppardsoftware.com/Europe/Eur_G0_1024_768.html)  
[http://www.sheppardsoftware.com/country\\_SoAmCA\\_G0\\_Click.html](http://www.sheppardsoftware.com/country_SoAmCA_G0_Click.html)  
[http://www.sheppardsoftware.com/Oceania\\_G0\\_click.html](http://www.sheppardsoftware.com/Oceania_G0_click.html)  
[http://www.sheppardsoftware.com/middle-east\\_G0\\_Click.html](http://www.sheppardsoftware.com/middle-east_G0_Click.html)

REQUIRED ASSESSMENT; Please practice with these fun political geography games. Try to get beyond the beginner stages in politics.

DUE; You will be expected to complete each section of the world map by the end of September.

## **AP ECONOMICS**

Welcome to AP ECON! We will work hard, learn a lot from each other, and 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: Go to Google classroom. Sign-in to classroom AP ECON 2020-21 using the code:**

**3jt23qw**

**OR to this website: <https://sites.google.com/a/glenrocknj.org/grhs-ap-econ/>  
(use your glenrocknj.edu school email to sign-in)...**

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

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<sup>[1]</sup> On the back: write a good definition and also create a sentence or scenario properly using the term:

1. Scarcity <sup>{}L</sup><sub>{}SEP</sub>
2. Economics <sup>{}L</sup><sub>{}SEP</sub>
3. Microeconomics <sup>{}L</sup><sub>{}SEP</sub>
4. Macroeconomics <sup>{}L</sup><sub>{}SEP</sub>
5. Positive Statement <sup>{}L</sup><sub>{}SEP</sub>
6. Normative Statement <sup>{}L</sup><sub>{}SEP</sub>
7. Trade-offs <sup>{}L</sup><sub>{}SEP</sub>
8. Opportunity Cost <sup>{}L</sup><sub>{}SEP</sub>
9. Production Possibilities Frontier <sup>{}L</sup><sub>{}SEP</sub>
10. Absolute advantage <sup>{}L</sup><sub>{}SEP</sub>
11. Comparative advantage <sup>{}L</sup><sub>{}SEP</sub>

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