

Chaminade College Preparatory
SUMMER READING – SOCIAL STUDIES
For Academic Year 2008-2009

Count your lucky stars (☺),
the following courses have no summer reading:

BUSINESS ECONOMICS
GEOGRAPHY
AP GEOGRAPHY
AP GOVERNMENT
COLLEGE PREP U.S. GOVERNMENT
AP COMPARATIVE GOVERNMENT
PHILOSOPHY
PSYCHOLOGY
AP PSYCHOLOGY
PREJUDICE AND INTOLERANCE
WOMAN'S STUDIES

***All assignments will be collected the first day of class and all test will be given the first day of class.... Even for those of you who switch from AP to college prep. during the summer**

COLLEGE PREP WORLD (🌐) HISTORY

Actively Read (mark up, take notes, know):

1. **Animal Farm**, by George Orwell (there are several editions, just make sure author and title match)

You will need to complete the following projects based on what you have read; there will be no reading exam.

After you have finished reading the novel, complete the two assignments listed below. You may want to read the assignments before you begin so that you can start thinking about them as you read.

1. Choose one of the characters from Animal Farm (excluding Napoleon). Create a 'character bag' for that character. A character bag is a brown paper bag with six to ten items that represent that character. For example, if I were creating a character bag for Santa Claus, I might choose a mini Christmas tree, a mini reindeer, a mini sleigh, a chimney, gifts, cookies and a stocking. You may decorate the outside of your bag, but do not write your character's name on it.
2. "Power corrupts and absolute power corrupts absolutely." Explain this quote in a paragraph of at least eleven sentences. Cite specific events from the text to support and illustrate your explanation.

AP WORLD (🌐) HISTORY

Actively Read (mark up, take notes, know):

1. Read, Guns, Germs, and Steel by Jared Diamond. **ISBN 0393317552**
 - Answer (typed) the discussion questions at the end of the book.
2. Read, chapters 1 and 2 of your text, The World's History, Combined Volume, Third Edition by Howard Spodek. **ISBN 0131928686**
 - Using 3X5 index cards (stock up) create flashcards for the key terms in chapters 1 and 2.
 - Be ready for a quiz on chapters 1 and 2.

COLLEGE PREP UNITED STATES (🇺🇸) HISTORY

Actively Read (mark up, take notes, know) :

1. the first four (4) chapters of the course textbook: The Americans, Danzer et al. (Rand McNally: 2007) ISBN: **0618689877**

You will need to complete **all** of the following projects based on what you have read; there will be no reading exam.

1. REVOLUTIONARY WAR TIMELINE

Directions: You will be making a timeline of the battles and other events of the American Revolution that feel are most important for and about the war. There are no "right" events; **you** just have to feel they were important.

YOU NEED TO:

1. **Read** through the first two chapters of your text
2. Select 10 points that you feel are the most important in the course of the American Revolution. Write two sentences for each point: 1) one sentence for each point describing it and 2) another sentence stating why you feel this is a significant point *in the course of the American Revolution*. (ex: The Enlightenment was an intellectual movement in Europe. It is significant to the Revolution because it inspired colonists to question British control and politics). Sentences can be on the timeline itself or on a separate sheet of paper.
 - * points are events, actions, decisions, etc. that you feel are important
3. ALSO Create a timeline on a blank sheet(s) of paper that puts the events that you chose in chronological order (in the order that they happened). Please only use 8.5x11 sheets of paper (you may need several sheets).

2. BRANCHES AND POWERS OF GOVERNMENT VISUAL REPRESENTATION

Directions: You will create a visual representation of the **three branches of government** which illustrates (drawing or picture) the **powers** that each branch has.

YOU NEED TO:

1. **Read** chapter 2 and The Living Constitution (pages 84 to 98) in your text.
2. Illustrate and label the three branches of government either with drawings or photographs. For each branch, illustrate and label at least **three** of the **powers** of executive and legislative branches and the **two powers** of the judicial branch. Each label should clearly explain the power in one or two complete sentences.
 - * make sure you have an illustration for each power of the branches, your illustration should be reflective of what the power is! Ex: legislative power to collect taxes- have a picture/drawing of money

3. WARTIME JOURNAL

Directions: you will write a journal from a first-person perspective about the Civil War

YOU NEED TO:

1. **Read** through the fourth chapter of your text.
2. You need to choose one (1) of the following characters to write as:

- a. someone famous from the Civil War such as a military or political leader, author, protestor, etc
 - b. a slave or former slave (fictional)
 - c. soldier fighting in the war for either side (fictional)
 - d. woman or child experiencing the effects of war and conflict in their nation (fictional)
3. Once you have chosen your character you need to write a two-page journal from the perspective of the character you chose. Within the body of your journal you need to make at least (5) historical references from your text. Ex.: (character Confederate soldier) "General Jackson led us to victory at Bull Run yesterday, although at first it seemed the Yankees would win". The historical references must be accurate and make sense within the content of your journal. You must underline or highlight these references
YOUR JOURNAL MUST BE TYPED, 12 point font, New Times Roman, 1 inch margins, and two (2) full pages, doubled spaced.

AP UNITED STATES (🌐) HISTORY

1. Read: *America's History (Henretta)* (Bedford/St.Martin's: 2006) ISBN: 0312443501 *Chapters 1-5*, and consider while reading the following essential themes (be ready to discuss the first week of class):

Themes:

- The emergence of American cultural traits
- Regional Economic, Social & Political patterns and how they evolved
- The push-pull factors bringing colonists to the new world
- Comparison and contrast of regional economic, social and political patterns
- Puritanism, Anglicans and religious freedom
- Evolution of democracy, legacy of undemocratic practices

2. Answer the following "thought questions" based on the reading. Please type your answers. These questions will prepare you for the first class' Summer Reading Exam which will be 10% of your first semester grade. Both the answers to the questions below and the summer reading exam will be due/taken on the first day of class.

1. Were the Americas "discovered" or were they conquered?
2. Many of the early settlers felt that God had "paved the way" for their being here. What evidence did they find here that supported that feeling?
3. Know the differences in the approaches to exploration or colonization among those who showed interest in the Americas (Spanish, Portuguese, Dutch, Swedish, and English). Why were some of these successful and why were some failures over time?
4. What were the prevailing attitudes and behaviors exhibited by the European settlers toward the Native American population?
5. What type of relationship developed between the colonies and their "managers" in England that led to the colonist feeling "free" to develop as they saw fit?
6. Compare and contrast the different social structures that characterized New England and the Chesapeake colonies during the first 100 years of their development.
7. What accounts for the dramatic increase in population in the colonies before 1750?
8. What circumstances led to the introduction of slavery into the colonies?

9. What was the economic relationship of the colonies to Europe during this period? How was it beneficial to the colonies? How was it detrimental to the colonies?
10. What was the role of religion in the early colonies? To what extent is it accurate to say that religion was the reason for there being colonies in the first place as has been so often maintained?

3. Please write out or type on note cards the following Unit I key terms, and use these to study for the Summer Reading Exam. *Your note cards will be collected the first day of class.*

Marco Polo	Lord Baltimore	Walter Raleigh
Francisco Pizarro	Christopher Columbus	James Oglethorpe
John Rolfe	Humphrey Gilbert	Hernando Cortes
Vasco da Gama	Oliver Cromwell	John Smith
nation-state	royal charter	squatter
joint-stock company	slave codes	primogeniture
slavery	indentured servitude	Dominion of New England
enclosure	proprietor	conquistadors
Renaissance	Spanish Armada	Virginia Company
<i>mestizos</i>	Restoration	Maryland Act of Toleration
House of Burgesses	black legend	Treaty of Tordesillas
John Calvin	Peter Stuyvesant	John Winthrop
Anne Hutchinson	William Laud	King Philip
Roger Williams	Thomas Hooker	John Cotton
Henry Hudson	William Penn	Sir Edmund Andros
William Bradford	Separatists	the "elect"
freemen	doctrine of a calling	Fundamental Orders
Franchise	"visible saints"	covenant
patroonship	conversion	antinomianism
predestination	Protestant Reformation	Navigation Laws
Bible Commonwealth	Mayflower Compact	Dutch West India Company
Pilgrims	Great Puritan Migration	Glorious Revolution
Quakers	Mayflower	New England Confederation
Calvinism	Puritans	Protestant ethic
General Court	yeoman	Massachusetts Bay Company
The Great Awakening	Albany Congress	Institutes of the Christian Religion
William Berkeley	Nathaniel Bacon	Half-Way Covenant
Indentured servitude	Headright system	middle passage
Slave codes	Bacon's Rebellion	
Jonathan Edwards	George Whitefield	Phyllis Wheatley
Benjamin Franklin	John Peter Zenger	old and new lights
Paxton Boys	Regulator movement	Molasses Act
Samuel de Champlain	Robert de la Salle	Edward Braddock
William Pitt	James Wolfe	Pontiac
Huguenots	Proclamation of 1763	

AP ECONOMICS (\$\$)

1. Actively read (mark up, take notes, know) chapters 1-3 in the course textbook:

Economics, R. Arnold (Edition 8) ISBN: 0324538014

- Outline the first three (3) chapters. Must be detailed and HAND-WRITTEN (nothing typed or photocopied will be accepted), and can be used on the summer reading test on the first day of class.

All students in courses with summer reading should bring their books and written responses to the first day of class AND expect a summer reading test or turn in projects on that day.

***NOTE!** Semester courses: summer reading is due the first day of class regardless of which semester. In other words, don't put off the summer reading for Christmas vacation expecting your schedule won't change. You'll be sorry (☹) – there will be a summer reading test the first day of class!

****NOTE! IF YOU ARE ENROLLED IN AN AP COURSE WHEN SUMMER BEGINS, YOU WILL BE REQUIRED TO TAKE THE SUMMER READING EXAM FOR THAT COURSE WHEN SCHOOL BEGINS IN AUGUST. BE SURE TO GET THE CORRECT READING FOR YOUR COURSE.**