

Social Studies Summer Work

Please include your required summer work for your classes OR write that you have no required summer work for classes

Yearlong courses


World History (Don) -

1. Read the first two chapters of [The Human Web](#) by McNeill and McNeill. Please highlight/underline/make notes about what you think are important facts or ideas as you read.
2. Then you will respond to the following prompts #1 and #2 (below), one paragraph each (each paragraph = 5-8 sentences each), print out your paragraphs, and bring them to the first class.
 - #1 How did communication and cooperation affect early humans? Why?
 - #2 How did early human agricultural villages develop and why were they important?

Honors World History (Angelo)-

Read the following excerpts from *The Canterbury Tales: A Retelling* by Peter Ackroyd (.pdf attached)

- Introduction
- A Note on the Text
- The General Prologue

 The Canterbury Tales: A Retelling - Intro and General Prologue.pdf

Ethics (Martin) - NO SUMMER WORK

Honors Ethics (Scott, Peter, and Tom) -

The introduction & chapters 2, 4, 5 and 6 of *The Hidden Brain* by Shankar Vedantam

US History (Jared) -

Read and take notes on Chapter 1, from the beginning of the chapter up to the section heading, "Indian Freedom, European Freedom," of our textbook, *Give Me Liberty! Give Me Liberty!: An American History* by Eric Foner (Brief Sixth High School Edition, One-Volume).

Pay attention to the big ideas highlighted in the margins and consider the focus question on the top of the pages that says, "What were the major patterns of Native American life in North America before Europeans arrived?"

Answer the focus question in a few sentences, in your own words. It is also up to you to take notes either in your book, with highlighting and annotations, or in a separate notebook. I will check notes during the first weeks and our discussions will draw from these readings.

Am Stud US History (Angelo)

1. Read *Incidents in the Life of a Slave Girl* by Harriet Jacobs (Penguin Classics ISBN: 9780140437959; via [Amazon](#))
2. "1491" (article in *The Atlantic*) by Charles Mann (.pdf attached)

📄 1491 - The Atlantic.pdf

AP US History (Don) -

This coming fall we will begin our investigation of the dynamic, troubling, confusing, and inspiring history of this continent and nation. In preparation for our class, I am asking that you do three things that are listed below. (Have any questions? Please email [Don Kaplan](#))

- 1) Read and mark up a copy of *The Summer of 1787: The Men Who Invented the Constitution* by David O. Stewart (ISBN-10: 0743286936; ISBN-13: 978-0743286930). **Feel free to skip Chapters 7, 15, 20, & 21.**

Since beginning teaching this class, I have come to see the Constitution as the central document of the American experience, but what I like most about this text is the fact that Stewart refuses to simply tell the prepackaged story of American history. Instead, he debunks the mythology that we often refer to as history. This method of "pulling aside the curtain" and peering into the raw evidence of the past is what we will be doing all year in AP U.S. History. I encourage you to avoid getting overwhelmed with the details but instead focus on the main issues that the delegates battle with, the alliances that are made and broken, and the compromises that are ultimately agreed upon throughout the text. I hope you'll like this text!

- 2) Using *The Summer of 1787*, write a 3-4 page essay due first day of class. Possible prompts to choose from:

- a.) Explore Stewart's approach as an historian and how he interprets this era. In what way was the history we typically associate with the Constitutional Convention and the creation of its central document (the Constitution) different from that provided by Stewart? How does he explain this?

- b.) Explain the failures of the Articles of Confederation and how the Constitution attempts or succeeds in addressing these same failures.
- c.) According to Stewart, the Convention was contentious and laborious and seemed to draw from the best and worst aspects of each of the state delegates. Identify the key issues that the Convention had to address and describe in detail how these same key issues were finally resolved.
- d.) Ben Franklin famously declared that “it was one thing to found a republic—and quite another to keep it.” How does Stewart bring to life Franklin’s assertion, and what would you conclude is Stewart’s overall thesis? How does he prove his point about the difficulty of creating and sustaining such bold political enterprises?

3) Finally, read the [attached pdf](#) (pages 3-49) from *American Colonies: The Settling of North America* by Alan Taylor. Scan the introduction if you like, and then take note of the various themes and groups as the various worlds are introduced at the beginning of their collision.

AP European History (Angelo)

1. Read *The Return of Martin Guerre* by Natalie Zemon Davis (ISBN: 0674766911; via [Amazon](#))
2. Watch [Stage 16](#) of the Tour de France (Pas de la Case > Saint-Gaudens) scheduled for Tuesday, July 13. The route comes remarkably close to the village of Artigat, the setting for *The Return of Martin Guerre*, and will give you a sense of the landscapes described in the text. Airs on NBC Sports/NBC.

***Sophomore supplement (to be completed *only* if you are taking AP European as a 10th grader): in 750-1000 words, evaluate the extent to which the story of *Martin Guerre* offers us a window into French village life in the mid-16th century. Is it possible to recapture this lost world? Is it at all important to do so?

AP Gov (Russ)

Get a Sense of the Material. Try Your Hand at Notes

1. Read the **first chapter** in this downloadable version of the course textbook (“Government Matters” from the 16th Edition of *Government in America*, by Edwards and Wattenberg.) ([Click Here](#))
2. Do your best to outline the chapter. Imagine you were creating a resource that you could use for an open-notes quiz...*because it just might be used for that!*

Teach2Serve (Diane) - No required summer work.

Honors Psychology (Martin) - NO SUMMER WORK

Honors Anthropology (Kristina) - No required summer work.

Fall Electives

Cultural Anthropology (Kristina) - No required summer work.

Resistance and Rebellion (Don) - No required summer work.

Fighting “Fake News” (Russ) - No required summer work.

Creative Nonfiction (Jared) - No required summer work.

Identity and Diversity (Martin) - NO SUMMER WORK

Healthy Relationships (Diane?) - No required summer work.

Teach2Serve: Developing Capstone (Diane) - No required summer work.

Psychology: Theoretical Roots (Martin) - NO SUMMER WORK