

Harrison High School
Honors/AP Social Studies Program
Summer/Winter Break Reading, 2011-2012

- I. **Summer Reading Philosophy:** Harrison High School's Social Studies Department believes that summer reading is an essential aspect of success in Honors level courses. The books chosen allow students to learn about specific topics in depth. In addition, students maintain their basic knowledge and understanding of history over the long vacation.
- II. **Assessment:** The reading is due the first day of the semester in which the student is enrolled in an honors Social Studies course. Each teacher will determine the date, form, and weight of the assessment and will inform the students prior to the assessment date.
- III. Students enrolled in a fall semester honors Social Studies course after July 22 or students enrolled in a Spring semester honors Social Studies course after December 16 will have a reading deadline and assessment to be determined by the teacher.
- IV. **Required Reading:** Each student entering an honors level Social Studies course is required to read ONE book during the summer. Make one selection (that you have not previously read) from the appropriate course list. For AP courses see the note beside the specific course to indicate which books to read.

Honors World History (Choose one)

Cod, Mark Kurlansky
All Quiet on the Western Front, Erich
Maria Remarque
Nectar in a Sieve, Kamala Markandaya
A History of the World in 6 Glasses,
Thomas Standage
Tamar: A Novel of Espionage,
Passion, and Betrayal – Mal Peet

Honors US History

Refer to bottom of this document

AP Economics (Choose One)

The Armchair Economist, Stephen
Landsburg
*Nickel and Dimed: On (Not) Getting by
in America*, Barbara Ehrenreich
The Tipping Point by Malcolm
Gladwell
Outliers by Malcolm Gladwell
The Wisdom of Crowds by James
Suroiowiecki
Give Me A Break by John Stossel

Honors Government/Economics

Freakonomics, Stephen Dubner and
Steven Levitt

AP Government

To Be Determined

AP Human Geography

*Barron's Guide for AP Human
Geography*

AP World History

An Edible History of Humanity – Tom
Standage (check Mrs. Herndon's blog
after June 1st for assignment that is due
on first day of class)

AP US History

Refer to bottom of this document

AP European History

Sophie's World, Jostein Gaarder
(Required) (First 16 chapters)
Geography of Europe packet

Choose One

Renaissance Lives: Protrait of an Age,
Theodore K. Rabb
In the Wake of the Plague, Norman
Cantor
Out of the Flames, Lawrence and Nancy
Goldstone
Basilica, R. A. Scotti

Please see any of the social studies teachers for additional information about the assignment.

A connection to the Georgia Performance Standards: The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

Honors United States History: 2011-2012 Summer Assignments

Summer Reading:

Students are to select **ONE** of the following texts to read over the summer. An assignment will be provided to students at the start of the semester that will count as a test grade; time will not be allotted for students to read the text at the beginning of the course. Students should address the reading prior to entering class the first day.

Pick 1 of the following to read:

1. *American Lion: Andrew Jackson in the White House* By Jon Meacham
2. *Gone for Soldiers* By Jeff Shaara
3. *Mayflower: A story of courage, community, and war* By Nathaniel Philbrick
4. *Lone Survivor* By Marcus Luttrell
5. *Bury My Heart at Wounded Knee: An Indian History of the American West* By Dee Brown

Site Visit:

In addition to the summer reading, students are required to visit a physical historical site. Your site may be found locally or may be somewhere along your travels. Cobb County as well as the Atlanta area offer numerous sites you can visit, many of which you can reach very quickly. The site must be a legitimate historical site that pertains to United States History in order to receive credit. (Examples may include: Chickamauga Battlefield, Atlanta History Center, Etowah Indian Mounds, Andersonville Prison, MLK Center, etc.) A historical marker does not necessarily signify that the site may be used. When composing your paper, if you struggle with noting a historical background/context, you most likely have not visited a legitimate historical site. If you need any suggestions, we can offer numerous ideas, or if you have questions as to whether your site may be used, feel free to e-mail! You must visit a site during this summer and may not use past travel as your site visit!

As you visit/complete your site travels, complete the following:

1. Visit the entire site-tour the site, review signs/material offered, videos, etc.
2. Take a picture of yourself at the site; print the picture off to be turned in. Please note, points will be deducted if you do not have a physical picture in hand (i.e. do not print in class the day it is due, do not show me your picture on your phone)
3. Bring back a brochure should one be available. Should a brochure not be available, that is fine; I am aware which sites often make available a brochure of sort.
4. Type a minimum one page, single-spaced paper (Times New Roman, 11 size font, 1-inch margins) detailing the following:
 - The site you visited, information pertaining to the site-What did the site have to offer? Features (i.e. videos, tours)? What did you see? How was it laid out (geography of the site)? Where is the location? Etc.
 - The historical context of your site-What took place there? What time period is it associated with? This should be information you gathered from the site itself; not information plagiarized in any way from the brochure or internet!
 - What did you learn from your site visit? What previous knowledge did you have of the site? Was your prior knowledge correct or what new information did you acquire? Are there any questions left unanswered after your visit? Would you recommend this site to others? Has this site made you want to visit other historical sites?

*Do NOT digress from the format or points will be deducted! In addition, make sure you address all of the questions noted above and have a full page minimum in the end (following the text and formatting guidelines); failure to do so will result in a failing grade. **THIS PAPER WILL BE DUE THE MONDAY AFTER YOU RETURN AND WILL COUNT AS AN ESSAY GRADE!**

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AP US History Historical Film Analysis

This will be due on Friday of the second full week of school in August and should be typed in the following format. Make sure that you select one of the films given on the list for American History. This list is posted on the Gorsuch HHS blog.

Type your name, subject, class period and date in the upper left hand corner of the first page. The body of the review will be typed, double-spaced, using Times New Roman, regular, size 11. Be sure to include specific movie examples throughout your analysis.

Paragraph 1: Offer your overall impression of the film while mentioning the movie's title, director, and key actors. State the length and rating of the film as well as the time it was released. Critique the opening scene of the movie. Did the movie capture your attention immediately?

Paragraph 2: Summarize the plot of the film. Be sure to identify the time period/event associated with this film.

Paragraph 3: How did the actors portray key character roles? Who are the main characters? Did they fulfill your expectations given your knowledge of the original history of the time period? Is this a story about well known individuals or groups? Which scene and character(s) best depict the perspective of individuals experiencing the history of this time period?

Paragraph 4: Were any particular adjustments (such as costuming, dialects choice of scenery) made and used in key scenes? Identify two scenes in particular that you feel correctly portrayed the time period. Describe these scenes. How did these adjustments and music enhance the setting and themes of the film? Where was this film made and did you feel it was appropriate to portray the historical period. You may need two paragraphs to explain this information.

Paragraph 5: Evaluate the effectiveness of this film in terms of its portrayal of the time period/event. Be critical and offer praise where necessary. Make a recommendation for potential viewers. To view or not to view...that is the question. Offer evidence for your opinion. Offer a clincher that tells the reader to attend the film or not.

APUSH Site Visit Assignment/Project

This assignment will be due on Friday of the first full week of school.

For this course, you are required to visit a historical site. Your site may be found locally or may be somewhere along your travels. Cobb County as well as the Atlanta area offer numerous sites you can visit, many of which you can reach very quickly. If you need any suggestions, I can offer numerous ideas! You must visit a site during this summer and should not use past experiences for this. Examples of local sites include: Pickett's Mill battlefield, Southern Railway Museum, Atlanta History Center, Etowah Indian Mounds, Kennesaw Mountain Battlefield, further out (Andersonville Civil War Prison, Dahlonega – Gold mining, etc.)

Here is what you are required to do:

1. Visit the site-tour the site, review signs/material offered, videos, etc.
2. Take a picture of yourself at the site. Make sure that you are standing near a landmark that would identify the site such as inside the museum.

3. Bring back a brochure should one be available. Should a brochure not be available, that is fine; I am aware of which sites often make available a brochure of sort.
4. Type a one page, single-spaced paper (Times New Roman, 11 size font) detailing the following:

Paragraph One – Give the specifics of the site such as location and time period that it is associated with. The site you visited, information pertaining to the site-What did the site have to offer? Features (i.e. videos, tours)? What did you see? How was it laid out? Etc.

Paragraph Two -The historical context of your site-What took place there? This should be information you gathered from the site itself; not information plagiarized in any way from the brochure or internet! DO NOT COPY FROM THE WEBSITE OR BROCHURE.

Paragraph Three-What did you learn from your site visit? What previous knowledge did you have of the event/time period associated with this site? What new information did you acquire? What are two questions left unanswered about you? Would you recommend this site to other history students? Why or why not?

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