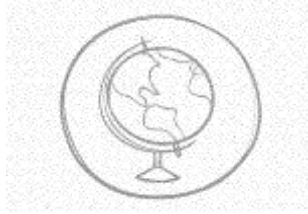


RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL
2021 SOCIAL STUDIES SUMMER ASSIGNMENTS



Students enrolled in *U.S. HISTORY I HONORS* are required to complete the following assignment:

TASK: The articles that you are required to read and reflect on over the summer were secured from *The Gilder Lehrman Institute*—a non-profit organization devoted to the improvement of history education. These are not lengthy articles. Written by modern historians who specialize in either early American history or Native American history, these were taken from the *The America's to 1620: American Indians* section of the organization's website and are only 2-4 pages in length.

☆ This assignment will be due on the first day of school in and will be assessed at a later date, to be determined.

PART I-INVESTIGATE: Read each of the articles listed below and [linked here](#). You will need to annotate each of the scholarly works and identify what you think are the most important points of information about Native American history that are represented in each of the texts. You must also determine the claims of each of the articles and determine how the authors use evidence to advance their respective positions.

Please read the articles in the listed order. Note: Eliot West's "Native Americans" serves as the foundation essay for *The America's to 1620: American Indians*. You should use this scholarly work as a referent as you read the other academic selections.

- Article 1: Elliot West's "Native Americans"
- Article 2: Timothy R. Pauketat's "Cahokia: A Pre-Columbian American City"
- Article 3: Christopher Miller's "Change and Crisis: North America on the Eve of European Invasion"
- Article 4: Daniel Richter's "Native American Discoveries of Europe"
- Article 5: Alfred Crosby's "The Columbian Exchange"
- Article 6: Alan Galloway's "Indian Slavery in the Americas"
- Article 7: Elliot West's "The Impact of Horse Culture"
- Article 8: Edward Countryman's "The Pueblo Revolt"

PART II-ANALYZE: In addition to working with the articles as individual texts, you must think about why the *The Gilder Lehrman Institute* would position these short scholarly works in *The America's to 1620: American Indians*. What complex message about Native American history do these selections of academic writing generate? Why are the various layers of this complex message important to our understanding of Amerindians during this period of history?

Students enrolled in *AP U.S. History* are required to complete the following assignment.

TASK: Read the assigned texts, synthesize information, and demonstrate understanding of historical concepts related to American Imperialism at the turn of the 20th Century. This assignment corresponds with the anticipated first unit in AP U.S. History for the 2021-2022 Academic Year related to American foreign affairs and complimentary domestic happenings during the Gilded Age and Progressive Era leading up to WWI. This assignment will be due on the first day of school and will be assessed at a later date, to be determined.

1. Read [Chapter 27 of the textbook](#) (*The American Pageant*, 17th Edition, by Kennedy and Cohen). ***You may use the linked, digital copy or can pop in to Room 407 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy of the textbook.** You must complete **one** of the following tasks for the chapter:
 - Create handwritten, detailed flashcards/notecards for the key terms, people, events
 - Complete the reading guide ([linked here](#)) – can be handwritten or typed, and will be submitted to Google Classroom and Turnitin.com when school begins.
 2. Watch and take notes on the PBS film, [“Crucible of Empire: The Spanish-American War”](#). Your notes can be handwritten or typed, and will be submitted to Google Classroom and Turnitin.com when school begins.
 3. Listen to and take detailed notes on [“The Story of American Imperialism”](#) (an NPR podcast linked and also attached here). Your notes can be handwritten or typed, and will be submitted to Google Classroom and Turnitin.com when school begins.
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Students enrolled in *AP HUMAN GEOGRAPHY* are required to complete the following assignment.

TASK: Complete a detailed case study on the city of Detroit, Michigan by completing examining each site/source outlined below and answering the corresponding questions. *AP Human Geography* will begin in September with a quick study of Detroit, making use of all of the texts listed below in a variety of inquiry-based contexts. This assignment will be due on the first day of school and a timed writing will be administered on a later date, to be determined; this assessment will require you to use your knowledge of the various representations of Detroit to answer an essay question regarding the forces and factors that led to the current state of the cityscape. A complementing seminar will also serve to further assess your critical engagement with the texts related to the study of Detroit. In addition, we will do a little “quick and dirty” research on a new phenomenon in Detroit: urban farming.

In 1932, Edsel Ford—the son of Henry Ford and the President of Ford Motor Company—commissioned the famed Mexican artist Diego Rivera to paint murals for the Garden Court of the Detroit Institute of Arts. The only rule for the project was that the work had to relate to the history of Detroit and the development of industries that had transformed the city into an economic powerhouse. Even though the nation was in the midst of the Great Depression, Ford felt that it was necessary to remind the citizens of Detroit of their spirit and vitality.

When Rivera and his wife, the painter Frida Kahlo, arrived in Detroit, they were immediately fascinated by the city. Originally, two murals had been planned for the Garden Court. Rivera’s commission was eventually expanded because of his enthusiasm for what he had witnessed in Detroit. Four murals with a total of twenty-seven fresco panels were ultimately painted, resulting in the acclaimed work “Detroit Industry.” Edsel Ford believed that Rivera’s magnificent murals captured “the spirit of Detroit.”

1. Look at [Rivera’s murals at the Detroit Institute of Arts](#). If you wish, you can secure additional images and videos of “Detroit Industry” via a quick Google search.
 - Scroll through the sequence of images and reflect on the suggestive power of these murals. What do they say about the city of Detroit as it was represented at that point in American history? How, in the words of Edsel Ford, do these images capture the “spirit” of this American city in the early 1930’s? Remember: these paintings were commissioned during the Great Depression. How do these images contrast with your understanding of the life during this troubling period of American history? What do these murals suggest about the economic potential of Detroit at this point in time?
2. Watch museum curator Joel Stein of the *Detroit Historical Society* in a short video produced by LIFE called [“Behind Detroit’s Notorious Ruins”](#).
 - Reflect on Stein’s observations on the Detroit and the images that are positioned in the short video.
 - Once you have done so, access [this PowerPoint](#) called “Detroit: Images of a Collapsed City.” The contrast between the representations of Rivera and the images found in “Behind Detroit’s Notorious

- Ruins” and “Detroit: Images of a Collapsed City” is startling. How could a city like Detroit go from a beacon of economic hope in the dark days of the Great Depression to a near-apocalyptic landscape of urban blight and decay in less than a century? In the 1950’s, Detroit was considered one of the most prosperous cities in America with a population of nearly two million people, a city that was the home of the “Big Three” (Chrysler, Ford and General Motors) and produced America’s most signifying product (the automobile). Once the fourth largest city in America, it is now the eleventh. Less than 800,000 people live in the city. 10,000 abandoned homes have been slated for demolition in order to help reconfigure the city and make more effective use of the land. Even with this effort, almost 90,000 abandoned homes and vacant lots will remain. Again, what happened?
3. Read and annotate Daniel Okrent’s [“Detroit: The Death—and Possible Life of a Great City”](#) from *Time*. This article details some of the troubling complexities that led to the collapse of Detroit and envisions some of the possibilities that could lead to the rejuvenation of this once great American city.
 4. View [Toni Griffin’s TED Talk](#) on the future of Detroit.
 - Having read about and analyzed the rise and fall of Detroit as well as its cultural ramifications, you should be prepared to debate the future of the troubled city. In short, is there any hope for reviving this once-great city? What steps can and should be taken to help it along? How confident are you in this potential?
 5. Watch [“How Detroit Went From a Booming Metropolis to a Shrinking City,”](#) produced by NBC Nightly News.
 - This video looks at how the city went from the richest in the U.S. to the most poverty stricken. Detroit’s population is at nearly a quarter of what it was at its peak, and despite a recent wave of gentrification, the city is still struggling with rampant crime, a failing school system and swaths of vacant land. As you watch the video, make connections to the other sources you have viewed so far. What similarities do you see? What differences do you see in how Detroit is being portrayed in the mainstream media?
 6. Lastly, watch the [Chrysler 2011 Super Bowl Advertisement](#) that features Eminem and the [Chrysler 2012 Super Bowl Advertisement](#) featuring Clint Eastwood.
 - As you watch these videos, you must consider the other representations of Detroit that you have been subject to, juxtaposing these representations with those embedded in the advertisements. You must also consider the overall message that Chrysler is communicating about Detroit through these consecutive Super Bowl advertisements.

Students enrolled in *AP MACROECONOMICS* are required to complete the following assignment.

TASK: Read the assigned texts, synthesize information, and demonstrate understanding of economic concepts through writing. This assignment will be due on turnitin.com within the first two weeks of school on a specific date, to be determined.

PART I-INVESTIGATE: Read and annotate/outline all of the texts listed and linked below.

- [Section 1 of the textbook](#), *Krugman’s Macroeconomics for AP* (Modules 1, 3, and 4- you do NOT need to read module 2). ***You may use the linked, digital copy or can pop in to Room 410 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy of the textbook.**
- [An excerpt from Adam Smith’s, *The Wealth of Nations*](#). This text written by “the father of economics” will provide you with background information on the meaning of the free-market and the theory of the invisible hand.
- The [introduction](#) and [first chapter](#) from the book *Naked Economics: Undressing the Dismal Science* by Charles Wheelan. This witty and entertaining text translates the arcane language of economics into less confusing, more relatable terms.

PART II-ANALYZE: After reading these texts, your task is to write a concise paper using real-world examples from *Naked Economics* to explain three terms from Section 1 of *Krugman's Macroeconomics for AP*. In your paper, you must describe how Adam Smith would react to these examples based on what he wrote in *The Wealth of Nations*. Use the following format to describe *each* of the three economic terms that you choose:

- Economic Concept/ Term (ie. scarcity, market economy, opportunity cost, efficiency, etc.)
 1. Example from *Naked Economics* and explanation of how it explains the concept/ term (include the page number from *Naked Economics*)
 2. How Adam Smith would respond to this example from *Naked Economics*
 - a. Would he agree or disagree with it? Why?
 - b. Justify your answer by referencing *The Wealth of Nations*
- Your response should be between 500-700 words, typed, and double spaced. Refer to the [rubric](#) for this assignment.

You are also expected to know all of the terms from Section 1 of *Krugman's Macroeconomics for AP* (Modules 1, 3, and 4) on the designated assignment due date.

Students enrolled in *AP MICROECONOMICS* are required to complete the following assignment.

TASK: Read the assigned texts, synthesize information, and demonstrate understanding of economic concepts through writing. This assignment will be due on turnitin.com within the first two weeks of school on a specific date, to be determined.

PART I-INVESTIGATE: Read and annotate/outline all of the texts listed and linked below.

- [Section 1 of the textbook](#), *Krugman's Microeconomics for AP* (Modules 1, 3, and 4- you do NOT need to read module 2). ***You may use the linked, digital copy or can pop in to Room 410 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy of the textbook.**
- The [introduction](#) and [first chapter](#) from the book *Naked Economics: Undressing the Dismal Science* by Charles Wheelan. This witty and entertaining text translates the arcane language of economics into less confusing, more relatable terms.
- For the third text, you must find at least one article from the magazine *The Economist* that relates to the concepts explained in Section 1 of your textbook. *The Economist* can be accessed online at www.economist.com (login: rfh@gmail.com password: bulldogs). You can also purchase a hard copy of the magazine. You may use any articles from 2016- 2021 as long as your choice/s relates to the concepts in Section 1 of your textbook. You may use more than one article.

PART II-ANALYZE: After reading these texts, your task is to write a concise paper using real-world examples from *Naked Economics* and the article from *The Economist* to explain three terms from Section 1 of *Krugman's Microeconomics for AP*. Use the following format to describe *each* of the three economic terms that you choose:

- Economic Concept/ Term (ie. scarcity, market economy, opportunity cost, efficiency, etc.)
 1. Example from *Naked Economics* and explanation of how it explains the concept/ term (include the page number from *Naked Economics*)
 2. Example from an article in *The Economist* and explanation of how it explains the concept/ term
- Your response should be between 500-700 words, typed, and double spaced. Refer to the [rubric](#) for this assignment.

You are also expected to know all of the terms from Section 1 of *Krugman's Microeconomics for AP* (Modules 1, 3, and 4) on the designated assignment due date.

Students enrolled in *AP PSYCHOLOGY* are required to complete the following assignment.

TASK: Conduct research, read the assigned text, synthesize information, and demonstrate understanding of psychologists and psychological concepts and terms through notes and participation. This assignment will be due on the second day of class in September and will be assessed at a later date, to be determined.

PART I- FALL 2021 PSYCHOLOGIST JOB FAIR: As an *Advanced Placement Psychology* student, you must prepare for and “attend” the *Fall 2021 Psychologist Job Fair* to be held during the first week of class, specific date to be determined. At this job fair, you will assume the identity of a prominent psychologist from history and endeavor to convince interviewers that you are the right psychologist for an opening at a prominent psychology research institute.

Based on the first letter of your last name, you will each be assigned to investigate a specific psychologist, focusing on this psychologist’s core beliefs, greatest accomplishments, and professional legacy. Although there will be ten psychologists present at the *Job Fair*, your role will be designated by me in order to assure that all psychologists and psychological approaches are represented in each class period. Please consult the chart below to find your assigned psychologist. *You may not change your psychologist and if you research the wrong one, you will not receive credit for the assignment.

<u>If your last name begins with...</u>	<u>You are assigned...</u>
A-B	Sigmund Freud
C-D	John B. Watson
E-G	Abraham Maslow
H-J	William James
K-L	Jean Piaget
M-N	Ivan Pavlov
O-Q	Carl Jung
R-S	Carl Rogers
T-V	Albert Bandura
W-Z	B.F. Skinner

Because the *Fall 2021 Psychologist Job Fair* will take place in seminar format over the course of two days, it is essential that you have extensive background knowledge of your psychologist and can make analytical connections between your psychologist’s beliefs and the information included in Unit I (“Psychology’s History and Approaches”) of *Myers’ Psychology for the AP Course* (see Section II of the *2020 Advanced Placement Psychology Summer Assignment*). Topics of discussion include—but are not limited to—your psychologist’s theoretical approach, general life narrative, most significant findings, regrets, aspirations, and adversities. The rubric for this is linked [here](#).

At a minimum, you should prepare by consulting at least three documents of reliable, valid research other than your textbook to participate in the experience. As soon as we start discussing the *Fall 2020 Psychologist Job Fair* on the second day of class, I will be checking and/or collecting hard copies of your resources such that I can assess that you have had adequate preparation. Drawing on this research, you will apply the knowledge you have gained to pose authentically as your psychologist and seek gainful employment. During the seminar itself, you will only be able to reference information contained on one note card measuring no larger than 4 by 6 inches. Thus, it is imperative that you have a solid understanding of your psychologist and do not depend on reading notes during the assessment.

PART II-UNIT I OF MYERS' PSYCHOLOGY FOR THE AP COURSE: *Advanced Placement Psychology* requires students to be self-directed, attentive readers. You are expected to read Unit I ("Psychology's History and Approaches" [Modules 1, 2, and 3]) of *Myers' Psychology for the AP Course* over the course of the summer, developing a complementing outline of key chapter points. This completed outline is due on the second day of class in September. This text selection is available by clicking [here](#). ***You may use the linked, digital copy or can pop in to Room 406 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy of the textbook.**

Students enrolled in **AP U.S. GOVERNMENT & POLITICS** are required to complete the following assignment.

TASK: Next May, you will be sitting for the College Board assessment that will measure your understanding of the five "big ideas" related to the major concepts and issues related to government and politics in America. Each "big idea" is complemented by a series "enduring understandings" (with multiple learning objectives) and essential content knowledge. One of the first "big ideas" that will be examined is "Constitutional Democracy." The following is the College Board's description of this "big idea:"

The U.S. Constitution arose out of important historical and philosophical ideas and preferences regarding popular sovereignty and limited government. To address competing states' visions for the allocation of governmental authority, compromises were made during the Constitutional Convention and ratification debates, and these compromises have frequently been the source of debate in U.S. politics over the proper balance between federal and state power and between liberty and social order.

You are expected to keep this "big idea" in mind as you complete the steps outlined below. This assignment will be due on the first day of school in September and will be assessed on a later date, to be determined.

1. Read Chapter 1 of your textbook, AMSCO United States Government and Politics and take notes on key concepts and required documents ([linked here](#)). Chapter 1 is entitled "The Constitution". This chapter details key points related to politics in the United States and the U.S. Constitution. ***You may use the linked, digital copy or can pop in to Room 408 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy of the textbook.** You should consider this task as an introduction to the critical reading and note-taking work that will be expected of you in *AP United States Government and Politics*.
2. Closely read the Declaration of Independence. You are encouraged to annotate a printed copy of the text, taking notes on the argument for independence that is executed. The Declaration of Independence can be found in the [National Archives](#).
3. Closely read the U.S. Constitution. You are expected understand the general purpose/subject of Articles I-VII of the U.S. Constitution as well as the general purpose/intent of the 27 amendments to the document. It is suggested that you self-design a graphic organizer to serve as a referent during our ongoing study of how the U.S. Constitution plays a role in American politics today. This material can also be found in the [National Archives](#).

*A final note: political intolerance and disrespect for different ideas will not be tolerated in *AP United States Government and Politics*. The first steps to understanding the contrasting political points of view in America are to develop realistic, respectful expectations about political diversity and to make a renewed, shared commitment to pragmatism over ideology.

Students enrolled in *AP WORLD HISTORY: MODERN* are required to complete the following assignment.

TASK: Read Jack Weatherford's book *Genghis Khan and the Making of the Modern World* and write a response paper. This paper will be submitted to Turnitin.com on a due date during the first week of school in September, to be determined.

Advanced Placement World History: Modern will focus on the transformation of the world from a place of great difference and isolation into a world of similarities and globalization. It begins with the key moment in human civilization where we stop expanding into the emptiness of the world and begin to instead collide. It is this precise moment in time that will drive great conflict, and destruction while also bringing about rapid growth, creativity, and new knowledge. In this way this is a course that studies how the raw material of the ancient world is sculpted by the many hands of fate to create the modern world as we know it.

For this study, it is best to begin with perhaps one of the most simultaneously destructive and yet uniting moments in history: the last great nomadic conquest, the invasion of the Mongols lead by the great Genghis Khan. In just a short few years, the entire ancient world of East Asia, the Middle East, and Russia was disrupted. Cities were burned to the ground, civilizations wiped away, and some 40 million people, 10% of the world's population at the time, were killed. Yet, for all this destruction, for the first time all of Asia was united under one banner, and new ideas, concepts, and technologies were freely spread under the protection of the newly forged Pax Mongolica.

This focus on the exploits of Genghis Kahn is deliberate. It will serve as a foundation experience in *Advanced Placement World History: Modern*—one that will be referred to at various points course.

PART I-INVESTIGATE: Over the summer, you are expected to increase your familiarity with Genghis Khan and the Mongol Invasions by carefully reading *Genghis Khan and the Making of the Modern World*. ***Please pop in to Room 405 during the scheduled English/Social Studies AP Meeting Time on Monday, June 7th (or on either make up day) to pick up your copy.** If you are a fully virtual student, please email Mr. Leddin directly at mleddin@rumsonfairhaven.org to schedule a pick up time prior to June 16th. You may also secure your own copy from River Road Books.

PART II-ANALYZE: After reading the book, write a well-developed, cohesive 5 page response paper in which you do the following:

- Respond to these questions:
 1. What is the key argument, thesis, of the author and what evidence is provided to prove this thesis?
 2. (More important) What is your position on the author's argument? What aspects of the argument do you agree or disagree with? In your opinion, what does Weatherford fail to explain or take into account in his writings?
- Format the paper as follows:
 1. Use proper MLA format (typed, double spaced, 1" margins, Times New Roman, size 12 font, heading, title, header, works cited page listing the text itself).
 2. Include in-text citations referencing the text within the body of your paper.
 3. Make sure to write a minimum of 5 pages, excluding the works cited page.

*Most importantly THIS PAPER IS NOT A BOOK REPORT. I am most interested in your response to his writings make his thesis clear and then argue your perspective. DO NOT hand in a paper that simply states what is discussed in the book.