

Providence High School

World History and World History Pre-AP

2009 Summer Assignment

Introduction

The following assignments are presented to introduce basic ideas in preparation for your World History class. You must read the book(s) and examine the discussion questions. These discussion questions are designed to help you understand the novel and will require that you manage your time well. The discussion questions are required for both books. In addition, there is the *Culminating Assessment Activity*. All assignments are due on the first day of class.

This reading assignment, discussion questions and *Culminating Assessment Activity* are designed to prepare you to adequately demonstrate both your grasp of the material presented and your ability to learn independently, (skills that will be valuable to have when you attend college.)

The following tasks are to be independently done. That is, without any assistance from other students. All assignments are to be pledged with the following statement:

“On my honor, I have not received nor did I give information on this assignment.”

You will need to purchase a ***three subject spiral notebook*** and label each subject as follows:

Subject 1: Key Terms and Concepts (30 points)

Subject 2: *Girl with the Pearl Earring* by Tracy Chevalier (70 points)

Subject 3: *Ishmael* by Daniel Quinn (50 points)

You will turn in this three subject spiral notebook during the first day of class. **The total summer assignment is valued at up to 150 points. This is considered a major grade. There will be no extra credit.**

If at anytime while working on any assignments and you have questions or need direction, you may contact me at home or school. My address is as follows:

World History and World History Pre-AP

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Subject 1: Key Terms and Concepts

Assignment :Key Terms

Below is a list of key terms and concepts and people that will be of significance during your learning this year. You are to define and/or identify the following your “Key Terms and Concepts” notebook. One point for each correct response.

You must complete all of the following: (30 Points)

1. prehistory vs. history
2. civilization
3. Paleolithic Era
4. Neolithic Era
5. nomadic
6. hunters/gatherers
7. Ice Age
8. Neolithic Revolution
9. migratory
10. patrilineal
11. matrilineal
12. irrigation systems
13. foraging
14. sedentary
15. agrarian
16. specialization of labor
17. metalworking
18. Fertile Crescent
19. hieroglyphics
20. cavalry
21. monotheism
22. polytheism
23. caste system
24. democracy
25. aristocracy
26. oligarchy
27. republics/democracies
28. theocracy
29. war
30. trade routes

Subject 2: *Girl with the Pearl Earring* by Tracy Chevalier

Assignment: Summer Reading – all World History Classes. Read the following book and complete the discussion questions. Once you have completely finished reading the book, do the *Culminating Assessment Assignment* in your spiral notebook.

Introduction

- Inspired by Vermeer's portrait of the same name, *Girl with a Pearl Earring* is an intriguing story set in 17th century Holland. *Girl with a Pearl Earring* tells the story behind the creation of this famous painting, all the while depicting life in 17th century Delft, a small Dutch city with a burgeoning art community.

Discussion Questions

(30 points):

1. Though *Girl with a Pearl Earring* appears to be about one man and woman, there are several relationships at work. Which is the most difficult relationship? Which is the most promising? How do you feel about Vermeer's relationship with his wife? How does that come into play?
2. Do you think Griet was typical of other girls her age? In what ways? How did she differ? Did you find her compassionate or selfish? Giving or judgmental?
3. Peering into 17th century Delft shows a small, self-sufficient city. Toward what do you think the many-pointed star at the city's center pointed? What was happening elsewhere at that time? How does Griet's relationship to the star, and the choices she makes in relation to its eight points, evolve through the course of Chevalier's novel?
4. What is the quality of life, and what are the opportunities available, for a young Dutch woman in the 1660s and 1670s.
5. In the particular emotional realm of this novel, the issue of "seeing" is central. What does "seeing," mean to the novel's characters? Is it fair to say that, of all the characters, it is Maria Thins who sees the most clearly in the end? Why or why not?
6. Discuss the rich symbolism behind Vermeer's mandate that Griet pierce her ear. And what are the implications of Vermeer later demanding that Griet pierce her other ear as well, even though it is completely hidden in the painting?
7. Why was Griet reluctant even to take off her cap when she is modeling? What does Griet fear will happen once she exposes her untamable hair, whether to Vermeer or to Pieter, her future husband?
8. Discuss the ways religion affected Griet's relationship with Vermeer. His wife? Maria Thins?
9. Do you think Griet made the right choice when she married the butcher's son? Did she have other options? Is her eventual progression from housemaid to housewife really nothing but an inevitability, given both the cultural repression of her gender as well as her parents' poverty? Discuss the subtle ways in which *Girl with a Pearl Earring* contends with these issues.
10. In what specific ways do you identify personally with Griet, and with the ways she confronts the challenges and heartaches in her life?

Culminating Assessment Activity

This is due the first day of class

(40 points):

1. Find another piece of art – and tell its story in your own words. What does it say to you? Then research the art and find the actual story/meaning behind it. Compare your story to the actual story. Be sure to print a copy of the artwork and attach it to your story.

Subject 2: *Ishmael* by Daniel Quinn

Assignment: Summer Reading – World History Pre-AP only. Read the following book and complete the discussion questions. Once you have completely finished reading the book, do the *Culminating Assessment Assignment* in your spiral notebook. (50 points)

Introduction

- *Ishmael*, by Daniel Quinn, is the story of a desperate young man in search of a teacher. The teacher he finds is a lowland gorilla, who, being a member of a species entirely different from ours, has an entirely different vision of our history and our role in the universe.

Discussion Questions

1. Who are the Takers and Leavers?
2. What is meant by the term Mother Culture? How does it operate?
3. The narrator does not have a name. What does NOT giving him a name accomplish?
4. What is the purpose for making Ishmael a gorilla? What might the author be trying to accomplish?
5. Find the reference to Ishmael in the Bible. Why would the author choose this name for the gorilla instead of another name?
6. According to Ishmael, what three specific ingredients make up a culture? Which of the three do you think is most important?
7. Discuss FOUR important differences between Leaver cultures and Take cultures, according to the book. (Provide specific examples of the two cultures in your answer)
8. Explain the historic importance of our agricultural revolution, according to Ishmael. How, specifically, did it change society?
9. Why doesn't Ishmael simply lecture, tell the student all of his ideas up-front and be done with it? Does the process of learning by questioning encourage more learning or frustration?
10. Toward the end of the book, the narrator says that people "need a vision of the world and of themselves that inspires them." What are the specific ingredients of that vision, according to Ishmael and the narrator?

<p style="text-align: center;"><u>Culminating Assessment Activity</u></p>
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This is due the first day of class

Pick one:

1. Based on the projections described in the book, write a history of the world for the next five decades. Make up events that are consistent with the point of view you adopt (Leavers or Takers).
2. You're a politician transformed by reading Ishmael. What laws would you enact in order to turn things around? Create 10 laws that show how you have been transformed.