

Magnet Summer Reading and Assignments

As a student in the School for International Studies, you will be exploring global issues of both historical and contemporary importance. Summer work is an integral aspect of your education and will serve to broaden and supplement your studies in the classroom. The 9th Grade Magnet Team has worked together to develop your summer assignments...in other words, you will be reading books for more than just one class! You will see themes emerge across the curriculum and, hopefully, will begin to see how many of the issues facing the world are inter-connected. Please do not hesitate to contact any of us over the summer should you have questions or problems; we are here to help you, as we want all of you to be successful at North Cobb High School.

Magnet Biology
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Magnet 9th Literature/Composition
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AP Human Geography
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- I. Obtain a copy of the book *2010: State of the World* from the WorldWatch Institute (\$13 from Amazon)
 - i. **For Biology and AP Human Geography:** Read the Introduction, pages 3 – 20.
 - ii. **For Biology:** Also read “From Agriculture to Permaculture,” pages 47 – 53. After reading answer the following questions:
 - a. How does understanding nature help us create better farms for food?
 - b. What change in lifestyle might be a way for students at North Cobb to make our life more sustainable?
 - c. Do you think that most people you know would vote for the changes suggested by the authors of both articles? Why?

ALTERNATE ASSIGNMENT: If you cannot find the State of the World book, please read *The Star Thrower* by Loren Eiseley (\$10.00 from Amazon) and write a paragraph explaining why Dr. Eiseley gave this title to his book.

- iii. **For AP Human Geography:** You will be using *2010: State of the World* throughout the school year, so you can choose to get ahead in your reading this summer. Please note that the following is a preliminary reading list and is subject to change:
 - a. “Engaging Religions to Shape Worldviews”
 - b. “Ritual and Taboo as Ecological Guardians”
 - c. “Environmentally Sustainable Childbearing”
 - d. “From Agriculture to Permaculture”
 - e. “Building the Cities of the Future”
 - f. “Ecovillages and the Transformation of Values”

- II. **For Magnet English and AP Human Geography,** read one of the following books:
 - *They Poured Fire on us From the Sky: The True Story of Three Lost Boys from Sudan* by Alphoncian Deng, Benson Deng, and Benjamin Ajak (Nonfiction, Sudan)
 - *A Thousand Splendid Suns* by Khaled Hosseini (Fiction, Afghanistan)

- *Three Cups of Tea: One Man's Mission to Promote Peace...One School at a Time* by Sarah Thomson, Greg Mortenson, David Oliver Relin, and Jane Godall (Nonfiction, Pakistan)
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (Nonfiction, Sierra Leone)
- *Fast Food Nation: The Dark Side of the All-American Meal* by Eric Schlosser (Nonfiction, America)
- *A Bog Child* by Siobhan Dowd (YA Fiction, Ireland)
- *The Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-Li Jiang (YA Nonfiction, China)
- *Tree Girl* by Ben Mikaelson (YA Fiction, Guatemala)
- *Sold* by Patricia McCormick (YA Fiction, Free Verse, Nepal)
- *The Shepherd's Grand-daughter* by Anne Laurel Carter (YA Fiction, Palestine)
- *Keeping Corner* by Kashmira Sheth (Fiction, India)
- *Tropical Secrets: Holocaust Refugees in Cuba* by Margarita Engle (YA Fiction, Free Verse, Cuba)
- *Useful Fools* by C. A. Schmidt (YA Fiction, Peru)

*Parents, please note: the summer reading selections are varied and cover many difficult yet interesting topics. Many of the books tell the stories of people living in war-torn and ravaged countries, and, as a result, there are some mature scenes (genocide, rape, child abuse, famine, etc.). None of the books contain gratuitous scenes of sex or violence, but it is suggested that you help your student make an appropriate summer reading selection. You can go to the following website to read descriptions and reviews of all the books: <http://www.goodreads.com/book/explore>

- For Magnet 9th Literature/Composition:** You should have the book read by the first day of class. You will complete an assignment based on the book sometime during the first few weeks.
- For AP Human Geography:** Write an essay that discusses your book according to the following rubric. The essay is due on the first day of class and should be 3 – 4 pages typed, double spaced.

RUBRIC:

Description

5 points: Author's name, place of publication, date of publication, number of pages in book.

20 points: Summary of book -- important points brought out, highlights, etc.

Analysis

10 points: Author's objectives. What did the author intend for the reader in writing this book?

10 points: Universal lessons. Provide examples from the book of lessons that would apply any place or time.

These lessons should deal, if possible, with threads of humanity or the universal condition. If you do not feel there is any lesson to be learned from your book, explain why.

10 points: Use of passages to support answer (this means incorporate direct quotes from your reading).

Appraisal

10 points: Did you like/dislike the book and why?

5 points: What is missing?

Themes of Geography

20 points: Please integrate, where applicable, the five geographic themes of place/location, movement, perception, human/environment interaction, and region. If you are unsure of the definitions of these terms, you will find them in any dictionary or through a Web inquiry related to the "five themes of geography." You do not have to address them all, just the ones that apply to your book!

Overall Paper

10 points

Total: 100 points

III. For Magnet Biology:

- i. **PLAN:** Write a paragraph about an experimental procedure you'd like to perform as your research experiment this year. You can look at the links posted on Dr. McCoy's webpage (www.quia.com/pages/mccoybio101.html). The links are loaded with great ideas for experiments.
 - Be careful with your suggestions.
 - Make sure the plan is **ETHICAL**: we can't have anyone causing pain or distress in humans or vertebrate animals.
 - Make sure the plan is **AT THE RIGHT LEVEL**: sure, lots of middle school students like to study "effects of music on plants" and "effects of soft drinks on bean plants", but you have now entered high school. You're swimming with the big fish now. It is unlikely that plants will be threatened by music or ginger ale. It is highly likely, however, that plants may be dosed with high levels of phosphate or sulfur or acid rain or ozone. Now those environmental contaminants might be useful to study. Find an idea that sounds interesting to you. Write a paragraph. Hand it to Dr. McCoy. Let's see what you find.
- ii. **SURF:** Look on Dr. McCoy's class webpage and find a science contest that can earn you \$\$\$\$\$. You may not think it is true, but there are hundreds of organizations with money that they want to give to you. **Find one and write a description of the contest and the prize.** Make your parents smile.
- iii. **CLOSE YOUR EYES:** We need you to use your imagination. Close your eyes (really...we're serious). With your eyes closed, think about what would happen if someone gave you thousands of dollars and the only catch was you had to travel somewhere on Earth and **STUDY SOMETHING** for three weeks. Where would you go? What would you study? Then, go to www.earthwatch.org and find an expedition with goals that are similar to yours. **Write a description of an EarthWatch expedition.** They give scholarships. Dr. McCoy should know. He won a trip to study Elephants of Tsavo. Ms Hopp, our microbiology teacher, won a trip to study Meerkats of the Kalahari. Dr. Petelle, our AP Environmental Science teacher, won a trip to study migratory insects in the Costa Rican cloud forest. Our North Cobb students have studied bears in Alaska, dolphins in the Bahamas, T. rex fossils in Mexico and archaeology in British castles. You can, too. Carpe diem!