

Bloomfield High School
Social Studies Department
Summer Reading
2017

Incoming grade 9, World History Honors Students

The following assignment is for students **entering** World History Honors this year, for most students this will mean they were in eighth grade US History Honors last year or participated in the summer Jump Start program at BHS and are entering ninth grade. Please check your schedule to ensure that you are in World History Honors for the upcoming school year.

A History of the World Through 6 Glasses

DUE DATE: Thursday, September 7, 2017 - NO LATE ASSIGNMENTS ACCEPTED

This assignment is due on the second day of school at the **beginning of class**.

Your summer assignment is based on the book *A History of the World in 6 Glasses* by Tom Standage. This book is available in paperback at Barnes & Noble (if they don't have any copies on the shelf they will order a copy for you), and online at Amazon.

Do not leave this assignment until the last week of the summer vacation! Honors World History will require you to use your time wisely ALL YEAR as no class you have ever taken before has done. Get off on the right track by planning ahead with this assignment. *A History of the World in 6 Glasses* is a book which takes an innovative approach to world history. The author looks at the development of world civilizations through the prism of the beverages that people drank in various time periods. These are (in chronological order): **beer, wine, spirits, coffee, tea and coca-cola.**

This book offers an innovative and interesting perspective to initiate our year-long discussion of world history. Our purpose in reading the book is to get a sense of how civilizations and cultures develop and how numerous forces (social, political, religious, ideologies, technological, economic, & ecological) all affect even the most mundane-seeming aspects of people's daily lives. When you are drinking a coke on a hot day this summer, it is not an accident. There are historical forces at work that have put that can of coke in your hand. This book explores those forces. For this assignment, you will need to read the book and do the following tasks.

TASK#1: Questions & Timeline (Test Grade)

- **Questions:** (typed - you can type into this document so you do not have to re-type all of the questions.) Answer the questions on the following pages using complete sentences. **Your answers should be answered completely and thoroughly.** Cite the book when you use information from it. **ex: (pg. 35).**
- **Timeline:** Create a timeline of history including each “glass/beverage.” Your timeline should include at least two regions of the world affected by your “glass/beverage” and five dates with facts for each “glass/beverage” for a total of at least thirty dates and facts on the timeline. It should be illustrated appropriately and dense with detail.

QUESTIONS WILL RECEIVE NO CREDIT IF THEY ARE NOT CITED.

DO NOT SPLIT THESE QUESTIONS AMONGST YOUR FRIENDS – YOU WILL BE RESPONSIBLE FOR ALL OF THE CONTENT – IN ADDITION, YOUR RESPONSES WILL BE POSTED TO TURNITIN.COM – IF YOU AND A FRIEND HAVE COPIED EACH OTHER, THE ASSIGNMENT WILL RECEIVE NO CREDIT.

YOU MUST COMPLETE ALL THREE TASKS BY THE FIRST DAY OF SCHOOL

Chapter 1 - Beer

1. How is the discovery of beer linked to the growth of the first “civilizations”?
2. What does this history of beer in the ancient world tell us about the early civilizations?
3. What sources does the author use to gather his information on the use of beer?
4. What were some of the uses of beer by ancient cultures? Nourishment? Ritual? Religious?
5. How did beer “civilize” man, according to Standage?
6. What is the relationship between beer and writing, commerce, and health?

Chapter 2 - Wine

1. How did the use of wine differ from that of beer in ancient Greece and Rome?
2. How was wine used by the Greeks?
3. How and why did wine develop into a form of a status symbol in Greece?
4. How was wine consumed? What does this tell us about the ancient Greek culture?
5. How did the use of wine in Roman culture differ from that of ancient Greece?
6. What is the relationship between wine and empire, medicine, and religion?

Chapter 3 - Spirits

1. What is the origin of distilled spirits?
2. What is the connection between spirits and colonization?
3. How was the production of spirits connected to slavery?
4. What role did spirits play on the high seas?
5. In the 18th century, how did spirits help Britain have a more superior navy than

France?

6. Why were spirits an important staple in Colonial America?
7. How did rum play a role in the American Revolution?
8. What were the negative effects/uses of spirits? (Use entire chapter to answer this)

Chapter 4 – Coffee

1. From whom did Europeans get coffee and how did it spread to Europe?
2. Why was it so important to Europe's development that many people's beverage of choice switched from alcohol to coffee?
3. Describe coffee's effect on the global balance of power (in terms of commerce).
4. How did coffee play a pivotal role in the scientific revolution? (give lots of detail)
5. How did coffee play a pivotal role in the 'financial revolution'?
6. How did coffee play a pivotal role in the French Revolution? (give lots of detail and go into the Enlightenment)

Chapter 5 - Tea

1. When did tea first become a mainstream drink in Asia? In Europe?
2. How did the consumption of tea in Europe differ from how it was consumed in China or Japan?
3. If tea arrived in Europe around the same time as when coffee did, why did it not find the immediate success that coffee had?
4. How did tea transform English society? Who were its main consumers and what were some of the new rituals that surrounded tea?
5. How was tea an integral part of the Industrial Revolution?
6. What was the connection between tea and politics?
7. How was tea connected to the opium trade and the Opium War of 1839-1842?
8. What role did the tea trade and production play in the British rule over India?

Chapter 6 - Coca-Cola

1. What was the origin of coke?
2. How was this beverage used medicinally and what were the additives?
3. What was the relationship of coke and World War II?
4. How was coke thought of by the communists during the Cold War?
5. What is meant by "globalization in a bottle"?
6. How did Coca-Cola become basically seen as an American value? How did this help and hurt Coca-Cola (and, in some ways, America itself?)

Task#2: Map Activity: (Quiz Grade)

You are going to create two dense/detailed maps, so be neat and tidy. Create a legend if you need to use symbols (highly recommended) for cities on the map. Use two maps —World Map for Chapters 5 and 6; Eurasia for all other chapters.

Chapters 1-4: Eurasia

- Use yellow to shade the entire area that was touched by the use of beer & wine according to these chapters
- Label any geographical reference for these chapters in RED INK. Cities, regions (Fertile Crescent), rivers, mountains, deserts, plateaus, seas, oceans. If it is a region you are identifying, use red diagonal lines to denote the region.

Chapters 5-6: World

- Use a pale green to shade the entire area touched by distilled spirits according to these chapters.
- Label any geographical reference for these chapters in GREEN INK. Cities, regions, rivers, mountains, deserts, plateaus, seas, oceans. If it is a region you are identifying, use red diagonal lines to denote the region.
- Notate overlapping cities, cities that were important during the previous period, on the back of your map.

Chapters 7-8: Eurasia

- Use a pale blue to shade the entire area touched by coffee according to these areas.
- Label any geographical reference for these chapters in BLUE INK. Cities, regions, rivers, mountains, deserts, plateaus, seas, oceans. If it is a region you are identifying, use red diagonal lines to denote the region.
- Notate overlapping cities, cities that were important during the previous period, on the back of your map.

Chapters 9-10: Eurasia

- Use a light brown to shade the entire area touched by tea according to these areas.
- Label any geographical reference for these chapters in BLACK INK. Cities, regions, rivers, mountains, deserts, plateaus, seas, oceans. If it is a region you are identifying, use red diagonal lines to denote the region.
- Notate overlapping cities, cities that were important during the previous period, on the back of your map.

Task #3: Socratic Seminar (In-Class Assignment)

These questions need to be answered. Bring your book and be prepared to discuss the following questions some time during the first two weeks:

1. What global processes are revealed by reading this book?
2. What do these beverages have in common (according to the narrative that Standage tells)?
3. What can one learn about religion and social structure in studying beverages (and/or food)?
4. Does the structure of the book work as a way of thinking about the history of the world? (Precedents: cities through time, commodities...)
5. How is the idea of “civilized” used in the book?
6. If you knew nothing about world history, could you read this book and get a global picture of world history through time?
7. Do you think this book has a universal point of view or is it culturally specific? (Is there a “missing” voice?)
8. How could this book be used in a world history classroom?
9. Discuss your favorite quotes.
10. What is Standages’ overall thesis for this book? Do you agree? Why or why not

Name _____

World History Honors

Period _____

Date _____

Score: _____

Annotated Timeline

Category	Excellent	Good	Needs Improvement	Poor Effort
Title	The timeline has a creative title that accurately describes the material and is easy to locate. (4 pts.)	The timeline has an effective title that accurately describes the material and is easy to locate. (3 pts.)	The timeline has a title that is easy to locate. (2 pts.)	The title is missing or difficult to locate. (1 pt.)
Information	Information was accurate and complete for all events reported on the timeline. (4 pts.)	Information was accurate for almost all events reported on the timeline. (3 pts.)	Information was accurate for most (~75%) of the events reported on the timeline. (2 pts.)	Information was often inaccurate for events reported on the timeline. (1 pts.)
Illustrations/Graphics	All graphics effectively illustrated the importance of the events and were balanced with text use. (4 pts.)	All graphics are effective, but there appear to be too few or too many. (3 pts.)	Some graphics are effective and their use is balanced with text use. (2 pts.)	Several graphics are not effective. (1 pt.)
Style and Organization	The timeline was set up correctly to cover the relevant time period and balanced. Events appear in chronological order. (4 pts.)	There was one obvious problem with the organization of the timeline. (3 pts.)	There were a couple of problems with the setup of this timeline. (2 pts.)	Your setup looks rushed; there are several problems with its organization. (1 pt.)
Date and Titles	An accurate, complete date and event title have been included for each event. (4 pts.)	An accurate, complete date has been included for almost every event. (3 pts.)	An accurate date has been included for almost every event. (2 pts.)	Dates are inaccurate or missing for several events. (1 pt.)
Neatness	Your timeline is neat and bold and can be easily read. (4 pts.)	Most of your timeline is legible. (3 pts.)	There are some portions of your timeline that are difficult to read. (2 pts.)	It was a struggle to read and understand this timeline. (1 pt.)





SOCRATIC SMACKDOWN COMMON CORE RUBRIC

NAME _____

DATE: _____

DISCUSSION TOPIC: _____

CLASS: _____

STRATEGY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
<p>SL.8.1a Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p>Comes prepared with required materials completed with additional annotations or notes</p> <p>Uses textual evidence correctly more than 5 times during conversation</p> <p>Analyzes textual evidence by comparing multiple pieces of evidence and synthesizing for meaning</p>	<p>Comes prepared with required materials completed and having read/ researched text or topic</p> <p>Use textual evidence correctly at least 5 times during conversation</p> <p>Analyzes textual evidence by giving thorough explanation anytime evidence is used</p>	<p>Comes prepared with required materials somewhat completed and having read/ researched text or topic</p> <p>Uses textual evidence correctly 2-4 times during conversation</p> <p>Analyzes textual evidence by giving some explanation of evidence</p>	<p>Does not come prepared with required materials or has not read/ researched text or topic</p> <p>Uses textual evidence once correctly or not at all during conversation</p> <p>Does not give any explanation of textual evidence</p>
<p>SL.8.1b Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Uses new and long-term discussion strategies expertly</p> <p>Never distracts or interrupts</p> <p>Leads team toward goals with verbal cues and reflects on progress</p>	<p>Uses new and long-term discussion strategies consistently</p> <p>Distracts or interrupts no more than once</p> <p>Assists team toward goals during discussion and reflects on progress</p>	<p>Attempts to use new and long-term discussion strategies</p> <p>Distracts or interrupts a few times</p> <p>Demonstrates awareness of goals, but may not make progress/reflect</p>	<p>Does not use new and long-term discussion strategies</p> <p>Distracts or interrupts no more than once</p> <p>Demonstrates no awareness of goals</p>
<p>SL.8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p>Asks 3 or more analytical and evaluative questions that prompt discussion</p> <p>Answers others' questions always using evidence</p> <p>Synthesizes the ideas of others and asks questions related to others ideas</p>	<p>Asks at least 2 analytical and evaluative questions that prompt discussion</p> <p>Answers others' questions consistently with evidence</p> <p>Summarizes and synthesizes the ideas of other</p>	<p>Asks questions, though they are usually recall questions</p> <p>Answers others' questions without evidence</p> <p>Sometimes summarizes another team member's ideas</p>	<p>Rarely asks questions and all questions are recall</p> <p>Rarely answers questions</p> <p>Does not summarize others' ideas</p>
<p>SL.8.1d Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Agrees with and deepens the ideas of others</p> <p>Refutes the ideas of others by playing devil's advocate</p> <p>Refers to earlier evidence and statements frequently</p>	<p>Agrees with and builds upon the ideas of others</p> <p>Disagrees and refutes the ideas of others</p> <p>Refers back to evidence used and statements made by others</p>	<p>Agrees with the ideas of others</p> <p>Disagrees with the ideas of others</p> <p>Sometimes repeats earlier evidence or statements without reference</p>	<p>Does not agree with others</p> <p>Does not disagree with others</p> <p>Does not refer back to evidence and statements made by others</p>

COMMENTS: _____

