

**Haddonfield Memorial High School**  
**Summer Assignment Cover Sheet**

**Course:** Acc. Global Issues

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**Teacher(s):** Mr. Freidlander & Mr. Coughlin

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**Due Date(s):** 9/8/10

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**Grade Weight (%) of Quarter 1:** 100 points (10%)

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***NJ Core***

***Curriculum Standards:***

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6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. A. Civics, Government, and Human Rights

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizen who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. D. History, Culture, and Perspectives

***Description of Assignment:***

Read and react to a novel by means of a reading journal.

***Purpose of Assignment:***

The Assignment will lay the groundwork for discussions that will be held in class over the course of the year.

***Specific Expectations:***

A complete and thorough journal based on reflection and reaction to what the student has read.

***Potential Help Sources:***

Teacher email

bcoughlin@haddonfield.k12.nj.us

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# ACCELERATED GLOBAL ISSUES

## SUMMER ASSIGNMENT

Welcome to Accelerated Global Issues! We hope you are as excited as we are for our new adventure next year. To prepare you for September, we have written a summer assignment that will not only get you thinking about the world around you, but also how individuals react to their environment and how they come to make important choices in their lives.

Your assignment is to read one of the books from the attached list. If none of the books listed interests you, or you parents have any objections to you reading any of the books, you may pick another book that deals with global issues. However, you must have approval from either Mr. Friedlander or Mr. Coughlin BEFORE you begin the assignment (by July 8). Our e-mail addresses are:

bcoughlin@haddonfield.k12.nj.us  
sfriedla@haddonfield.k12.nj.us

As you read your book you will be asked to keep a reflection journal. Your journal should focus on the following essential question:

***How does one's environment affect the way one sees and defines one's self?***

A reflection journal is NOT a summary of the pages you have read. Instead, it is a REACTION to and ANALYSIS of the material focusing on the essential question above. This reading journal should be 5-6 pages long and reflect on THREE major instances in your book when the author's environment affects his/her sense of self i.e. how he/she sees and/or defines him/herself. You are expected to demonstrate a deep reflection of your author's experiences. In addition, you should explain your feelings about the issues facing the author.

The reading log can either be double-spaced typed or neatly handwritten (not double-spaced).

You will hand in the journal and we will discuss the books when you return in September.

This assignment is worth 100 points.

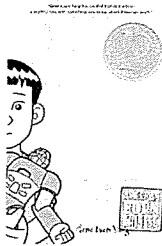
Good luck, have a great summer, and we're excited to hear about what you've learned.

Mr. Friedlander & Mr. Coughlin



**The Complete Persepolis**  
*Marjane Satrapi*

*Persepolis* is the story of Satrapi's unforgettable childhood and coming of age within a large and loving family in Tehran during the Islamic Revolution; of the contradictions between private life and public life in a country plagued by political upheaval; of her high school years in Vienna facing the trials of adolescence far from her family; of her homecoming—both sweet and terrible; and, finally, of her self-imposed exile from her beloved homeland. It is the chronicle of a girlhood and adolescence at once outrageous and familiar, a young life entwined with the history of her country yet filled with the universal trials and joys of growing up.



**American Born Chinese**  
*Gene Luen Yang*

As alienated kids go, Jin Wang is fairly run-of-the-mill: he eats lunch by himself in a corner of the schoolyard, gets picked on by bullies and jocks and develops a sweat-inducing crush on a pretty classmate. And, oh, yes, his parents are from Taiwan. This much-anticipated, affecting story about growing up different is more than just the story of a Chinese-American childhood; it's a fable for every kid born into a body and a life they wished they could escape.

# Marjane Satrapi's Iran

Known as Persia until 1935, Iran became an Islamic republic in 1979 after the ruling monarchy was overthrown and Shah Mohammad Reza Pahlavi was forced into exile.

Despite economical growth, there was much opposition against the Western favored Mohammad Reza Shah, and how he used the secret police, the Savak, to control the country. Strong opposition against the Shah led the country close to a situation of civil war. The opposition was lead by Ayatollah Khomeini, who lived in exile in Iraq and later in France. His message was distributed through music cassettes, which were smuggled into Iran in small numbers, and then duplicated, and spread all around the country. This was the beginning of the Iranian revolution.

On January 16 1979, the Shah left Iran. Ayatollah Khomeini returned to Iran on February 1. Processes against the supporters of the Shah started, and hundreds were executed.

On April 1, after a landslide victory in a national referendum in which only one choice was offered (Islamic Republic: Yes or No), Ayatollah Khomeini declared an Islamic republic with a new Constitution reflecting his ideals of an Islamic government.

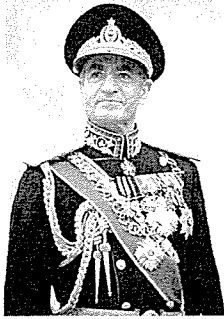
Ayatollah Khomeini became supreme spiritual leader (Valy-e-Faqih) of Iran. Subsequently many demonstrations were held in protest to the new rules, like extreme regulations on women's code of dress.

US-Iranian relations became strained when a group of Iranian students seized the US Embassy in Tehran in November 1979 taking 66 people, the majority Americans, as hostages. The Embassy was held until January 1981.

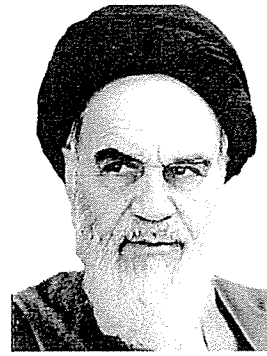
In 1980 Iran began to fight a bloody, indecisive war with Iraq and its leader, Saddam Hussein. Some battles were won in the favor of Iraq, but a supposedly weakened Iranian army achieved surprising defensive success. In August 1988, a cease fire was signed between Iran and Iraq. Casualty figures are highly uncertain, though estimates suggest more than one and a half million war and war-related casualties -- perhaps as many as a million people died, many more were wounded, and millions were made refugees. Iran acknowledged that nearly 300,000 people died in the war; estimates of the Iraqi dead range from 160,000 to 240,000. Iraq suffered an estimated 375,000 casualties, the equivalent of 5.6 million for a population the size of the United States. Another 60,000 were taken prisoner by the Iranians. Iran's losses may have included more than 1 million people killed or maimed.

Since the war, Iran has been designated a state sponsor of terrorism for its activities in Lebanon and elsewhere in the world and remains subject to US, UN, and EU (European Union) economic sanctions and export controls because of its continued involvement in terrorism and its nuclear weapons ambitions. In June 2005, hardliner Mahmud Ahmadinejad was elected president as Iran's sixth president. In 2009, Ahmadinejad won again in a very controversial election that led to massive protests and mass arrests.

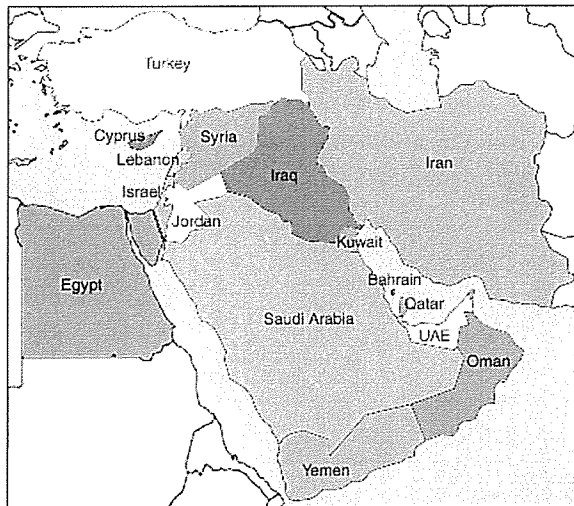
The UN Security Council has passed a number of resolutions calling for Iran to suspend its uranium enrichment and reprocessing activities and comply with its IAEA obligations and responsibilities. Currently, there is a small faction of Iranian youth who want the country to embrace the West and its culture.



Shah Mohammed Reza Pahlavi



Ayatollah Khomeini



Mahmud Ahmadinejad



Saddam Hussein



Iranian Students Today

Sources:  
Iran Chamber Society  
CIA World Factbook