

**This is the complete Summer Reading List. Please select only the titles that you will need for your class.**

**English 1 Honors**

*Lord of the Flies* by: William Golding

*Last Lecture* by: Randy Pausch

**English II Honors**

*Mythology* by: Edith Hamilton

*Things Fall Apart* by: Chinua Achebe

**English III Honors**

*The Grapes Of Wrath* by: John Steinbeck (and annotation assignment located in Google classroom / use class code: nybma27)

**AP Language and Composition**

*Narrative of the Life of Frederick Douglass* by: Frederick Douglass

*Huckleberry Finn* by: Mark Twain

*Catcher in the Rye* by: JD Salinger

*Macbeth* by: Shakespeare

**English IV Honors**

There are two parts of summer reading this year. The purpose of the first part is to prepare you to not only begin with a better understanding of how to read literature, but to also provide you with a foundation to understand writers' allusions. We will use these reading selections throughout the year in discussion and analyzation. The second section is to provide us with a starting point to begin learning how to analyze literature. I would encourage reading all of the allusion selections first, so that you can pick up on more as you read the novel.

For those that were not in honors last year, I will highly encourage you to read a version of *Frankenstein*, as the novel will be used for comparisons and examples throughout the year. On the first day of the school year, you will start taking exams on summer reading.

Allusion selections:

Selections from the Bible:

*Old Testament*

Genesis: Chapters 1-4, 6-9, 11

Exodus: Chapters 13-14, 19-20

*New Testament:*

Book of Revelations: Chapters 1, 4-9, 12-22

***Edith Hamilton's Mythology***

***How to Read Literature Like a Professor: a Lively and Entertaining Guide to Reading Between the Lines***

**by Thomas C. Foster**

**Novel:**

***Pride and Prejudice* by Jane Austen**

## **AP Lit and Composition**

There are two parts of summer reading this year. The purpose of the first part is to prepare you to not only begin with a better understanding of how to read literature, but to also provide you with a foundation to understand writers' allusions. We will use these reading selections throughout the year in discussion and analyzation. The second section is to provide us with a starting point to begin learning how to analyze literature. I would encourage reading all of the allusion selections first, so that you can pick up on more as you are reading the two novels.

Some of you will notice that there are reading selections on this list that you may have read before, specifically *Frankenstein* and *How to Read Literature Like a Professor*. These were assigned because, depending on which class you had last year, you read only one of these books (or none, if you are coming up from regular English.) Both of these will be used this year, so read the one you did not read last year and at least refresh yourself on the one that you did read. There will be test at the beginning of the semester dealing with all reading selections on the list below. On the first day of school in August, you will begin a test on the allusion section of summer reading.

**Allusion selections:**

**Selections from the Bible:**

***Old Testament***

**Genesis: Chapters 1-4, 6-9, 11**

**Exodus: Chapters 13-14, 19-20**

***New Testament:***

**Book of Revelations: Chapters 1, 4-9, 12-22**

***Edith Hamilton's Mythology***

***How to Read Literature Like a Professor: a Lively and Entertaining Guide to Reading Between the Lines***

**by Thomas C. Foster**

**Novels:**

*Frankenstein* by Mary Shelley  
*Pride and Prejudice* by Jane Austen  
*Lord of the Flies* by William Golding

Other information for summer:

If you have any questions about summer reading or the class, please feel free to contact one of us through email ( [rrobles@haywood.k12.nc.us](mailto:rrobles@haywood.k12.nc.us) or [mmelville@haywood.k12.nc.us](mailto:mmelville@haywood.k12.nc.us) ). When doing this, please keep in mind it is summer and I will not be checking my work email everyday, but I will do my best to check throughout the weeks for any questions and/or concerns. I will see you in August.

## **SCIENCE CLASSES**

Honors Earth & Environmental Science

*The Big Thirst* by Charles Fishman

# AP US HISTORY (The remainder of this document)

## Required Summer Reading & Assignment:

- ***The Founding Brothers: The Revolutionary Generation* by Joseph J. Ellis, 2000**
- **Founding Brothers Study Questions** – due on day 1 of school
- **Textbook – *America's History*, 8<sup>th</sup> ed. (This can be picked up at THS, copies are in the main office)** – Read Ch. 1 and take notes using the attached note guide (please print off or re-write on notebook paper)

## *APUSH Summer Assignment and FAQ's*

Hello! I am looking forward to meeting you in our class next year; I believe that AP US History is a grand experience. Our journey through US History will be much easier if we begin it over the summer, so think of this as a shift in the school calendar, not an extension. We need to finish our curriculum by early January, not mid-June, so getting a head start will definitely make your life calmer in the fall.

## *Commonly Asked Questions:*

### *Why do we have a summer assignment?*

Junior year is a challenging time, as you are adjusting to a heightened set of academic expectations in all of your classes, and for the first time possibly taking several AP-level courses. Our fall semester is busy, then we have tutoring in the spring and we have 5 weeks less than the regular academic calendar because the AP test is in early May. I think that your life at the beginning of the school year will be much calmer if you start the work over the summer.

### *What will the summer assignment be?*

The assignment will be to read a book, Founding Brothers by Joseph Ellis and do an assignment related to that, as well as to read the first 2 chapters of the textbook and do related guided notes.

### *When is the summer assignment due?*

Technically this is not a summer assignment at all, because it's such a good book, it's more in the field of "entertainment" (anybody buying this??)!! But seriously, the

assignment is due the FIRST day of school. Let's start off on the right foot and make sure this is done.

*What if I have questions over the summer?*

While I will not be at school, I will be checking my email throughout the summer. Please feel free to email me with any questions about the reading, assignments, or class. I am always glad to help!

*What if I do not do the summer assignment?*

Your life will be much busier the first week of school next year. There is no excuse for not doing these over the summer. I will be taking a grade on the assignments and if not done, will expect you to read the entire book, do the assignment, and read the first 2 chapters of the textbook in the first week of school.

*What if I'm not sure if I really want to take AP next year?*

I will be happy to meet with you and talk about the expectations of the class. While it is a challenging course, it is certainly one that you can master. Talk to your friends who have already taken the course, talk to your parents, then talk to me. You'll do fine if you work hard! It is an amazing feeling of accomplishment when you finish & we will have fun!

## **Advanced Placement United States History**

### **Course Description:**

The Advanced Placement program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials of United States History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college survey courses. In this pursuit, the acquisition of factual knowledge is the beginning point of the process, not the end. Students will learn to interpret and evaluate the relative significance of primary and secondary source material, and to present their evidence and conclusions clearly and persuasively in an essay format. This class requires a level of participation and effort beyond the ordinary high school level. We cover a large amount of content and must move quickly, always mindful of our target date--the date of the **APUSH exam is in early MAY 2017!**

### **Things to Consider**

The key to success in APUSH is that the student be an independent learner! With the numerous time constraints placed on the typical high school class period, coupled with the number of weeks to prepare for the exam, there is not enough time to cover the large amount of material necessary in class. Therefore, students must independently research topics and content outside of the materials that is discussed in class.

The amount of work per week varies; however, the class covers approximately 1-2 chapters a week. There is at least one writing assignment each unit and skill assignments throughout the school year. Due to time constraints, homework (whether reading, preparing for a quiz, or working on a writing skill) will be assigned several times a week. . In addition to your weekly assignments, students should expect to have homework over school breaks throughout the year.

**Words of Wisdom from past students:**

1. Buy an AP US History Review book as soon as possible
2. Review your material nightly---do not get behind
3. Read the textbook and do the study guides
4. The course is not for “slackers.” Smart people can sometimes get away without studying. This class is not the case--always study J
5. Forming study groups is helpful.

**Expectations:**

1. Be in class regularly and participate in class discussions and activities. (The days that you are absent—you must come by and pick up assignments).
2. Have a positive attitude.
3. Prepare for and take the Advanced Placement US History Exam
4. Prepare for and take the US History course final exam.

-----  
-----  
***Sign below (detach) to indicate that you have read the course description, received the summer assignment and understand the expectations for APUSH.***

**Student Name** (print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student email (print): \_\_\_\_\_

**Parent/Guardian Name** (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Parent email (print): \_\_\_\_\_

**Required materials for the school year:**

1. Large 3-ring binder with 9 Dividers
2. Plenty of pencils and a red pen

**Required Summer Reading & Assignment:**

- ***The Founding Brothers: The Revolutionary Generation* by Joseph J. Ellis, 2000**
- **Founding Brothers Study Questions** – due on day 1 of school
- **Textbook – *America's History*, 8<sup>th</sup> ed.** – Read Ch. 1 and take notes using the attached note guide (please print off or re-write on notebook paper)

**Suggested Summer Reading:**

- ***Narrative of the Life of Frederick Douglass* by Frederick Douglass**
- This book will be required reading during the middle part of the year so it is suggested, but not required, that you begin reading it as early as possible.

As a rising Junior and a student enrolled in Advanced Placement U.S. History, you are choosing to be a part of a college-preparatory course and will be treated with college-level respect. Therefore, you will need to exhibit a corresponding level of discipline, behavior and responsibility. Please be prepared on Day 1 of the coming school year to accept these challenges and thrive.

\*Feel free to contact me at any time during the summer with questions. I will be checking my email almost daily – [esmiley@haywood.k12.nc.us](mailto:esmiley@haywood.k12.nc.us). Looking forward to seeing you in August!



**America's History (For the AP Course) by Henretta, Henderaker, Edwards, & Self; 8<sup>th</sup> ed.**

Instructions: READ ENTIRE CHAPTER and fill in as you go. We start easy but after chapter one, the notes will be up to you to take.

Chapter One – Colliding Worlds 1450-1600

I. Native American Experience

a. First Americans

- i. Arrival – 1<sup>st</sup> wave:
- ii. 2<sup>nd</sup> wave:
- iii. 3<sup>rd</sup> wave:
- iv. Densest populations were in

b. American Empires

- i. Aztecs capital:
- ii. Population in 1500:
- iii. Trade items included:
- iv. Incan capital:
- v. Population in 1500:

c. Chiefdoms and Confederacies

- i. Mississippi Valley began with spread of \_\_\_\_\_ culture
- ii. Cahokia's population at it's peak:

d. Eastern Woodlands

- i. Women's roles:
- ii. Men's roles:
- iii. Purpose of seasonal burning:
- iv. Define Chiefdom:
- v. Define Confederacy:
- vi. Matriarchal society:

e. Great Lakes

- i. Lifestyle:

f. Great Plains & Rockies

- i. The way horses changed lives:

- ii. Lifestyles:
- g. Arid Southwest
  - i. Lifestyle:
  - ii. How were they able to survive climate challenges?
  - iii. Pueblo means
- h. The Pacific Coast
  - i. Lifestyle:
  - ii. Social structure:
- i. Patterns of Trade
  - i. Goods:
  - ii. Benefits of trade:
  - iii. Distribution of wealth:
- j. Sacred Power
  - i. Animists –
  - ii. Hunting rituals:
  - iii. Ideas about war:
  - iv. Motives for war:
- II. Western Europe: The Edge of the Old World
  - a. Black Death – around 1350 – killed \_\_\_\_\_ of Europe's population.
  - b. Hierarchy & Autonomy
    - i. Patriarchal Society:
    - ii. Women's role:
    - iii. Men's role:
    - iv. Primogeniture –
  - c. Peasant Society
    - i. Life of peasant:
    - ii. Attitude towards children:
    - iii. Mortality rate:
  - d. Expanding Trade Network:

- i. Goods desired in Europe:
    - ii. Republic –
    - iii. Civic Humanism –
    - iv. Renaissance –
    - v. Main exports of Europe:
    - vi. Guilds –
  - e. Myths, Religion, and Holy Warriors
    - i. Beliefs of pagan Greece and Rome:
    - ii. Christianity's rise:
    - iii. Heresies –
  - f. Crusades
    - i. Islam –
    - ii. Crusades sought to
    - iii. Biggest impact:
  - g. Reformation
    - i. Martin Luther:
    - ii. Impact on Bible:
    - iii. John Calvin:
    - iv. Predestination –
    - v. Protestant Reformation:
    - vi. Counter-Reformation:
    - vii. Jesuits:
    - viii. Roman Catholic Powers –
    - ix. Protestant Powers -
- III. West and Central Africa: Origins of the Atlantic Slave Trade
  - a. Empires, Kingdoms and Ministates
    - i. Ghana Empire:
    - ii. Main contribution:
    - iii. Mali Empire:

- iv. Songhai Empire:
  - v. Main trade item:
- b. Trans-Saharan and Coastal Trade
  - i. Trans-Saharan Trade:
  - ii. Gold Coast location:
  - iii. Slave Coast location:
- c. Spirit World
  - i. While some believed in Islam, most acknowledged

- 
- ii. Belief about the dead:
  - iii. Belief about children:

#### IV. Exploration and Conquest

- a. Portuguese Exploration
  - i. Prince Henry of Portugal's goal:
  - ii. Accomplishments:
  - iii. Islands Discovered:
  - iv. Crops experimented with:
  - v. Bartolomeu Dias discovery:
  - vi. Vasco da Gama accomplishments:
- b. African Slave Trade
  - i. Reasons to become a slave:
  - ii. Reasons for slave trade:
- c. Sixteenth-Century Incursions
  - i. Spanish Monarchs –
  - ii. Reconquista –
- d. Columbus and the Caribbean
  - i. Fear of Atlantic Ocean:
  - ii. Set sail on \_\_\_\_\_ with \_\_\_\_\_ ships

iii. Reached \_\_\_\_\_ and thought he was in “the Indies”/Asia  
so called the natives \_\_\_\_\_ and the location the \_\_\_\_\_

iv. Amerigo Vespucci :

e. Spanish Invasion

i. Ponce de Leon:

ii. Vasco Nunez de Balboa:

iii. Hernan Cortes:

iv. Treatment of natives by Spanish:

v. Main destruction of natives was by \_\_\_\_\_

vi. Francisco Pizarro:

f. Cabral and Brazil

i. Pedro Alvaraes Cabral:

ii. Name “Brazil” comes from:

iii. Leading producer of \_\_\_\_\_ but also claimed many

\_\_\_\_\_

**\*\*OUTLINES ARE JUST ONE WAY OF TAKING NOTES. DECIDE YOURSELF IF YOU LIKE OR DON'T LIKE THIS METHOD. We will discuss more ways during class but NOTES ARE HIGHLY IMPORTANT.**

---

### **Founding Brothers Study Questions**

You will be allowed to use your notes for the quiz on this material. Students often ask how much time they should spend on the assignment. I would suggest spending half a day, or four hours, on each chapter. You can complete the reading assignment in a week with time to spare for other activities. **A quick (or even not so quick but hey, you won't have to do it later) reading of Chapter 7: Hammering Out a Federal Republic will give you some much needed background and insight into the period.**

### **Preface: The Generation**

1. Looking back, it seems clear the American Revolution was part of a global transformation of nations, governments, and economic systems that has taken place in the last 250 years. Describe the type of system that has become the “model” of national success around the globe.
2. Was the success of the American Revolution inevitable? Could the outcome have turned out differently? What would have happened to the signers of the Declaration of Independence if the British had prevailed?
3. How does the U.S. compare with other republics in world today? List 4 reasons the American Revolution was an improbable achievement during the 1700s.
4. Explain the role geography played in the success of the young nation.
5. What political argument did the colonists use to justify their rebellion against British authority?
6. James Madison feared the republican experiment would fail. What legal action did the founders take to avoid a break down of the American republic?
7. Create a chart that lists the primary arguments of the critics and defenders of the Constitution.
8. Describe the three major compromises brokered during the Constitutional Convention in Philadelphia in order to bring a stable national government to fruition.
9. According to the Constitution, where did sovereignty reside? What did this mean to colonists of the period?
10. List the assets and liabilities of the men in New York in 1789 as they began to build a new government based on the Constitution. (Charts are useful for this type of question.)
11. Ellis asserts that the decade of the 1790s was “the most crucial and consequential in American history.” What reasons does he give to support this statement?
12. Over the past few decades, historians have moved away from a focus on the “Great Men” of history to explore the actions, thoughts, and lives of everyday Americans. Ellis breaks with this trend in his study of the founders. Why does he feel it is important to focus on the founding generation at a time when social history dominates the field? (He gives several reasons.)
13. Describe the two primary historical interpretations of the revolutionary period.

14. Where does Ellis locate the origins of political parties in the U.S.? Does Ellis view political parties as a positive or negative force in American history?

15. According to Ellis, why were the Founding Brothers successful in creating a viable republic in the late 1700s? (4 reasons)

16. Why did Joseph Ellis break with chronology and place the story of the duel between Alexander Hamilton and Aaron Burr ahead of his other stories of the founding period?

### **Chapter 1 “The Duel” July 11, 1804**

1. As you read the account of the duel, make a list of the traditions and circumstances surrounding the encounter that you find interesting.
2. How did Burr react after he shot Hamilton?
3. How did the public react to Hamilton’s death?
4. Based on the surviving evidence, what conclusions has Joseph Ellis reached about duel? (p. 31)
5. What events led to the duel between Hamilton and Burr? Explain the role of the media in the ongoing conflict.
6. What steps did Hamilton and Burr take to “put their affairs in order” before the duel took place?
7. According to Ellis, what is the chief reason for the legendary status of the duel in American history? How was the duel a departure from the patterns of behavior established among the revolutionary generation?
8. List some of the remarks Hamilton made about Burr.
9. Do you believe Hamilton’s assessment of Burr was correct? Justify your answer.
10. Beyond personal egos and political ambitions, why was Hamilton so deeply concerned about Burr’s actions and character?

### **Chapter 2 “The Dinner” June 20, 1790 (No Questions) J**

### **Chapter 3 “The Silence” February 11, 1790**

1. What critical event took place in the House of Representatives on February 11, 1790?

2. What guidelines were provided in the Constitution regarding slavery?
3. Create a chart that compares the opinions and arguments for and against addressing the issue of slavery.
4. What role did Benjamin Franklin play in the 1790 debate over slavery? Why was his signature on the petition from the Pennsylvania Abolition Society important in fueling the debate?
5. Explain how the debate came to a resolution.
6. Was the resolution to end the debate in “silence” the best one to take at the time? What difference might it have made in the racial currents of contemporary American life if slavery had been abolished in the early days of the nation?

#### **Chapter 4 “The Farewell”**

1. Which amendment affirmed the two-term presidency that Washington had made a precedent? Under what historical circumstances was it ratified? P122
2. Why did Washington decide to retire? Consider private, public, and political concerns.
3. Though very popular, Washington also had his critics. What were the primary criticisms leveled against the President? Who were his critics? (Be sure to include Thomas Paine, the *Aurora*, Thomas Jefferson, and the general public.)
4. \*\*\*What were the two main themes of George Washington’s Farewell Address? What did he hope to achieve through this statement?
5. What was Washington’s basic position on American involvement in European affairs?
6. What did Washington hope to achieve with his Proclamation of Neutrality?
7. \*\*\*Why is Jay’s Treaty considered a “landmark in the shaping of American foreign policy?” Explain the controversy/issues surrounding the treaty including the opinions of the parties, Jefferson, Madison, and the majority of Americans.
8. What caused the rift that developed between Jefferson and Washington?
9. How would you describe Thomas Jefferson’s character? Give specific examples of his behavior that support your assessment.
10. How did George Washington react to Jefferson’s attack on his actions and character? Under what circumstances did their communication end?



11. When Washington sat down to write his Farewell Address he had three major goals in mind. What were they? Do you think he achieved these goals?
12. Did Washington address the issue of slavery in his Farewell Address? Why did he take this course of action at this particular time in US history?
13. What was Washington's position on slavery? Did he share the same opinions of most of his fellow Virginians? What provisions did Washington make for his slaves in his will?
14. How does the character of George Washington come across? How does Washington measure up to the mythology that surrounded him even in his own time?
15. We are often frustrated with the divisions between our national leaders and the brutal political attacks they wage on one another. Compare the present political climate with that of the 1790s.

## **Chapter 5 "The Collaborators"**

**Note: By the time John Adams assumed the presidency, the political battle lines had been drawn between the first two political parties in US history: the Federalists and the Republicans. Adams found himself caught in the middle of this increasingly contentious debate over the proper role of the federal government. In sum, Adams finds himself at odds with his own vice president, Thomas Jefferson.**

1. Which two Americans rose to the top as the major contestants for the presidency in 1796? List the strengths and weaknesses of John Adams as a presidential candidate?
2. A rift developed between Jefferson and Adams over the proper role of government and the "monarchical principle." What were the issues surrounding the rift? How did the rift reflect the growing divide amongst the revolutionary generation (especially between Republicans and Federalists)?
3. What was the outcome of the election of 1796? How close was the final electoral vote?
4. Abigail Adams felt Jefferson could be trusted to serve as a loyal vice president to her husband despite their political differences. Was she correct in this assumption? Explain.
5. Why didn't Jefferson join his friend Adams in bipartisan cooperation?
6. To whom did Adams turn for advice rather than his cabinet?
7. \*\*\*What was the most important issue facing Adams when he took office?
8. \*\*\*What was the XYZ Affair and how did Adams respond to the crisis?

9. \*\*\*What was the purpose of the Alien and Sedition Acts and why did Adams support the legislation? (His “biggest blunder”)
10. \*\*\*How did Madison and Jefferson respond to the Alien and Sedition Acts?
11. What measures did Jefferson take to discredit Adams? How did one of these measures backfire on Jefferson?
12. Why did Adams negotiate a diplomatic end to the “quasi-war“ with France when he knew this action would alienate him from his own political party?
13. \*\*\*The presidential election of 1800 is considered one of the most important in US history. Explain.
14. Did John Adams attend the inauguration in 1801? How many years passed before Adams and Jefferson spoke again?

## **Chapter 6 “The Friendship”**

1. What event prompted Abigail Adams to write to Jefferson after years of silence? How did Jefferson respond to her letter and why did his response offend Abigail?
2. What role did Dr. Benjamin Rush play in mending the relationship between Adams and Jefferson?
3. Joseph Ellis cites two reasons why he believes John Adams took the “fateful step, which led to a fourteen year exchange of 158 letters” between him and Jefferson. Cite both of these reasons.
4. Why does Ellis believe the summer of 1813 was a turning point in the correspondence between Jefferson and Adams? What topics did they discuss in their letters from 1813-1814?
5. What “argumentative thread” ran through the letters from 1815-1826? How did each man view the French Revolution?
6. Jefferson and Adams were keenly aware of the growing sectional crisis in the country between the North and the South. How did each man view slavery and the Missouri Compromise? Did the aging statesmen express their views publicly? Why so you think they chose this course of action?
7. Describe the activities leading up to the fiftieth anniversary of Independence Day. How did Jefferson and Adams react? Looking back, how did each one view the American Revolution? When did both men die? (245-248)

**Assessment of the assignment:**

You will receive 2 or 3 grades based on your study of *Founding Brothers*. First, we will have a round table discussion on the work and your grade will be based on your participation in the discussion. An additional grade will come from your performance on a quiz on the book. You will be allowed to use your notes, but will be required to complete the quiz in 50 minutes. Finally, I will ask you to submit your notes on the book. Please feel free to send me an email with any questions you may have.