

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

British Literature - Grade 7

Read ***Watership Down*** by Richard Adams. We will discuss this book in detail during the first week of school. You should be prepared for a thorough discussion and graded assignments related to the book. The book is divided into four parts. As you are reading, select a high interest scene or event from each part to write about and share with the class. Complete a brief write up of each scene or event from the story explaining what happened and why you selected this particular passage. Your write ups should be approximately 5-8 sentences in length. Make sure that your write ups are neatly written or typed.

In addition to the four scene write ups mentioned above, you will also need to complete a one-pager assignment for this novel. The instructions for the [one-pager](#) assignment will be posted as a separate document for you. The document is titled "One Pager Summer Reading June 2021."

Both parts of the summer reading assignment are due on the first day of school.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

The Journey of the Epic Hero

_Required Readings:

The Hobbit: by J.R.R. Tolkien (300 pages)

The Lord of the Rings: The Fellowship of the Ring by J.R.R. Tolkien (300 pages)

As you are reading ***The Hobbit*** and ***The Lord of the Rings*** (LOTR) note all the places that Bilbo and/or Frodo stop on their respective journeys. This should be in list format. You should have one descriptive quote from the book for each place. Using these notes construct a map of Bilbo's or Frodo's journey. You may incorporate quotes into your map or have a separate key for the quotes. Be creative! You will be graded not only on content but also on presentation. Maps will be due on the first day of school.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

Pre-Renaissance History

Lies My Teacher Told Me by James W. Lowen

Please choose any two chapters to read and be prepared to discuss them when we return to school (of course, please feel free to read more of the book if you find it to be of interest). The PDF link can be found here: [PDF Link](#)

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

Philosophy and Literature

For your summer reading you must read two texts, one from each list below. In addition to reading the two texts, you must complete six [dialectical journal entries](#) for the fiction book you read, and complete the [One-Pager](#) assignment for the non-fiction piece you select. There is also a separate document with instructions posted under summer reading for your dialectical journals. Do not use Sparknotes, Shmoop, or any other on-line guide. I am interested in what **you** think, not what the writers of these guides think! All summer reading work is **due on the first day of class.**

For each day that summer reading work is late, a 10% will be deducted from the grade earned, not to exceed 50%.

Fiction:

- The Kite Runner*** by Kahled Hosseini
- The Alchemist*** by Paulo Coelho
- All Quiet on the Western Front*** by Erich Maria Remarque
- The Book Thief*** Markus Zusak
- The Count of Monte Cristo*** by Alexandre Dumas
- After the First Death*** by Robert Cormier (mature content)

Non-Fiction:

- I Know Why the Caged Bird Sings*** by Maya Angelou (mature content)
- The Zookeeper's Wife*** by Diane Ackerman
- Into Thin Air*** by Jon Krakauer
- First They Killed My Father*** by Loung Ung (this book contains mature content related to war content)
- The Diary of a Young Girl*** by Anne Frank

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

Survey of World History

Read these three brief introductory sections to these well-known history books and be prepared to discuss them on the first day of class.

Guns, Germs, and Steel: The Fates of Human Societies by Jared Diamond

The Dawn of Everything: A New History of Humanity by Graeber and Wengrow

Making History: The Storytellers Who Shaped the Past by Richard Cohen

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

American Literature

For your summer reading you must read two texts, one from the list below and **Warriors Don't Cry** by Melba Pattillo Beals. In addition to reading the two texts, you must complete five [dialectical journal entries](#) for **Warriors Don't Cry**, and complete the [One-Pager](#) assignment for the book you select from the list below. There are separate documents with instructions posted under summer reading for your dialectical journals and one pager assignment. For the dialectical journals there are six types of responses listed (question, connect, etc.), you must choose five different types of responses for your journals. Do not use Sparknotes, Shmoop, or any other on-line guide. I am interested in what **you** think, not what the writers of these guides think! All summer reading work is **due on the first day of class.**

For each day that summer reading work is late, a 10% will be deducted from the grade earned, not to exceed 50%.

Book Choices:

Fahrenheit 451 by Ray Bradbury
The Color Purple by Alice Walker
The Grapes of Wrath by John Steinbeck
The Secret Life of Bees by Sue Monk Kidd
Slaughter House Five by Kurt Vonnegut
Joy Luck Club by Amy Tan

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

Environmental Science

Read three scientific articles that are related to environmental science. You should find articles that are associated with global climate change, sustainability, and pollution. Write a one-page review of each article and include your references. You can use web-based sources or magazine articles such as ***National Geographic***.

Your review should contain a summary of the article and your own reflections on the content. What questions does the article raise? Why is the subject matter important? You do not need to create a separate works cited page for your articles, but you do need to reference the author, article title, source of publication, and date of publication within your review.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition

PART I:

1984 by George Orwell (mature content) - (Note: The school does not have copies of *1984*. Students will have to check the book out of their local library or [purchase](#) a copy.)

Read the book carefully, being sure to annotate or take notes as you read. The act of “close reading” means that you read with an understanding of plot, character, setting, structure, and language. For example, note the language used by the author and how it contributes to the overall meaning of the text. Understand Imagery, Symbol, and other literary techniques authors use to tell their story.

In addition, take notes and find quotes from the book that will help you fill in your **Dialectical Journal**. This requires you use Critical Thinking skills like asking questions, connecting with the material, and predicting outcomes. You should have **ten journal entries** reflecting at least five of the six types listed on the [Dialectical Journal handout](#) - take a close look at it if you have questions. Do not use Spark Notes, Shmoop, or any other on-line guide. I am interested in what **you** think, not what the writers of these guides think! There will be an examination over both texts the first week of school.

WHAT YOU HAND IN: Your Dialectical Journal

Part II:

Read one of the books listed below and write a **one-page book review**. Begin with a strong thesis about **your opinion on the book**. Discuss the book, using evidence from the book to support your thesis. Be sure to reflect on the big ideas in the book (**themes**) and to ask pertinent and relevant questions that a reader might ask as they begin to read it. Find a few significant quotes that would illustrate the plot, any of the main characters, or the themes you find most significant. The **main objective** is to recommend or not recommend this book to other students.

NOTE: You will be writing a literary essay on this book later in the semester.

WHAT YOU HAND IN NOW:

Be prepared to give a **short presentation** on your book to the class and to hand in a **one-page book review** written in the first person

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition - CONTINUED

LIST OF BOOKS TO CHOOSE FROM for PART II:

<i>To the Lighthouse</i>	Virginia Woolf
<i>Great Expectations</i>	Charles Dickens
<i>Bleak House</i>	Charles Dickens
<i>David Copperfield</i>	Charles Dickens
<i>Tale of Two Cities</i>	Charles Dickens
Jane Eyre	Charlotte Bronte
Wuthering Heights	Charlotte Bronte
Middlemarch	George Eliot
Howard's End	E.M. Forster
Passage to India	E.M. Forster
Remains of the Day	Kasuo Ishiguro
Tess of the d'Urbervilles	Thomas Hardy
Mayor of Casterbridge	Thomas Hardy
Sense and Sensibility	Jane Austen
The Woman in White	Wilkie Collins
Portrait of the Artist as a Young Man	James Joyce

Part III:

Rhetorical Devices - Look over these and keep - we will be learning these terms throughout the school year.

Rhetoric can be defined as “the art of persuasive speaking or writing.” In this course you will be learning how to analyze examples of persuasive discourse in order to discover the techniques that make them effective, and you will also be using these techniques as you compose your own persuasive essays. These techniques are collectively known as rhetorical devices, a list of which is given below. **Your assignment is to make up your own flashcards to help you learn these devices.** These should be **actual, physical flashcards**, i.e. you should use index cards or something similar. Feel free to use a computer program or online flashcard generator as well but remember that you will need to turn in your paper cards on the first day of school for a grade. **I have highlighted the part of each definition that you will be responsible for but be sure to study the whole entry for each term.**

NOTE: You will be quizzed on these words throughout the first semester as we do our reading and find examples of each of the devices.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition - CONTINUED

Allusion - An indirect reference to something with which the reader is supposed to be familiar (usually a literary text, although it can be other things commonly known, such as plays, songs, historical events).

Diction - Word choice, particularly as an element of style. Different types of words have significant effects on meaning. An essay written in academic diction would be much less colorful, but perhaps more precise than street slang. You should be able to describe an author's diction. You SHOULD NOT write in your thesis, "The author uses diction...". This is essentially saying, "The author uses words to write" (duh). Instead, describe the type of diction (for example, formal or informal, ornate or plain).

Colloquial Diction - Diction that is informal or conversational in nature. The related word *colloquialism* refers to a specific instance of colloquial diction, as when someone says "I'm feeling blue" instead of "I feel depressed," or "Knock yourself out" instead of "Do as you wish." Many colloquialisms are also examples of figurative language (see below).

Connotation - The associations suggested by a word or phrase rather than its literal meaning. For example, the words "policeman," "cop" and "The Man" can all be used to refer to an officer of the law, but each has a different connotation.

Denotation - The literal meaning of a word or phrase, without its connotations.

Jargon - The diction used by a group which practices a similar profession or activity. Lawyers have their own jargon, as do doctors, carpenters, mechanics, soccer players, criminals, etc., etc.

Euphemism - The substitution of an agreeable or inoffensive expression for one that may offend or suggest something unpleasant (in other words, a nice way of saying something). For example, one might say "Mr. Smith passed away" instead of "Mr. Smith is dead." Sometimes euphemisms are employed out of a desire to be politically correct, e.g. saying "physically challenged" rather than "crippled." This sort of politically correct euphemism can be used in an exaggerated manner to add humor, as when someone says "vertically challenged" instead of "short."

Figurative Language - This is the opposite of literal language. Literal language makes complete sense when you take it at face value. Figurative language, on the other hand, is language that is not meant to be taken literally.

Analogy - An explicit comparison between two things for the purpose of illustrating a point. Analogy often involves simile or metaphor (see below), but it goes further in that it spells out the point that the author wishes to make by using the comparison. For example, here is an analogy used by Leonard Nimoy (Mr. Spock on *Star Trek*) in his book *Live Long and Prosper*: "A life is like a garden. Perfect moments can be had, but not preserved, except in memory."

Hyperbole: Exaggeration for rhetorical effect, e.g. "My mother will kill me if I'm late."

Idiom: A common expression that doesn't make sense if you take it literally, e.g. "I got chewed out by my coach."

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition - CONTINUED

Metaphor: An *implied* comparison that does not use "like," "as," or other such words, e.g. "My feet are popsicles."

Metonymy - Using the name of one thing for that of another with which it is associated, e.g. "The White House [= the current administration] today issued a strong condemnation of the latest bombings," or "The pen [persuasive writing] is mightier than the sword [violence]."

Synecdoche - Putting the part for the whole or the whole for a part, e.g. "Check out my new wheels [= car]," or "The world [= specific people and events] had not treated him kindly."

Simile: Using words such as "like" or "as" to make a *direct* comparison, e.g. "strong as an ox" or "sweating like a pig."

Personification: Attributing human qualities to something that is not human, e.g. "The tired old truck groaned as it inched up the hill."

Foreshadowing - When an author gives hints about what will occur later in a story.

Genre - The major category into which a literary work fits. The basic divisions of literature are prose, poetry, and drama. However, genres can be subdivided as well (poetry can be classified into lyric, dramatic, narrative, etc.). The AP Language exam deals primarily with the following genres: autobiography, biography, diaries, criticism, essays, and journalistic, political, scientific, and nature writing.

Imagery - Using a word or words that create a picture in the reader's mind. Authors often use imagery in conjunction with metaphors, similes, or figures of speech.

Irony - Involves either a contradiction between what is said and what is meant, or a gap between what a character believes and what the audience knows to be true, or a mismatch between expectation and outcome:

Verbal irony - When you say one thing but mean the opposite/something very different. For example, if your gym teacher wants you to run a mile in six minutes or faster but calls it a "walk in the park," that would be verbal irony. Sarcasm is a form of verbal irony characterized by bitterness of tone.

Dramatic irony - When the audience of a drama, play, movie, etc. knows something that a character doesn't and would be surprised to find out. For example, in the play *Oedipus Rex*, Oedipus vows to stop at nothing until he has found and punished the man who killed Laius, little realizing that he himself is the killer.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition - CONTINUED

Situational irony - A form of irony in which something takes place that is different from or the opposite of what is expected. For example, in *The Story of an Hour* by Kate Chopin, the main character, a woman named Louise, is told that her husband has died in an accident. Because Louise has a heart condition, her family is afraid that the news may kill her. Although Louise bears no ill will toward her husband and would certainly never have desired his death, she also has no feelings of love for him, and she slowly begins to feel an overwhelming sense of joy at the prospect of the freedom that will be hers. It turns out that there has been a case of mistaken identity, however, and when her husband suddenly walks through the door very much alive, Louise suffers a heart attack and dies. Her family members assume that she has died from a shock of joy, but the readers know that the irony runs much deeper than that.

Juxtaposition - Placing things side by side for the purposes of comparison. Authors often use juxtaposition of ideas or examples in order to make a point. For example, an author may juxtapose the average day of a typical American with that of someone in the Third World in order to make a point of social commentary.

Mood - The atmosphere created by a writer in order to evoke certain emotions in the audience. In drama, mood may be created by sets and music as well as words; in poetry and prose, mood may be created by a combination of such elements as setting, voice, tone and theme. The moods evoked by the more popular short stories of Edgar Allen Poe, for example, tend to be gloomy, horrific, and desperate.

Motif - A recurring idea in a piece of literature. In *To Kill a Mockingbird*, the idea that "you never really understand another person until you consider things from his or her point of view" is a motif, because the idea is brought up several times over the course of the novel.

Oxymoron - An apparent contradiction in terms, e.g. "severe mercy," "deafening silence," and "sweet sorrow."

Paradox - A seemingly absurd or self-contradictory statement that when investigated proves to be true, e.g. "You can't get a job without experience, and you can't get experience without getting a job."

Parody - A close imitation of the style of an author or work for comic effect. It borrows words or phrases from an original in order to poke fun at it. Not to be confused with satire (see below).

Persona - A fictional mask adopted by a writer. Be careful not to confuse the ideas or beliefs expressed by means of a persona with the ideas or beliefs of the author!

Rhetorical Question - A question that is not asked for information but for effect, e.g. "The angry parent asked the child, 'Are you finished interrupting me?'" In this case, the parent does not expect a reply, but simply wants to draw the child's attention to the rudeness of interrupting.

Sarcasm - A bitter comment that is ironically or satirically worded. However, not all satire and irony are sarcastic. It is the bitter, mocking tone that separates sarcasm from mere verbal irony or satire.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Language and Composition - CONTINUED

Satire - A literary work holding up human vices and follies to ridicule or scorn. Good satire usually has three layers: serious on the surface; humorous when you discover that it is satire instead of reality; then serious again when you discern the underlying point of the author.

Style - The choices in diction, tone, and sentence structure that a writer makes. Style may be conscious or unconscious.

Symbol - Anything that represents or stands for something else. Usually a symbol is something concrete such as an object, action, or character that represents something more abstract. Examples of symbols include the whale in *Moby Dick*, the river and the jungle in *Heart of Darkness*, and the Raven in "The Raven."

Theme - The central idea or message of a work. The theme may be directly stated in nonfiction works, although not necessarily. It is rarely stated directly in fiction.

Thesis - A sentence or group of sentences expressing the claim that an author proposes to defend in an essay or book. It generally comes near the end of the introductory paragraph. It should be short and clear.

Tone - A writer's attitude toward his subject matter revealed through diction, figurative language and sentence structure. To identify tone, consider how the piece would sound if read aloud in the manner in which the author intended. Tone can be playful, serious, businesslike, sarcastic, humorous, formal, somber, etc.

Understatement - Representing something as smaller, less intense or less important than it really is, often for humorous effect, e.g. "Our defense played valiantly, and held the other team to merely eight touchdowns in the first quarter."

Litotes - Understatement in which an affirmative is expressed by denying the contrary, e.g. "You are not unintelligent," or "Hitting that telephone pole certainly didn't do your car any good."

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP Literature and Composition

1.) With your teacher's and your parents' guidance, choose an author from the list below for your summer reading project. You are required to read a variety of writings by or about your chosen author, including a biographical article, two critical articles, and at least two books (or a book and a short story) by your author. Prepare a folder in which you keep a copy of all articles and your **major works data sheets**. Complete a major works data sheet for each work. A sample will be handed out before the end of this year.

A. In the fall, each student will do a **presentation of about 10-15-minutes** on the following:

* The author and his or her kinds of writing, where and when they were writing, and anything else that is relevant to their novels and short stories.

* An overview of the works you read, including the AP Big Ideas: Characters, Structure, Setting, Language, and Themes

You do NOT need to write an essay - you will present your book using the Major Works Data Sheet as your guide.

* What do the critics say about this author? About the works you read? Do you recommend this book to other students? Why or why not?

B. **Write a well-developed paragraph** with a strong thesis statement that presents a defensible claim about the theme or themes that your author writes about the most. Use a minimum of two pieces of evidence from the texts you have explored and present your reasoning for each piece of evidence. End with a strong conclusion that might include commentary on the author and his/her work.

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2023 Summer Reading Assignments

AP Literature and Composition - CONTINUED

Choose one:

Margaret Atwood	Barbara Kingsolver
Amy Tan	John Updike
Tennessee Williams	John Irving
Alice Walker	Cormac McCarthy
Henry James	Mark Twain
William Faulkner	Joyce Carol Oates
Ernest Hemingway	Edward Albee
John Steinbeck	Flannery O'Connor
Harold Pinter	Leo Tolstoy
V.S. Naipaul	Herman Melville
Salman Rushdie	Kazuo Ishiguro
Isaak Dinesen	Louise Erdrich
Maya Angelou	James Baldwin
Toni Morrison	

WHAT YOU HAND IN:

- A. The **Major Works Data Sheets** for the works you read. These will be handed in when you give your presentation to the class.
- B. The **one paragraph overview** of the book - This will be handed in the first week of class.
- C. All **pre-writing and research** you did for this assignment and to prepare for your class presentation.

Penalty points will be applied for late work.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History

TO: Upcoming AP US History Students 2023-24
FROM: Ms. Liz Monseur, Room 6
RE: AP US History Pre-Class Assignment

I am very anxious to meet all of you and to have the opportunity to teach another class of wonderful students at Wakefield Country Day School! Dual Enrollment US History/Honors US History is an intensive study of a topic to which you have been exposed over the course of your education. Some of you may opt to take the AP Exam in May 2024. Therefore, we will approach the course with AP themes and critical thinking skills. My hope is that you will develop a love of the subject through our depth of investigation of it. You are part of the fabric of American history; your story and your family's story are as important as George Washington's story- maybe just not as famous...

The following assignments will introduce you to our first unit (or "Period" of study as they say in AP US History) and will allow you some background knowledge so that we can hit the ground running when school begins in August. We will begin by examining the impact of the Columbian Exchange on the World. Did the positive effects equal, outweigh or fall short of the negative effects of this global event?

Plan ahead. If for any reason you cannot access the Internet on your home computer, plan to use the public library. Be aware that you will have additional homework the first few days of class, so you want to have these completed to avoid late work penalty! Do not come in on Day 1 and make an excuse. It will not work! If you are a transfer student, please know that I am aware that Mrs. Thede will provide you with a copy of the letter/assignments.

All assignments are to be completed independently.

You are welcome to call me at home with questions - 540.987.8067 or text me- 540.428.6893.

Enjoy your summer!
Ms. Monseur, lmonseur@wcdsva.org

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

SUPPLIES NEEDED FOR CLASS

1. Additional text- [AMSCO- Advanced Placement CLASSIC Edition, 2022 Softcover-](#)

You **MUST** get the **CLASSIC** version and it needs to be **the newer (2022)** edition because of changes in pages and chapter resources. The date (2022) may or may not be listed on the cover. Make sure it is the softcover version of the book. The price is \$21.95. Please purchase this book even if you are not taking the course as "AP". Purchase it by July 1, if possible! It will be in short supply if you wait!

DO NOT PURCHASE THE 2020 EDITION!

The cost is less than other sites online and you will be certain to get the correct book. Or just go to perfectionlearning.com and search "Advanced Placement US History resources".

2. Pens, highlighters, notebook or paper
3. Binder to keep materials in; can be kept in locker or at home; **a folder to bring to class**

PRE-CLASS ASSIGNMENT AP / DE / HONORS US HISTORY DUE: **First Day of class**

Each of these uses the Gilder-Lehrman website resources for students:

1. **Timeline Activity for 1491-1607:** <https://ap.gilderlehrman.org/>- You will use the Gilder-Lehrman website page that covers the Columbian Exchange and early colonization of the Americas in a narrative timeline. The corresponding worksheet has the link for this activity.
2. **The Americas to 1620** - The corresponding worksheet has the link for this activity.
3. **Interactive map of the Columbian Exchange-**
<https://www.gilderlehrman.org/history-resources/online-exhibitions/interactive-map-columbian-exchange> Using the interactive map, determine IN YOUR OWN WORDS (yes, I will check for plagiarism) how the Columbian Exchange created the world we live in today. Use evidence from the map to help you make your argument. Construct a short essay of approximately 250-500 words. This may be typed and if so, please use double-spaced.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

MY EXPECTATIONS:

- **WORK MUST BE IN PEN**, NO PENCIL, PLEASE! It must be legible, or I will not grade it!
- **ANY TYPED WORK** - USE **DIFFERENT FONT** OR **COLOR** TO DISTINGUISH **ANSWERS FROM QUESTIONS**. **Sentences are not required unless it is an essay question.**
- PLEASE HAVE YOUR NAME ON EACH SEPARATE ASSIGNMENT BUT STAPLE ANY WORKSHEETS THAT HAVE MORE THAN ONE PAGE. **DO NOT** STAPLE DIFFERENT WORKSHEETS TOGETHER.
- IF YOU CANNOT PRINT YOUR WORK, PLEASE DO IT IN PEN!
- The **Honor Code is in effect**; all work **MUST BE YOUR OWN**. Plagiarism will result in a ZERO grade. I am VERY serious about. I have a ZERO tolerance policy.

BEST RESOURCE EVER FOR POTENTIAL AP STUDENTS- OPTIONAL

- Gilder-Lehrman Institute of American History has summer programs online! If you are considering taking the AP Exam in May 2024, I highly recommend this. These are 6 one-hour Zoom sessions from 5-6pm, once a week.
- For information and dates, go to <https://www.gilderlehrman.org/historyschool2023>
- If you receive your certificate and present it to me for verification for attending at least 5/6 classes, you will earn 95-100% to be added into your grade. This will be a welcome boost in your first marking period average!

Questions? Need help on an assignment? Please contact me ASAP! Email, call, or text!

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

Activity 1 Pre-Class Assignment- Gilder-Lehrman Site Questions

Name _____

Link = <http://ap.gilderlehrman.org/period/1>

40pts

READ THE DIRECTIONS CAREFULLY!

- Scroll down the page to the "Timeline". (Skip the "Period 1 Study Guide".)
- Click the arrow to the right to launch the timeline. From here. Follow directions for each question.
- The timeline gets confusing to follow. When you click on something, a new tab opens. If you don't see the next topic, just close the tab you're in and go back to the original timeline. There is also a timeline of dates below and you can use the ones given in the questions to click on them to get to the info.

QUESTIONS:

1. **Go to 1491, "America Before Columbus". Click on** the video- "How Was North America Settled..." Listen to it. What **evidence about Native Americans** suggests that Europeans were ignorant of the sophistication and extent of their settlement?

2. **Return to the timeline. Click right. 1492, European Discovery of the New World:** Examine the image of Columbus setting foot in the New World (John Vanderlyn, 1846). **From this image**, what can we learn about European motives, as well as the European concept of land acquisition?

3. **Skip over the Columbian Exchange.** We will cover this on a different format. **Go to 1493, "Columbus Reports on his first voyage" and click.** Read the explanation and transcript of it and explain -

a) what evidence reveals his motives-

b) how does he view Indigenous people of the Caribbean and what their purpose will be.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

4. **Click next on "Doctrine of Discovery," 1493:** Just read the explanation (not the Papal Bull) and discuss **how it...**

a. first established Spanish control of lands by **political and religious justification:**

b. led to the principle practiced by all European nations to justify uprooting Native Americans:

5. **Return to the main timeline: Go to the *Encomienda System, 1512:*** Listen to the audio clip.

(a) *Describe* how it was related to the Reconquista of Spain.

(b) How was the system related to serfdom?

(c) What were Native Americans compelled to do?- *describe* the **variety of tasks:**

6. **Click right. 1517. Click on the "According to Peter Mancall"** hyperlink. (a-d are all from this excerpt)

(a.) Read "Spain, Portugal, & the Pope". Overall, **why** were Spain and Portugal so important to the Pope?

(b.) **How** was the extraction of gold from the Americans a loss to humanity?

(c) Read all the way through "The Search for the Northwest Passage"

1. Give **all of the reasons mentioned** for finding this fabled passage.

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

2. **Which** nations searched for this, and **how** would this “discovery” be a victory for Protestants?

(d) Read “Religious Strife and the Map of the New World”.

1. While European Protestants did not force conversion the way Spanish Catholics did, **how was** the race for colonization a reflection of religious strife from the Reformation era in Europe?

2. **How did** Las Casas’ message get used as propaganda?

Return to Timeline

7. **1525, Rise of the Atlantic Slave Trade.** Click on “slave trade voyage”. Go to the 2nd paragraph of “The Origins of Slavery” and read about the **Middle Passage**.

(a) Describe the Middle Passage and how it symbolizes slavery:

(b) Note the image and analyze what it indicates about some details of the way enslaved Africans were transported:

Return to Timeline

8. **Go to 1550, “Las Casas on Subjugation of the Indians”.** Summarize the **opposing arguments** made by both men in regard to America’s natives

Sepulveda

Las Casas

WAKEFIELD COUNTRY DAY SCHOOL
2023 Summer Reading Assignments

AP/Honors US History CONTINUED

Return to Timeline

9. **Go to 1555- Tobacco Arrives in Europe.** Listen to the audio clip about “The Mercantile System”. (It’s about 6 min.)

(a) What 4-5 things are essential for mercantilism?

(b) When he describes the Spanish as “lucky”, what does he mean? In what ways- at least 3- were they “lucky”?

(c) How were the French **and** English successful to a degree, under mercantilism?

Return to Timeline

10. **1586. Sir Francis Drake-**(a) For what country was he a privateer?

(b) Why do you think that Drake made raids against Spanish settlements? (What might he gain, and how was religion a factor between England and Spain- just use your critical thinking skills to answer this part)

11. **Click right. 1590, A Briefe Report...Virginia.** Click on “Secotan”. **Read through the paragraphs** and,

(a) explain who John White was.

(b) What does his image of Secotan reveal about the **culture of local natives**? (read the caption for help...)

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(c) Imagine **if** he had been able to venture to Croatoan land. What evidence could he have found, in regard to the colonists' disappearance? (Just consider possibilities and choose a plausible one with a couple of explanations.)

Finally: In a short paragraph, **discuss** (not "list") at least 3 new insights you gained about this period between 1491-1600. Also, describe how this material may have altered your previous understanding of any of these topics. Use proper grammar and punctuation when you write!! Use a semicolon (;) between two independent clauses, as a comma just makes it a run-on sentence.

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AP/Honors US History CONTINUED

The Americas to 1620

Name _____

<https://ap.gilderlehrman.org/essay/americas-1620-0?period=1>

14pts

Directions: After you read the article by Christopher Miller, address the following questions.

1. How was the Muslim world ultimately responsible for expanding the world view of Europeans?
2. How do you think events such as the Reconquista in Spain, and the consolidation of power in France and England would contribute to a zeal for exploration and expansion?
3. Explain the parts that improvements in technology, geography, and economic motivation played in the eventual "discovery" of the Americas by Europeans. (Look at the evidence in the reading and address these 3 areas with examples)
4. How could Europeans be viewed initially as a welcomed group by Native Americans?
5. Explain the difference between Europeans and Native Americans regarding land:
6. What role did African tribes play in the slave trade? Why did they participate?
7. How did the slave trade impact the Atlantic trade for three centuries?

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AP U.S. GOVERNMENT

The U.S. Constitution was written in 1787 and submitted to the states for ratification. It was not certain that it would pass. Intelligent people argued for and against it, making a number of different arguments. Some were about the balance of power between the three branches. Others were about the balance of power between the national government and the states. Still others were about the lack of a bill of rights to protect individuals against an overbearing government. *The Federalist Papers* were a collection of essays written by Alexander Hamilton, James Madison, and John Jay in favor of ratifying the Constitution as it was. Other men wrote various newspaper articles, collectively known as the *Antifederalist Papers*.

Summer Assignments:

- I. Read the Constitution of the United States, as it was proposed in 1787 (without any amendments). You need to know what they were arguing about.
- II. Read three *Federalist* and three *Anti Federalist* papers, about any topics that interest you. They do not need to oppose one another directly, but you may find it interesting to see how the two sides approached the same issue. Print off each one you read and annotate it, making notes in the margin about the arguments they make. Do you agree with them? Why or why not? Does their argument conflict or agree with something else you have read? How so? This assignment should reflect depth of thought, not mere volume -- so, don't just write "I agree" or "good point." This is due the first day of class.
- III. In addition to reading the *Federalist* and *Antifederalist* papers you selected above, take a position on one of the topics, either from the *Federalist* or *Antifederalist* position. Be prepared to argue your position in class.

You can find the *Federalist Papers* here:

- <http://thomas.loc.gov/home/histdox/fedpapers.html>
- <http://www.let.rug.nl/usa/documents/1786-1800/the-federalist-papers/the-federalist-6.php>
- <http://www.constitution.org/fed/federa00.htm>

Anti-Federalist papers can be found at:

- <http://www.thefederalistpapers.org/anti-federalist-papers>
- <http://www.constitution.org/afp.htm>
- <http://www.thisnation.com/library/antifederalist/>

Both are also available in numerous print versions, which you can find at Amazon.com or your local library. Or you can just google "Federalist Papers" or "Antifederalist Papers".

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College Essay Assignment

**Seniors are to complete the following assignments:
Due Tuesday, September 5, 2023**

- 1. Complete two college essays.** If you are applying to colleges that use the Common Application, the general essays are attached. Otherwise refer to the college website for essay questions.
- 2. Update and finalize your high school resume:** Include any new achievements, service, summer jobs, etc. See your red folder for a resume example.
- 3. The common application:** Please establish a username and password and begin filling out the basic application. www.commonapp.org

Do not submit any applications. They will be reviewed prior to submission.

Current Common App Essay Questions

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you have already written, one that responds to a different prompt, or one of your own design.

Word limit: 650