

Department Name Summer Reading Assignments (**Honors and AP students only**)
Summer 2016

Please note: Students in either Honors or AP level classes have additional summer reading responsibilities beyond the One Book/One Community selection.

FRESHMEN:

Course Name:

Course Number:

Assignment:

SOPHOMORES

Course Name:

Course Number:

Assignment:

JUNIORS

Course Name: AP US History

Course Number: 520

Assignment:

ADVANCED PLACEMENT UNITED STATES HISTORY IS A COLLEGE LEVEL HISTORY COURSE OFFERED TO HIGH SCHOOL STUDENTS THROUGH THE COLLEGE BOARD. IN ANTICIPATION OF THE BEGINNING OF OUR JOURNEY, YOU WILL BE READING AND KEEPING A READING JOURNAL FOR TWO BOOKS THIS SUMMER:

THE GUNS OF AUGUST AND THE ZIMMERMAN TELEGRAM. BOTH BOOKS ARE WRITTEN BY BARBARA TUCHMAN.

YOU WILL KEEP A SEPARATE READING JOURNAL FOR EACH BOOK. PLEASE USE A SEPARATE SPIRAL NOTE BOOK FOR EACH BOOK. IN THE CENTER OF THE FRONT COVER OF THE NOTE BOOK PLEASE PRINT YOUR NAME AND THE TITLE OF THE BOOK. ON THE LEFT HAND PAGES PLEASE TAKE NOTES ON THE INFORMATION CONTAINED IN THE BOOK'S CHAPTERS AND ON THE RIGHT HAND PAGES PLEASE NOTE YOUR REACTIONS TO THE INFORMATION CONTAINED IN THE CHAPTER. PLEASE LABEL AND TAB EACH CHAPTER. THERE WILL BE A CONCLUDING EXERCISE ON THE BOOKS SOMETIME IN SEPTEMBER. I WILL GIVE YOU AN EXACT DATE AND MORE DIRECTIONS WHEN WE MEET IN THE NEW SCHOOL YEAR.

THE BOOKS' ISBN NUMBERS WILL BE INCLUDED ON THE BOOK LIST WHICH WILL BE POSTED ON THE SCHOOL WEB SITE AND ON THE PLUSPORTAL HOME PAGE UNDER SCHOOL RESOURCES.

YOUR SUMMER READING PROJECT WILL BE DUE THE FIRST DAY WE MEET AS A CLASS. NO EXCEPTIONS PLEASE!!!!

Course Name: Honors US History

Course Number: 531

Assignment:

Due: the first day of class.

The assignment is to read David McCullough's *1776* and Frederick Douglass' *Narrative of the Life of Frederick Douglass, an American Slave*, and respond to the questions about the reading. Both books are well-written and will provide background and perspective that you will find helpful to your understanding of the American Revolution and the issue of slavery and abolition. This assignment is mandatory, counts as a test grade and is due on the first day.

1776

Brief response. Answer the following questions in 2-5 sentences:

1. Look up the chronology of the American Revolution and place the events of the book in chronological perspective. (You can describe or draw a timeline.)
2. Why do you think David McCullough begins his book on the American Revolution with a discussion of George III?
3. What was the state of the American army upon the arrival of George Washington in Cambridge?
4. Look at the map of Boston in 1775 (color inset found after page 116) and compare it with a map of Boston today. How do they differ?
5. Why did Washington refrain from ordering an assault on Boston as he had originally planned?
6. Who was the first traitor caught during the war?
7. Why was New York City so strategically important? What were the strategic considerations of fighting the British in New York City?

8. What was the impact of the signing of the Declaration of Independence on the American and British perspective?
9. Why did Washington order retreat from Brooklyn? Why were the troops of John Glover of Massachusetts essential to the success of the plan?
10. How did Washington react to the capture of General Lee?

1776 - Analysis. Answer the following in 5 paragraph response.

1. What was most remarkable about Nathaniel Greene and Henry Knox, two of Washington's most trusted generals?
2. Comment on the quote by George Otto Trevelyan, "It may be doubted whether so small a number a number of men ever employed so short a space of time with greater and more lasting effects on the history of the world."

Narrative of the Life of Frederick Douglass, an American Slave

Answer the following questions in 1 – 3 paragraphs.

1. When Frederick Douglass begins his work as an abolitionist, why do some people doubt that he was actually a slave?
2. What was his life like in his early childhood years? What provisions were given to slave children?
3. What does he mean when Douglass states, "Going to live at Baltimore laid the foundation, and opened the gateway, to all my subsequent prosperity. I have ever regarded it as the first plain manifestation of that kind providence which has ever since attended me, and marked my life with so many favors...."
4. What did Douglass discover when Mr. Auld forbade Mrs. Auld to teach him to read? Why was teaching slaves to read against the law?
5. What does Frederick Douglass discover about the nature of power through his experience working for Mr. Covey? How does he become "free" prior to escape from slavery?

6. Why does Douglass leave out the details of his escape? Why does he leave New York for New Bedford?
7. Why might Frederick Douglass' story be more compelling than the condemnation of the institution of slavery coming from a northern abolitionist?

SENIORS

Course Name: AP European History/UNCONN ECE 1400 European History
Course Number: 540

Assignment:

This year's summer reading consists of two components. Please read the information below very carefully and carry out the specific tasks involved.

Part One:

- ☐ Obtain the textbook for the class: *The Western Heritage Since 1300, AP EDITION*. You must obtain the 11th edition of this text. This year's (2015-16) class used this text.
- ☐ Read in the textbook for comprehension and understanding:
 - Pages lxiii-lxvi; Pages 1-34;
 - Chapter One, pages 35-58; and
 - Chapter Two pages 59-95
- ☐ We will discuss this material at the beginning of the year. For each of these chapters you should complete the "What you need to know" questions and identifications which are attached. These "WYNTK's" will be turned in and graded based on **completion and accuracy**.

Part Two:

The above assignments are what will be done, for the most part, for each chapter of the text. Hopefully, however, broader issues will be discussed in class. The first broad issue that we will deal with is this question:

What is Europe?

Please note that the answers to this question are many. Change the verb tense and you can get a different answer. I would like you to attempt this question from multiple points of view:

What is Europe today? What is Europe culturally?

What was Europe in 1450? What is Europe linguistically?

What is Europe geographically? What is Europe mythologically?

What is Europe politically? What is Europe in the context of

What is Europe genetically? Archaeology and Palentology?

Chapter 1 (pp 35-58): What you need to know:

The Big Issues:

- What were the causes and consequences of the “Black Death?” *Please note at this time that this course deals in broad themes. While you are expected to master knowledge of specific dates, (e.g. the death of Petrarch or the Battle of Agincourt) it is more important to be able to understand and describe the political/economic/social/intellectual and cultural factors that are involved in all such actions of men/women. Thus, in answering the above question, are you going to take into consideration such things as, the decline in the labor pool?; the expanding role of women? or, the price fluctuations of finished goods versus raw materials?*
- What does the Hundred Years’ War (note it was actually the 116 Year War) have to do with the formation of “national identity” in what we call France and England?
- What is the political/economic relationship of the Papacy to the Christians of Europe? How did that relationship affect its religious relationships to that same group?
- The two Johns, Wycliffe and Hus will play important roles after their deaths. Can you anticipate what those roles are? If so describe.
- How did conciliar both resolve Papal problems and create Papal problems?
- What role did Medieval Russia play in Europe during this period?

The important events, actors, ideas and developments of the chapter:

Please note that your answers to the above questions should contain all of the particulars of facts that collectively give the flesh to your answers. At this time see if you can make such a list of these identifications that you have included in your answers. In future WYNTK’s you will usually be given the listing.

European History – Chapter 2 “What you need to know!”

The BIG issues:

1. **The Renaissance in Italy:** What characteristics of Northern Italy led it to be receptive to “Classical Knowledge?” Who were the precursors in painting, poetry and use of the vernacular? Of the multiple explanations of what Humanism is, which do you accept and why? What is the essence of “civic” humanism? What type of art was being created, under whose sponsorship and for what purpose? Explain slavery in the Renaissance, but why is this history book dealing with this subject at this time?
2. **The Politics of Northern Italy:** Which city states were important? What was the role of the Pope in relationship to the leaders of the other city-states? What was his relationship to the Papal States? Why are the French so interested in Italy? Who are their competitors there besides the natives? What is Holy about the Holy Leagues? Is Machiavelli a man with no morals, or is he a practical political scientist? Explain.
3. **The Northern Monarchical States:** Why and how were specific areas coming under the control of a centralized state led by a King? Describe each one in terms of the consolidation of power in the King; France, Spain, England and the HRE.
4. **The Renaissance in the North:** What areas led in a rise of humanism and new learning in the North. How did Humanism differ in the North? Why is Erasmus so important? What role did the printing press play?
5. **The New Worlds:** There should be no great mystery here: describe the role of Portugal. Columbus’ voyages brought what consequences? What happened to the natives of the new world? What role did The Church Play? Describe the economy of extraction and exploitation. What was the impact on Europe of these voyages?

Terms/events/people/ideas:

- Map page 61
- Charles VIII
- social classes in urban areas
- Cosimo de' Medici
- studia humanitas
- Petrarch (his works)
- Dante (" ")
- Boccaccio (" ")
- Quintilian (" ")
- Florentine Academy
- Platonism
- Civic Humanism
- All the artists & their works
- Red and White Roses
- Treaty of Lodi
- Golden Bull
- Savonarolo
- Alexander VI
- Pope Julius II
- Concordat of Bologna
- Il Principe*
- Cortés*
- royal agents
- gabelle*
- Charles the Bold de Cisneros
- marriages of Castile & Aragon – Black Legend
- children of " "
- encomienda
- Bosworth Field 1485
- Reichstag
- Brothers of the Common life
- Johann Gutenberg
- works of Erasmus
- Reuchlin Affair
- Sir Thomas More
- Jacques Lefèvre
- Francisco Jiménez

Geography: If a place is mentioned, you must know where it is!