

Required Summer Reading 2024-25

Upper School Science Summer Reading Assignment
2024-25 School Year

AP Environmental Science

Cradle to Cradle: Remaking the Way We Make Things by William McDonough and Michael Braungart

ISBN: 978-0865475878

Upper School History Summer Reading Assignments 2024-2025 School Year

9th Grade – No Required Summer Reading. Please pay attention to local, regional, and national news about politics. Make sure you read and listen to a variety of sources!

10th Grade (MWH & MWH Hon.) – No Summer Reading. Please pay attention to international news this summer. Read and listen to a variety of sources!

11th Grade-

- **US History** – Ira Berlin - *The Making of African America*
(ISBN: 978-0-14-311879-4)
Please see attached US History Summer Reading Chart for students to read and complete.
- **APUSH** –Ed. Byron Hollingshead– *I Wish I Had Been There*
(ISBN: 978-1-4000-9654-1)
Please refer to the attached AP US Reading Assignment.
- **IB World** – Trevor Noah - *Born a Crime* (ISBN: 978-0399588198)

Semester Electives:

- No Summer Reading

AP & IB Books:

- **AP Psychology** – Oliver Sacks - *The Man Who Mistook His Wife for a Hat*
(ISBN: 978-0684853949)
- **AP Modern Euro** – *I Wish I'd Been There: Book Two, European History* ed. Byron Hollinshead and Theodore K. Rabb (ISBN: 978-0307277640)
Please refer to the attached AP Euro Reading Assignment
- **AP American Government and Politics** – No Summer Reading - please follow US Government-related news over the summer. Read and listen to a variety of sources.
- **IB Psychology** – Oliver Sacks - *The Man Who Mistook His Wife for a Hat*
(ISBN: 978-0684853949)
- **IB Americas (12th grade)** – Eric Foner - *The Second Founding*
(ISBN: 978-0393358520) (paperback)
- **AP Human Geography** – **Follow Current Events**
This summer, please keep track of current events taking place both within the United States and abroad. You can listen to podcasts, read articles online, and watch or listen

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to reports on the television or radio. The purpose of this assignment is to become current on the world's issues, updates, and changes. Being an informed citizen and discussing current events will give one a better perspective on different points of view and events shaping our global communities. Additionally, your ability to connect what we are learning in the classroom to the events taking place and shaping our world is invaluable to your overall experience and success in AP Human Geography. We will complete an assignment on current events within the first couple of days of the new school year. Be ready to share and discuss!

- As you take notice of current events, go ahead and start thinking about how this may connect to our course. I encourage you to glance through the **AP Human Geography Course and Exam Description (CED)** - <https://apcentral.collegeboard.org/media/pdf/ap-human-geography-course-and-exam-description.pdf> - prior to the start of the school year.

US History Summer Reading Summary Chart

For this class, it is important to consider both the mindset and skills used by historians who interpret the past, both in terms of the “facts” (which are generally not disputed) and what those “facts” mean (analysis which is sometimes disputed). Interpretations about the past change over time. The interpretations change for various reasons, such as new evidence becoming available, new ideas coming to light, new events causing a reconsideration of the evidence, or intellectual debates among historians responding to each other’s work.

Time Magazine:

...The term history has evolved from an ancient Greek verb that means “to know,” says the Oxford English Dictionary’s Philip Durkin. The Greek word historia originally meant inquiry, the act of seeking knowledge, as well as the knowledge that results from inquiry.

The French philosopher Etienne Gilson said: "History is the only laboratory we have in which to test the consequences of thought."

So, history is not just what happened in the past – it is a process or approach for gaining knowledge and understanding. Starting with the summer reading selection, our class will focus on developing 4 main analytical skills used by historians:

1. Proving a central argument (**thesis**) by gathering facts / data / examples (**evidence**) to prove it
2. Exploring cause(s) and effect(s) of important events
3. Comparing concepts and time periods by discussing both similarities and differences
4. Exploring continuity and change

Throughout the year, we will consistently approach US History from these frameworks.

Your Summer Reading Assignment:

1. Read Pages 14-15.
2. Read Chapters 2-5. (The Prologue, Chapter 1, and Epilogue are optional)
3. Complete the chart below.
 - a. It is recommended to complete the chart while you are reading
 - b. Bullet key information that answers the question asked
 - c. For the causes and effects, there should be multiple bullets per chapter
 - d. EXPLAIN questions should be in complete sentences

The chart will be checked for a grade on Friday, August 23rd.

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US History Summer Reading Summary Chart - **Ch. 2 - The Transatlantic Passage**

Dates of First Migration:	Numbers Involved
Key Causes of Migration:	Key Effects of Migration:

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US History Summer Reading Summary Chart - Ch. 3 - Passage to the Interior

Dates of First Migration:	Numbers Involved
Key Causes of Migration:	Key Effects of Migration:

What is ONE continuity/similarity when compared to the Middle Passage? EXPLAIN.

What is ONE change/difference when compared to the Middle Passage? EXPLAIN.

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US History Summer Reading Summary Chart - Ch. 4 – Passage to the North

Dates of First Migration:	Numbers Involved
Key Causes of Migration:	Key Effects of Migration:

What is ONE continuity/similarity when compared to the Middle Passage or the 2nd Middle Passage (Chapter 3)? EXPLAIN

What is ONE change/difference when compared to the Middle Passage or the 2nd Middle Passage (Chapter 3)? EXPLAIN

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US History Summer Reading Summary Chart - Ch. 5 - Global Passages

Dates of First Migration:	Numbers Involved
Key Causes of Migration:	Key Effects of Migration:

What is ONE continuity/similarity when compared to the Middle Passage or the 2nd Middle Passage (Chapter 3) or the Great Migration (Chapter 4)? EXPLAIN

What is ONE change/difference when compared to the Middle Passage or the 2nd Middle Passage (Chapter 3) or the Great Migration (Chapter 4)? EXPLAIN.

Summer Reading Book: *I Wish I'd Been There: Twenty Historians Bring to Life Dramatic Events that Changed America*, edited by Byron Hollinshead. New York: Anchor Books, 2007. ISBN# 978- 1-4000-9654-1

As you begin to read the essays in *I Wish I'd Been There*, there are a few essential questions you need to consider with each chapter. When you finish a chapter, jot down brief notes to help you remember what's important so you will have that information when you begin class.

You will have a short paper (2-3 pages) to write during the first weeks of school; having notes on these essays will help you get off to a good start.

Main ideas:

1. Each historian has provided a chapter based on an event in American history they would most likely want to observe. In each instance, what is their motivation in making that choice? What question(s) are they hoping to answer as an observer that that they can't otherwise answer?
2. Each historian makes an argument regarding the event they have chosen as their topic. What is the central underlying thesis for each chapter? Underline or make margin notes in your book so you can find the important passages that helped you determine the thesis.
3. Which essays did you enjoy most / least and why? Was it the historical topic, the author's writing style, or some other factor that made an essay interesting to you? What factors made you dislike an essay? If you wrote a review of a specific, what would it say?

Summer Reading Book: *I Wish I'd Been There: Book Two: Twenty Historians Bring to Life Dramatic Events in the History of Europe*, edited by Byron Hollinshead. And Theodore Rabb, New York: Anchor Books, 2008. ISBN# 978-0-307-27764-0

Note: **Begin on p. 93** with Lauro Martines's essay entitled "Ten Thousand Brutes in Renaissance Florence" (The first 6 essays are from an earlier period of history not covered in this class)

As you begin to read the essays in *I Wish I'd Been There*, there are a few essential questions you need to consider with each chapter. When you finish a chapter, jot down some brief notes to help you remember what's important so you will have that information when you begin class.

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Upper School English Department Summer Reading 2024 - 2025 School Year

English 9:

- Students must read at least one full length book of their choice.
- Here's a great resource from the Upper School library (It's from 2023 but still has wonderful options!): <https://www.ccds-blc.org/summer-reading>

English 10:

- *Scythe* by Neal Shusterman
 - ISBN: 9781543617948
- Read through our Course Essential Questions below and choose two to consider as you read *Scythe*. Take notes as to how the novel answers your selected questions. This will help prepare you for our discussion and work on this text in August.
- **Year-Long Essential Questions:**
 1. How do individual choices and perspectives impact one's role and place in a society?
 2. How are individual choices influenced by the expectations of others?
 3. In what ways do societal rules about identity such as family, gender, health, race, and religion impact an individual's choices?
 4. What are the implications of an individual's decision to break societal expectations or laws? What are the implications of an individual's losing or giving up control? . . . of making mistakes?
 5. How do historical and cultural contexts determine a "society"? How do the societies in our study compare?
 6. How do individuals show their societies that they matter?
 7. How do individuals relate to societal systems of justice and power?
 8. How should individuals maintain a healthy level of pride?
 9. When and how should individuals be compassionate, especially towards those who are marginalized? Why and how do societies encourage or discourage compassion?

English 11:

- *Kindred* by Octavia Butler
 - ISBN: 9780807083697
- **“You need to find yourself in this story” – Dr. Waples.** If, when we read books, they are only far-away and, therefore, boring accounts of people we share nothing in common with, then English can probably never be anything more than somebody else's story, nothing that matters to us. Instead, students should try to find themselves in the stories we encounter... even while it also will be extremely important and necessary that we discover the differences we encounter as well.
- Literary Scholar Robert Crossley writes, “The American slave narrative is a literary form whose historical boundaries are firmly marked. While first-person narratives about

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oppression and exclusion will persist as long as racism persists, slave narratives ceased to be written when the last American citizen who had lived under institutionalized slavery died. The only way in which a new slave-memoir could be written is if someone were able to travel into the past, become a slave, and return to tell the story. Because the laws of physics, such as we know them, preclude traveling backwards in time, such a book would have to be a hybrid of autobiographical narrative and scientific fantasy. That is exactly the sort of book Octavia Butler imagined when she wrote *Kindred*, first published in 1979. Like all good works of fiction, it lies like the truth.” —from Crossley, Robert. “Critical Essay.” *Reader’s Guide*. <https://www.beacon.org/Assets/PDFs/Kindredrg.pdf>. Accessed 15 May 2024.

- As you read *Kindred*, type your responses to the questions below using the link to Microsoft Forms.
https://forms.office.com/Pages/ResponsePage.aspx?id=hf1uYPc_fe2IqVNKy91t2OwkTe6b4c1MpuCFt52arSVUMzZISUZXR1g4NVdWOTc5NjUwRVVRS05SVy4u
 1. Where do you see yourself in this story? What part of your lived experience manifests itself in the book?
 2. Where are you NOT in this story? What part of the story seems different from the world you know? (Your response to this question might discuss time and history, but it certainly should not stop there).
 3. How does this story affect your awareness of slavery in America?
 4. How is Butler’s choice to use fiction an effective and/or limiting choice?
 5. In what way does the book “[lie] like the truth” and what is the effect of that seeming contradiction?
 6. What questions and/or unresolved emotions does the book leave with you?

English 11 AP:

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 1. Where do you see yourself in this story? What part of your lived experience manifests itself in the book?
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 5. In what way does the book “[lie] like the truth” and what is the effect of that seeming contradiction?
 6. What questions and/or unresolved emotions does the book leave with you?

English 11 IB:

- *The Glass Castle* by Jeanette Walls
 - ISBN: 9780743247542
- Essential Questions for *The Glass Castle*:
 1. What are elements of a memoir?
 2. How much choice do we have in our lives? How much is determined by forces beyond our control?
 3. What are the benefits/shortcomings of a traditional education?
 4. How do socio-economic and mental stability affect our positioning within a community?
 5. What forces influence the way we build self-image?
 6. What determines a person’s values? What influences whether or not our values are subject to change?
- We will be using this unit to review some key elements of writing and how authorial choice creates meaning. Be on the search for:
 1. Themes
 2. Symbols
 3. Characterization (particularly Rose Mary, Rex, Jeanette)
 4. Your reactions to the text! I want to know what you think! (Remember: the best way to do this is by writing things like “lol” or “!!!!” or “💎” or “❤️” in your margins! This will help you remember certain parts of the book when you come back to school in August!)

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English 12 AP:

- *How to Read Literature Like a Professor* by Thomas Foster
 - ISBN: 9780062301673
- *Purple Hibiscus* by Chimamanda Ngozi Adichie
 - ISBN 9781616202415
- For AP English 12, please read Thomas Foster's text *How to Read Literature Like a Professor* FIRST (the newest edition, please), and then as you read *Purple Hibiscus*, please be thinking about how to apply several of Foster's ideas to this novel.

English 12 IB:

- *The House of the Spirits* by Isabel Allende
 - ISBN: 9781501117015

Please reference the information given in class, or reach out to Mrs. Peery for more information.

English 12: Students must watch two of the three documentaries listed below

In English 12, students will study the ways in which complex, interwoven stories about multiple individuals within a single community can be engaging and powerful. This work will prepare them for the stories they will write in the fall. Prior to their return in August, English 12 students should watch two of the three documentaries listed. These documentaries are available through various streaming services.

For each documentary, students must complete the appropriate Microsoft Form with questions about the film. Students will use these responses, and others, for the work we do at the start of the semester. Student responses should be detailed and should refer to specific aspects and people in the films. Students should use complete sentences and keep in mind that their teachers have watched the films; therefore, they should avoid summaries lacking analysis or synthesis.

If access to the films poses a financial burden, please contact Nancy Ehringhaus Nancy.Ehringhaus@charlottecountryday.org.

1. *Welcome to Wrexham*, season 1, episodes 1 through 6.
 - a. Link to questions:
https://forms.office.com/Pages/ResponsePage.aspx?id=hf1uYPc_fe2IqVNKy91t2OwkTe6b4c1MpuCFt52arSVURDIQV0k2TzkwSORXU0laMkJZNTVMOFhMR_S4u
2. *Found*.
 - a. Director: Amanda Lipitz.
 - b. Link to questions:
https://forms.office.com/Pages/ResponsePage.aspx?id=hf1uYPc_fe2IqVNKy91t2OwkTe6b4c1MpuCFt52arSVUMVBIRE5aR09LWkNLWkcyQ1VINjFFNIJUQS4u

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3. *Hitsville: The Making of Motown.*

a. Directors: Ben Turner and Gabe Turner.

b. Link to questions:

https://forms.office.com/Pages/ResponsePage.aspx?id=hf1uYPc_fE2IqVNKy91t2OwkTe6b4c1MpuCFt52arSVUNEIROUVIVk9aOFRVS1gzRjVGNFBYUTZIMS4u