SOCIAL STUDIES DEPARTMENT

2015 SUMMER READING ASSIGNMENTS

Any student with a question on their summer reading assignment should contact Pete Vermilyea at pvermilyea@hvrhs.org.
Welcome to 9H! For your summer assignment, please follow the following steps:

1. Please read the following books:

   *The Iliad* by Homer. While any version is fine, the 2010 translation by Samuel Butler of *The Iliad* is highly recommended.

   Homer’s classic epic of the Trojan War and the struggle between Achilles and Hector that saves the Greeks and destroys the Trojans.

   *From The Bible* read the Old Testament. Any version or edition of *The Bible* is fine.

   Choose **ONE** of the following topics:

   - The Role of the Individual in Society as presented in each work
   - How each work’s view about Human Nature is expressed and demonstrated
   - The Decisions or Challenges that affect mankind’s growth in each work
   - Social Customs or institutions and their affect on the individual

2. Write a rough draft of a FIVE paragraph, thesis-based essay containing:

   - Introduction with a thesis **(underline your thesis statement)**
   - Three paragraphs devoted to supporting your thesis with SPECIFIC references from each book
   - Conclusion – with thesis restated

The assessment will be based on the overall quality of your work on each task with consideration to the following: all items completed, the thoroughness (thesis, support details, explication and conclusion) of the written response, and the neatness and pride exhibited in the written work. In the first week of school, you will participate in a writing conference on your rough draft. You will be graded on the final edited version of your paper.

There are, of course, several versions of both *The Iliad* and *The Bible*. Please bring your copy of these books to class on the first day of school.

If you have any questions, please email Mr. de Rham at rderham@hvrhs.org or Mr. Vermilyea at pvermilyea@hvrhs.org. Enjoy your reading!
History 10H:

This summer please read William Manchester’s sweeping narrative *A World Lit Only by Fire*. This book has been published in paperback so the cost should not be prohibitive. Most students in the past have obtained copies through the Internet. However, you might also be able to find it at many bookstores. Many of our previous students have enjoyed this work very much. I hope that you will find this book as intriguing as I did the first several times that I read it.

The first part of the book deals with the Middle Ages, a period that you have already covered extensively with Mr. Vermilyea. Therefore, you will be required to read only those pages that deal with the new explosion of thought that was the hallmark of the Renaissance. Manchester’s work strives to chronicle the period that he feels marked the birth of Modern Western culture and thought.

Please start by reading from the discussion of Leonardo da Vinci. I have the 1993 edition of the book, which was the first paperback edition. In that edition, you should start reading on page 91 the chapter named *The Shattering*, and read through the end of the book which is found on page 296. This is a little more than 200 pages; however, it is very dense material. It is recommended that you do not wait until the week before school starts to pick up the book. DaVinci is, perhaps, the person that most personifies the Renaissance. This will serve as a good starting point, as it will forge a bridge between this year’s study and what will come in the Fall. Please be prepared to bring your book to class each day in the fall. Your assignment has three parts:

1. As you read, make a list of at least ten words that you have not encountered before and look up their definitions. Bring this list of definitions with you on the first day of class. This is a good habit to get into as your education progresses. You should be reading with a dictionary nearby at all times, no matter the assignment or class. This will be worth 10 points.

2. The next part of your assignment is to annotate each page of your book. More specifically, write a short statement that reflects the main points on the page, in the margin of each page. For example, on page 197 you could write a brief phrase such as "Sack of Rome by the soldiers of Charles V." This is a good study habit to develop before you get to college. It is my contention that rather than simply hi-liting a text, summarizing passages as you proceed increases both comprehension and retention. It also helps you to locate information more quickly when you need are studying for a test or exam. Make sure you bring your book to school on the first day of class so that I can check each book and give you credit for having done this part of the assignment. This will be worth 20 points.

3. You will be required to draw a map of the globe on poster board that charts Magellan’s journey. Your map should have significant events from the journey marked on it such as the attempted mutiny. You should have an arrow showing; where on the globe the event took place, the date of the event (if given), a brief description of the event, and the page number where the full description can be found in Manchester. This will be worth 20 points.

4. **Upon our return to school in the fall...** You will write a five paragraph essay that discusses both *The Shattering* and *One Man Alone*, the final chapter of the book. This will count as a test grade. There is no one specific thing that you have to write about. This is an open ended assignment. Show your creativity and thought in crafting your response to what you read. Your essay should have a clearly stated thesis that is supported throughout your essay. You cannot be wrong. There is no correct response that I am looking
for however, you must use evidence from each chapter to support your ideas. It is completely acceptable to have more than five paragraphs. What follows below are not things that you must write about, but ideas that might help to get you started. This will be worth 100 points. Please see the attached rubric which will be used to grade your essay.

- Manchester clearly feels that Luther and Magellan were two very impressive people. By using evidence from the book, decide which of these two you feel was the most impressive. With who was Manchester more impressed? If Manchester had to choose between the two and could only publish one part of the book, which would he choose? Were these men passionate visionaries or irresponsible lunatics whose actions led to the deaths of many others? Be sure to provide evidence from the text to support your argument whatever it may be. Prove you read and thought about both chapters. You are basically writing a book review that analyzes and evaluates Manchester’s work. Which chapter was more effective at conveying the importance of the events of that time?

Make sure you are familiar with the following people and can discuss their significance:

* DaVinci  
* Henry VIII of England  
* Tetzel  
* John Calvin

* Gutenberg  
* Martin Luther  
* Pope Leo X  
* Pope Clement VII

* Machiavelli  
* Erasmus  
* Charles V of Spain  
* William Tyndale

* Sir Thomas More  
* Pope Julius II  
* Eck  
* Catherine of Aragon

* Anne Boleyn  
* Cardinal Wolsey

Please email me or call with timely questions: (this means not in late August)

dbayer@hvrhs.org     860-824-5123 ext. 193 (I will try to check the messages at this extension at least once a week)
Introduction: During the 2015-2016 academic year we will focus, at various times, on answering the question “what does it mean to be an ‘American’ in our history?” This summer you will select, and read, one of the novels from the list below. Email Mr. DeMazza at mdemazza@hvrhs.org with your selection and with any questions. ONLY ONE STUDENT MAY READ A PARTICULAR TITLE – first come, first served!

Assignment: Follow these directions regarding the summer assignment.
1. Select a novel from the list below. You need to consider that you are reading in order to better answer the prompt. You will write an essay regarding the prompt and the novel when we return in the fall. You may wish to check the reviews on amazon.com in order to better select a novel that fits your interests AND helps you with the essay you will write. YOU MAY PURCHASE THE BOOK YOU SELECT OR CHECK IT OUT FROM YOUR LIBRARY BUT YOU WILL NEED TO HAVE IT IN CLASS IN ON THE FIRST DAY.

2. Read the novel. Take notes based upon the prompt: “How does the novel help the reader understand what it means to be an ‘American’ in our history?” It may be useful for you to create an outline of the essay you will write. Submit that outline on the first day of class. The format of the outline is up to you but you must be able to write the essay using only TWO sources – your recollection of the novel and the outline (if you chooses to complete one) – for that reason the outline should include quotes, page numbers, ideas to be included in the essay, references to our history, characters, plot, etc. The actual prompt for the essay will include directions to relate your novel to the concept of “being American”.

3. When you return you will take a novel-specific quiz on the book you selected (characters, events, themes, author thesis/message, etc.)

Titles List (author in parentheses):

A Prayer for Owen Meany (Irving) Look Homeward, Angel (Wolfe) The Call of the Wild (London)
A Tree Grows in Brooklyn (Smith) Maggie: Girl of the Streets (Crane) The Corrections (Franzen)
Absalom, Absalom (Faulkner) Main Street (Lewis) The Family Fang (Wilson)
All the King’s Men (Warren) My Antonia (Cather) The Golden Bowl (James)
An American Tragedy (Dreiser) Native Son (Wright) The Good Earth (Buck)
Andersonville (Kantor) O Pioneers! (Cather) The Heart is a Lonely Hunter
Blood Meridian (McCarthy) One Lonely Night (Spillane) (McCullers)
Bonfire of the Vanities (Wolfe) Play it as it Lays (Didion) The Heart of the Matter (Greene)
Call it Sleep (Roth) Rabbit, Run (Updike) The House of Mirth (Wharton)
Cane (Toomer) Ragtime (Doctorow) The Jungle (Sinclair)
Columbine (Cullens) Red Harvest (Hammett) The Kitchen House (Grissom)
Death Comes for the Archbishop Revolutionary Road (Yates) The Magnificent Ambersons (Tarkington)
(Cather) Salvage the Bones (Ward)
East of Eden (Steinbeck) Sister Carrie (Dreiser) The Maltese Falcon (Hammett)
From Here to Eternity (Jones) Sometimes a Great Notion (Kesey) The Moviegoer (Percy)
Go Tell it on the Mountain Sutttree (McCarty) The Natural (Malamud)
(McKay) The Abstinence Teacher (Perotta) The Scarlet Letter (Hawthorne)
Go Tell it on the Mountain The Adventures of Augie March The Sheltering Sky (Bowles)
(Baldwin) (Bellow) The Sound and the Fury (Faulkner)
Gone With the Wind (Mitchell) The Age of Innocence (Wharton) The Weird Sisters (Brown)
Goodbye, Columbus (Roth) The American Heiress (Goodwin) Three Lives (Stein)
Home to Harlem (McKay) The Art of Fielding (Harbach) To Have and Have Not
Horsemam, Pass By (McMurty) The Assistant (Malamud) Underworld (DeLillo)
Housekeeping (Robinson) The Awakening (Malamud) Washington Square
How the Garcia Girls Lost Their The Big Sleep (Chandler) White Noise (DeLillo)
Accents (Alvarez) The Bostonians (James) Winesburg, Ohio (Anderson)
Ironweed (Kennedy) The Bridge of the San Luis Rey Winter’s Tale (Helprin)
Jazz (Morrison) (Wilder)
Light in August (Faulkner)
Little Children (Perotta)
Please read *The Prince* by Niccolo Machiavelli. Written in 1513 and published in 1532, Machiavelli reflects on the dynamics of power and its importance to a state’s leader. As you read these works, please reflect on this work and do the following:

1) Identify an example of a modern day “Prince”. Your selection could be an individual in our current environment or someone from modern history.

2) Prepare an outline that you can use to help you write an essay that explains why you think the individual fits Machiavelli’s profile. Be sure to include specific references to the text along with your own analysis in your outline notes. ALSO, please be sure to mention Machiavelli’s thoughts about the need to be able to wage war as part of your analysis.

- If you think Machiavelli is no longer relevant, prepare an outline to that effect and be sure to explain your thoughts with plenty of examples from current events as well as from the text.

You should bring your notes and outline to class on the first day of school. Your first major writing assignment once the class starts will be to write a three to five page essay that fleshes out the information in your outline.

You will have to interpret the material to derive your answers to these questions. Don’t be afraid to take a risk in your interpretation – remember this is a philosophy class and it is about thinking. The most important guideline to follow is to thoroughly explain your ideas and use evidence from the book and current events and/or modern history.

* You should try to [read this edition](#), attached for you here as a pdf and also found via this document on the school website. If you prefer, you can print it at your convenience. You are also welcome to read a paper copy of the book, but it will probably be good to have the electronic copy on hand as the page numbers we reference at the start of the year will be from the electronic edition provided.

If there are any questions, please contact Mr. Lizzi at [jlizzi@hvrhs.org](mailto:jlizzi@hvrhs.org).
<table>
<thead>
<tr>
<th>Thesis</th>
<th>The thesis is clearly discernible in the Introduction and is well supported throughout the essay. There is little digression from the main thesis. Up to 20 points</th>
<th>The thesis can be identified in the introduction; however, it is not evenly supported throughout the essay. There is some digression. Up to 15 points</th>
<th>The thesis is unclear. The essay is a string of unconnected ideas. Up to 10 points</th>
<th>There appears to be no thesis in the introduction. 5 points or less</th>
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<tr>
<td>Support</td>
<td>The essay includes rich, varied support from throughout the book. Up to 20 points</td>
<td>The essay has support from the book; however, it is limited to a few sections of each chapter. Up to 15 points</td>
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<td>Grammar/Spelling</td>
<td>The essay is free of grammatical and/or spelling errors. The essay has been carefully proof-read. Up to 20 points</td>
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<td>Topic Sentences</td>
<td>Each body paragraph has a topic sentence that refers back to the thesis and reflects the remainder of the paragraph. Up to 20 points</td>
<td>There are topic sentences for each body paragraph; however, they do not always refer back to the thesis. The remainder of the paragraph may have information that does not reflect the topic sentence. Up to 15 points</td>
<td>The topic sentences do not reflect the thesis. The body paragraphs diverge from the stated topic. Up to 10 points</td>
<td>The body paragraphs do not have topic sentences. 5 points or less</td>
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<td>Understanding/Effort</td>
<td>The essay reflects excellent understanding of the material and a great deal of insight. Excellent effort was made. Up to 20 points</td>
<td>The essay reflects some understanding of the material and some thought about the assignment. Up to 15 points</td>
<td>The essay appears to be hastily put together with little or no thought. The topics addressed are a cursory summary of the material. Up to 10 points</td>
<td>The essay appears to be completed at the last moment and contains little or no insight beyond a book report. 5 points or less</td>
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<td>The essay reflects some understanding of the material and some thought about the assignment. Some effort is made at analysis, however only a few ideas from each chapter are focused upon. Up to 15 points</td>
<td>The essay appears to be hastily put together with little or no thought. The topics addressed are a cursory summary of the material. Ideas from only chapter are discussed. Up to 10 points</td>
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