

AP European History Summer Assignment – 2010 – 2011
Mr. Gompper – Room 01-213

Welcome everyone! I hope that you are as excited for the upcoming year as I am. I look forward to a challenging and hopefully rewarding year.

Over the summer you are asked to read **ONE BOOK** from the list below. Upon completion of your reading I am asking you to write **AT LEAST a 2 page paper** summarizing the book. Within your paper I am asking that you **provide the following**: a summary of the story/plot, any character flaws or strengths you found during your readings, did the author have any bias during the writing of their book, and what connection does this book have to European history. The purpose of this paper is to gauge your grasp of writing and organization using historical information. This will provide me with knowledge of what you know and what we need to work on.

I would like your paper to be typed, double spaced, size 12 Times New Roman font, and with 1 inch margins all the way around the edges. I have quite a few of these books within my classroom which I am willing to borrow to you. These books are a first come first serve basis and once they are gone they are gone.

Your paper will be **due the SECOND DAY OF CLASS** just in case you were to forget to bring it over summer. I would like to give you a specific date, but we are switching to the block schedule for next year and this information is unavailable at the moment. If you finish your paper early please feel free to email it to me at joshua.gompper@polk-fl.net

Summer Reading List – AP European History

1. All Quiet on the Western Front – Erich Maria Remarque
2. Animal Farm – George Orwell
3. A Tale of Two Cities – Charles Dickens
4. Brave New World – Aldous Huxley
5. Cod: A Biography of the Fish That Changed the World – Mark Kurlansky
6. Guns, Germs, and Steel: The Fates of Human Societies – Jared Diamond
7. Hamlet – William Shakespeare
8. Leviathan – Thomas Hobbes
9. Man's Search for Meaning – Viktor E. Frankl
10. Night – Elie Wiesel
11. No Less Than Victory: A Novel of World War II – Jeff Shaara
12. Oliver Twist – Charles Dickens
13. Sophie's World: A Novel About the History of Philosophy – Jostein Gaarder
14. The African Trilogy: Things Fall Apart, No Longer at Ease, and Arrow of God – Chinua Achebe
15. The Murder of Napoleon – David Hapgood
16. The Prince – Niccolo Machiavelli
17. The Rising Tide: A Novel of World War II – Jeff Shaara
18. The Steel Wave: A Novel of World War II – Jeff Shaara
19. To the Last Man: A Novel of the First World War – Jeff Shaara
20. Utopia – Thomas More
21. War and Peace – Leo Tolstoy

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I look forward to meeting all of you in the fall!

Summer Reading List – AP World History

1. A History of the World in Six Glasses – Tom Standage
2. Arab and Jew: Wounded Spirits in a Promised Land – David K. Shipler
3. Coal: A Human History – Barbara Freese
4. Collapse: How Societies Choose to Fail or Succeed – Jared Diamond
5. Guns, Germs, and Steel: The Fates of Human Societies – Jared Diamond
6. King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa – Adam Hochschild
7. Plagues and Peoples – William McNeill
8. Rubicon: The Last Years of the Roman Republic – Tom Holland
9. Sweetness and Power: The Place of Sugar in Modern History – Sidney Mintz
10. The Art of War – Sun-Tzu
11. The Making of Haiti: The Saint Domingue Revolution from Below – Carolyn E. Fick
12. The Prince – Niccolo Machiavelli
13. The Rape of Nanking – Iris Chang
14. Things Fall Apart – Chinua Achebe
15. Waiting for the Barbarians – J.M. Coetzee
16. What If? 2: Eminent Historians Imagine What Might Have Been – Robert Cowley
17. Year 501: The Conquest Continues – Noam Chomsky

AP Macroeconomics Summer Reading Assignment

Summer Reading:

Naked Economics: Undressing the Dismal Science, Charles Wheeland, W.W. Norton, 2003.
(paperback / ISBN 0-393-32486-9)

www.amazon.com \$10.85 This is a “new” purchase price, you may also buy a used copy for cheaper- remember used copies may not be in the best condition. The benefit of purchasing your own book is so that you can write, highlight and take notes in it. If it is used, you take the chance of whether or not someone else has “marked up” the book already.

www.walmart.com \$10.42

www.barnesandnoble.com \$15.95

Plus Shipping and Handling.

Book Review- www.wwnorton.com

“*Naked Economics* makes up for all of those Econ 101 lectures you slept through (or avoided) in college, demystifying key concepts, laying bare the truths behind the numbers, and answering those questions you have always been too embarrassed to ask. For all the discussion of Alan Greenspan in the media, does anyone know what the Fed actually does? And what about those blackouts in California? Were they a conspiracy on the part of the power companies? Economics is life. There's no way to understand the important issues without it. Now, with Charles Wheelan's breezy tour, there's no reason to fear this highly relevant subject. With the commonsensical examples and brilliantly acerbic commentary we've come to associate with *The Economist*, Wheelan brings economics to life. Amazingly, he does so with nary a chart, graph, or mathematical equation in sight—certainly a feat to be witnessed firsthand. “

Economics is a crucial subject. There's no way to understand the important issues without it. Now, with Charles Wheelan's breezy tour, there's also no reason to fear it.


Summer Assignment

READ: Naked Economics: Undressing the Dismal Science. Completely- cover to cover.

Directions:

- Create a time management plan for your reading schedule to ensure you have ample time to read the book. Set due dates for each chapter and each part of the assignment. Review your schedule with a parent or guardian.
- As you read the book, answer the questions below.

Expectations: Work must be typed, 12 font, *single spaced*. Label each section appropriately with each number. Please check your work for complete sentences and grammatical errors. The answer for each section should be about a half to full page.

 **Due Date:** The first day of the semester. No points will be awarded for late work. Be prepared to participate in a class discussion on the first day of school.

Questions:

1. *Chapter one*. In a paragraph, summarize the main points of chapter one. Note that simply listing the bolded statements will get you zero points. There are key ideas and assumptions in this chapter.

2. *Chapter two.* Explain why incentives matter. What you think about the author's ideas on black rhino conservation? Explain what perverse incentives are and give examples from a high school student's life.

3. *Chapter three.* Summarize this chapter in 1-2 paragraphs. Why might government regulations and lawyers be a good thing? Include specific examples.

4. *Chapter four.* Summarize this chapter in one paragraph. Include specific examples of government involvement as needed. In another paragraph, be sure to discuss the government's "grabbing hand" as it licenses and regulates businesses in third world countries versus Capitalist nations.

5. *Chapter five.*

a. What does information asymmetry have to do with the hiring process, in regards to gender? What does the author feel about this discrimination? Do you agree with him? Explain. What do you feel about his long term solution to this problem?

b. Explain the problem of private health insurance? Why do the costs continue to rise? What is the problem with public health insurance? Discuss adverse selection, as it relates to this chapter.

6. *Chapter six:* The author discusses the symptom of being poor, and the illness of being poor. What does the author mean? Do you agree with him? Explain. How does the poverty line right now compare to 100 years ago? Why is America like a real life version of "Revenge of the Nerds?" What's so important about Human Capital?

7. *Chapter seven:* What does the efficient market theory have to do with financial markets? Discuss the positives and negatives of the theory. Why do Wall-Street types not like it? Explain the coin flipping experiment, as it relates to investment diversification.

8. *Chapter eight:* Why have mohair farmers earned a subsidy from the federal government for decades? What can you derive that economics tells us about politics?

9. *Chapter nine:* Explain how the average American is three times as rich as they would have been in 1950. Explain the most effective "knock" on GDP. What does the author think about the effectiveness of fiscal policy? Explain how a current account surplus/deficit can be good and bad.

10. *Chapter ten:* What is the drastic consequence of poor monetary policy the author discusses at the start of the chapter? Do you agree with this argument? Explain. What is the relationship between governments who owe money, government policies to fight inflation, and monetary policy? Does this change your opinion of how monetary policy is used by the US Government?

11. *Chapter eleven:* What is the relationship between specialization and productivity? Discuss, in two paragraphs or less, your opinions on globalization after reading this chapter. Cite data from the book to prove your point. Finally, discuss the problem of "good intentions" on globalization and "sweatshops." What do you propose to solve this problem?

12. *Chapter twelve:* After reading this chapter, explain and discuss what we can do to help developing nations. What do these nations need to do to help themselves?

Advanced Placement Literature and Composition (HCHS Grade 12 / IB Grade 10)

Read *Their Eyes were Watching God* (Hurston) AND *A Farewell to Arms* (Hemingway).

Be prepared to discuss style, plot, language, themes, and setting.

AP Language

Read "Incidents in the Life of a Slave Girl" by Harriet Jacobs.

AP US History

As per Polk County Guidelines, there is a summer assignment assigned for Advanced Placement U.S. History. Summer assignments are designed to enhance student achievement in the course and on the AP exam given in May.

There are three components to the summer assignment: **(A)** reading a book and writing a 2 page report & 1 page analysis of the book (see below for a listing of book choices), **(B)** The U.S. Presidents, and **(C)** the U.S. Constitutional Amendments.

(A) Reading assignment. Students are to pick one book and write a three page overview of the book **and** a one page critical analysis of the book. This should be typed, 12 point font, century gothic font, and one inch margins. A title page should contain the name of the book, the student's name, Mrs. Gibson's AP US History, 2010-2011 school year. **The body of the paper should not contain any other information.**

Books students may choose from:

Founding Brothers: The Revolutionary Generation (ISBN # 0-375-70524-4) by Joseph Ellis

A Narrative of a Revolutionary Soldier (ISBN #0-451-52811-5) by Joseph Plumb Martin

Mr. Polk's Army: The American Military Experience in the Mexican War (ISBN # 1-58544-033-7) by Richard Bruce Winders

Incidents in the Life of a Slave Girl by (ISBN # 978-144008704-2) by Harriet A. Jacobs

Fields of Honor: Pivotal Battles of the Civil War (ISBN # 0792275683) by Edwin C. Bearss and James McPherson

No Ordinary Time: Franklin and Eleanor Roosevelt, The Home Front in World War II (ISBN # 978-0-684-80448-4) By Doris Kearns Goodwin

The paper is due at the end of the first week of school.

(B) The Presidents. Know the presidents, their time period, and their party affiliation. The students will be given a blank chart and their test will consist of filling it in. See below for the table of Presidents. The assessment will occur within the first week of school. See below for the chart of presidents.

(C) The Amendments to the Constitution. <http://www.usconstitution.net/const.html#Amends>. Know the 27 Amendments and be able to explain them. The assessment will occur within the first week of school.

The Presidents

Era	Election	President	Party
Young Republic	1789	George Washington (1)	none
	1792	George Washington (1)	none
	1796	John Adams (2)	Federalist
	1800	Thomas Jefferson (3)	Democratic-Republican
	1804	Thomas Jefferson (3)	Democratic-Republican
	1808	James Madison (4)	Democratic-Republican
	1812	James Madison (4)	Democratic-Republican
Era of Good Feelings	1816	James Monroe (5)	Democratic-Republican
	1820	James Monroe (5)	Democratic-Republican
	1824	John Quincy Adams (6)	National Republican
Era of the <i>Common Man</i>	1828	Andrew Jackson (7)	Democrat
	1832	Andrew Jackson (7)	Democrat
	1836	Martin Van Buren (8)	Democrat
	1840	William Henry Harrison (9)/John Tyler (10)	Whig/Whig
Antebellum Period	1844	James Polk (11)	Democrat
	1848	Zachary Taylor (12)/Millard Fillmore (13)	Whig/Whig
	1852	Franklin Pierce (14)	Democrat
	1856	James Buchanan (15)	Democrat
Civil War & Reconstruction	1860	Abraham Lincoln (16)	Republican
	1864	Abraham Lincoln (16)/Andrew Johnson (17)	Republican/Republican
	1868	Ulysses Grant (18)	Republican
	1872	Ulysses Grant (18)	Republican
Gilded Age	1876	Rutherford B Hayes (19)	Republican
	1880	James Garfield (20)/Chester Arthur(21)	Republican/Republican
	1884	Grover Cleveland (22)	Democrat
	1888	Benjamin Harrison (23)	Republican
	1892	Grover Cleveland (24)	Democrat
	1896	William McKinley (25)	Republican
Progressive Era	1900	William McKinley (25)/Theodore Roosevelt (26)	Republican/Republican

	1904	Theodore Roosevelt (26)	Republican
	1908	William Howard Taft (27)	Republican
	1912	Woodrow Wilson (28)	Democrat
	1916	Woodrow Wilson (28)	Democrat
Roaring Twenties	1920	Warren Harding (29)/Calvin Coolidge (30)	Republican/Republican
	1924	Calvin Coolidge (30)	Republican
	1928	Herbert Hoover (31)	Republican
New Deal & Era of Reform	1932	Franklin D. Roosevelt (32)	Democrat
	1936	Franklin D. Roosevelt (32)	Democrat
	1940	Franklin D. Roosevelt (32)	Democrat
	1944	Franklin D. Roosevelt (32)/Harry Truman(33)	Democrat
	1948	Harry Truman (34)	Democrat
Cold War	1952	Dwight Eisenhower (34)	Republican
	1956	Dwight Eisenhower (34)	Republican
	1960	John F. Kennedy (35)/Lyndon Johnson (36)	Democrat/Democrat
	1964	Lyndon Johnson (36)	Democrat
detente & Rapprochement	1968	Richard M. Nixon (37)	Republican
	1972	Richard Nixon (37)/Gerald Ford (38)	Republican/Republican
	1976	Jimmy Carter (39)	Democrat
	1980	Ronald Reagan (40)	Republican
	1984	Ronald Reagan (40)	Republican
	1988	George H.W. Bush (41)	Republican
	1992	William Clinton (42)	Democrat
	1996	William Clinton (42)	Democrat
21st Century	2000	George W. Bush (43)	Republican
	2004	George W. Bush (43)	Republican
	2008	Barack Obama	Democrat

AP Biology Summer Break Assignment

Purpose

The purpose is to become familiar with the major themes of the field of biology and to complete the ecology portion of the AP biology course syllabus. The chapters on Ecology Chapters 54 - 57 in your textbook are the main resource needed to complete each aspect of your summer break assignment. **You need to check out a textbook from the main office for you to accomplish the task involved or be able to get to the internet to access the information required for you to answer all questions.**

Completion of this summer assignment will allow us to cover more of the material required for the AP Biology exam. These units will not be covered in depth in class. Therefore, you are responsible for completing every aspect of the assignment. We will review these chapter the first week of school.

You will be completing Reading Comprehension Sheets (RC Sheets) on 3 chapters from your text, Biology by Raven. The RC sheets are found after this introduction page. As you will see the reading level of these three chapters is fairly easy so I do not anticipate a need for explanation of the material. **You can also consult the internet if you are not able to check out a book.** Always remember that you are responsible for any information from the assigned reading, now or during the school year.

Here are some key points to remember when completing the assignments:

1. LATE ASSIGNMENTS ARE NOT ACCEPTED - no partial credit, no late grade. A grade of 0 will be assigned for any assignment not submitted on time. No exceptions will be made to this. If you are present at any time during the period which an assignment is to be collected, it is due when called for – not at the end of the period, not 5 minutes after it is called for.
2. Repetition is intentional. DO NOT write “see number 4 above” or “this answer was given in number 7 of part 1” for example. You may be asked different questions which will require the same answer. You are expected to complete these as if the concept is presented individually.
3. When an assignment is to be handwritten, that is what it means. The RC sheets assigned as part of this summer assignment are to be NEATLY HANDWRITTEN. Not typed. The explanation for this will be given as we proceed through the year. If answers are illegible, they will not be graded and a grade of 0 will be assigned. Every student can write legibly if time is invested.
4. All completed assignments will be collected the first day of class. Assignments are not divided during the summer. I encourage you to divide the reading yourself over several weeks. The reading level may be easy, but the volume is large and you are expected to remember the material from these chapters.
5. There will be a short test on these assigned readings the 3rd class session (30 questions).
6. Any student that does not complete the summer assignment will be recommended for removal from the course. New enrollees will not be excused; the assignment will be handed in two weeks time from the start of the school year.

If you have any questions during the summer, I can be reached at christina.cambronero@polk-fl.net

Reading for Comprehension Raven's Biology, Chapter 55-57

All answers are to be completed on your own paper, neatly written. Each part is to be clearly separated from the others by written heading. Include your name, the title of the assignment, and chapter number on your answer sheet. Late assignments will not be accepted.

Directions for part 1: Answer the following questions in complete sentences. **If the answers may not be found exactly in ch 55-57 of your textbook, consult in the internet or other references to get the answers.**

1. What is ecology? List and briefly describe 5 subfields of ecology.
2. Why has ecology traditionally been a descriptive science and not an experimental science?
3. What is the difference between biotic and abiotic factors? What are some interactions between organisms and their environment that limit their distribution?
4. What causes the seasons on Earth?
5. What causes a rain shadow?
6. Describe the vertical stratification of aquatic biomes. Note that this description is for both freshwater and marine biomes.
7. Define detritus. How is it important to an aquatic ecosystem and where does it come from?
8. Explain the difference between natural eutrophication and cultural eutrophication. Discuss some of the causes of cultural eutrophication. See page 1190 in chapter 54 for additional information.
9. List and briefly describe 8 major terrestrial biomes.
10. List and briefly describe the 8 major aquatic biomes.

Directions for part 2: Complete the online Self quizzes for chapter 54-57 at http://highered.mcgraw-hill.com/sites/0072437316/student_view0/chapter54/. After completing the questions, hit "submit" and check your answers. After knowing the letter of each correct answer, explain why it was correct. This may entail describing why the other answers are incorrect.

Directions for part 3: Complete the following questions. Answers must be in essay form. Outline form is NOT acceptable. Labeled diagrams may be used to supplement discussion, but in no case will a diagram alone suffice. It is important that you read each question completely before you begin to write.

1. How is population size regulated by abiotic and biotic factors? Describe four abiotic factors in your explanation and give examples of how that factor affects a specific population.
2. How do species become extinct? What factors affect only endemic species? How can human push a species to extinction?
3. What is symbiosis? What are the different types of symbiotic relationships, and give examples of each type.
4. What causes competition? Explain the principle of competitive exclusion.
5. Choose one chemical cycle and explain how it works; water, nitrogen, carbon and phosphorous cycle. Make use of diagram and concept maps to explain the cycle of your choice.
6. What is herbivore, carnivore and omnivore?
7. How do energy flow in a food chain?
8. What is an ecosystem. Explain the difference between primary and secondary succession.
9. Discuss the different Biomes of the world according to their climate, population, inhabiting species, and temperature.

Directions for part4: Complete the Virtual lab No 31 on http://highered.mcgraw-hill.com/sites/0072437316/student_view0/online_labs.html

1. Run the virtual experiment on ***“Identifying the Environmental Culprit Harming Amphibians”*** all the way to the end
2. In the conclusion, answer all four (4) questions on “examining your conclusions”
3. Run the second experiment all the way to the end, and In the conclusion, answer all four (4) questions on “examining your conclusions”