

# Four Rivers Charter Public School

## Incoming 12<sup>th</sup> Grade SUMMER READING

*Your summer reading includes an assignment for English and Civics.*

### ENGLISH

#### Mrs. Plath

For your English summer reading, read at least one text from the attached list. **It needs to be a text you haven't read before.**

When you return in the fall, you'll be asked to write an analytical essay on this text. You will be able to choose your topic, so as you read, you should be thinking about a topic. You may wish to take notes on this topic as you read so you're prepared for the essay in the fall.

**Note: You need to have access to these books at the beginning of school. Don't borrow a book from the library in July, read and return it, having nothing but fond memories in September.**

#### From The College Board: Great Books Recommended for College-Bound Readers:

Achebe, Chinua - <i>Things Fall Apart</i>	Rostand, Edmond - <i>Cyrano de Bergerac</i>
Austen, Jane - <i>Pride and Prejudice</i>	Salinger, J.D. - <i>The Catcher in the Rye</i>
Brontë, Charlotte - <i>Jane Eyre</i>	Shelley, Mary - <i>Frankenstein</i>
Brontë, Emily - <i>Wuthering Heights</i>	Steinbeck, John - <i>The Grapes of Wrath</i>
Chopin, Kate - <i>The Awakening</i>	Stowe, Harriet Beecher - <i>Uncle Tom's Cabin</i>
Crane, Stephen - <i>The Red Badge of Courage</i>	Thackeray, William - <i>Vanity Fair</i>
Dante - <i>Inferno</i>	Voltaire - <i>Candide</i>
de Cervantes, Miguel - <i>Don Quixote</i>	Walker, Alice - <i>The Color Purple</i>
Defoe, Daniel - <i>Robinson Crusoe</i>	Wharton, Edith - <i>The House of Mirth</i>
Dickens, Charles - <i>A Tale of Two Cities</i>	Wilde, Oscar - <i>The Picture of Dorian Gray</i>
Dostoyevsky, Fyodor - <i>Crime and Punishment</i>	Williams, Tennessee - <i>The Glass Menagerie</i>
Dreiser, Theodore - <i>An American Tragedy</i>	Woolf, Virginia - <i>To the Lighthouse</i>
Dumas, Alexandre - <i>The Three Musketeers</i>	Wright, Richard - <i>Native Son</i>
Ellison, Ralph - <i>Invisible Man</i>	
Faulkner, William - <i>As I Lay Dying</i>	
Fitzgerald, F. Scott - <i>The Great Gatsby</i>	
Hemingway, Ernest - <i>A Farewell to Arms</i>	
Hugo, Victor - <i>The Hunchback of Notre Dame</i>	
Hurston, Zora Neale - <i>Their Eyes Were Watching God</i>	
James, Henry - <i>The Turn of the Screw</i>	
Marquez, Gabriel García - <i>Love in the Time of Cholera</i>	
Melville, Herman - <i>Moby Dick</i>	
Morrison, Toni - <i>Beloved</i>	
Remarque, Erich Maria - <i>All Quiet on the Western Front</i>	

## AMERICAN CIVICS

### Mr. Wilson

In Civics next year you will take part in an ongoing pilot project coming out of Harvard Business School focused on the history of democracy in our country. Our class has the opportunity to engage in a series of case studies about specific moments in US democracy and provide Harvard with feedback on developing their curriculum. The readings are college-level and are a good academic challenge.

The summer assignment in Civics is to read the first case, *James Madison, The Federal Negative and the Making of the US Constitution*, and complete the study questions that go along with it. **This will prepare you for a graded discussion during the first long block of the school year.**

You should pick up the reading and questions from Mr. Wilson before the end of the school year. If you don't pick up the materials before school gets out, you will be able to pick them up in the office over the summer until August 1. As these materials are part of a pilot project, they are not available electronically. A summary and overarching questions are below.

**Case Overview:** On June 8th, 1787, at the Constitutional Convention in Philadelphia, delegates from across the United States began discussing a curious proposal to expand federal power over the states. James Madison of Virginia had suggested that the new constitution include a "federal negative," which would give Congress the authority to veto any law passed by a state legislature. He viewed this as a critical safeguard against unchecked power at the state level. In late May, Madison's Virginia delegation had presented a plan for the constitution that included a watered-down version of the negative. Now, in June, Charles Pinckney of South Carolina revived the original version, calling it "the corner stone of an efficient national Government." Not everyone agreed with Pinckney's assessment, however. Opponents charged that Madison's federal negative would allow Congress to "enslave the states" and let "large States crush the small ones." Indeed, the question of how much power – and what types of power – to vest in the federal government went to the very heart of the debate that unfolded that summer. Whether Madison could persuade his fellow delegates at the Constitutional Convention was far from clear, but there could be little doubt how much was at stake as the new nation struggled to find its footing in Philadelphia.

#### Discussion Questions:

1. What were the biggest problems facing the United States in 1786-87?
2. Why did James Madison think more federal power was the answer? Was he right?
3. Would you have supported Madison's proposal for a "federal negative"? What was at stake?

**Four Rivers Charter Public School**  
**Division 3 SUPPLY LIST**  
**2018-2019**

Students in Division 3 should have an organized method of keeping track of their coursework. Students are generally permitted to develop their own organizational system. None of the following constitutes an organizational system: stuffing everything in the bottom of a backpack, piling handouts inside the front cover of one's planner, or leaving a "Hansel and Gretel"-like trail of work throughout the hallways.

With that in mind, here is what we recommend:

- A 1" binder for each subject OR a larger binder for several subjects
- Dividers
- Looseleaf paper
- Graph paper for math
- Spiral-bound notebook for notes, one notebook per subject
- Folders with pockets for storing handouts, at least one per subject
- Small-sized post-it notes for taking notes in course texts
- Index cards
- A supply of pens and pencils

For Spanish:

- 1 black and white composition notebook
- A 1" sturdy binder used for storing important projects and for transfer from school to home
- A voice recording device NOT required, only if readily available. (smartphone or other voice recording technology) only used on designated days.