



CENTER FOR THE HUMANITIES

A Chesterfield County Public Schools Specialty Center at Monacan High School

Dear Humanities 11th Graders,

You will find within the next few pages your summer assignments for your 11th Grade Humanities classes. We hope that your completion of these assignments will enliven your hearts and minds and kindle excitement for our upcoming school year. While we are looking forward to a restful and relaxing summer break, we are also eager to welcome you to the 11th grade, to see your smiling faces, and to begin working together in class. As you begin working on these assignments, feel free to reach out to your instructors, or to me, with any questions.

As a part of the Humanities Center's program of study, students are required to complete 20 hours of community service each year. There are additional details regarding this below and we will address this more completely during the first week of school. But, for your planning purposes, students will be able to use both summer 2023 and summer 2024 to accumulate hours for their 11th grade year. There is no expectation that students start this summer. But, we know many students are already active in service, and so students are welcome to begin immediately should they feel inclined.

Wishing you a happy and safe summer!

-Mark Davis, Humanities Coordinator

11th Grade Humanities Team

Course	Instructor	Email Address	Summer Assignment
AP Language and Composition	Ms. Erika Modrak	Erika_Modrak@ccpsnet.net	Page 2-3
AP US History	Ms. Leslie Bacile	Leslie_Bacile@ccpsnet.net	Pages 4-6
Perspectives III	Mr. Cameron Fiske	Cameron_Fiske @ccpsnet.net	No Assignment
Humanities Coordinator	Mr. Mark Davis	Mark_Davis@ccpsnet.net	Service Learning Pages 7-9

SUMMER READING: AP ENGLISH LANGUAGE & COMPOSITION 11

Hello and welcome to AP English Language and Composition, an introductory college-level *composition* course in which you will cultivate your understanding of writing and rhetorical arguments through reading, analyzing, and writing texts (College Board).

Something you should know about me: I believe in voice and choice, which is why you will be given a few options for your summer reading adventure. I have provided a variety of texts--nonfiction, contemporary, classic--from a variety of authors. All are great works of literature, and while you are only required to read *two* (one non-fiction and one fiction), please feel free to read as many as you like. Here are a few things for you to consider as you begin: First, don't wait to get started. Procrastination will not work to your favor, and you will struggle in the fall if you fail to read **both** texts well. Second, avoid Sparknotes and similar sites. Neither will they help you learn what you need to, nor will I hesitate to give you zeroes for plagiarized work, accompanied by disciplinary action. Third, you are going to be asked to read in a different, deeper way than you may have before. Use the suggested questions below to guide you as you read and annotate each text. Take more notes than you think you might need, not less.

And lastly, ENJOY. I look forward to meeting you in the fall!

*Books marked with an asterisk indicate copies you may borrow, if needed, from Monacan. Just let me know.

Sincerely,

Mrs. Modrak (erika_modrak@ccpsnet.net)

1. Choose one of the following **FICTION** texts to read and annotate (see suggested guided questions below):

**The Great Gatsby* by F. Scott Fitzgerald

**The Awakening* by Kate Chopin

The Sun Also Rises by Ernest Hemmingway

Native Son by Richard Wright

* *When the Emperor Was Divine* by Julie Otsuka (I have one copy).

2. Read and annotate (see suggested guided questions below) the following **NONFICTION** text:

**In Cold Blood* by Truman Capote

3. We will be completing an in-class **writing** assignment for **TEXT 1** in late August/early September and for **TEXT 2** in October. Below are some questions to consider as you read this summer (You are not required to answer these for a grade, but it is highly suggested you *do* answer them.):

How is the text significant? What did it make you think about in a new way? What does the text say about the human condition or about how society works? Which narrators/characters do you like or dislike and why? What themes emerge as you read? Is there a quote from the text that clearly demonstrates this

theme? What did you discover about yourself as you read? In what way did the text affect you? How is the book organized? What did you notice about the author's style of writing?

Finally, do some research on each author. What did you learn about him or her? What statements/**arguments** do you think he or she tries to make with his or her text? What strategies does the author use to achieve his or her purpose?

[HOW TO SURVIVE AP LANGUAGE & COMPOSITION](#)

<https://docs.google.com/document/d/1WBkuseIrq5rTnAp1P920ywQOMC8-bXrbkQ6WA-hzsEw/edit>

After reviewing the above document, bring any questions you have to class on day one.

Humanities APUSH Summer Assignment

Welcome to AP United States History! I am looking forward to an exciting, fast-paced year with you all! In the first few classes of AP U.S. History, we will build a framework that will support, strengthen, and shape upcoming learning. To that end, students should expect a variety of assignments, varying in scope and size, to be assigned as homework, starting the first week of school. The completion of this summer assignment will provide the necessary groundwork for the skills that will be drawn upon for the duration of the course. Because of the formative and foundational nature of this assignment, students will find they are best prepared for their launch into AP coursework by fully participating and promptly completing this summer assignment by **Tuesday September 5th, 2023**. Summer assignments *will not be accepted* after September 21st, 2023.

Please email me with any questions you may have over the summer. Enjoy!

Ms. Bacile - Leslie_Bacile@ccpsnet.net

Part 1: Read Chapters 1-3 in the Textbook: Out of Many, 5th Edition

Read the following chapters and take notes as you read. You may type or handwrite these notes. Pay attention to major vocabulary, people, and events.

Chapter 1: A Continent of Villages, to 1500 (pgs 5-25)

Sections to skip:

- Forest Efficiency
- The Anasazis

Chapter 2: When Worlds Collide, 1492-1590 (pgs 33-52)

Sections to skip:

- The Merchant Class and the New Monarchies
- The First Europeans in North America
- Early English Efforts in the Americas

Chapter 3: Planting Colonies in North America, 1588-1701 (pgs 61-83)

Sections to skip:

- Community Life in the Chesapeake

Part 2: Primary Source Analysis

- *Read the following two primary sources.*
- *HIPP the documents - we will discuss in class. ([HIPP Template if helps](#))*
 - *Historical Context, Intended Audience, Purpose, Author's Point of View*
- *Respond to the following prompt in 2-3 paragraphs, citing evidence from the documents.*

After reading the two documents titled "Juan Gines de Sepulveda Belittles the Indians" and "Bartolome de Las Casas Defends the Indians" consider the following question: Was the concern for Christianizing the Indians sincere? Why or why not?

Juan Gines de Sepulveda Belittles the Indians (1547)

Juan Gines de Sepulveda was an outstanding example of the "Renaissance man". A Spaniard who studied in the cradle of the Renaissance, Italy, he achieved fame as a theologian, philosopher, historian, and astronomer. When Emperor Charles V convened a debate in Valladolid, Spain, in 1550-1551 to determine the future of Spain's relationship with the American aborigines, he naturally turned to Sepulveda as one of the most learned men in his realm. As a student of Aristotle, Sepulveda relied heavily on the classical distinction between "civilized" Greeks and "barbarians". The selection that follows is not a transcript of the debate at Valladolid but an excerpt from Sepulveda's book The Second Democrates, published in 1547, in which he set forth his basic arguments. What differences does Sepulveda emphasize between Europeans (especially Spaniards) and the Indians, and on what grounds does he assert the superiority of European culture?

The Spaniards have a perfect right to rule these barbarians of the New World and the adjacent islands, who in prudence, skill, virtues, and humanity are as inferior to the Spanish as children to adults, or women to men, for there exists between the two as great a difference as between savage and cruel races and the most merciful, between the most intemperate and the moderate and temperate and, I might even say, between apes and men.

You surely do not expect me to recall at length the prudence and talents of the Spanish.... And what can I say of the gentleness and humanity of our people, who, even in battle, after having gained the victory, put forth their greatest effort and care to save the greatest possible number of the conquered and to protect them from the cruelty of their allies?

Compare, then, these gifts of prudence, talent, magnanimity, temperance, humanity, and religion with those possessed by these half-men (*homunculi*), in whom you will barely find the vestiges of humanity, who not only possess any learning at all, but are not even literate or in possession of any monument to their history except for some obscure and vague reminiscences of several things put down in various paintings; nor do they have written laws, but barbarian institutions and customs. Well, then, if we are dealing with virtue, what temperance or mercy can you expect from men who are committed to all types of temperance and base frivolity, and eat human flesh? And do not believe that before the arrival of the Christians they lived in that pacific kingdom of Saturn which poets have invented; for, on the contrary, they waged continual and ferocious war upon one another with such fierceness that they did not consider a victory at all worthwhile unless they sated their monstrous hunter with all the flesh of their enemies.... Furthermore these Indians were otherwise so cowardly and timid that they could barely endure the presence of our soldiers, and many times thousands upon thousands of them scattered in flight like women before Spaniards so few that they did not even number one hundred.... Although some of them show certain ingenuity for various works of artisanship, this is no proof of human cleverness, for we can observe animals, birds, and spiders making certain structures which no human accomplishment can competently imitate. And as for the way of life of the inhabitants of New Spain and the province of Mexico, I have already said that these people are considered the most civilized of all, and they themselves take pride in their public institutions, because they have cities erected in a rational manner and kings who are not hereditary but elected by popular vote, and among themselves they carry on commercial activities in the manner of civilized peoples. But see how they deceive themselves, and how much I dissent from such an opinion, seeing, on the contrary, in these very institutions a proof of the crudity, the barbarity, and the natural slavery of these people; for having houses and some rational way of life and some sort of commerce is a thing which the necessities of nature itself induce, and only serves to prove that they are not bears or monkeys and are not totally lacking in reason. But on the other hand, they have established their nation in such a way that no one possesses anything individually, neither a house nor a field, which he can leave to his heirs in his will, for everything belongs to their masters whom, with proper nomenclature, they call kings, and by whose whims they live, more than by their own, ready to do the bidding and desire of these rulers and possessing no liberty. And the fulfillment of all this, not under the pressure of arms but in a voluntary and spontaneous way, is a definite sign of the servile and base soul of these barbarians. They have distributed the land in such a way that they themselves cultivate the royal and public holdings, one part belonging to the king, another to public feasts and sacrifices, with only a third reserved for their own advantage, and all this is done in such a way that they live as employees of the king, paying, thanks to him, exceedingly high taxes.... And if this type of servile and barbarous nation had not been to their liking and nature, it would have been easy for them, as it was not a hereditary monarchy, to take advantage of the death of a king in order to obtain a freer state and one more favorable to their interests; by not doing so, they have stated quite clearly that they have been born to slavery and not domination, but to a servitude a little less harsh, it will not be difficult for them to change their masters, and instead of the ones they had, who were barbarous and impious and inhuman, to accept the Christians, cultivators of human virtues and the true faith....

Bartolome de Las Casas Defends the Indians (1552)

*The Dominican friar Bartolome de Las Casas was Sepulveda's great antagonist in the debates of 1550-1551 at Valladolid. As a young man, Las Casas sailed with one of the first Spanish expeditions to the West Indies in 1502. A humane, sensitive priest, he was soon repelled by his own countrymen's treatment of the native peoples of the New World. He eventually became bishop of Guatemala and devoted himself to reforming Spanish colonial policies, for which he is recognized as the "Protector of the Indians." His vivid and polemical account *The Destruction of the Indies* did much to spread the "Black Legend" of Spain's brutal behavior in the New World- a legend not without substance, and eagerly exploited by the rival English. How are his views of the Indians different from those of Sepulveda? What ideas did the two debaters share?*

Now if we shall have shown that among our Indians of the western and southern shores (granting that we call them barbarians and that they are barbarians) there are important kingdoms, large numbers of people who live settled lives in a society, great cities, kings, judges and laws, persons who engage in commerce, buying, selling, lending, and the other contracts of the law of nations, will it not stand proved that the Reverend Doctor Sepulveda has spoken wrongly and viciously against peoples like these, either out of malice or ignorance of Aristotle's teaching, and, therefore, has falsely and perhaps irreparably slandered them before the entire world? From the fact that the Indians are barbarians it does not necessarily follow that they are incapable of government and have to be ruled by others, except to be taught about the Catholic faith and to be admitted to the holy sacraments. They are not ignorant, inhuman, or bestial. Rather, long before they had heard the word Spaniard they had properly organized states, wisely ordered by excellent laws, religion, and custom. They cultivated friendship and, bound together is common fellowship, lived in populous cities in which they wisely administered the affairs of both peace and war justly and equitably, truly governed by laws that at very many points surpass ours, and could have won the admiration of the sages of Athens....

Now if they are to be subjugated by war because they are ignorant of polished literature,... I would like to hear Sepulveda, in his cleverness, answer the question: Does he think that the war of the Romans against the Spanish was justified in order to free them from barbarians? And this question also: Did the Spanish wage an unjust war when they vigorously defended themselves against them?

Next, I call the Spaniards who plunder that unhappy people torturers. Do you think that the Romans, once they had subjugated the wild and barbaric peoples of Spain, could with secure right divide all of you among themselves, handing over so many head of both males and females as allotments to individuals? And do you then conclude that the Romans could have stripped your rulers of their authority and consigned all of you, after you had been deprived of your liberty, to wretched labors, especially in searching for gold and silver lodes and mining and refining the metals>??? For God's sake and man's faith in him, is this the way to impose the yoke of Christ on Christian men? Is this the way to remove wild barbarism from the minds of barbarians? Is it not, rather, to act like thieves, cut-throats, and cruel plunderers and to drive the gentlest of people headlong into despair? The Indian race is not that barbaric, nor are they dull witted or stupid, but they are easy to teach and very talented in learning all the liberal arts, and very ready to accept, honor, and observe the Christian religion and correct their sins (as experience has taught) once priests have introduced them to the sacred mysteries and taught them the word of God. They have been endowed with excellent conduct, and before the coming of the Spaniards, as we have said, they had political states that were founded on beneficial laws.

Furthermore, they are so skilled in every mechanical art that with every right they should be set ahead of all nations of the known world on this score, so very beautiful in their skill and artistry are the things this people produces in the grace of its architecture, its painting, and its needlework. But Sepulveda despises these mechanical arts, as if these things do not reflect inventiveness, ingenuity, industry, and right reason. For a mechanical art is an operative habit of the intellect that is usually defined as "the right way to make things, directing the acts of the reason, through which the artisan proceeds in orderly fashion, easily, and unerringly in the very act of reason." So these men are not stupid, Reverend Doctor. Their skillfully fashioned works of superior refinement awaken the admiration of all nations, because works proclaim a man's talent, for, as the poet says, the work commends the craftsman. Also, Prosper [of Aquitaine] says: "See, the maker is proclaimed by the wonderful signs of his works and the effects, too, sing of their author."

In the liberal arts that they have been taught up to now, such as grammar and logic, they are remarkably adept. With every kind of music they charm the ears of their audience with wonderful sweetness, They write skillfully and quite elegantly, so that most often we are at a loss to know whether the characters are handwritten or printed....

The Indians are our brothers, and Christ has given his life for them. Why, then, do we persecute them with such inhuman savagery when they do not deserve such treatment? The past, because it cannot be undone, must be attributed to our weakness, provided that what has been taken unjustly is restored.

Finally, let all savagery and apparatus of war, which are better suited to Moslems than Christians, be done away with. Let upright heralds be sent to proclaim Jesus Christ in their way of life and to convey the attitudes of Peter and Paul. [The Indians] will embrace the teaching of the gospel, as I well know, for they are not stupid or barbarous but have a native sincerity and are simple, moderate, meek, and, finally, such that I do not know whether there is any people readier to receive the gospel. Once they have embraced it, it is marvelous with what piety, eagerness, faith, and charity they obey Christ's precepts and venerate the sacraments. For they are docile and clever, and in their diligence and gifts of nature, they excel most peoples of the known world....

SERVICE LEARNING FOR THE HUMANITIES

This course will require students to perform community service throughout their four years in the Center for Humanities, allowing them to receive a credit in Service Learning at the end of their Senior year. During this time students will be exposed to contemporary social problems facing our society and understand the role volunteers can play in finding possible solutions. Students will be expected to complete a minimum of 20 hours of volunteer work each academic year outside of school.

Course Requirements:

Hours

- Students will perform 20 hours of volunteer service each year* (minimum)
* year runs from the first day of summer through the last day of school, **except senior year** when all hours due in **May**
- **Suggested** breakdown of hours:
Summer = 10 hours
1st semester = 5 hours minimum
2nd semester = 5 hours minimum

Guidelines for Volunteering

- Students will be presented with a choice of possible volunteer locations and activities—students are welcome to find other alternatives.
 - Some examples are elementary schools, hospitals, animal shelters, museums, parks, special events volunteer—please check the **service board in the Humanities library** or **Humanities website** for suggestions
- Service Advisors may be able to assist students in this endeavor
- Please register at Hands On Richmond (<http://www.handsonrva.org/>)

Service Journals

- Students will complete **two service journals** each 9 week period (8 per year)
- Students will receive their journal topics at the beginning of each school year (ex., personal reflection, response to short essay on volunteering, etc.). These are **also posted on the Humanities website**.

Student Service Days

- Students will participate in two class service days each year (9-11)
- Hours from these required days will total approximately 48 by the end of their senior year
- Each year students will collectively volunteer at organizations identified by themes chosen by Service Advisors
(Theme = food→volunteer at Central Virginia Food Bank, Homeless Shelter)

Senior/Graduation Requirements

- 80 minimum hours (total of all four years)
- 48 Class/Grade Level Service day hours (total of all four years)
- 32 total journals (total of all four year)
- Service project completed (organized and completed during senior year)

Service Advisor (Teacher)

- The role of the Service Advisor is to keep track of student volunteer hours, respond to, grade and keep journals and advise students of any volunteer issues that may arise.

