

# SUMMER READING 2014

## Archbishop McNicholas High School

Students are required to read **two books** this summer, **one for English and one for science**. To assist with comprehension and recollection of specific details, students are strongly encouraged to take notes as they read. It may be helpful to keep a chapter-by-chapter reading log that records important characters, settings, events, quotes, unfamiliar vocabulary, and personal reactions. Books read for this year's summer reading program will be alluded to throughout the school year in classroom discussions and composition work. Remember to read actively!

### REQUIRED FOR ENGLISH CLASS

Students will be tested in English class on their selected book on **Friday, August 22, 2014**.

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#### FRESHMEN Choose one:

*Sleeping Freshmen Never Lie* by David Lubar

*The Running Dream* by Wendelin Van Draanen

*Life as We Knew It* by Susan Beth Pfeffer

#### SOPHOMORES Choose one:

*The Glass Castle* by Jeannette Walls

*The Bean Trees* by Barbara Kingsolver

*Kindred* by Octavia E. Butler

#### JUNIORS Choose one:

*The Curious Incident of the Dog in the Night-Time* by Mark Haddon

*Rebecca* by Daphne DuMaurier

*The Picture of Dorian Gray* by Oscar Wilde

#### SENIORS Choose one:

**For English CPI and CPII, choose one of these:**

*First They Killed My Father* by Loung Ung

*A Thousand Splendid Suns* by Khaled Hosseini

*1984* by George Orwell

#### SENIOR AP ENGLISH

[Click here to view assignment.](#)

### REQUIRED FOR SCIENCE CLASS

Students will complete a project on the required science book due **Friday, August 22, 2014**.

Click on the course name to see the assignment for that course or scroll down to see them all.

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**Environmental Science:** *We Are All the Same* by Jim Wooten

**Biology:** *Half Brother* by Kenneth Oppel

**Life Science:** *Half Brother* by Kenneth Oppel

**Chemistry:** *A Short History of Nearly Everything* by Bill Bryson

**Chemistry in the Community:** *Animal, Vegetable, Miracle* by Barbara Kingsolver

**Anatomy and Physiology:** *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

**AP Biology:** *Reason for Hope* by Jane Goodall

**Physics:** *Physics of the Impossible* by Michio Kaku

**AP Physics I:** *The Pleasure of Finding Things Out* by Richard Feynman

**\*\*If a student does not take a science course, he/she must read *Left for Dead: My Journey Home from Mt. Everest* by Beck Weathers and take a test on this book in English class on **Friday, August 22, 2014**.**

# AP ENGLISH LITERATURE AND COMPOSITION

with Ms. Muething

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## Overview

Incoming AP Literature students are required to read several books over the summer in preparation for the course and subsequent AP exam. One portion of the AP exam, the Free Response essay, demands that students have a wide range of challenging literary works on which they can draw when writing that essay. The goal of this summer's reading, however, is not only to prepare you for the exam, but also to initiate you into the conversation about ideas through books by both contemporary and classic authors.

AP Literature *is* college; it is not a preparation for college. If you are looking for ways around this reading assignment, you should not enroll in this class.

Students who do not complete the summer reading – all of it, as spelled out by these guidelines – will not be eligible to take the course.

If you have any questions, write to me at [jmuething@mcnhs.org](mailto:jmuething@mcnhs.org).

## Requirements

Each student must do the following:

- Choose one pair of books from the following list of books.
- Read the chosen books, taking notes or annotating as needed to help you do well on the in-class essay on these books. These notes are for you; I will not collect or evaluate them.
- Purchase, read, and annotate *How to Read Literature Like a Professor* by Thomas C. Foster. (Note: There are *many* used copies of this book on Amazon.com for only a couple dollars.)
- Take a test on one of the books.
- Write an in-class essay on the books in which you use the ideas from Foster's book as a guide to analyze the literature you read.

## Titles

The following pairs of books comprise a conversation that should take place between you, the authors, and their characters. The books share a common idea that should be clear enough by the time you finish reading them. While there is no required order, you might consider reading Foster's book as a way of preparing to read the two novels.

1. *1984*, George Orwell  
*Feed*, M.T. Anderson
2. *Incidents in the Life of a Slave Girl*, Harriet Jacobs  
*Beloved*, Toni Morrison
3. *Native Son*, Richard Wright  
*The Lone Ranger and Tonto Fistfight in Heaven*, Sherman Alexie\*

\**The Lone Ranger* ... is a short story collection. You are welcome to read all the stories, but are only required to read the following: "Every Little Hurricane," "Because My Father Always Said...", "Crazy Horse Dreams," "The Only Traffic Signal on the Reservation...", "This is What It Means to Say Phoenix, Arizona," and "The Trial of Thomas Builds the Fire."

## ENVIRONMENTAL SCIENCE SUMMER READING ASSIGNMENT

for *We Are All The Same* by Jim Wooten

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1. Prepare a word journal as you read We Are All The Same. Each time you encounter a word you are unfamiliar with, write it down in a notebook or on a card, along with the page number where the word occurs. Also look up the word and write the definition. Your word journal should contain a minimum of 40 words, evenly distributed among the 8 chapters.
2. Select one of the two questions that follow and write an essay, to be turned in to your science teacher on Friday, August 22.
  - a. The title of the book is taken from the speech that Nkosi makes at the International AIDS conference in 2000. After reading We Are All The Same, write a paper in which you compare and contrast your own life to Nkosi's. Do you agree that we are all the same? Support your answer with details from your own life and the book. You should refer to at least 5 specific aspects of Nkosi's life from the book. Your paper should be about 1 page, typed in 12 font with 1" margins.
  - b. In chapter 1 of the We Are All The Same, Wooten quotes the novel Cry, The Beloved Country, to describe the condition of the land where Nkosi's life begins. In a paper of about 1 page (typed in 12 font with 1" margins), list at least 5 ways that the land enhances your life. Compare your environment to the land described in this passage and explain how the degradation of your environment would change your life. Use specific examples from the book to exemplify how environmental degradation affects Nkosi's life.

## LIFE SCIENCE SUMMER READING ASSIGNMENT

for *Half Brother* by Kenneth Oppel

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1. Prepare a word journal as you read Half Brother. Each time you encounter a word you are unfamiliar, write it down in a notebook or on a card, along with the page number where the word occurs. Also look up the word and write the definition. Your word journal should contain a minimum of 26 words, one from each chapter. Turn your word journal in to your Life Science teacher on Friday, August 22.
2. You will turn TWO essays in to your Life Science teacher on Friday, August 22. You should use specific references or quotes from the book to support your claims. Each essay should be at least 1 page, typed in 12 font, double spaced with 1" margins.

Essay number 1: choose ONE of the following 2 essays

- a. Ben's family adopts Zan in order to study language acquisition in chimps; and perhaps to learn more about how human babies learn language. Under what circumstances do you think using animals as research subjects is an acceptable practice? Use examples from the book to support your statements.
- b. In Half Brother by Kenneth Oppel, Dr. Tomlin is studying Zan and Ben is studying Jennifer. In both cases, they attempt to use components of the scientific method in order to meet their goal. Define at least 3 different aspects of the scientific method and discuss how effectively Ben and his father use them. Explain why or why not the scientific method is an appropriate approach in both of these situations.

Essay number 2: choose ONE of the following 4 essays

- c. Compare and contrast the love Ben feels for Zan to the love he feels for Jennifer. Do you think both of these relationships exemplify 'real' love? Explain, using examples from the book.
- d. Several critics of Half Brother were offended by the disrespectful attitude that Ben has towards Jennifer. Do you agree that Ben is disrespectful to the girl that he would like to be his girlfriend? Use examples from the book to illustrate your statements, and suggest actions Ben might try that would be more respectful. (It is possible that you do not agree with the critics on this issue. If this is the case, explain with examples why you think that Ben's treatment of Jennifer was appropriate.)
- e. Do you think Zan was more like a pet or a member of Ben's family? What is the difference between a pet and a family member? Use examples from the book to explain what role Zan filled in Ben's family. Discuss whether the family's treatment of Zan is acceptable.
- f. At the end of the story, Ben and his mom take a long drive and make some decisions that may not be wise. Do you think this part of the story is realistic? Would your parent agree to a plan like this? Do you think Ben's mom is being a responsible adult? Use examples from the book to illustrate your statements and suggest an alternative solution to the problem if you think Ben and his mom should have used another strategy to help Zan.

## BIOLOGY SUMMER READING ASSIGNMENT

for *Half Brother* by Kenneth Oppel

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1. Prepare a word journal as you read Half Brother. Each time you encounter a word you are unfamiliar, write it down in a notebook or on a card, along with the page number where the word occurs. Also look up the word and write the definition. Your word journal should contain a minimum of 40 words, evenly distributed among the 26 chapters. Turn your word journal in to your Biology teacher on Friday, August 22.
2. You will turn TWO essays in to your Biology teacher on Friday, August 22. You should use specific references or quotes from the book to support your claims. Each essay should be approximately 2 pages, typed in 12 font, double spaced with 1" margins.

Essay number 1: choose ONE of the following 2 essays

- a. Ben's family adopts Zan in order to study language acquisition in chimps; and perhaps to learn more about how human babies learn language. Under what circumstances do you think using animals as research subjects is an acceptable practice? Use examples from the book to support your statements.
- b. In Half Brother by Kenneth Oppel, Dr. Tomlin is studying Zan and Ben is studying Jennifer. In both cases, they attempt to use components of the scientific method in order to meet their goal. Define at least 3 different aspects of the scientific method and discuss how effectively Ben and his father use them. Explain why or why not the scientific method is an appropriate approach in both of these situations.

Essay number 2: choose ONE of the following 4 essays

- c. Compare and contrast the love Ben feels for Zan to the love he feels for Jennifer. Do you think both of these relationships exemplify 'real' love? Explain, using examples from the book.
- d. Several critics of Half Brother were offended by the disrespectful attitude that Ben has towards Jennifer. Do you agree that Ben is disrespectful to the girl that he would like to be his girlfriend? Use examples from the book to illustrate your statements, and suggest actions Ben might try that would be more respectful. (It is possible that you do not agree with the critics on this issue. If this is the case, explain with examples why you think that Ben's treatment of Jennifer was appropriate.)
- e. Do you think Zan was more like a pet or a member of Ben's family? What is the difference between a pet and a family member? Use examples from the book to explain what role Zan filled in Ben's family. Discuss whether the family's treatment of Zan is acceptable.
- f. At the end of the story, Ben and his mom take a long drive and make some decisions that may not be wise. Do you think this part of the story is realistic? Would your parent agree to a plan like this? Do you think Ben's mom is being a responsible adult? Use examples from the book to illustrate your statements and suggest an alternative solution to the problem if you think Ben and his mom should have used another strategy to help Zan.

## CHEMISTRY SUMMER READING ASSIGNMENT

*for A Short History of Nearly Everything* by Bill Bryson

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Students entering Chemistry in the fall should read the introduction and chapters 1-18. Prepare the following assignments, to be turned in to your chemistry teacher on Friday August 22. Papers should be typed, double spaced in 12 font, with 'normal' margins. Any material cited or quoted from the book must include a parenthetical note with the page number. The complete assignment will include the word journal and 2 essays; one from part 2 and 1 from part 3. Each essay should be approximately 2 pages in length.

1. Make a word journal as follows: keep a small journal or notebook, or note cards nearby while reading. When you encounter an unfamiliar word, write it down, along with the page number. Add the definition of the word. You should have a minimum of 40 words—at least two from each of the first 18 chapters and the introduction. (As long as it is legible, your word journal need not be typed, and may be turned in on cards, or a small notebook.)
2. In the introduction, Bill Bryson explains some of his rationale for writing this book. Consider his arguments, and answer one of the three questions that follow. You should draw from your own personal experiences and your vision of the world, as well as your impressions of the book. Even though these questions relate to the introduction, you should answer them after you have read the entire assignment so you can adequately decide if Bryson met his intended purpose in writing the book.
  - (a) In the first 3 pages of *A Short History of Nearly Everything*, Bryson summarizes how we came to be here. Being only 3 pages long, the summary omits a lot, including God's role in the whole process. Are you disturbed by the idea that Bryson leaves God out of his description of the origin and development of complex life? How would you change this section of the book to include God? Perhaps you think it is OK to summarize the origin of life in this context without including God. If so, explain why. In either case, be sure to include your idea of how God contributed to the fact that you are here.
  - (b) In the introduction, Bryson describes his disappointment in the science that he learned in school. Explain the source of this disappointment, and compare your own experiences in science class with those of Bryson. Have you ever felt that science education 'tries to keep the good stuff secret'? How could science education be improved, and what changes would make that happen?
  - (c) In the last two pages of the introduction, Bryson explains his reason for writing this book. What reasons does he cite? Do you think he accomplishes his goal? Is it important for nonscientists to have access to scientific information? Explain why or why not. Give examples from the book and your own experiences.
3. Answer one of the five questions that follow. In each case you need to use material from three different sections of the book to support your answer.
  - (a) Choose 3 different scientists whose work is described in the book. For each, summarize the scientific work the person accomplished and document ways in which this scientist did or did not follow the scientific method. Does failure to follow the scientific method invalidate work done to learn about the natural world? Explain.
  - (b) Chemistry is the study of how matter behaves, interacts, reacts and mixes. Choose two types of matter that are described in the book and explain their properties. Choose another type of matter that you use regularly and describe its properties, according to your observations. (No additional research is required for this beyond your observational skills.) List 5 additional questions that you might like to ask about this material in order to learn more about its properties.
  - (c) Discuss the impact of modern communication methods on the course of scientific discovery. Give three examples from the book of scientific discoveries that were impeded by slow or ineffective communication, and explain how poor communication affected the outcome. Explain how you think things could have been different with more effective communication.

- (d) On page 115, Bryson states that by the end of the 19<sup>th</sup> century, 'many wise people believed that there was nothing much left for science to do.' Evaluate this statement. Given what we know now, do you think it is an accurate statement? Did it make sense to think this was true in 1899? Explain, giving three examples from the book and your personal knowledge of scientific advances since 1900.
- (e) Traditionally, chemists, biologists and physicists were trained separately and never crossed paths in their professional endeavors. Using three examples from the book, describe how science can be carried out more effectively if scientists from different disciplines collaborate. Explain how you think science education should be changed to give scientists a more interdisciplinary background. Or if you think scientists working separately is effective, give examples and explain why.

## CHEMISTRY IN THE COMMUNITY SUMMER READING ASSIGNMENT

for *Animal, Vegetable, Miracle: A Year of Food Life* by Barbra Kingsolver

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### I. Word Journal

It is much easier to skip over the words we don't understand while perusing a good book, but skipping a word is like leaving the hot fudge off the sundae or the chili off the cheese coney – it changes the whole dish. Omitting a word prevents us from tasting the whole flavor. To prevent losing the taste we will confront new words by doing the following:

Keep a small journal or notebook nearby while reading. When faced with an unfamiliar word write it down! Next to this word make note of the page number, then define it. Your final list of words should be no less than twenty and you should have words from the WHOLE BOOK. Perhaps one word per chapter would be a good strategy.

### II. The Long Road

In the first chapter, Steven talks to us about "oily food." He states that there is an almost equal amount of fuel going into our refrigerators as there is going into our cars. We will spend some time this year studying different resources such as petroleum. For this part of the project we will take a closer look at the road traveled by some of our favorite foods.

Go to the grocery store. Choose five produce items (fruit or vegetable) and determine the following information for each product: If the item can be grown in Cincinnati, when is this produce item in season? Simply make a note if it cannot be grown in our climate. Then, figure out where each product is from. What state or what country? Once you get home, you will use a map to determine how many miles the item traveled. We'll assume the vehicle carrying the item gets 17 miles per gallon. How many gallons of gas were necessary? Gas is \$4.00 a gallon. How much did it cost to transport the item?

For example:

Coffee from Nicaragua cannot be grown locally.

Nicaragua is 2,000 miles away

2,000 divided by 17mpg equals 118 gallons of gas needed to get to Cincinnati

118 gallons x \$4.00/gal = \$472.00 in gas

### III. Keeping it Local

In this section you will interview a farmer. You could go to a farmer's market near you, to Findley Market downtown, or perhaps you know someone personally. Be sure to note the farmer/vendor's name, and where the interview took place. You should prepare your questions ahead of time (a minimum of 10). Use the book as a source for possible questions.

Examples include:

"What kind of certification, if any, do you need in order to sell your products here?"

"Where is your farm located and what is your average commute to sell your good?"

You may also consider asking about types of struggles typically encountered (with taxes, with pests, with weather, etc.). Consider asking about the history of farming in their family, or questions specific to the products they sell. Be creative!



#### IV. Putting it all together

You will turn in your word journal from section I, your findings and calculations from section II, and a typed version of your interview questions and responses from section III. In addition to these three parts, you will also type a 2 page summary. You are required to use at least 5 of your 'new' words. Put them in **bold**. Compare specific passages and ideas from the book to what you learned in section II, the long road, and section III, keeping it local. For example, are any of the imported produce items you picked available locally, like asparagus mentioned in chapter two? How does buying from the industrial agriculture market affect local farmers and local economies? What does it mean in terms of fuel? In terms of food quality? Or, what about the cost discrepancy between the cost of fuel needed in transport and how much you actually pay for the produce( \$472.00 in gas for coffee that was bought for \$7.00) Conclude your essay with any final thoughts or reflections from the reading (cite passages from the book!). Your opinions are okay to include as long as they are also supported with supporting information. Perhaps also consider making a prediction of the future of buying & eating habits in the United States, or of the future of *your* buying and eating habits.

## ANATOMY AND PHYSIOLOGY SUMMER READING ASSIGNMENT

for *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

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1. As you read, keep a word journal of unfamiliar or difficult words. After recording AT LEAST 60 words, you should look up their definitions and record the definitions in your word journal. Your word list should include at least 20 words from each section.
2. Write a letter (MINIMUM TWO (2) FULL PAGES) responding to the following prompt: Imagine you are a researcher working in Dr. Gey's lab, and you and your team have just discovered the unique properties of Henrietta's cells. You have been given the task of writing a letter to the Lacks family informing them of the discovery and asking them/persuading them to give you their permission to use the cells for further research. In this letter, you must explain 1) what is special about the cells, and 2) give at least 3 reasons why using these cells for research would be beneficial. Remember that the Lacks family is not as well educated as your fellow scientists, and that they have just lost their mother, wife, sister; be considerate, be sympathetic, and use as little technical jargon as possible (explain the cells in everyday language). Remember, this is a letter, so it should be written in full letter format.
3. Choose ONE of the following essay prompts, and respond to it (MINIMUM TWO (2) FULL PAGES):
  - a. Consider the history of the Lacks family, and their life experiences due to their race, class, and educational level. In your essay, describe/summarize their life experiences and then explain how you think this story would be different if 1) the Lacks family was white and rich, and 2) the Lacks family was well-educated. (Have at least a paragraph addressing each scenario).
  - b. Religious faith plays a significant role in the Lacks family experience. Consider how your own faith affects your feelings about Henrietta's cells and their use in research, and discuss that in your essay. Compare your feelings about the cells with the feelings and beliefs of Deborah and Zakariyya. Consider the faith healing scene (pg. 289), and explain how that scene affected your opinion of Deborah.

## AP BIOLOGY SUMMER READING ASSIGNMENT

for *Reason For Hope* by Jane Goodall

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Choose **TWO** of the following **FIVE** assignments. In all cases, you must cite examples from the book and provide examples from your own life and knowledge of science. Use parenthetical citations with the page number for all cited or quoted material. Essays should be typed, double spaced, in 12 font with 1" margins. You will turn the essays to your AP Biology teacher on Friday August 22.

1. Before you read the book, observe a group of humans for at least 30 minutes. It would be best if they do not know they are being observed. Record your observations about how the individuals in the group interact. After you read the book, write an essay in which you compare and contrast chimp behavior observed by Jane Goodall to the human behavior you observed. Include at least one chimp behavior from 1960-1964 and at least two after 1964. You will turn in your essay AND your observations, approximately 2 pages each.
2. Write an essay in which you summarize the scientific training Jane Goodall experienced throughout her life. Is this typical? If you know a scientist, you could interview her/him as background for this assignment, but this is not necessary. In what ways do you think Jane Goodall's type of education/training is desirable? How might it be a disadvantage? Support your opinions with at least 3 examples from the book and your interview or your idea of how scientists are trained. Turn in the essay and the written record of your interview if you do one. The essay should be approximately 2 pages.
3. Discuss examples of Jane Goodall's faith. How does it relate to her work? Do you think her faith is related to her work to a lesser or greater extent than other scientists? Explain. Compare Jane Goodall's faith to your own. Give at least 3 specific examples to support your opinions, in an essay of approximately 2 pages in length.
4. Evaluate the definition of 'human' and 'nonhuman' as presented by Jane Goodall. Incorporate what you know about evolution and the history of primates on the Earth. Why do you agree or disagree with Jane Goodall's interpretation of human and nonhuman? In an essay of approximately 2 pages in length, use at least 3 examples to support your opinions.
5. Compare Jane Goodall's lifestyle to the typical American, especially in regard to the Earth's resources. In what ways does your value system match either of these lifestyles? Do you think Jane Goodall is overly critical of Americans? Explain why or why not. Do you think Americans have the right to use as many of the Earth's resources as we want/can afford? Explain your opinion. In what way does reading *Reason for Hope* cause you to reevaluate your own personal view of resource use? Cite at least 3 examples to support your opinions in an essay of approximately 2 pages.

## PHYSICS SUMMER READING ASSIGNMENT

for *Physics of the Impossible* by Michio Kaku

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This book is designed to address different topics in physics that may or may not be possible in the world we know under the conditions of physics as we know it. Mr. Kaku explores the concepts of Physics and applies them to “science fiction” topics. You do not need to be a science fiction aficionado to understand the concepts as Mr. Kaku explains them at a more common level rather than at a high “Physics” level. Your assignment is to read the book and to write a two-page essay using MLA format on one of the essay topics below.

1. Do you think Michio Kaku would be a good teacher? Why or why not? Use two examples of a topic in the book that you feel he does a good job of explaining. Would he be a person you could be friends with? Why or why not?
2. Explain what each of the three “Classes” of impossibilities are and use **two** specific examples from the book that are classified as I, II or III. . Be sure to include why Mr. Kaku has classified each example as either an I, II or III.
3. Mr. Kaku explores many concepts in this book that have been used in many science fiction movies. Think of one topic that he did not explore and classify it as one of the three classifications of impossibilities. Why would he/you classify it as either level I, II or III? Make sure you talk about what specifically would classify it in that level and if it would ever be possible, whether it is scientifically or socially possible/acceptable.
4. In the book Mr. Kaku discusses the Hadron collider. Do a brief search on the Hadron collider and explain what it is, what it is going to be used for and discuss how this may be used to help launch one of the impossibilities to a possibility.
5. Select two Class I impossibilities and discuss which one you think is more likely to occur and which one is not. You can approach this from several different levels. Is it technologically possible/impossible? Is it socially acceptable/unacceptable? Could it be used for warfare, therefore it will be/will not be ever made possible? Maybe the practicality of the device/idea is very practical or impractical. Make sure to include examples from the book to help support your idea.
6. If you could have the power to initiate any one of these and you would be the sole controller of the device/idea, which one would you want? Why? What would you use it for? How would it change your life? How would it change the world? Give details of what the impossibility is and the physics behind it.
7. Take one of the Class II or III impossibilities and write a pro vs. con paper. You need to choose which side you would be on (for or against). In this paper you should decide if it would be a good idea or if you would be totally against the institution of the device/idea. Maybe you think it is a good idea for the advancement of science. Maybe you feel it would cause social problems and destruction. On either side specifically describe what the impossibility is (in physics terms) and whether on a larger (global scale/universal scale) it should/should not be explored and made into a possibility.

## AP PHYSICS I SUMMER READING ASSIGNMENT

for *The Pleasure of Finding Things Out* by Richard P. Feynman

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This book is a compilation of many of the short works of Richard Feynman. As you read these works, you may find that parts of them become very technical in nature, especially the middle section of chapter two. It is not our intent to have you learn and understand every aspect of the physics mentioned in this book. Rather, we want you to think about the type of scientist Richard Feynman was, as well as the type of person he was.

Many aspects of his book reflect not only a scientific mind, but also just an inquisitive mind seeking knowledge about every aspect of the world around him. As you read this book, please write down any major ideas, concepts or beliefs that Feynman talks about and look for the overall theme of the book. When you are finished, choose two of the questions below and write essays about them.

Your essays should demonstrate that you have read the book and should show an understanding of the book. Please be sure to make references to the book in your essays. Each essay should be at least one page in length, be double-spaced and have one-inch margins. You will turn in the essays, as well as your notes, to your physics teacher during the first week of school, August 2012.

1. How would you describe Feynman's personality? Is there any part of it that you can identify with? Is there anyone in your life that he reminds you of? Is he someone you would like to have as a teacher? as an employer? as a family member or friend? Why or why not? Include references from the book in your answer.
2. How would you describe Feynman's beliefs concerning the general public? Concerning religion? Concerning his sense of responsibility towards the well being of all human races? Do you agree with everything Feynman believes? Why or why not?
3. What does the title, *The Pleasure of Finding Things Out*, really mean? Is it an appropriate title for this book or would you suggest another title? Does it encompass the theme of the book? Of Feynman's life? Why or why not?
4. What were your three favorite stories that Feynman told about his life? Can you relate to them? Do you have any experiences like that in your own life? How did they help to shape his life?
5. Feynman seems to believe that often times much of success can be attributed to a lucky guess or just being at the right place at the right time. What are some examples of this in the book? Do you think luck has anything to do with success? Why or why not?
6. Consider the scientific method as Feynman sees it. Is this something that can only be used in science? Feynman also strongly believes in the necessary honesty of science and trying not to draw conclusions prematurely. What does this mean and how should a good scientist report his or her findings? Use examples from the book to support your answer. Also, are there areas of science, or other disciplines, that you think are not always honest in their reporting methods? Explain.
7. Feynman sometimes calls certain things pseudoscience and talks about being careful not to fool yourself. What is pseudoscience and what does it mean? Is this advice something you can use no matter what you do with your life? Explain.