

ROSELLE PARK HIGH SCHOOL 2010 SUMMER READING

Summer Reading Requirements – Grade 12

All students must read one of the books listed below for the **next year's grade level**. Students are responsible for completing the project associated with their book of choice. **Honors** students must read a total of two books during the summer: a required title and an optional title. **AP** students should follow the requirements listed below.

Requirements for all grades/levels are due **Monday, September 13, 2010, unless otherwise noted. Grades for the assignments will account for 15% of the first marking period grade with the exception of Advanced Placement.** Advanced Placement students will be completing a series of assignments over the summer in addition to meeting with the teacher for class discussion. These assignments will have different weights and will impact the first marking period grade in multiple categories.

The titles on this list were chosen because they have proven to be of "high interest" to readers. Parents/guardians are advised to become involved with their son or daughter's choice of reading. Remember: **Students may only select a book/project that is on the list.**

Note: If a title is marked "mature," parents/guardians should review it prior to the student's reading and they might want to monitor/discuss the book as the student proceeds through it.

Those who will be in Grade 12, 2010-2011:

***12th Grade AP Required Reading:** *Dracula* by Bram Stoker and *Frankenstein* by Mary Shelley

Students will complete two expository papers in addition to meeting at least twice over the summer to discuss the readings and prepare for the AP test. Summer requirements will be distributed in June.

***12th Grade Honors Required Reading:** *One Flew Over The Cuckoo's Nest* by Ken Kesey and one book from the list below.

Read both novels, complete the Reader's Response Journal on *One Flew Over The Cuckoo's Nest* (see last page of packet) and choose a project on the 12th grade project list to complete on other novel.

***12th Grade College Prep Students:**

Choose one book from the list below. Complete the Reader's Response Journal (see after book titles) and the project required based on the book. See attached.

***12th Grade Standard College Prep Students:**

Choose one book from the list below. Complete the Reader's Response Journal (see after book titles) OR the project required based on the book. See attached.

Fiction

Girl Interrupted by Susanna Kaysan

Mature

The author describes her two-year stay at a psychiatric hospital renowned for its famous clientele and for its progressive methods of treatment.

The Magic Ring (Valancourt Classics) by Friedrich Heinrich Karl La Motte-Fouque

The book that inspired Tolkien's *The Lord of the Rings*. It is the twelfth century, the era of Richard the Lionheart and the Third Crusade. Along the Danube, the tranquil world shared by the young squire Otto and his cousin Bertha is changed forever when they witness a knightly contest for possession of a magic ring. Soon both are drawn into a quest that transforms them and endangers all they love. The resulting adventures lead each to different paths of enchantment and peril, from the mysteries of Moorish Spain to the birthplace of Norse

mythology. While navigating an ever-changing sea of allies and foes, both natural and magical, the two seek love, honor, survival, and a ring that possesses more power than either can possibly understand. A seamless blend of medieval quest, epic fantasy, and Gothic nightmare, *The Magic Ring* draws on an impressive host of inspirations, such as Germanic folk tales and Icelandic sagas, Arthurian romance and Gothic horror. This novel has earned its place as a text of considerable historical significance, and yet it continues to offer an exhilarating reading experience for the modern audience.

Non-Fiction

The Burning of Washington: The British Invasion of 1814* by Anthony S. Pitch **Non-fiction*

With a keen sense for the drama and pathos in war, Pitch vividly describes the British-American confrontation in the Washington, DC, and Baltimore areas during August-September 1814. After routing the Americans, mainly militia, at Bladensburg on August 24, British troops occupied the nation's capital, burning the public buildings. The British put much effort toward a land and sea attack on Baltimore, involving the battle of North Point and the bombardment of Fort McHenry, but the operations failed when the British fleet commander, Vice-Admiral Sir Alexander Cochrane, withdrew naval support. A chapter treats Francis Scott Key's detention by the British and his writing of the national anthem. Pitch has the ability to transfer the reader back in time to feel a presence among the military forces and the panicking American civilians. His personal characterizations are finely tuned. Fortunately the author does not get bogged down in assigning blame for the inadequate American defense--there was enough to go around. Of questionable relevance is the first chapter on the Baltimore riots of 1812 and the last on the battle of New Orleans. This narrative is exhaustively researched and of substantial literary merit.

***Fast Food Nation* by Eric Schlosser**

Non-fiction

Everyone frets about the nutritional implications of excessive dining at America's fast-food emporia, but few grasp the significance of how fast-food restaurants have fundamentally changed the way Americans eat. Schlosser documents the effects of fast food on America's economy, its youth culture, and allied industries, such as meatpacking, that serve this vast food production empire. Starting with a young woman who makes minimum wage working at a Colorado fast-food restaurant, Schlosser relates the oft-told story of Ray Kroc's founding of McDonald's. The author also tells about the development of the franchise method of business ownership and the health and nutrition implications of fast-food consumption. In a striking chapter, Schlosser gives a glimpse into the little-known world of chemically engineered flavorings, both natural and artificial. The coming together of so many diverse social, scientific, and economic trends in a single industry makes this book a relevant, compelling read and a cautionary tale of the many risks generated by this ubiquitous industry.

***A Brief History of Time: From the Big Bang to Black Holes* by Stephen Hawking**

Non-fiction

This landmark volume in scientific writing leads us on an exhilarating journey to distant galaxies, black holes, and alternate dimensions, and includes Professor Hawking's observations about the last decade's advances -- developments that have confirmed many of his theoretical predictions. Makes vividly clear how Professor Hawking's work has transformed our view of the universe.

Roselle Park Summer Reading Response Journal Template

Student Name _____ Grade Level in September _____

Be sure to cite page numbers as evidence. You may make multiple copies of this sheet or respond in a notebook/journal.

Chapter #, List/Summary of Events

Reader Reflections/Questions

English IV Summer Reading Assignment
Girl, Interrupted by Susannah Kaysen

Overview: For this project, you are going to take on the persona of one of the characters, but not the narrator.

Project Skills:

- Identifying Author's Purpose
- Describing Character Development
- Determining Plot Progression

Directions

Girl, Interrupted details the life of a young girl who has been committed to a psychiatric institution against her will. While there, she encounters a range of personalities, some which are more severe than others. As the reader, you are allowed to know Susannah's thoughts and feelings regarding her ward mates, but you can only speculate on the actual thoughts and feelings they have towards her. This exercise will detail your ability to infer from the text the possible thought processes of characters within the main character's perspective.

Part I

Choose one of the characters to become. You may not take the role of Susannah. Find details within the text that hint to the character's behavior and personality. List these traits along with the page numbers of where they are found on the attached reading log. You can duplicate the log as many times as needed.

Part II

Create five journal entries of no less than 300 typed words EACH describing the character's reaction to events that happen in the novel. They can discuss the character's behavior toward Susannah, their feelings on a particular situation or speculate on possible future events. You cannot make up events in the story – all events have to either be mentioned or alluded to. At the bottom of each journal entry, note the page numbers of where the event is located in the text.

Part III

Identify three literary devices that you used in writing your journals. These can include, but are not limited to: inference, flashback, foreshadowing, personification, etc. You can find a list of literary devices at <http://writing2.richmond.edu/writing/web/terms.html>. This can also be listed on the reading log.

Grading

The grade for this project will be determined by the following factors:

- Ability to document where your conclusions came from;
- Believability of the character you chose to represent;
- Ability to identify and explain literary devices;
- Neat, clean appearance of the project overall; and
- Overall completeness of the assignment.

ENGLISH IV READING LOG

Title of Book: Girl, Interrupted

Chapters/Pages covered: _____

Primary Characters encountered:

Character Name	Primary traits encountered	Character's primary concern in section

Secondary Characters encountered:

Character Name	Primary traits encountered	How does character influence other characters in the section?

Important Quotations/Concepts:

Quotation/Concept	Page(s) where found	Why I am referencing this point or questions I might have

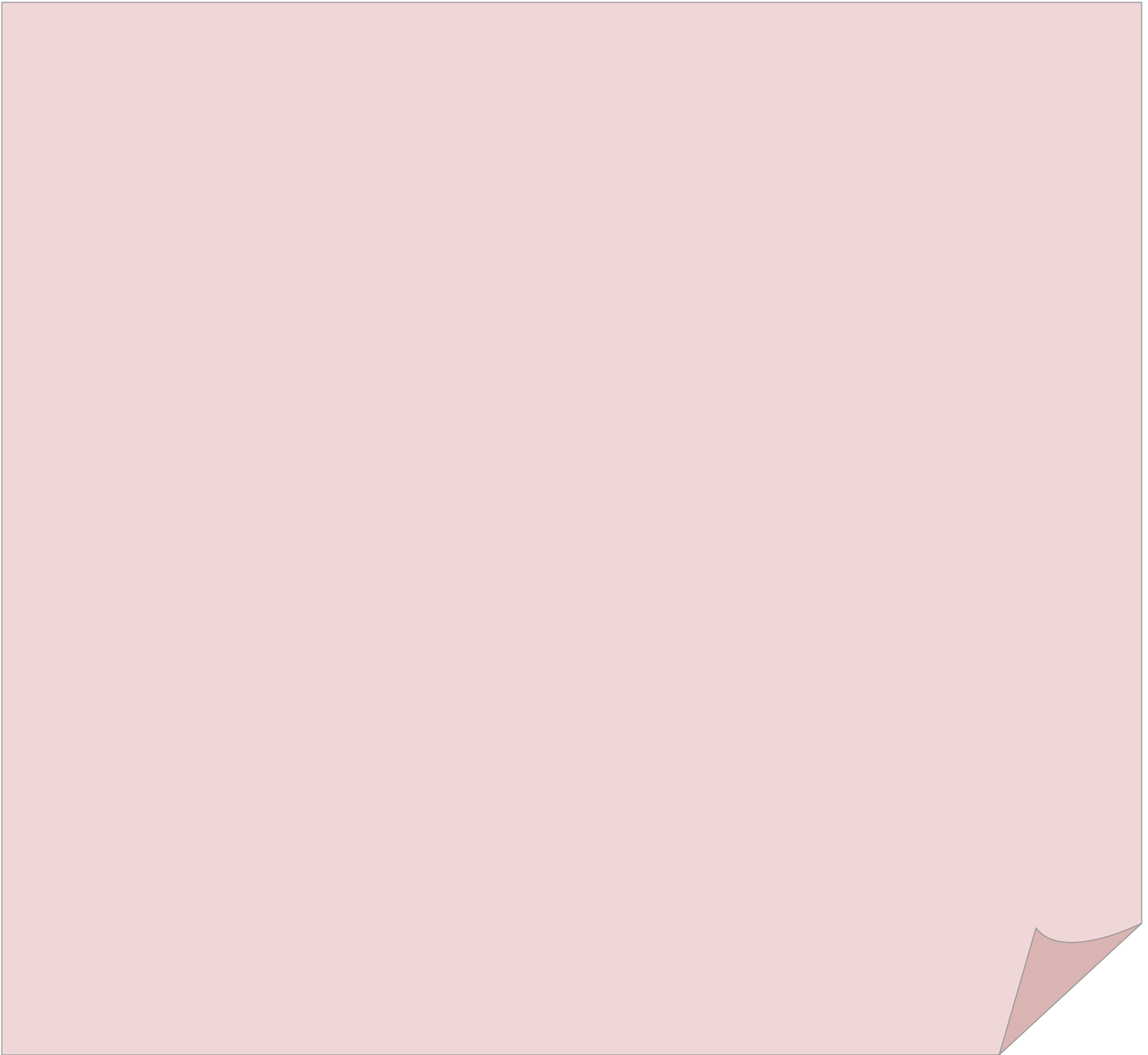
Literary Elements found in text:

Literary Element: Symbol, Allusion, etc.	Page(s) where found	What I think the author means by referencing this element

GIRL, INTERRUPTED
JOURNAL ENTRY TEMPLATE
ENTRY # 1

Date: _____

Dear Diary,

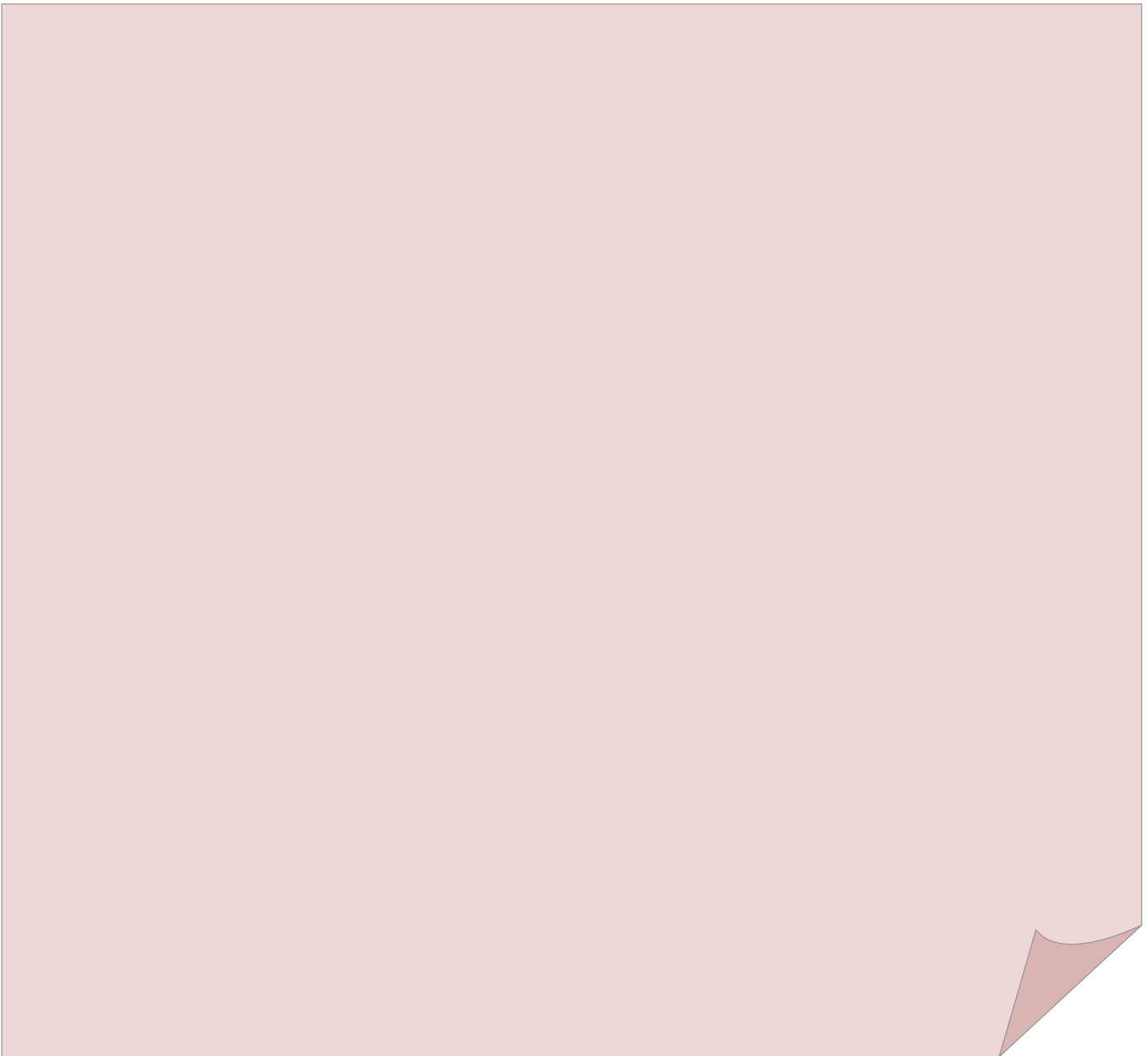


Textual Reference: _____

GIRL, INTERRUPTED
JOURNAL ENTRY TEMPLATE
ENTRY #2

Date: _____

Dear Diary,

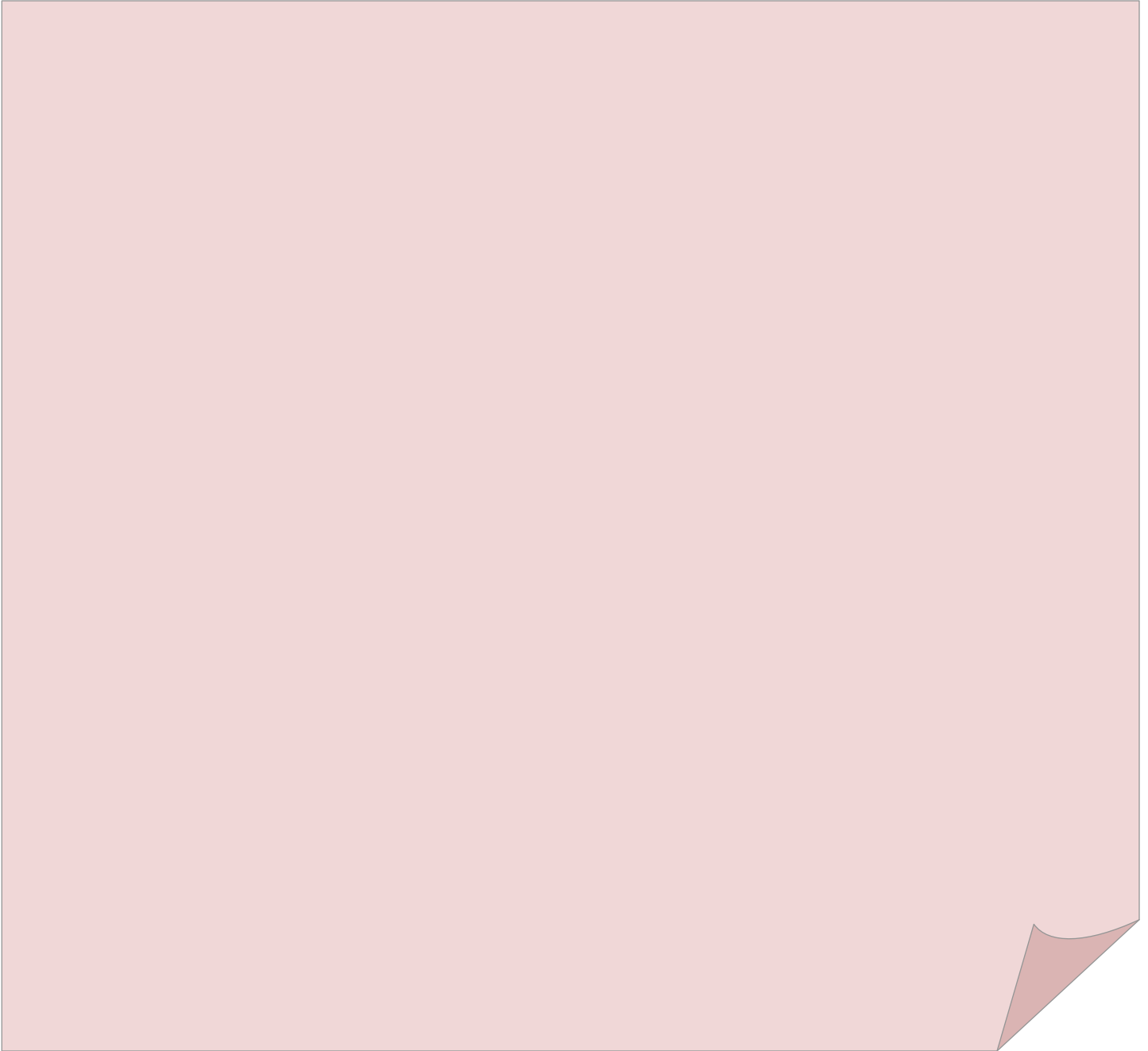


Textual Reference: _____

GIRL, INTERRUPTED
JOURNAL ENTRY TEMPLATE
ENTRY #3

Date: _____

Dear Diary,

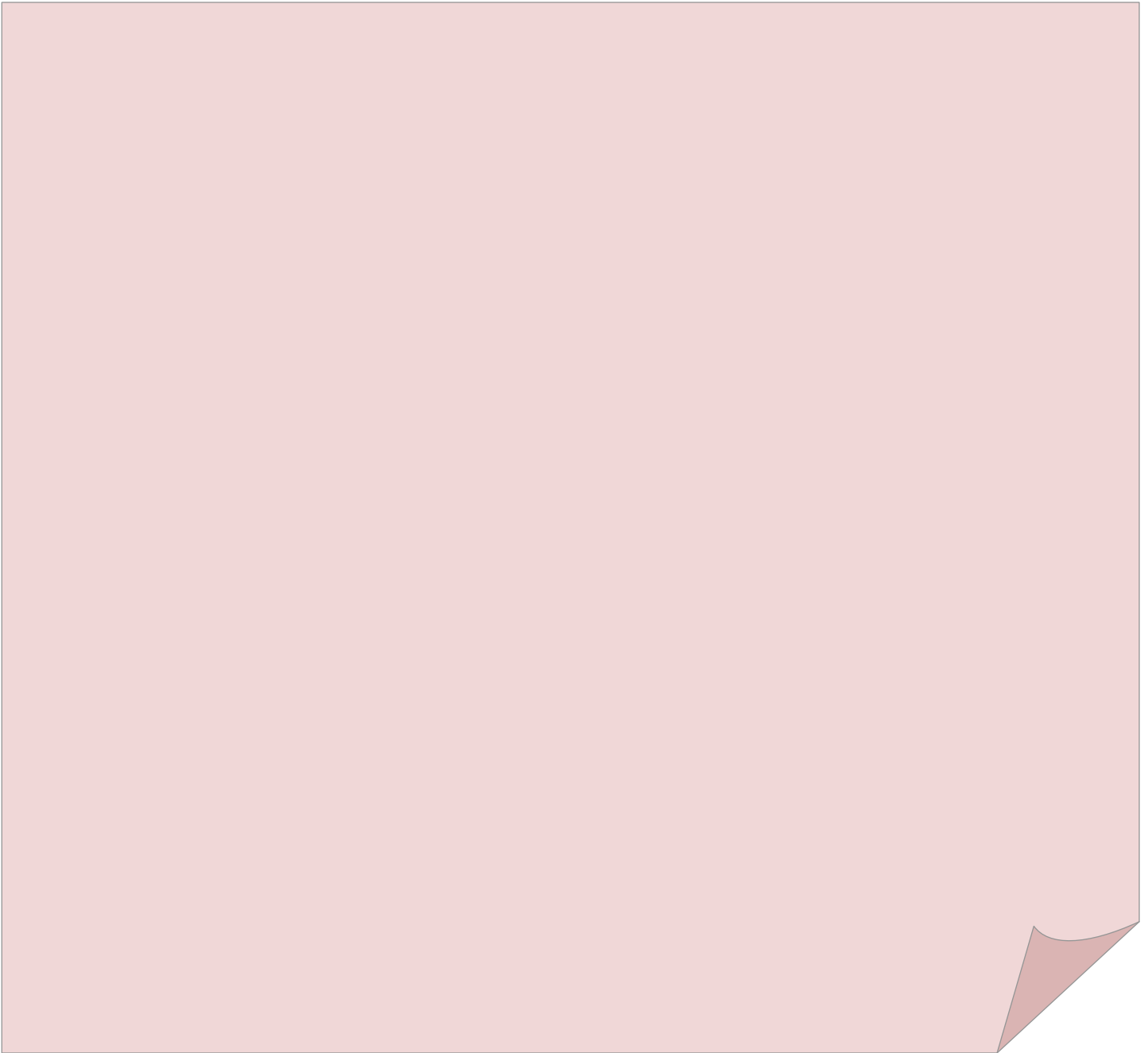


Textual Reference: _____

GIRL, INTERRUPTED
JOURNAL ENTRY TEMPLATE
ENTRY #4

Date: _____

Dear Diary,

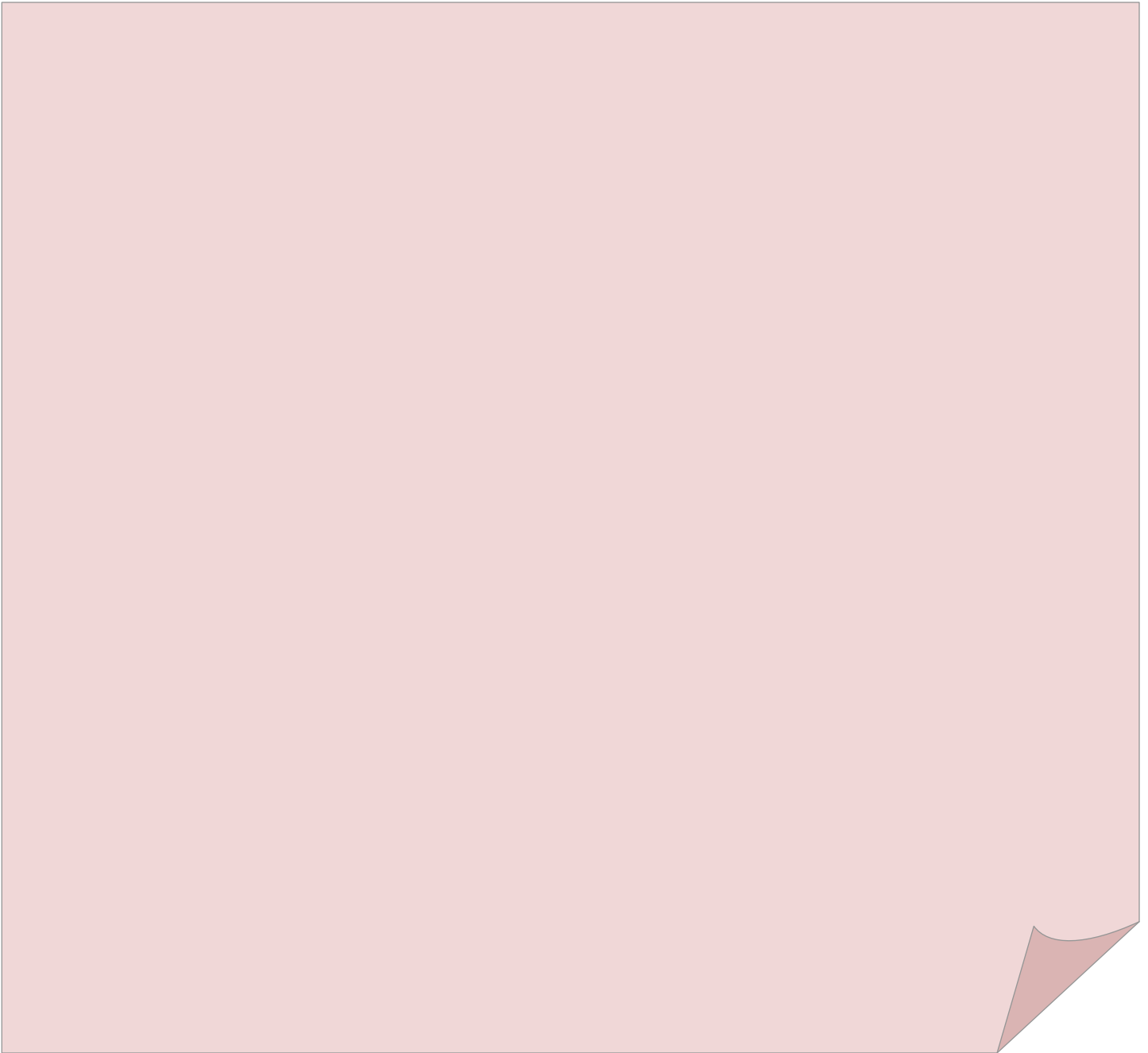


Textual Reference: _____

GIRL, INTERRUPTED
JOURNAL ENTRY TEMPLATE
ENTRY #5

Date: _____

Dear Diary,



Textual Reference: _____

Overview: For this project, you are going to identify influences of outside sources on a text.

Project Aims:

- To understand plot progression
- To identify allusions within a text
- To understand the importance of outside literature on a primary text.

Directions

The Magic Ring tells the story of two friends who witness a joust which is influenced by the presence of a magical ring. The two friends then engage in a journey during the Third Crusade to find the ring and they end up learning something about themselves and life along the way.

Part I

Access the following link regarding the Third Crusade:

http://www.historyofwar.org/articles/wars_crusade3rd.html

From there, follow the link to the Siege of Acre. You are an historian on site during the battle. Create two to three logs detailing your experience during the battle drawing from historical record and fictional accounts of life in battle. These should be in first person as you are discussing your own personal experiences.

Part II

King Richard the Lionhearted is one of the most famous characters in medieval literature. Access information about his character from the following websites:

<http://www.fordham.edu/halsall/source/1192peace.html>
<http://blog.templarhistory.com/2010/03/king-richard-i-the-lionheart/>
http://www.themiddleages.net/people/richard_lionheart.html
<http://www.middle-ages.org.uk/timeline-of-king-richard-the-lionheart.htm>

Using the information provided, complete the attached character maps to portray King Richard as those living in the Middle Ages might have seen him. Identify which site you derive your concept from.

Part III

Design your own coat of arms as if you were on the Crusade using the attached template. Complete the coat of arms interpretation worksheet to explain your design to your comrades in arms. A list of Heraldry Meanings is included in this packet.

Grading

The grade for this project will be determined by the following factors:

- Ability to document where your conclusions came from;
- Application of history to enhance understanding;
- Neat, clean appearance of the project overall; and
- Overall completeness of the assignment.

ENGLISH IV READING LOG

Title of Book: The Magic Ring

Chapters/Pages covered: _____

Primary Characters encountered:

Character Name	Primary traits encountered	Character's primary concern in section

Secondary Characters encountered:

Character Name	Primary traits encountered	How does character influence other characters in the section?

Important Quotations/Concepts:

Quotation/Concept	Page(s) where found	Why I am referencing this point or questions I might have

Literary Elements found in text:

Literary Element: Symbol, Allusion, etc.	Page(s) where found	What I think the author means by referencing this element

THE MAGIC RING
HISTORIAN LOG TEMPLATE
ENTRY # 1

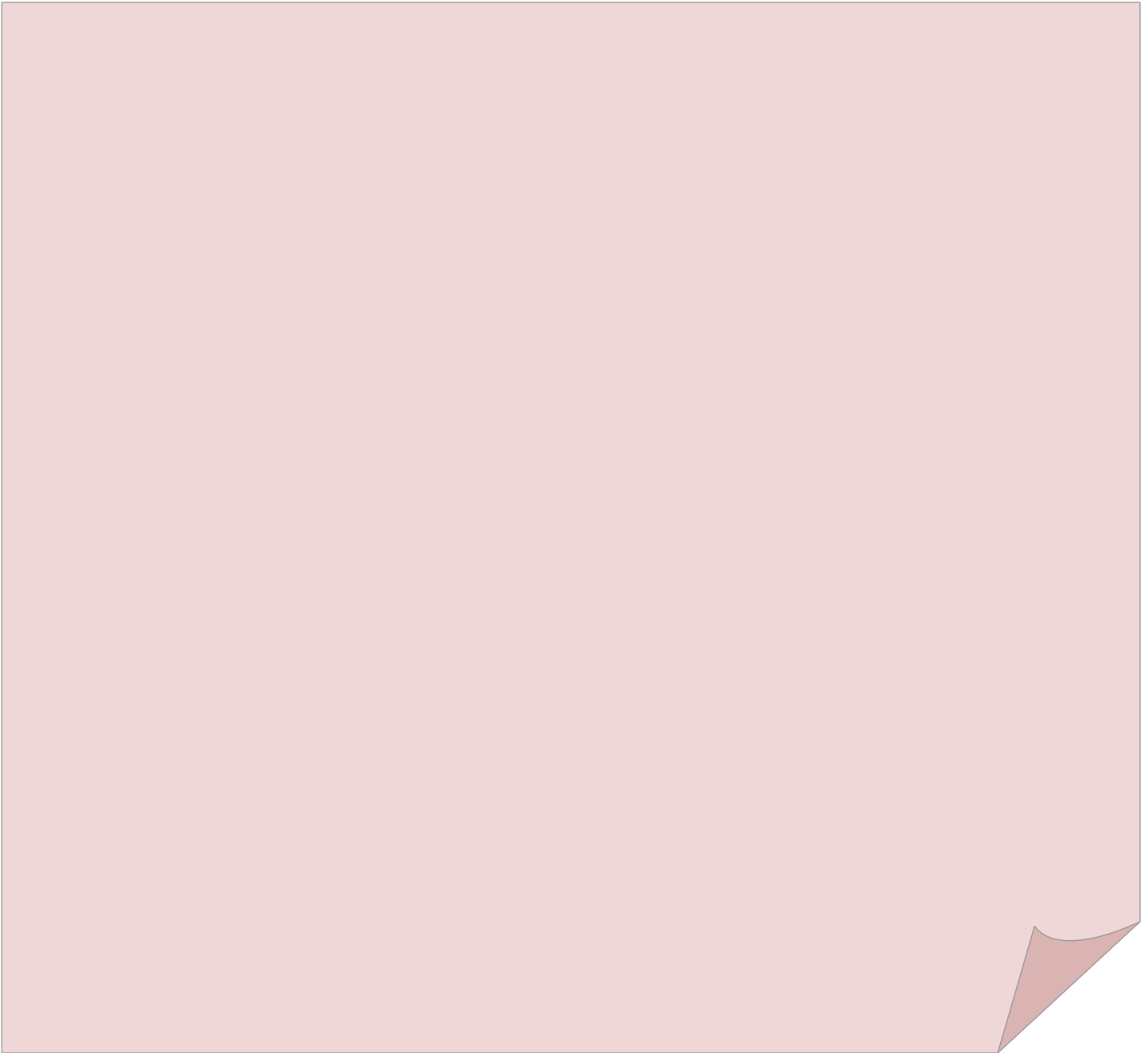
Date: _____



Textual Reference: _____
Web Reference: _____

THE MAGIC RING
HISTORIAN LOG TEMPLATE
ENTRY #2

Date: _____



Textual Reference: _____
Web Reference: _____

THE MAGIC RING
HISTORIAN LOG TEMPLATE
ENTRY #3

Date: _____



Textual Reference: _____
Web Reference: _____

Heraldry and Chivalry: Symbols and Meanings in the Middle Ages

Lesson Plan - Motivation:

Imagine you're a knight in battle, you can't tell friend from foe, and then you realize your friends don't recognize you either. You need a new plan. This is it.

Lesson Plan - Background and Historical Information:

Coats of Arms date to the early Middle Ages. In the early twelfth century, helmets and other armor began making it difficult to tell armed warriors apart. The solution was for each knight or soldier to paint something personal on their shield. These designs were important in battle, but they also functioned like team uniforms when knights met in tournaments. Over time, shield emblem designs became enduring symbols of their owners, and of their owners' families.

It became quite fashionable to have a "coat of arms", so people hired artists to design them. The designs weren't just used on shields. They were applied on tunics, saddle blankets, banners and tapestries. They were duplicated in sculpture and architectural features. They were used in signs and advertisements. They were carved into coins, jewelry (e.g. signet rings) and the personalized stamps for sealing letters.

Soon, Coats of Arms weren't just for soldiers! From about 1210 A.D., some priests are known to have had them. The first women known to have had their own coat of arms got them around 1220. Around 1230 towns and cities began having coats of arms. Tradesmen and even peasants started using coats of arms around 1250. In an era when few people could read or write, coats of arms made it easier for people to recognize each other's marks.

Before you design your own coat of arms, it'll be useful to look at a few traditional heraldic designs. Observe the traditional design elements. What do you think they symbolized for the people who chose to wear them? Below is a list of some elements you may want to include in your designs.

The Language of Heraldry

Heraldic Colors:

Yellow or Gold - Generosity
White or Silver - Peace & Sincerity
Black - Constancy (& sometimes Grief)
Blue - Loyalty & Truthfulness
Red - Military Fortitude & Magnanimity
Green - Hope, Joy & sometimes Loyalty
Purple - Royal Majesty, Sovereignty & Justice

Heraldic Animals:

Bear - Protectiveness
Bee - Industriousness
Camel - Perseverance
Dog - Loyalty
Double Eagle & Eagle - Leadership & Decisiveness
Dragon - Defender of Treasure
Falcon or Hawk - Eagerness
Fox - Cleverness
Griffin (part eagle, part lion) - Bravery
Horse - Readiness to Serve
Lion - Courage
Pelican - Generosity & Devotion
Raven - Constancy
Snake - Ambition
Stag, Elk or Deer - Peace & Harmony
Tiger - Fierceness & Valor
Unicorn - Extreme courage
Wolf - Constant Vigilance

Heraldic Symbols:

Axe - Dutiful
Bridge - (signifies a governor or magistrate)
Crescent - Enlightenment
Crosses - Christian sentiments
Crown - Authority
Fire - Zeal
Flaming Heart - Passion
Fleur-de-lys (stylized Iris flower) - Purity
(associated with France)
Hand - Faith, Sincerity & Justice
Heart - Sincerity
Horns & Antlers - Fortitude
Lightning - Decisiveness
Moon - Serenity
Oyster Shell - Traveler
Ring - Fidelity
Scepter - Justice

Star - Nobility
Sun - Glory
Sword - Warlike
Tower or Castle - Fortitude & Protectiveness

Common Design Features (heraldic terminology):

Bend - a diagonal stipe
Chevron - an upside-down "V"
Chief - broad stripe across top of shield
Dexter - the righthand side of the shield (from its user's perspective)
Ermine - a white fur pattern (with black tail tips)
Fess - broad horizontal stripe through center
Pale - broad vertical stripe through center
Passant - an animal shown walking
Rampant - an animal standing on hind legs
Sinister - the lefthand side of the shield (from its user's perspective)

Other important design details:

Besides simple fields of color, a coat of arms may contain other design motifs, such as checkerboards, polka dots, or fur patterns. One traditional design rule is that two solid-color fields shouldn't appear side by side unless one of the two is "metallic". Even this "rule" has been broken by many famous and historical coats of arms.

Few laws have ever been passed about the design of coats of arms, and even fewer of have ever been enforced! However, most European nations began requiring registration of coats of arms by the seventeenth century. The registration requirements were somewhat like modern trademark laws - they were primarily intended to stop people from copying each other's designs.

My Coat of Arms Explained

Color Chosen	What it means	What it represents

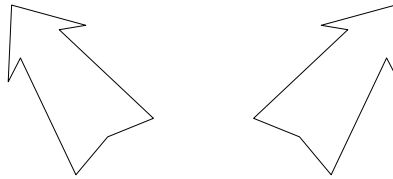
Symbol Chosen	What it means	What it represents

Overall meaning of the coat of arms:

Character Map

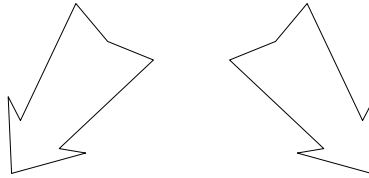
Actions:

Says:



Feelings:

Appearance (Looks):



Character Trait Chart

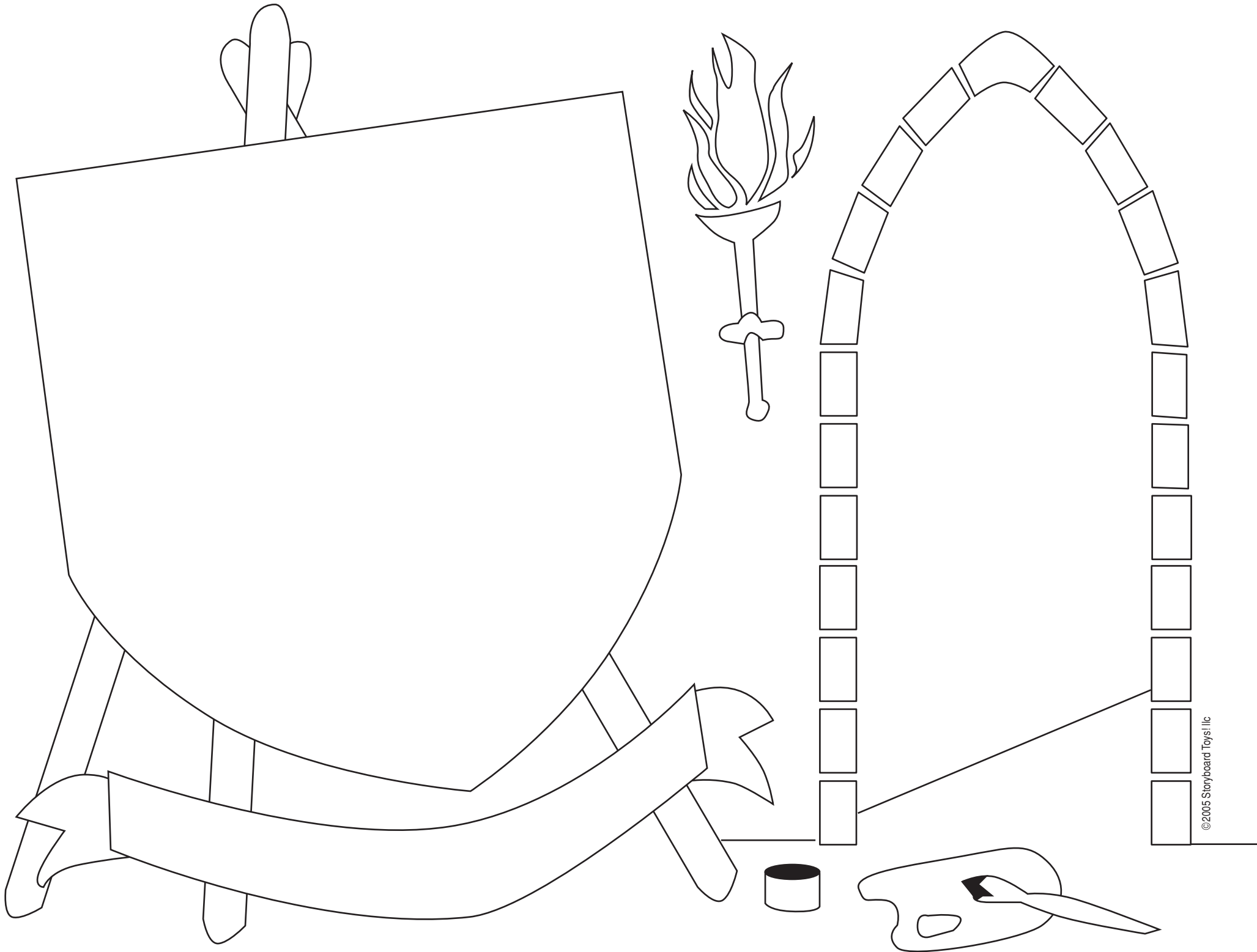
Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: _____

Trait	Revealed by...

Character Traits Word Bank

adventurous, afraid, ambitious, arrogant, bad, bold, bossy, brainy, brave, brilliant, calm, careful, careless, charming, cheerful, childish, cowardly, cruel, curious, demanding, depressed, dishonest, eager, easygoing, energetic, evil, faithful, fearless, foolish, friendly, funny, gentle, giving, gloomy, graceful, greedy, guilty, happy, healthy, helpful, honest, hopeful, imaginative, impatient, impolite, innocent, inventive, intelligent, jealous, kind, lazy, lonely, loving, loyal, lucky, mature, mean, mysterious, nervous, nice, noisy, obedient, peaceful, pleasant, polite, poor, proud, quiet, responsible, rough, rowdy, rude, sad, scared, selfish, serious, shy, silly, sly, smart, sneaky, spoiled, strange, sweet, talented, thoughtful, thoughtless, trusting, trustworthy, unfriendly, unhappy, upset, warm, weak, wicked, wise, worried, zany



Overview: For this project, you are going to determine the repercussions of surviving on a fast food diet.

Project Aims:

- Processing informational text
- Applying learned information to real life scenarios
- Critiquing outside research

Directions

Fast Food Nation details the “dark side” of the fast food industry. Schlosser examines how the fast food industry came into being, how it continues to keep people in demand of its product, and the processes used in the creation of the food we eat on a daily basis, including but not limited to chemical additives and the repercussions of the industry on the labor force

Part I

Write a letter to the editor of Schlosser’s book, commenting on the level of research done and the conclusions Schlosser has come to. Do you think Schlosser’s arguments are valid? Do you think his persecution of the fast food industry is unwarranted? Cite specific examples which validate your position.

Part II

Devise a one week diet for one individual who will only consume fast food versus an individual who will consume healthy food. You can find nutrition information here:

<http://www.fda.gov/Food/LabelingNutrition/FoodLabelingGuidanceRegulatoryInformation/InformationforRestaurantsRetailEstablishments/ucm063367.htm>

<http://www.foodfacts.info/>

<http://www.fatcalories.com/>

http://www.weightlossresources.co.uk/calories/calorie_counter/chicken_meat.htm

Compare the overall caloric intake of both individuals and determine who is going to be the healthier person at the end of the week.

Part III

Keep a food log of your own habits for one week. At the end of the week, tally your total caloric and fat intake for the week. Determine whether or not this is a healthy diet for a person in your age group.

Grading

The grade for this project will be determined by the following factors:

- Ability to document where your conclusions came from;
- Completeness of your food log;
- Conclusions drawn from research;
- Neat, clean appearance of the project overall; and
- Overall completeness of the assignment.

ENGLISH IV READING LOG

Title of Book: Fast Food Nation

Chapters/Pages covered: _____

Primary Characters encountered:

Character Name	Primary traits encountered	Character's primary concern in section

Secondary Characters encountered:

Character Name	Primary traits encountered	How does character influence other characters in the section?

Important Quotations/Concepts:

Quotation/Concept	Page(s) where found	Why I am referencing this point or questions I might have

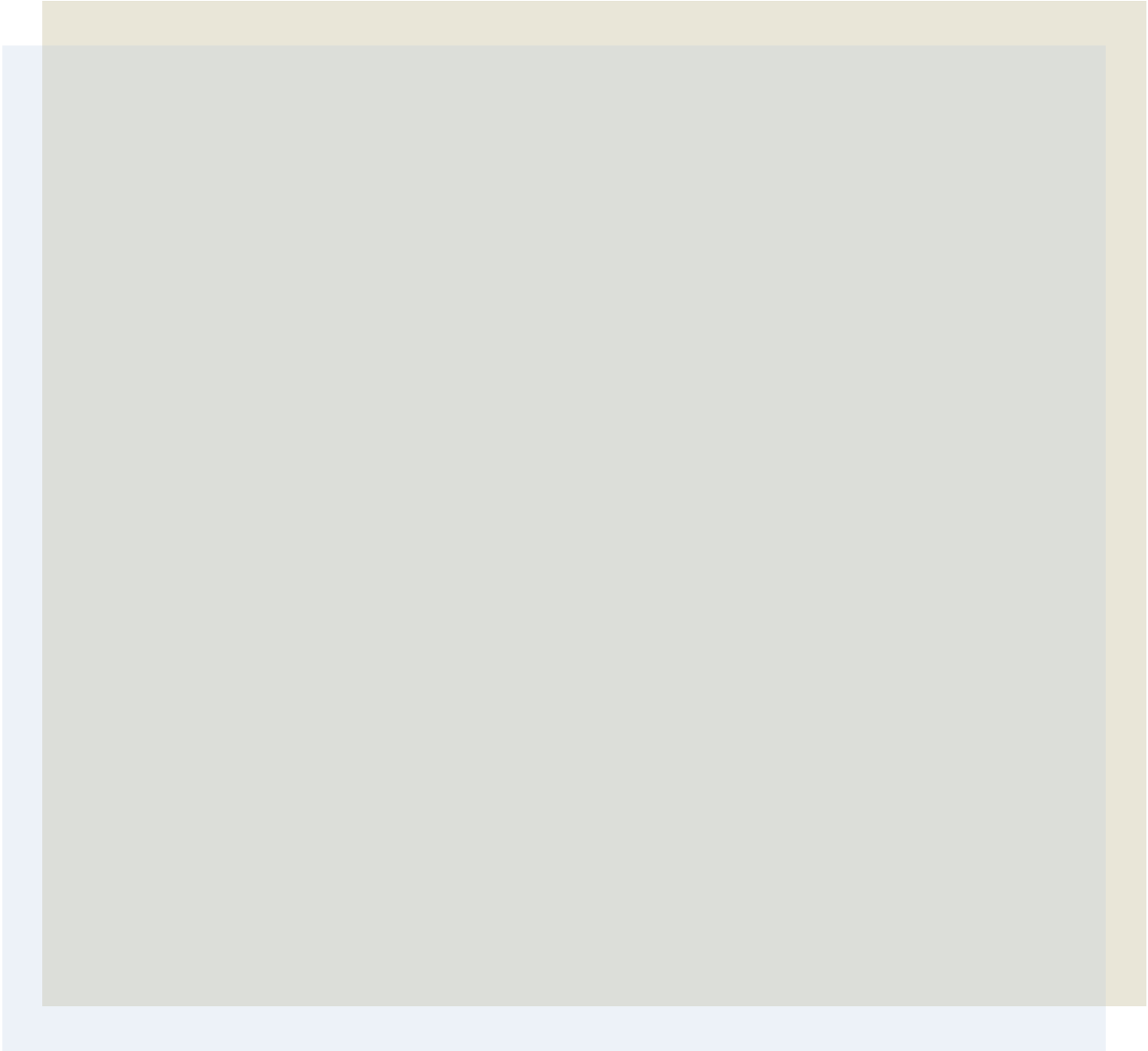
Literary Elements found in text:

Literary Element: Symbol, Allusion, etc.	Page(s) where found	What I think the author means by referencing this element

FAST FOOD NATION
LETTER TO THE EDITOR TEMPLATE

Date: _____

To Whom It May Concern:



Textual Reference: _____

FAST FOOD NATION
FAST FOOD DIET COMPARISON SHEET

MONDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

TUESDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

WEDNESDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

THURSDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

FRIDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

SATURDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

SUNDAY

FAST FOOD	ITEM	CALORIES	REG. FOOD	ITEM	CALORIES
BREAKFAST			BREAKFAST		
LUNCH			LUNCH		
DINNER			DINNER		
SNACK			SNACK		

TOTAL CALORIES CONSUMED

FAST FOOD: _____

REG. FOOD: _____

TOTAL FAT CONSUMED

FAST FOOD: _____

REG. FOOD: _____

FINAL DETERMINATION:

FAST FOOD NATION
PERSONAL FOOD LOG

NAME: _____

SUNDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

MONDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

TUESDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

WEDNESDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

THURSDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

FRIDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

SATURDAY

	ITEM(S)	CALORIES	FAT	TOTALS
BREAKFAST				
LUNCH				
DINNER				
SNACK				

FINAL DETERMINATIONS:



English IV Summer Reading Assignment
The Burning of Washington: The British Invasion of 1814 by Anthony S. Pitch

Overview: For this project, you are going to take on the persona of one of the characters, but not the narrator.

Project Aims:

- Connecting literature to history
- Creating fictional progression from non-fiction text
- Critiquing historical text

Directions

The Burning of Washington gives a detailed historical account of the destruction of Washington, DC during the War of 1812. This text details actual battle sequences, the writing of the *Star Spangled Banner* and the occupation of the British militia in the American capital.

Part I

You are a civilian during the British occupation. Write a letter to a relative living in another part of the country discussing what is happening during one of the battle sequences described in the book. Make sure to include how you feel, what is happening to your family and the destruction of the surrounding area.

You've had the opportunity to meet Francis Scott Key during his incarceration. He asks you for help editing his new poem – what suggestions do you make to him to make his poem better or longer? Write him a letter while he's in jail detailing your suggestions.

Part II

You are a general in the British army. Using the attached map and battle log, detail how you plan on taking one of the strategic points in this battle. It does not have to be the White House.

Part III

Identify three literary devices that you used in writing your journals. These can include, but are not limited to: inference, flashback, foreshadowing, personification, etc. You can find a list of literary devices at <http://writing2.richmond.edu/writing/web/terms.html>. This can also be listed on the reading log.

Grading

The grade for this project will be determined by the following factors:

- Ability to document where your conclusions came from;
- Believability of the character you chose to represent;
- Ability to identify and explain literary devices;
- Neat, clean appearance of the project overall; and
- Overall completeness of the assignment.

ENGLISH IV READING LOG

Title of Book: The Burning of Washington

Chapters/Pages covered: _____

Primary Characters encountered:

Character Name	Primary traits encountered	Character's primary concern in section

Secondary Characters encountered:

Character Name	Primary traits encountered	How does character influence other characters in the section?

Important Quotations/Concepts:

Quotation/Concept	Page(s) where found	Why I am referencing this point or questions I might have

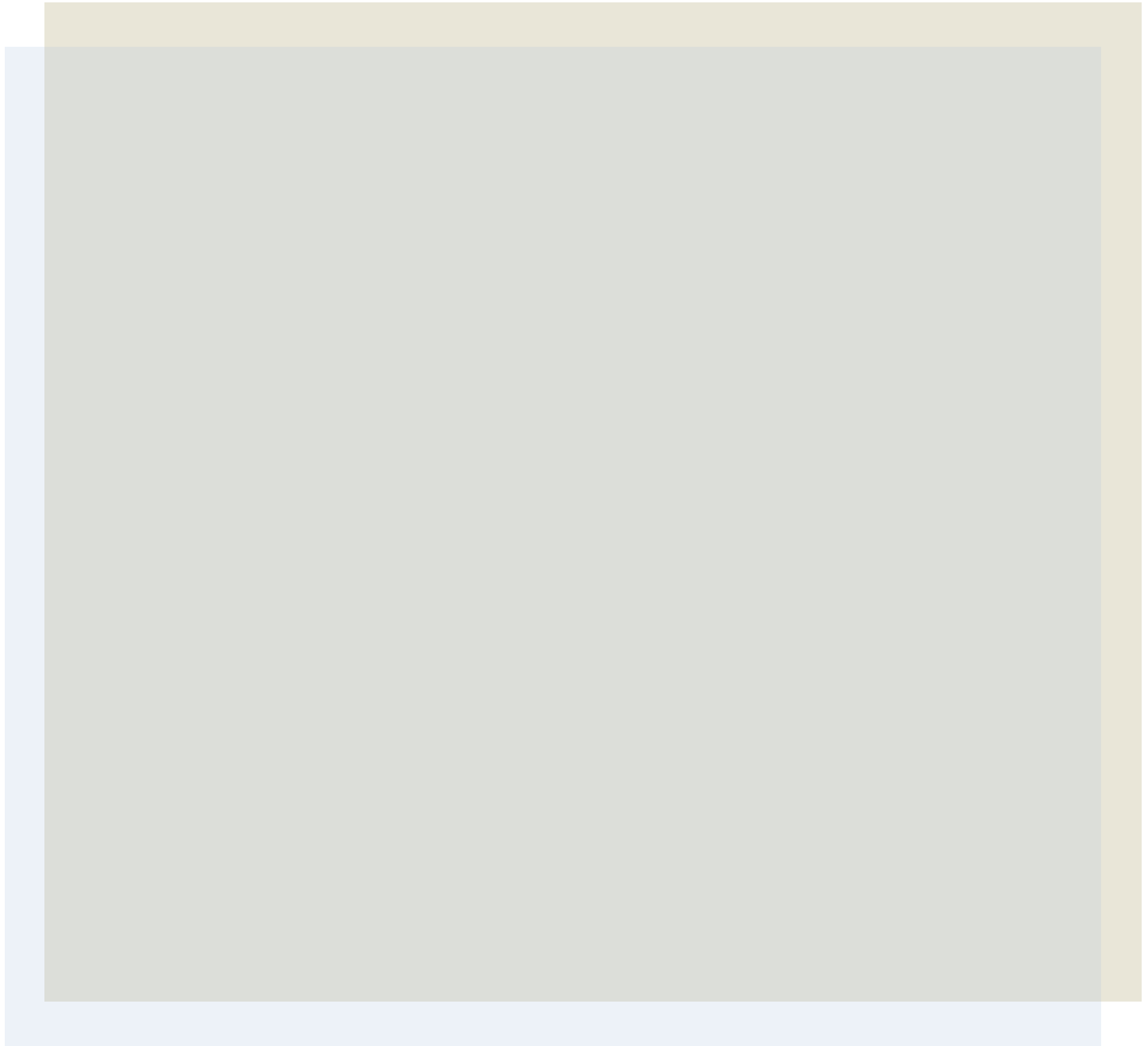
Literary Elements found in text:

Literary Element: Symbol, Allusion, etc.	Page(s) where found	What I think the author means by referencing this element

THE BURNING OF WASHINGTON
LETTER TO A FAMILY MEMBER TEMPLATE

Date: _____

Dear _____,

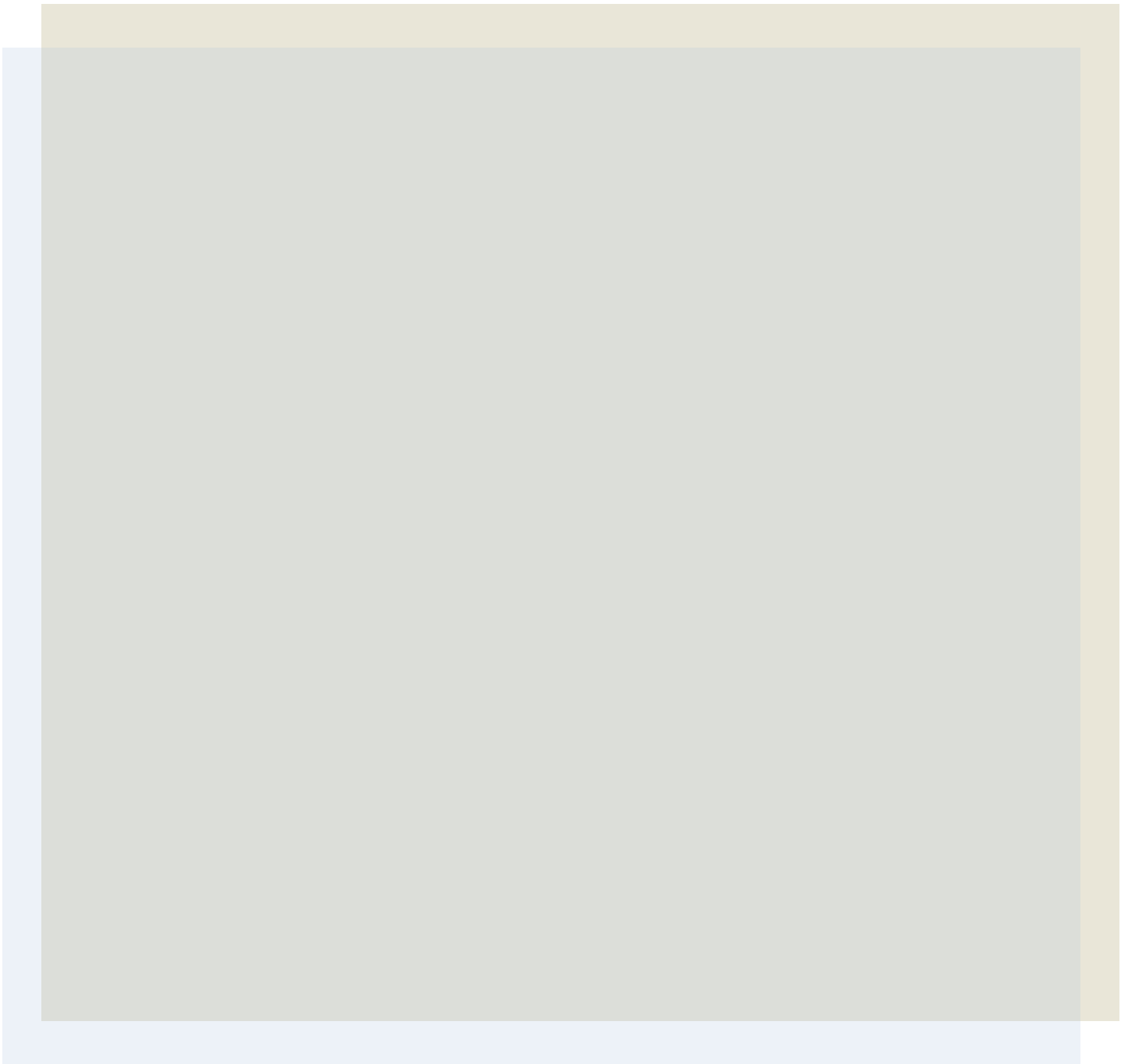


Textual Reference: _____

THE BURNING OF WASHINGTON
LETTER TO FRANCIS SCOTT KEY TEMPLATE

Date: _____

Dear Mr. Key,



Textual Reference: _____

Map of Washington, DC



LEGEND

Invasion of Washington Combat Log

Table 1: Division of Troops

Table 2: Identifying Possible Enemy Defenses

Defense	Location	Plan for Destruction

Table 3: Routes of Attack

From	To	Method

Table 4: Route of Retreat

From	To	Method

Table 5: Occupation Plan for City
