High School Summer 2017 Reading List

Summer reading books, that are also required texts for the class, will be available from the school’s online book vendor, MBS Direct, at http://bookstore.mbsdirect.net/sjcatholicschool.htm beginning June 15, 2017. Alternatively, you may purchase your summer reading books elsewhere, but be sure to order by ISBN number to ensure that you receive the correct edition.

The summer reading list is organized by department and course. The books are listed in the following manner: ISBN number, author, title, publisher, date of publication. Assignments and due dates are included under the assigned titles. If no copyright date is listed, any unabridged version of the book is acceptable.

THEOLOGY DEPARTMENT

115 HONORS FAITH AND REASON Grade 12
9780140183887, Chesterton, The Man Who Was Thursday, Penguin, 1986

There will be a paper (3 pages, typed, double spaced, and due by the end of the first week of class) which must answer all of the following questions:

- What is your opinion of the book? Be very specific. Give examples of things you like or dislike.
- What, if anything, does this story have to do with faith and/or reason?
- Are there any ways the story applies to life in the modern world?

It is not necessary to summarize the story, but your writing should reflect obvious familiarity with it. The primary point of the assignment is original thought and reflection.

SCIENCE DEPARTMENT

The Science Department teachers will hand out a packet of information and expectations to students enrolled in the AP classes before the end of the school year. In addition, students must complete the following assignments:

351 AP CHEMISTRY Grade 11/12

- Study Chapter 1 and complete the following problems: 52-70 (even problems only)
- Complete the following problems at the back of Chapter 2 and 3: Ch. 2: 41, 43, 47, 52, 58, 63, 66, 70, 72, 84, 88, 90, 104; For Chapter 3, please complete problems: 12, 14, 18, 25, 40, 44, 58, 66, 70, 76, 78;
- There will be a quiz covering these homework problems during the first full week of school.
- The course syllabus will be distributed to students the first day of class.

353 AP PHYSICS 1 Grade 11/12

This summer you will get a head start on the class by reading and completing work from chapters 1-2. These chapters are review from the Honors Physics class for those of you who have just completed it and should not be too difficult. For those of you who have not taken the Honors Physics class most of the first chapter should be familiar from Honors
Chemistry and Geometry. Some of the equations may appear a little differently than they did in the Honors Physics or Honors Chemistry texts. In this course, equations will be memorized. You may find it helpful to keep a list of equations from the first two chapters along with your summer work.

**Chapter 1: Introduction and Mathematical Concepts**

- Read and do an outline of the chapter
- You should have all prefixes from Table 1.2 pg. 3 memorized.
- Answer Focus on Concepts Questions pg. 21 #1,8,12,15
- Solve Problems pg. 22, #1,2,11,12,16,17,24,26,29,41,46,49,51,55 show all work for full credit

**Chapter 2: Kinematics in One Dimension**

- Read and do an outline of the chapter
- Memorize the four kinematic equations from pg. 38
- Answer Focus on Concepts Questions pg. 51, #1,3,10,19
- Solve Problems pg. 52, #1,5,8,10,18,20,24,26,28,30,31,36,41 show all work for full credit

All of the questions and problems will be due on the first day of school. There will be a quiz the first week. I appreciate you taking the time to do this work during your summer. It will really help us out in fitting everything in that we need to for the year. I look forward to seeing you in August.

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**354 AP PHYSICS 2**


This summer you will get a head start on the class by reading and completing work from chapters 18, 19 and 20. These topics are review from AP Physics 1 that will be expanded upon in the AP Physics 2 course. In this course, equations will be memorized. You may find it helpful to keep a list of equations from these chapters along with your summer work.

**Chapter 18: Electric Forces and Electric Fields**

- Read and do an outline of the chapter
- You should have all charges and masses of fundamental particles memorized as well as all equations from the chapter
- Answer Focus on Concepts Questions pg. 559 #2,8,9,13
- Solve Problems pg. 560 #4,16,21,25,40,44 show all work for full credit

**Chapter 19: Electric Potential Energy and the Electric Potential**

- Read and do an outline of the chapter
- You should have equations from the chapter memorized
- Answer Focus on Concepts Questions pg. 590 #1,3,10,19
- Solve Problems pg. 591 #7,8,11,16,19,23,38 show all work for full credit

**Chapter 20: Electric Circuits**

- Read and do an outline of the chapter
- You should have equations from the chapter memorized
- Answer Focus on Concepts Questions pg. 590 #1,3,5,8,10,12

All of the questions and problems will be due on the first day of school. There will be a quiz the first week. I appreciate you taking the time to do this work during your summer. It will really help us out in fitting everything in that we need to for the year. I look forward to seeing you in August.
350 AP BIOLOGY

This information is also listed on Mr. Koon’s class website for AP Biology on the sidebar under “Summer Assignment”: https://sites.google.com/a/sjcatholicschool.org/ap-biology/home


1) For the first three chapters (Ch 1: Introduction: Evolution and the Foundations of Biology, Ch 2: The Chemical Context of Life, and Ch 3: Carbon and the Molecular Diversity of Life), do the following:
   a) Read the chapter and the concept check questions at the end of each section. Read answers in the appendix.
   b) Answer questions 1-10 at the end of the chapter 1 (page 17), questions 1-12 at the end of chapter 2 (page 39), and questions 1-11 at the end of chapter 3 (page 65). Be thorough.

2) Graphing Review and Practice Packet.
   a) This packet needs to be downloaded and printed from Mr. Koon’s AP Bio website. Here is a link: https://docs.google.com/a/sjcatholicschool.org/viewer?a=v&pid=sites&srcid=c2pjYXR0b2xpY3NjaG9vbC5vemd8YXAtYmlvbG9neXxneDo3ODliYWVkMWUxNzEzYTQ5
   b) Complete the packet and have it ready to turn in on the first day of school.

HISTORY DEPARTMENT

405 WORLD HISTORY

Students are to download the PDF file and read it carefully, several times. “Appreciating Differing Narratives: Toward Understanding the Israeli-Palestinian Conflict” by Deborah L. Flick, Ph.D. https://docs.google.com/document/d/13LTcozDgNskjMz4LyUn0DnRV7G1AO2NpARyz6M4sggU/edit

This is a challenging reading about a very complicated issue. We will spend some time on this in class at the beginning of the year. As you read this article, reflect on the following:

It is important to understand that history is far more complicated to “get at” than textbooks make it appear. There are often multiple narratives (sides of the story) of a particular event in history. The historian’s job is to sift through the accounts, narratives, “facts,” etc. and try to construct a fair account of what happened. This can be very challenging because those who experience history do not experience it in the same way. Moreover, those who write accounts of events—whether they witnessed them firsthand or have studied them and are writing about them years or centuries later—may or may not have an accurate memory, may or may not be truthful. Thus, there are always multiple narratives (stories).

Write ONE five-paragraph essay that addresses the following five questions. Each question should be answered in a paragraph.

1. What is the Arab-Israeli conflict about?
2. What are the two basic narratives (stories/sides) of the history of the Palestine?
3. What are the barriers to peace?
4. How has reading this article and trying to make sense of the history of Palestine demonstrated how difficult it can be to get at the "history" of things/truth/what actually happened?
5. What does the author mean by suggesting the importance of “calmly listening to the story of the enemy” and “humanizing both sides”? How does this help make us better historians and more likely to resolve conflicts as they arise in the world?

406 MODERN EUROPEAN HISTORY

Students must read Popkin’s book during the summer and bring a one page typed summary with them on the first day of class. The summary should identify and discuss Popkin’s thesis and how well he managed to communicate the principal events, causes, and outcomes of the French Revolution. Students should be prepared to discuss topics from this book on day one and take a quiz on Popkin’s book on day two.

**416 HONORS MODERN EUROPEAN HISTORY**  
Grade 10


Students must read Cahill’s book during the summer and bring a one page typed summary with them to class on day one. The summary should identify and discuss Cahill’s thesis and describe how the Irish were able to influence the evolution of Western Civilization. In addition to being prepared to discuss Cahill’s book on day one students will should expect to take a quiz on this book on day two.

**403 US HISTORY**  
Grade 11

9781493008346, Paul Brandus, *Under This Roof: The White House and the Presidency*

- Exclude chapters 6, 7, 10, 14, 15
- Be prepared to write in-class essay the 2nd day of school. The topic will be announced in class.

**413 HONORS US HISTORY**  
Grade 11

9781493008346, Paul Brandus, *Under This Roof: The White House and the Presidency*

- Be prepared to write in-class essay the 2nd day of school. The topic will be announced in class.

**450 AP UNITED STATES HISTORY**  
Grade 11


- In *United States History*, read Chapter 1 and pages 19-22 and answer the multiple choice questions on pages 15 -18 and questions 1 & 2 on page 19. Be prepared for a quiz on Chapter 1 of Amsco text the 2nd day of class.


- Read chapters 1 & 2 and answer the following questions:
  1. Take the 3 African states of Ghana, Mali, and Songhay and create a chart illustrating each state’s time period, main source of income/economic life, religion, and one other fact about each. Be very specific.
  2. What role did slavery play in African culture?
  3. Describe some of the religious practices of Africans prior to Muslim belief, and then afterwards.
  4. How did different African cultures intermingle upon reaching America?
  5. What were/are some transplanted African ways of life in the New World? Be specific.
- Read handout Unit 1: “Native Americans and European Exploration” and do all the multiple choice.

  For this final assignment you will need to access a pdf file to be found [here](#).

**451 AP UNITED STATES GOVERNMENT & POLITICS**  
Grade 12

9781442273474, Ceaser, Busch, and Pitney, *Defying the Odds: The 2016 Elections and American Politics*

- Elements of the 2016 election will provide the basis for much of what we will be discussing this year as far as the role
of the media, primaries, parties, and interest groups. In detailing the history of this fascinating election the authors cover much of the material that is the basis for the first semester of the class’s curriculum. Once you have purchased the book, read it and answer the questions below. Your answers should either be neatly written in pen or typed. You will be turning them in on the first day of class. For each chapter, the questions below will be a guide to help you know what to pay attention to as you’re reading. You can answer in bullet points or in paragraphs. Use complete sentences.

- Make sure to do both parts A and B of this assignment. Part A will count as your first Test grade of the quarter. Part B counts as a quiz grade. Both are due the first day of class.

A. Read the indicated chapters and answer the questions.
I did the first question for you so you’d get an idea of what you should be doing to answer the questions.

Preface
1. (a) Identify the six critical assets of successful campaigns listed by the authors, and (b) explain their arguments regarding Donald Trump’s deficiency in them.

Sample Answer:
   a. Critical Assets:
      i. a record of public service,
      ii. a professional, well-structured campaign organization,
      iii. money,
      iv. political endorsements,
      v. favorable media, and
      vi. support from intellectuals and agenda-setters
   b. Deficiencies:
      i. Unlike every president before him, Donald Trump never held appointed or elective office.
      ii. Additionally, throughout the election, he was outspent by his opponents, and his campaign lacked the professional organization of his rivals.
      iii. His endorsements were few -- by political leaders, intellectuals, and newspapers.
      iv. His media coverage, while ample, was mostly negative.

   (You do not need to re-copy this answer on your paper. You can start your own answers with the next question)

2. On page ix, the authors argue, “Trump ran against the assets (or establishments) that normally contribute to success, and he turned these deficiencies into advantages.” Explain four ways that Trump turned his shortcomings into advantages.

3. The authors examine “the numbers” of presidential races throughout history. Explain two of their findings.

Chapter One -- Twenty-Four Years Later
1. On pages 1-4, the authors compare the “upside down and inside out” elections of 1992 and 2016. Explain these comparisons.

2. Define “outsiderism,” and summarize the outsider campaign of George Wallace. Then, select one of the following campaigns to summarize: Jesse Jackson, Pat Buchanan, or Ross Perot.

3. Explain Trump’s views on affirmative action and “American exceptionalism.” Why do the authors posit that Trump’s ideas “put him at odds with a major strain” of conservatism and “appeal[ed] to ‘alt-right’ activists?”

4. In the “Coming Apart” section, the authors explain that since 1992, economic life improved for college graduates but worsened for people without a bachelor’s degree. Identify several ways this was true. Next, explain why these forces had such a powerful impact in 2016.

5. Briefly describe the media environment of the 2016 campaign.

Chapter Two -- From Little Rock to Chappaqua
1. According to the authors, how did President Bill Clinton shift the Democrat Party to the right? What evidence is
included that the party shifted back to the left by 2016?

2. Summarize Hillary Clinton’s and Bernie Sanders’ paths to the primaries, found on pages 43-49.

3. Briefly explain Clinton’s campaign strategies and the challenges she faced.

4. On pages 53-58, the authors discuss Clinton’s campaign from April 2015 to June 2016. As you read, create a timeline that includes significant moments during the campaign.

Chapter Three – Trumped: The Republican Nomination Contest

1. Give a brief summary of the strengths and weaknesses as candidates of Donald Trump, Jeb Bush, Marco Rubio, Ted Cruz, and John Kasich.

2. Briefly outline the events and actions that contributed to Trump’s success in winning the GOP nomination.

3. Answer one of the following questions A or B:
   A. Explain how the results in Iowa and New Hampshire prefigured Trump’s eventual victory in the nomination fight.
   B. Pick one of the elections from Super Tuesday through Indiana and explain why and how the results failed in stopping Trump’s momentum.

4. What problems did Trump face in uniting the Republican base and how/why did he eventually succeed?

5. Explain the factors that the authors provide for why Trump was able to win the nomination.

Chapter Four – Race to the Bottom: The General Election

1. The authors divide their discussion of elections into the “fundamentals” of how elections have usually been decided and “contingencies” or unpredictable events that change the trajectory of the campaign. What were the fundamentals in 2016 and which parties did they favor?

2. Summarize what the book says about Hillary Clinton’s tactical strengths and strategy compared to Donald Trump’s strategy.

3. Pick three events or key moments for each side and explain their impact on the campaign.

4. What are the explanations that the book gives for how Trump won?

5. What are the explanations that the book gives for why Trump won?

I’m not assigning Chapter Five, but you certainly can read it and learn more about other elections in 2016.

Chapter Six – Aftermath and Future

1. After reading the debate about the Electoral College and National Popular Vote Interstate Compact on pages 170-171 and 175, summarize the arguments for each side about the Electoral College and how it should work.


3. On page 174, they describe the election as “the utter triumph of [what] one might call democratic norms against what one might call representative norms” in relation to the 2016 election. Explain what that means as you talk about what the 2016 election said about the strengths or weaknesses of political parties in the nominating process.

4. Summarize what the authors present about questions going forward for both Republicans and Democrats.

B. Following Current Events – Article Analysis
A lot of the curriculum of this course involves making connections between what is going on in current events today and the broader theories and trends that we’ll be talking about in American government and politics. **Please get in the habit of following the news whether through TV, the radio, newspapers and magazines, or internet sites.** Pay attention to stories concerning President Trump’s administration, the interplay of foreign or domestic policy and politics, partisan polarization, critical Supreme Court decisions, Congress’s relations with the President, and media coverage of politics in Washington. These are all topics that will provide the examples for the broader concepts that we will discuss this year. You will be more successful in the class if you are familiar with what is going on in current events.

**Therefore, choose an article** from a mainstream newspaper or magazine, such as Time, Atlantic, Washington Post, New York Times, Wall Street Journal, Vanity Fair, Rolling Stone, etc. The article MUST be over 1,000 words in length (i.e. several pages) and be pertinent in some way to the topics covered in *Defying the Odds*.

**Then write up an analysis** that connects what you have read in the article to what you learned from *Defying the Odds*. Give citations to the sources from which you find your information. Your analysis will probably be about one page, double-spaced. You will be graded on the substantive connections that you can make. **Attach your article** to your assignment when you turn it in.

You will be graded on the thoroughness of your answers. Neatness will also be a consideration. This will count as a test grade so it’s a nice opportunity to begin the year with a high test grade.

### 452 AP EUROPEAN HISTORY


Students must read Cahill’s book and bring a one page typed summary with them on the first day of class. In addition to being prepared to discuss Cahill’s book on day one students must answer the following question to be turned in to the teacher with the one-page summary.

**Questions:** Answer both questions:

A. As Columcille and Columbanus traveled in Europe and converted people to Christianity and established monasteries, they worked under the rubric of a democratic principle that "a man is better than his descent" [p. 176]. Discuss this as a change in previous and subsequent spiritualities, such as that of Augustine and the Rule of Saint Benedict.

B. Talk about the particular Irish women presented in this book—Medb, Derdriu, Brigid of Kildare, and Dark Eileen O’Connell—and what they were able to accomplish during their lives. Additionally, research the cultural significance that was reserved for Irish women and how this can be connected to the females mentioned in the Cahill’s book.

### 453 AP ART HISTORY

9781620401934, King, *Brunelleschi’s Dome*, Bloomsbury, 2013

Go to the Florence Art Guide at http://www.mega.it/eng/egui/hogui.htm. The entrance to this site is a clickable map of Florence. Move your cursor over buildings and click on them to tour and learn about the sites. Locate the Duomo, click on the location, and make a simple sketch of it.

List and discuss at least five distinctive features of Brunelleschi's dome.
“Flowers for Algernon” is a short story, presented as a series of journal entries. Charlie Gordon, the story’s protagonist, writes these entries over the course of five months during which he undergoes great changes in his life.

Read the story, taking notice of the events, the people, and Charlie’s perspectives.

Notice also that Charlie does not write in his journal every day.

● ASSIGNMENT
(You work must be submitted on the first day of school, typed and double-spaced.)

1. In Charlie’s voice at this point in the story, write a journal entry for March 9. (100 words)
   → Pay attention to Charlie’s language in the entries prior to this one. Mimic this language in your entry.

2. In Charlie’s voice at this point in the story, write a journal entry for June 2. (300 words)
   → Notice how much different Charlie’s language is now. Mimic this language in your entry.

3. Consider the conclusion of the story. Write your own reflection about Charlie’s life in his new home. (100 words)
   → This piece should be in your voice, using your best spelling, grammar, and punctuation.

• In The Oedipus Cycle, read Oedipus Rex and Oedipus at Colonus, the first two plays of the cycle.

Note: In Oedipus Rex, Oedipus is considered a tragic hero, for while he is noble, he has a serious (tragic) character flaw that causes him, as well as those close to him, great despair.

Oedipus at Colonus is NOT a tragedy, and we witness a transformation of Oedipus from the man we knew in Oedipus Rex. We also see Creon, another vital character in both plays, transform into a different kind of person.

● ASSIGNMENT
(You work must be submitted on the first day of school, typed and double-spaced.):

1. Create TWO charts for Oedipus and Creon, one referring to these characters in Oedipus Rex, one referring to them in Oedipus at Colonus.
   a. In EACH chart, provide three adjectives to describe each character.
   b. Provide one quote from the text to justify (support) each adjective you choose.
Example: (This example uses one of the heroes we will discuss from Edith Hamilton’s *Mythology*; note the proper MLA form used to cite the quote):

<table>
<thead>
<tr>
<th>HERO</th>
<th>DESCRIPTION</th>
<th>JUSTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hercules</td>
<td>quick-tempered</td>
<td>“He had sudden outbursts of furious anger which were often fatal to the often innocent subjects” (Hamilton 167).</td>
</tr>
</tbody>
</table>

2. Write a five-paragraph essay about EITHER Oedipus OR Creon.
   - Choose either Oedipus or Creon from *Oedipus Rex* AND *Oedipus at Colonus*. Both of these men are dynamic characters when we look at them in the two plays.
   - Decide what you want to prove about the changes in your chosen character. Your thesis statement (at the end of your introduction) should convey this argument.
     **Consider your chosen character’s personality and how it changes from one play to the next. Use the charts you created to help you generate ideas.**
   - Develop body paragraphs that support your thesis. Begin each body paragraph with a topic sentence.
     **Consider meaningful adjectives you would use to describe his most notable characteristics.**
     **Consider specific support from the plays to illustrate your points.**
     **Incorporate quotes from the two plays to prove your points.**
   - Develop a clear conclusion.

**NOTE: Your essay must be double-spaced and include a running header and a proper heading.**

Heading→Your Name

Dr. Kriegel

511

Date (ex. 15 August 2017)

502 EUROPEAN LITERATURE

Grade 10

9780486287263, *Everyman and Other Miracle and Morality Plays*, Dover Thrift Editions, 1995

You need only to read the play *Everyman* in this edition.

*Everyman* is a medieval morality play in the form of an allegory. In other words, objects, characters and their actions represent something else outside the play in order to teach a moral lesson. So, the character Everyman represents every human being, the character Death represents each person’s death, the character Fellowship represents fellowship or friendship, etc. By giving the characters allegorical names, the author makes it easy to understand his purpose.

After reading the play, **you are to write an alternative ending, in which the fate of Everyman is changed.** You may introduce new characters, but be careful to give them allegorical names. Your alternative ending should be typed with an MLA heading, single-spaced dialogue, and one to two pages in length.

512 HONORS EUROPEAN LITERATURE

Grade 10
You need only to read the play *Everyman* in this edition.  

*Everyman* is a medieval morality play in the form of an allegory. In other words, objects, characters and their actions represent something else outside the play in order to teach a moral lesson. So, the character Everyman represents every human being, the character Death represents each person’s death, the character Fellowship represents fellowship or friendship, etc. By giving the characters allegorical names, the author makes it easy to understand his purpose.

After reading the play, you are to write an alternative ending, in which the fate of Everyman is changed. You may introduce new characters, but be careful to give them allegorical names. Your alternative ending should be typed with an MLA heading, single-spaced dialogue, and one to two pages in length.

After the conclusion of your alternative ending, you are to write a one-paragraph explanation of the moral of the play. In your explanation, include a definition of “Good Deeds” that you glean from the play.

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513 HONORS AMERICAN LITERATURE Grade 11
9780142437339, Miller, *The Crucible*. (REQUIRED reading for ALL students)

According to Russian-American writer Vladimir Nabokov, good readers make good writers. As such, I hope you will devote time this summer to fully pursuing and appreciating reading in preparation for this year’s class, following Nabokov’s exhortation to “notice and fondle details” as you read (*Good Readers and Good Writers*).

You should be prepared to complete an in-class essay on *The Crucible* the first week of class. Please annotate your text (to help you remember those details), marking any quotations that you find significant for what they reveal about a character or theme. Read the text with a colored pen, pencil or highlighter in hand. Underline and annotate key passages as you read the novel, taking notes in the margin to help you remember the plot, setting, characters, style and theme of the play. Please bring your annotated text to class on the first day we meet, as I will be reviewing your text.

Students should also choose one additional text from the following list (any edition):

* A Farewell to Arms, Ernest Hemingway
* Their Eyes Were Watching God, Zora Neale Hurston
* Nickel and Dimed, Barbara Ehrenreich
* The Things They Carried, Tim O’Brien
* Left to Tell: Discovering God Among the Rwandan Holocaust, Immaculee Ilibagiza
* Tattoos on The Heart, Gregory Boyle

- Prepare a tri-fold brochure on your chosen book in which you include the title, author and genre of the work, as well as a discussion of any of the following which are relevant to your chosen text. Required: your favorite quotation from the text with an explanation of why this is so AND character (include five quotations that typify characters. Also include at least four (4) of the following: plot; setting; narrator and voice (if applicable); symbolism; irony; form and style. The effective use of color will add to the visual impact of this piece and will impact your grade accordingly.

- All assignments are due on the first day that class meets; late work will not be accepted.

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504 MODERN LITERATURE Grade 12
Assignment for John Steinbeck’s *The Grapes of Wrath*.

Before you read John Steinbeck’s novel, read his Nobel Prize 1962 acceptance speech at nobelprize.org. In this speech, John Steinbeck explains his belief that “Man [sic] himself has become our greatest hazard and our only hope.” While reading *The Grapes of Wrath*, note one example of human behavior or attitude as a hazard and one example of human behavior or attitude as a hope in each chapter. Explain, in two to four sentences, each hazard or hope. Make sure you cite the page MLA in-text citation style every time and always use quotation marks around any quoted material. This should be typed. Do not use Sparknotes or any online source other than nobelprize.org and Purdue OWL online for help with MLA style. Due on the first day of class.

514 HONORS MODERN LITERATURE

Assignment for John Steinbeck’s *The Grapes of Wrath*.

Before reading John Steinbeck’s novel, read his Nobel Prize 1962 acceptance speech at nobelprize.org. In this speech, John Steinbeck explains his belief that “Man [sic] himself has become our greatest hazard and our only hope.” While reading *The Grapes of Wrath*, note one example of human behavior or attitude as a hazard and one example of human behavior or attitude as a hope in each chapter. Explain, in two to four sentences, each hazard or hope. Make sure you cite the page MLA in-text citation style and always use quotation marks around any quoted material. This should be typed. Do not use Sparknotes or any online resource other than nobelprize.org and Purdue OWL online for MLA style.

After reading the novel, find one poem online from poetryfoundation.org that you think best expresses in some way an important theme (or hope or hazard) of the novel. Print out your chosen poem, and in one paragraph, explain how this poem expresses something similar in the novel. Make sure your typed paragraph is MLA style and that you cite the poem and the novel properly according to MLA. Use Purdue OWL online for MLA format information. Paragraphs will be graded according to use of MLA format, quality of topic sentence (which should be the first sentence of the paragraph), and analysis of the poem in the body of the paragraph. Do not use Sparknotes, poetryfoundation.org, or any other online resource for help interpreting the poem. Due the first day of class.

503 AMERICAN LITERATURE

As you read the text, please answer the following questions. You must answer in complete sentences and your answers must be handwritten. This assignment will NOT be accepted late.

Chapter One:
1. Based on the first page, how would you characterize Art’s father, Vladek? What evidence do you have in support of this?
2. How would you characterize Art’s relationship with his father? What leads you to this inference?
3. What might be the purpose of Art including the details about Vladek’s relationship with Lucia?
4. At this point in the narrative (the end of chapter one), what do you feel is the central focus of the story? (Think about this— don’t just assume what it’s about— look for evidence in the text that supports your notion.)
5. Looking at the title of this chapter, “The Sheik,” who or what do you think it’s describing? How is this an appropriate description?

Chapter Two:
1. What do you think Anja means in the fifth panel on page 37 when she says, “When it comes to Jews, the Poles don’t need much stirring up!”?

2. On the seventh panel of page 37, Anja suggests for the first time that maybe their family should consider moving out of Bielsko. Why do you think Vladek shrugs off the idea?

Chapter Three:

1. How do you feel about the experience Vladek shares on page 48 in which he wounds and then kills a German soldier? Did he have any other options? Is this acceptable behavior during a war?

2. Why do you think Vladek shows the Nazi soldiers where the man he shot was lying on page 50? Why might this be an important moment in the story?

3. What is “Parshas Truma” and why is this so significant to Vladek?

4. After Vladek is released from the P.O.W. camp, why is he transported to Lublin instead of Sosnowiec (pp.59-61)?

5. On page 64 Vladek is depicted wearing a pig mask (Poles are depicted as pigs in Maus). What does this mean? How was Vladek able to pose as a Pole without being found out?

6. When Vladek returns home to see his parents, he finds his mother ailing of cancer and his father’s beard is gone. What happened to his father’s beard and why do you think this was done?

7. The last several pages of this chapter bring us back to the relationship between Artie and his father. What do these panels tell us about their relationship?

Chapter Four:

1. What happens to some of Vladek's black market business contacts? How does Vladek react, then and now?

2. What do we learn in the concluding scene with Mala and Art?

3. Reflect upon the style of the novel. What is gained by using graphics/art as part of the storytelling process?

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550 AP LITERATURE Grade 11

Required Summer Reading list:

- Foster, How to Read Literature Like a Professor, Harper Perennial, 2014
- Wuthering Heights--Bronte (any edition)
- Adventures of Huckleberry Finn--Twain (any edition)
- The Iliad, Homer (any edition except the graphic novel version)

Summer Reading Assignment:

- Read How to Read Literature Like a Professor first. Read Chapters 1-12, 14-15, 18-26 as well as the interludes.
- For Wuthering Heights and Adventures of Huckleberry Finn produce two papers over three pages in length (one for each text) in which you apply the literary conventions discussed in Foster’s text to an explication of theme and meaning in each work. You can choose which conventions and themes you wish to address. Don’t feel the need to cover every aspect...just make a choice and write well. Each paper should contain at least two quotes from the literary work. Use MLA format. Please type these essays.
- For The Iliad, choose one of the following prompts and write a 4-6 paragraph handwritten essay.
  - 1. Discuss Homer’s portrayal of the gods in The Iliad. What is their relationship with mortals? With fate? What are their various functions in the work? How are they or aren’t they companionable? What larger statements does Homer seem to be making by depicting the gods as he does?
  - 2. Achille and Hector are alike in some ways but different in many others. Write an informative essay which compares and contrasts Achilles and Hector. Consider their personalities, their motivations, their leadership qualities, their relationships and standing with those around them, their skills as soldiers, and their moral and ethical values.
3. The criteria which develops and code which governs the Homeric hero are straightforward but unique; the aspiration of every hero is to achieve honor. Honor is essential to the Homeric heroes, so much so that life would be meaningless without it. Thus, honor, which can only be won in battle, is more important than life itself. The heroic ideal in the *Iliad* is sometimes offensive to contemporary sensibility for a variety of reasons, but what is required here is not the reader's approval, but understanding of these heroic principles according to Homer. Therefore, examine the elements evident in the *Iliad*'s heroes and discuss an individual character who most epitomizes the Homeric hero archetype.

- These assignments are due on the first day of school and will not be accepted late.
- In addition, begin learning the following terms. There will be a quiz on these terms the first days of school. Definitions can be found on the Internet by searching for “AP Literature Terms”: Allegory, Alliteration, Allusion, Ambiguity, Anaphora, Anecdote, Antagonist, Anthropomorphism, Apostrophe, Apposition, Assonance, Chiasmus, Colloquialism, Conceit (Literary Term), Diction, Elegy, Epigraph, Epistrophe, Epithet, Fable, Farce, Foil, Free Verse, Hyperbole, Irony (Verbal, Situational, Dramatic), Juxtaposition, Litote, Lyric Poem, Metaphor, Metonymy, Mood, Motif, Onomatopoeia, Oxymoron, Parable, Paradox, Parallel Structure, Parody, Personification, Point of View (1st, 2nd, 3rd, omniscient, objective), Satire, Simile, Sonnet, Stream of Consciousness, Style, Symbol, Synecdoche, Theme, Tone, Understatement.

551 AP LANGUAGE


(This is the required text for the class.)

**Assignment #1:** Read Chapter One (“Everything’s an Argument”) of *Everything’s an Argument* and one of the following texts (any edition). Then produce a 3-5 page examination of the type of argument(s) used as well as the intended audience and how the writer appeals to said audience. Include specific examples to support your points. Use MLA format.

- *A Long Way Home*, Saroo Brierly
- *Hidden Figures*, Margot Lee Shetterly
- *Travels with Charley in Search of America*, John Steinbeck
- *Into the Wild*, John Krakauer
- *Persepolis*, Marjane Satrapi
- *The Glass Castle*, Jeannette Walls
- *Left to Tell: Discovering God Amidst the Rwandan Holocaust*, Immaculee Ilibagiza

**Assignment #2:** Current Events: The foundation of this course is dialogue, and your ability to take part in informed dialogue requires you to be...you guessed it...informed. This summer you will need to begin reading reputable news sources. Read articles from *The New York Times, The New Yorker, New York Times Magazine, The Economist, Newsweek*, or weeklies of similar quality. You may also access local and national newspapers for articles.

For this assignment, you will need to read at least ten articles over the course of the summer (1-2 a week). The dates MUST span the course of the summer. Choose articles that relate to current global, national, and local events equally (don’t just focus on one topic). Sports articles do not count unless there is something of global concern associated with sports.

Print each article (or cut it out and mount it on a piece of paper), and note the author, article title, publication title, date published, format, and access date in the new MLA format. Then, for each article, list the main points and identify the following: Subject, Occasion, Audience, Speaker, Tone. Finally, write a brief response.

Example: - Begley, Sharon. “How Quickly We Forget.” *Newsweek*, 7 May 2010, NP.
- Main point: The author cited previous oil spills like the Exxon Valdez near Alaska in 1989, but notes that after a period of public outrage, the public goes back to normal life with no changes.
- Main Point: Previous public apathy is shown by the quick return to normalcy after pandemic warnings about avian and swine flu.
- SUBJECT: Oil spills and their effects
- OCCASION: The recent spill in the Gulf of Mexico
- AUDIENCE: American public
- SPEAKER: Environmentalist author
- TONE: indignantly pessimistic: Oil spills have become far too common; American citizens have been desensitized to the risks of energy production. (**remember that tone is the writer/speaker’s attitude towards the subject)
- MY RESPONSE: I agree that oil spills and other natural disasters draw public attention and sympathy for a time, but that public attention is quickly drawn to the next sensational story without much real action.

Assignment #3: Documentary
Your assignment is to complete a rhetorical analysis of a documentary film. That is, analyze the purpose of the film, the audience to whom it is geared, and the strategies that are used to convey the purpose and to reach the audience. You should also evaluate the strengths and weaknesses of the argument. Remember, this assignment has nothing to do with your position on the argument; rather, you are to analyze the position of the filmmaker. 3-5 pages, MLA format. See me if you need suggestions.

Assignment #4: Terms: Begin learning the following terms. We will have a quiz on them during the first days of school. You can find sufficient definitions through a search for AP Language Terms: Allegory, Allusion, Ambiguity, Anaphora, Antistrophe, Antithesis, Aphorism, Apostrophe, Archetype, Asyndeton, Conceit (literary term), Connotation, Denotation, Diction, Didactic, Euphemism, Invective, Irony, Juxtaposition, Litote, Metonymy, Paradox, Parallelism, Parody, Pedantic, Rhetorical Modes (Description, Exposition, Argumentation, Narration), Sarcasm, Satire, Semantics, Style, Syllogism, Synecdoche, Synesthesia, Syntax, Theme, Tone, Understatement

FOREIGN LANGUAGE DEPARTMENT

650 AP SPANISH LANGUAGE AND CULTURE

- Students should visit the following link: http://www.sipuebla.com/SpanishReader.htm. They should read and write (in Spanish) a 50 word summary for each of the 37 short readings about Spanish culture found at the website.