

## High School Summer 2018 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/sjatholicschool.htm> beginning June 4, 2018. Alternatively, you may purchase your summer reading books elsewhere, but be sure to order by ISBN number (if indicated) 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 or ISBN 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**

<https://www.flinnprep.com/#ap-chemistry-course>

Please use the link above to purchase the following Prep Course for AP Chemistry. You need to complete the first 3 chapters of reading and answer any associated questions on the Prep Course.

#### **353 AP PHYSICS 1**

**Grade 11/12**

9780470879528, Textbook: *Physics, 9th Edition*, Cutnell & Johnson, 2012

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.

## **354 AP PHYSICS 2**

**Grade 11/12**

9780470879528, Textbook: *Physics, 9th Edition*, Cutnell & Johnson, 2012

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**

**Grade 11/12**

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/sj Catholics school.org/ap-biology/home>

9780133102178 (required text for class), Urry, *Campbell Biology in Focus: AP Edition*, Pearson, 2014.

- 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/sj Catholics school.org/viewer?a=v&pid=sites&srcid=c2pjYXRob2xpY3NjaG9vbC5vcmd8YXAtYmlvbG9neXxneDo3ODliYWVkbMWUxNzEzYTQ5>
  - b) Complete the packet and have it ready to turn in on the first day of school.

## **HISTORY DEPARTMENT**

### **405 WORLD HISTORY**

**Grade 9**

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/13LTcozDgNskjMz4LyUn0DnRV7G1AO2NpARvz6M4sggU/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 answers the following five questions. Each question should be answered in a paragraph, totaling five paragraphs in all. You may either weave all of the questions into one essay OR just answer each question as you would a short-answer.**

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****Grade 10**

9780205693573 *A Short History of the French Revolution, 5th Edition* Jeremy D. Popkin: Pearson Higher Education, 2009.

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**

9780385418492, *How The Irish Saved Civilization*, Thomas Cahill, New York, Anchor Books, 1995.

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**

9780062305206, Kate Andersen Brower, *The Residence: Inside The Private World of the White House*

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

**413 HONORS US HISTORY****Grade 11**

9780062305206, Kate Andersen Brower, *The Residence: Inside The Private World of the White House*

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

**450 AP UNITED STATES HISTORY****Grade 11**

9781531116927, Newman, *United States History: Preparing for the Advanced Placement Exam*, Amsco, 2018  
Perfection Learning (Required text for class)

- In *United States History*, read Chapter 1 and pages 21-22 and answer the multiple choice questions on pages 15 -18 and questions 1 & 3 on pages 19-20. Be prepared for a quiz on Chapter 1 of Amsco text the 2<sup>nd</sup> day of class.

9780072295818, Franklin, (required text for class) *From Slavery to Freedom*, McGraw-Hill, 8<sup>TH</sup> Edition, 2000.

- 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 this pdf file:

[http://www.sj Catholicschool.org/new-wp/wp-content/uploads/2018/05/APUS-Summer-reading-\\_-questions.pdf](http://www.sj Catholicschool.org/new-wp/wp-content/uploads/2018/05/APUS-Summer-reading-_-questions.pdf)

#### **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 in the pdf 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.

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.

<http://www.sj Catholicschool.org/new-wp/wp-content/uploads/2018/05/Summer-Reading-2018-Defying-the-Odds.pdf>

#### **452 AP EUROPEAN HISTORY**

**Grade 10/11/12**

9780385418492, *How The Irish Saved Civilization*, Thomas Cahill, New York, Anchor Books, 1995.

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.

# ENGLISH DEPARTMENT

## 501 CP COMPOSITION AND LITERATURE

Grade 9

9780446574754, Hamilton, Edith. *Mythology* (\*\* Any edition of this book, hard copy or electronic, will be acceptable.)

- **READING ASSIGNMENT: *Mythology* by Edith Hamilton**

1. Part Three: Great Heroes before the Trojan War: Section 10 (Theseus) and Section 11 (Hercules)
2. Part Four: The Heroes of the Trojan War: Sections 13, 14, and 15. You do not need to read Section 16.

- **WRITTEN ASSIGNMENT**

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

1. Provide two quotes from different parts of the story to prove that Theseus is an admirable character.

→ A correctly cited quote should look like this:

“He had sudden outbursts of furious anger which were often fatal to the often innocent subjects” (Hamilton 167).

2. Provide two quotes from different parts of the story to prove that Theseus is a flawed character.
3. Write one original sentence, with as much descriptive detail as you can, to explain why Theseus is an admirable character.
4. Write one original sentence, with as much descriptive detail as you can, to explain why Theseus is a flawed character.

\*\*\*Follow the instructions in #1-4 for both Hercules AND Odysseus also.

**PART TWO: Write one sentence for each of these characters, describing their role and relationship to Odysseus:**

1. Penelope
2. Telemachus
3. Poseidon
4. Athena
5. Calypso
6. Nausicaa
7. Circe
8. Polyphemus
9. Eumaeus
10. Antinous
11. Achilles
12. Menelaus

\*\*Write complete, specific sentences with active verbs, clear nouns, and descriptive adjectives.

## 511 HONORS COMPOSITION AND LITERATURE

Grade 9

9780156027649, Sophocles, Oedipus Cycle of Sophocles, Translated by Fitts and Fitzgerald, Harcourt, 1977 (required text for the school year, as well)

9780446574754, Hamilton, Edith. *Mythology* (\*\* Any edition of this book, hard copy or electronic, will be acceptable.)

**PART ONE: 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.

- **WRITTEN 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.

(Read those instructions carefully; that means for each play, you provide a total of three adjectives and three quotes for Oedipus, and you do the same for Creon.)

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):

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

**PART TWO: In *Mythology*, read *The Heroes of the Trojan War: Sections I, II, and III*. You do not need to read *Section IV*.**

● **WRITTEN ASSIGNMENT**

1. Provide two quotes from different parts of the story to prove that Odysseus is an admirable character.
2. Provide two quotes from different parts of the story to prove that Odysseus is a flawed character.

→ A correctly cited quote should look like this:

“He had sudden outbursts of furious anger which were often fatal to the often innocent subjects” (Hamilton 167).

3. Write one detailed, well-supported paragraph in which you prove that Odysseus learns from his flaws to become a more admirable man.

IMPORTANT TOOLS OF WRITING TO REMEMBER:

Organization→ Clear topic sentence, body (specific proofs from the story with vivid supporting details, concluding statement

Elocution (the style of your language) → descriptive adjectives, active verbs, well-chosen nouns, varied sentence structure, simile, parallelism, etc.

**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. As best you can, write in the style and format of the play.

## 512 HONORS 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. As best you can, write in the style and format of the play.

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.

## 503 AMERICAN LITERATURE

Grade 11

9780394747231, Spiegelman, *Maus: A Survivor's Tale*, Pantheon Books, 1986.

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?

**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.

Assignment for William Golding's *The Lord of the Flies*  
9780399501487, Golding, *The Lord of the Flies*, Penguin Classics.

As you read, look up all new vocabulary words and keep a list of the words and their definitions in a journal. Also include a one sentence summary of each chapter. The journal can be handwritten. After reading the novel, write a one-paragraph response for each following prompt:

Paragraph #1. In Chapter Seven, Ralph daydreams about his home before he was sent to boarding school. His daydream ends with the thought, "Everything was all right; everything was good-humored and friendly" (112). In a paragraph, explain the relevance of Ralph's upbringing to his present disposition. What role, if any, do you think his upbringing had in shaping him, in making him who he is? You can think about this question (narrow its scope) in many ways. For example, what kind of leader is he because of his upbringing? Has it helped or hindered him in his new role? How has it prepared him or how has it hindered him psychologically?

Paragraph #2. According to Golding, "The moral [of *Lord of the Flies*] is that the shape of a society must depend on the ethical nature of the individual and not on any political system however apparently logical or respectable." If a society's prosperity and health depends on the individual, what does *Lord of the Flies* show us is the most important ethical quality a person can have in order to maintain or provide a foundation for the health of the society?

Paragraphs will be graded on unity, coherence, integration and use of text as evidence, grammar, punctuation, and quality of topic sentence. Do not repeat the topic sentence at the end of your paragraph: your first, single sentence is your topic sentence. Each paragraph must use properly cited text from the novel as support for the topic sentence. Use MLA in-text citation style every time you cite, and always use quotation marks around any quoted material. The paragraphs should be in third person and typed. Do not use Sparknotes or any online source other than Purdue OWL online for help with MLA style. Due on the first day of class as a hardcopy.

**514 HONORS MODERN LITERATURE****Grade 12**

9780143039433, Steinbeck, *The Grapes of Wrath*, Penguin Classics, 2006.

While reading *The Grapes of Wrath*, keep a journal. In your journal, write a one-sentence summary or main idea for each chapter. Also as you read, answer the questions in the Understanding the Surface Story section of the "Teacher's Guide to the Penguin Edition of John Steinbeck's *Grapes of Wrath*" (the guide can be found online at <http://www.penguin.com/static/pdf/teachersguides/grapeswrath.pdf>). Write your answers in your journal. Every time you refer to the text in your answers, cite the page number MLA style, and always use quotation marks around any quoted material. Journal entries can be typed or handwritten.

After reading the novel and answering the reading questions, write a one paragraph response to this question from the Penguin guide: Steinbeck wrote to his editor about this novel: "I've done my damndest to rip a reader's nerves to rags, I don't want him satisfied." Did he succeed in doing that to you? If so, how did he accomplish it? If not, why weren't you affected in that way? The paragraph should be typed and MLA style, including in-text citations. Do not use any source for this paragraph other than Steinbeck's novel.

Finally, find one poem online from poetryfoundation.org that you think best expresses in some way an important theme of the novel. Print out your chosen poem, and in one paragraph, explain how this poem expresses or develops the theme. Make sure your typed paragraph is MLA style and that you cite the poem 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), integration and use of text as evidence and analysis of the text in the body of the paragraph, unity, and coherence. Do not use Sparknotes, poetryfoundation.org, or any other online resource for help interpreting the poem or novel. Paragraphs should be in third person. Due the first day of class as a hardcopy.

## 550 AP LITERATURE

Grade 11

### Required Summer Reading list:

9780062301673, Foster, *How to Read Literature Like a Professor*, Harper Perennial, 2014

*Wuthering Heights*--Bronte (any edition)

*Adventures of Huckleberry Finn*--Twain (any edition)

*Paradise Lost*—Milton (any edition)

### 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. These are not persuasive essays, nor are they theology essays. These are analysis essays and should be teeming with literary analysis! Use MLA format with parenthetical citations (no works cited page needed). **Please type these essays.**
- For *Paradise Lost*, choose one of the following prompts and write a 4-6 paragraph **handwritten** essay. Remember that this is an essay in **literary analysis**.
  - **Opening Scene:** In retrospect, the reader often discovers that the first chapter of a novel or the opening scene of a drama introduces some of the major themes of the work. Write an essay about the opening scene of *Paradise Lost* in which you explain how it functions in this way. Your essay should suggest an engagement with the entirety of the work.
  - **Conclusion:** An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant closure has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of *Paradise Lost*. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot.
  - **Parallel Events:** In some novels and plays certain parallel or recurring events prove to be significant. In an essay, describe the major similarities and differences in a sequence of parallel or recurring events in *Paradise Lost*, and discuss the significance of such events. Do not merely summarize the plot.
  - **Passion and Responsibility:** A recurring theme in literature is the classic war between a passion and responsibility. For instance, a personal cause, a love, a desire for revenge, a determination to redress a wrong, or some other emotion or drive may conflict with moral duty. Choose a character from *Paradise Lost* who confronts the demands of a private passion that conflicts with his or her responsibilities. In a well written essay show clearly the nature of the conflict, its effects upon the character, and its significance to the work.
  - **Violence:** In great literature, no scene of violence exists for its own sake. Consider a scene or scenes of violence in *Paradise Lost*. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary.
- 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 in 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**

9781457606045, Lunsford, *Everything's an Argument: With Readings*, 6th ed. Bedford Books, 2012  
(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

*Just Mercy*, Bryan Stevenson

**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 include a citation for the article 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**

**Grade 11/12**

**Your work must be submitted on the first day of school will not be accepted late, typed and double-spaced.**

- 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.