

# University Preparatory School

## Junior A.P. English Summer Reading

### FAQ: Why do we have summer reading?

- Research shows that kids who read over the summer and exhibit their understanding of that reading not only do better in school but also are more literate people for life.
- Reading should be a habit; summer reading encourages that habit.
- AP English 11 is a college-level course, and one of the first items you will receive from your college English course is a summer reading list.

PLEASE READ THE FOLLOWING NOVELS OVER THE SUMMER AND BE PREPARED TO DEAL WITH THEM WHEN SCHOOL STARTS. Provide your own copies, either by borrowing or (better) by buying them. Be prepared for objective quizzes and essay assignments by:

- ***MOBY DICK* by Herman Melville - August 24**  
**By some means...**either by reading part of the book, doing research, or a combination of both, be knowledgeable about the character and the symbols in the novel and also biblical allusion (a character and symbol chart is attached and needs to be completed.)
- **Familiarity with Biblical/Religious Allusion: Identify the following with a brief description as to what each of these refer- August 30**
  1. "The Fall"
  2. "The Flood"
  3. "The Creation"
  4. Garden of Eden
  5. The mark of Cain
  6. Lot and his wife
  7. Sodom and Gomorrah
  8. The Nativity
  9. Lazarus
  10. The Crucifixion
  11. "The Denial"
  12. Buddha/Buddhism
  13. Nirvana
  14. Hinduism
- ***THE ADVENTURES OF HUCKLEBERRY FINN* by Mark Twain- September 8- Dialectical Journal- specifics are how to do the journal and the rubric are attached.**

***Make sure you have the unabridged version (43 chapters).***

- **Current Opinions Collection and Analysis- September 27**

The primary focus of the AP English Language and Composition course is *rhetoric* (how authors use language in particular ways for specific purposes).

- To exhibit your understanding of arguments and rhetorical devices when you see them, you will collect 3 letters to the editor from **major** newspapers (*San Francisco Chronicle, Los Angeles Times, Baltimore Sun, New York Times, Washington Post, Wall Street Journal*, etc. [*The Record Searchlight* is **not** major newspaper]) and identify the arguments of the authors and the supporting logic and details in each. The directions are as follows:
  1. Choose one letter to the editor published in June, one letter published in July, and one letters published in August that interest you in some way. Each letter that you choose must be at least 3 paragraphs in length. (Note: Either print the letters from an online source or glue the letters to an 8 ½ x11 sheet of paper so that you can attach them to your explanation.)
  2. For each letter, highlight the author's thesis (main argument) in one color, his or her main reasons for that argument in a second color, and his or her examples for each reason in a third color. Include a legend indicating corresponding colors and parts.
  3. Write a one-page (250-word) explanation of which letter you think is the most effective for its audience and why. In addition to explaining the virtues of that letter, you must also briefly explain how the other letters are inferior in some way

- ***AUTOBIOGRAPHY OF MALCOLM X - October 14***

***Reading guide questions are attached to help you focus on important issues.***

**These assignments will be worth approximately one third of your first quarter grade.**

**If you buy your own books, you should highlight and/or make notes as you read.**

**Do NOT try to just watch films of the novels; it doesn't work when you try to talk intelligently about the novel, and A.P. test graders can tell.**

**Academic Honesty Policy**

Be sure that in your zeal to complete these assignments accurately and superiorly that you do not borrow work from other authors or students. You may consult on-line or published resources to help you in understanding the text, but do not present the ideas in those resources as you own (doing so is plagiarism, however unintentional it may be). If you are unsure about any aspect of plagiarism or what constitutes academic dishonesty, please or e-mail me.

## Dialectical Journals

*Dialectic* means “the art or practice of arriving at the truth by using conversation involving question and answer.” for *The Adventures of Huckleberry Finn*, you will complete a dialectical journal to aid in your understanding of the book as you read it and to demonstrate that understanding to me. In these journals, you are essentially having a “conversation” with the text (jotting down insights, questions, ideas, and thoughts) and with yourself.

### Procedure:

- Purchase a black and white composition notebook to serve as your journal. You may **not** type this journal.
- For each chapter of the book, draw a vertical line in the middle of a page in your journal notebook.
- At the top of the left column, write the heading “Reading Notes” (something from the text).
- At the top of the right column, write the heading “Comments and Questions” (something from you).
- After you read **every two chapters** of the book, complete a journal entry in which you write down an interesting quote, summarize an important passage, or jot down a key idea from that chapter in the left column (with the date and page numbers).
- In the right column, write down YOUR ideas, insights, questions, reflections, or comments on the text item in the left column.
- To focus your reading, be sure that each journal entry deals with one of the following elements in the story: **tone, organization, diction, style, syntax (phrasing and grammar), other rhetorical devices (devices the author uses to get a particular response from the audience), or American history**. Note in the left column which of these elements you are discussing.
- Be sure to be as specific as possible in your observations in the right column. Consider discussing any of the following when analyzing a passage:
  - Make a judgment about a character’s actions in relation to his or her era in American history
  - Comment on the author’s attitude (tone) toward aspects of American history or society
  - Apply the situation in the novel to what you know about the time period in which the story takes place
  - Analyze the author’s use of organization and how that organization serves (or does not serve) his purpose
  - Analyze why the author used the language he chose in the novel (*hint*: language is extremely important in *Huck Finn*)
  - Explain the author’s tone toward various themes or characters in the book

## Sample Journal Entry

### *To Kill a Mockingbird* Journal

Reading Notes	Comments and Questions
<p data-bbox="233 384 415 417">June 17, 2005</p> <p data-bbox="233 451 456 485">Chapters 3 and 4</p> <p data-bbox="233 518 786 800">p. 21: "...as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of <i>My First Reader</i> and the stock market quotations from the <i>Mobile Register</i>, she discovered that I was literate and looked at me with more than faint distaste. Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading."</p> <p data-bbox="233 833 477 867">(American history)</p>	<p data-bbox="799 384 1399 879">The novel takes place during the Depression, a time when kids like Scout had almost nothing to look forward to and no prospects for a better future. Scout speaks often of how dirty the kids are, how poor everyone is (so poor that no one notices that anyone else is in any better or worse shape than they are). Miss Caroline does not seem to understand that she is probably one of the few things standing between the kids of that era and total disaster. Her job is so important because she can give them all the key to a better life. Instead, she singles kids out for mistreatment, demeans the children in front of each other, and does not try to inspire the kids in her class.</p> <p data-bbox="799 913 1399 1474">Adults during the Depression had to have been afraid, afraid of starvation, afraid of losing their jobs. Perhaps Miss Caroline is so harsh partly because she is inexperienced, but maybe she is afraid that if she does not run her classroom like factory (everyone doing the same thing at the same time) that she will lose her job. Maybe she thinks the kids genuinely need her to be so critical and rigid. Fear makes people react to their surroundings instead of acting rationally. Perhaps fear is a theme in this book, fear of poverty, fear of failure, fear of other races. I will use fear as a purpose for reading as I continue through the chapters, noting who is acting out of fear and who is acting rationally. Perhaps those conclusions will lead me to the theme of the novel.</p>

### Dialectical Journal Grading Rubric:

	Details	Commentary	Focus (Devices)	Connections	Appearance
A	Selects detailed, meaningful passages, extends beyond plot and characterization	Includes thoughtful interpretation and commentary about the text; includes purpose as well as literary elements and thematic connections (avoids clichés)	Focuses on tone, purpose, organization, diction, symbolism, other literary elements or historical/biographical connections	Makes insightful connections; asks thought-provoking questions	Is neat organized and professional looking; clear and consistent headings
B	Is less detailed, but is meaningful and extends beyond plot and characterization	Includes some critical thinking in the commentary; addresses thematic elements	Includes some literary elements but does not completely address how they contribute to meaning	Includes some connections; asks some pertinent questions	Is neat and readable; clear headings
C	Includes little meaningful details that extend beyond plot and characterization	Commentary is vague, unsupported or is merely a paraphrase of devices or plot summary	Includes some listing of literary elements; virtually no discussion of meaning	Limited connections; obvious questions	Is relatively neat; has headings
D/E	Details are few with no apparent significance or relevance	Involves notes that are plot summary or paraphrases	Includes no literary elements with no discussion of meaning	Limited connections and no good questions; limited coverage	Is sloppy and unorganized

**If you need something else to read, pick a Hemingway book (*Farewell to Arms* or *For Whom the Bell Tolls*) or Steinbeck's *Grapes of Wrath*.**

**HAVE A GREAT SUMMER, AND I WILL SEE YOU IN AUGUST!**

**Mrs. vonDachenhause  
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# Symbols in *Moby Dick*

Below, record your interpretations of Melville's symbols.

1. *Pequod*
2. Moby Dick
3. Whale's spout
4. Painting in Spouter-Inn
5. Pulpit
6. Masthead
7. Monkey-rope
8. Whale's eyes
9. Sea
10. Land
11. *Virgin*
12. *Delight*
13. *Albatross*

# *Moby Dick*

## Characters

In *Moby Dick* each character is portrayed through the eyes of Ishmael. To understand Melville's use of characterization, write about the character traits for the following characters:

1. ISHMAEL
2. QUEEQUEG
3. PELEG
4. BILDAD
5. AHAB
6. STARBUCK
7. STUBB
8. FLASK
9. TASHTEGO
10. DAGGOO
11. PIP

**These are reading guide questions: (you do not need to answer them)**

1. What are the two factors responsible for the sorry conditions of blacks in America according to Malcolm X? What was the solution proposed by him at the end of his search?
2. Critically analyze Earl and Louise Little's role in molding Malcolm X's character.
3. Do you agree with Malcolm that "Integration" is a myth? Explain with examples.
4. Malcolm's pilgrimage to Mecca consists of a series of rituals. Describe these rituals and the underlying significance of them in the Islamic religion.
5. Malcolm acknowledges that, "America needs to understand Islam, because this is the one religion that erases from its society the race problem." Explain this ideology.
6. Malcolm refers to himself as a "scapegoat" during a conversation at Professor Essien-Udom's dinner party. Explain.
7. Describe Malcolm X's complex attitude toward Jewish people.
8. The relationship that Malcolm X and Alex Haley had was a complex one. Why was Malcolm initially reluctant to reveal himself to Haley? What caused Malcolm to "warm up" to Haley? Describe the evolution of their relationship.