

English Language and Composition Summer Reading 2011

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Website to access packets:

<http://www.norwinds.org/information/summerassignments.html>

In preparation for next year's AP English course, students are required to read several texts over the summer. Reading is an important part of the educational process as more and more emphasis is placed upon reading and writing skills. High school students are to read between 20-25 books per year! In order to accomplish this, summer reading is mandatory.

AP English 11 will involve extensive literary analysis. We will examine not only plot structure and characterization, but we will also examine a writer's style, diction, syntax, voice, and other aspects of the English language. As you are reading this summer, keep in mind the writer's style and how it contributes to the overall effect of the book. Reading will not only focus on comprehension, but more importantly, on analysis.

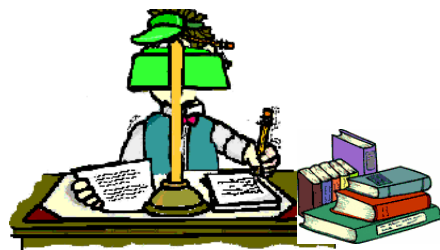
Caution!

As an AP student, you are expected to complete all of the assignments by the first day of school in the fall. If assignments are not complete in an organized, thorough, and timely manner, you may be asked to transfer out of the AP curriculum. A strong work ethic is necessary to be successful in this course. Consider dropping the class if you do not enjoy reading, discussing, analyzing, and writing about literature. Do not take this class if you are only trying to get a 10% toward this grade.

****Also, if you did not achieve an 88% overall or higher in your English 10 class or an 82% in Mr. Radacsy's, you are ineligible to take this class. Any questions see Mrs. Sweeney in room 216 or Mr. Fleckenstein in room 217.**

(assignments on back)

Assignments



I. Huckleberry Finn:

- (1) Read the ENTIRE book thoroughly
- (2) Complete the AP study guide that goes with the book
--follow the instructions: “Guys do the **odd chapters**
and Ladies do the **even chapters** ONLY!!
- (3) Be prepared for a test!

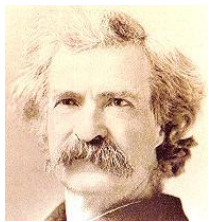
II. The Crucible:

- (1) Read the ENTIRE book thoroughly
- (2) Complete the study guide packet.
- (3) Be prepared for a test

III. AP Language and Composition Essay Prompts

- (1) Read the prompts carefully and talk to the text.
- (2) **Type** a response to the prompt. You may handwrite it first. There is no set length, but you should answer the prompt fully. Each one should be approximately 1 ½ to 2 ½ pgs. Answer the question to the best of your ability prior to having this course.
- (3) Staple the prompt to the front of the essay for each one.

ALL Assignments MUST be completed individually and completely by the first day of school in the fall.



The Adventures of Huckleberry Finn

By Mark Twain



AP Study Guide

- ✓ Complete the following study guide. The BOYS only have to do the odd chapter questions and the LADIES only have to do the even chapter questions!
- ✓ Keep in mind this is an AP study guide that requires you to not just recall facts of the story, but to analyze in-depth the content and purpose. Answer the questions fully and be prepared to discuss or write an extended essay. Look up any LITERARY TERMS you do not understand.
- ✓ You may TYPE the study guide if you like.

The complete novel online:

- http://www.planetpdf.com/planetpdf/pdfs/free_ebooks/The_Adventures_of_Huckleberry_Finn_T.pdf
http://www.planetpdf.com/planetpdf/pdfs/free_ebooks/The_Adventures_of_Huckleberry_Finn_T.pdf
- <http://infomotions.com/alex2/authors/twain-mark/twain-adventures-696/twain-adventures-696.pdf>
<http://infomotions.com/alex2/authors/twain-mark/twain-adventures-696/twain-adventures-696.pdf>

Meet Mark Twain



Mark Twain, whose real name was Samuel Clemens, was in many ways a self-made man. Clemens was born on the Missouri frontier, learned several trades, traveled widely, and transformed himself into Mark Twain, the larger-than life writer, lecturer, and symbol of America. Four years after Clemens was born, his father moved the family to Hannibal, Missouri, on the Mississippi River. There, the young boy lived an idyllic life. Some of his happiest days were spent on the riverbanks watching the parade of boats that

passed by. In his memoir *Life on the Mississippi* (1883), he recalls the excitement people felt when the lazy summer air was pierced by the cry of “S-t-e-a-m-boat a-comin!” “All in a twinkling,” he wrote, “the dead town is alive and moving.” Hannibal was also home to relatives, friends, and townspeople who served as the inspiration for characters in his fiction.

But before Clemens could turn his childhood memories into literature, he needed to see something of the world. At the age of seventeen, he left Hannibal to work as a printer’s assistant. He held printing jobs in New York, Pennsylvania, and Iowa. Then, when he was twenty-one, he returned to the Mississippi River to train for the job he wanted above all others: steamboat pilot.

A few years later, he became a licensed pilot, but his

time as a pilot was cut short by the start of the Civil War, in 1861.

After a two-week stint in the Confederate army, Clemens joined his brother in Carson City, Nevada. There, Clemens began to write humorous sketches and tall tales for the local newspaper. In February 1863, he first used the pseudonym, or pen name, that would later be known by readers throughout the world. It was a riverboating term for water two fathoms, or twelve feet, deep: “Mark Twain.”

Clemens next worked as a miner near San Francisco. In 1865 he published in a national magazine a tall tale he had heard in the minefields—“The Celebrated Jumping Frog of Calaveras County.” It was an instant success.

Later, he traveled to Hawaii, Europe, and the Middle East. The humorous book he wrote about his travels, *The Innocents Abroad*, made him famous. In 1870 Clemens married Olivia Langdon. A year later they moved to Hartford, Connecticut. At the same time, he began a successful career as a lecturer, telling humorous stories and reading from his books.

More books followed, including *Roughing It*, a travel memoir about the West; *The Adventures of Tom Sawyer*; *Life on the Mississippi*; and *The Prince and the Pauper*. Thanks to his lecture tours and books, Mark Twain became familiar around the world. His death in 1910 was met with great sorrow.

BOYS ONLY (odd) Chapter 1:

- (1) What can the reader expect in a story told from first-person point of view?

- (2) How does Twain incorporate humor through point-of-view in the chapter?

GIRLS ONLY (even) Chapter 2:

- (1) How does Twain use sentence structure in the following passage to emphasize the point of view and characterization of Huck Finn?

“Everybody was willing...but have a curse put on it and be forgot forever.” (page. 17)

- (2) In what ways is Huck different from the other boys in the gang?

Chapter 3:

- (1) Describe how Huck Finn changes his opinion of Tom Sawyer as this chapter develops.
- (2) Explain the significance of the woods to Huck's life.

Chapter 4:

- (1) What is Huck's reaction to the footprints, and what could the reader infer about the future plot of the story using his reaction as evidence?

Chapter 5:

- (1) How does Twain express his skepticism toward men who claim to be “reformed” and those who push to “reform” others?

Chapter 6:

- (1) How does Twain begin to question the morality of slavery in this chapter?

Chapter 7:

- (1) After the disappointment of their last interaction, explain why Huck says: “I did wish Tom Sawyer was there; I knowed he would take an interest in this kind of business, and throw in the fancy touches. Nobody could spread himself like Tom Sawyer in such a thing as that.” (page 43)

Chapter 8:

- (1) Explain how Twain’s experience as a riverboat captain and the writing technique of local color enhance the exposition of this chapter.

- (2) What satire about religion does Huck offer in this chapter?

- (3) Explain the meaning of Huck’s expression: “There warn’t much sand in my craw”? (page 49)

Chapter 9:

- (1) Although some critics find fault with what they consider to be Twain’s “heavy-handed” use of such figurative and sound devices, what effect does he create with this language?

Chapter 10:

- (1) How does Huck’s view of superstition evolve over the course of this chapter?

Chapter 11:

- (1) What theme is Twain building in this chapter when Huck chooses not to turn Jim in for the reward money?

Chapter 12:

- (1) What do the events of this chapter suggest about Huck’s personal development?

(2) What purpose does this chapter serve?

Chapter 13:

(1) Identify the hyperbole in the first paragraph of this chapter and explain why it is used here.

(2) How does Twain, again, portray Huck Finn as a boy of quick wits?

(3) In previous chapters, Huck refers to Tom Sawyer as a role model by asking himself, “What would Tom Sawyer do?” Explain another role model presented in the chapter, as well as the situation and significance around this reference.

Chapter 14:

(1) What is the purpose of this chapter?

Chapter 15:

(1) What does Huck do at the end of this chapter that was surprising in the historical and social context of the book? Why is this a turning point for Huck and Jim’s friendship?

Chapter 16:

(1) What is the internal conflict developed in this chapter?

(2) How does Huck’s moral conflict reach a climax in chapter sixteen?

(3) How does this chapter end?

Chapter 17:

- (1) Describe how the character of Buck Grangerford could be a foil to Huck Finn.

- (2) What is the purpose of the long passages in the chapter describing the Grangerford house?

- (3) What is the author's purpose in the lengthy passages about Emmeline Grangerford?

Chapter 18:

- (1) Explain why this chapter creates a framework story in the novel.

- (2) In describing Buck's attack on Harney and the Grangerford/Sheperdson feud, what social point is Twain expressing?

- (3) What is ironic about the Grangerfords and Sheperdsons attending church?

- (4) Explain how the first person point of view naturally omits a main character from the majority of this chapter and the previous chapter? How does this affect the readers' interpretation of the novel?

Chapter 19:

- (1) Explain the intent of the imagery appealing to all five senses Twain uses as the beginning of this chapter.

Chapter 20:

- (1) How does Twain again use weather to emphasize the mood and rising action of a conflict?

- (2) What solution to a complication of the plot is temporarily solved in the chapter?

Chapter 21:

- (1) What is the author's purpose in portraying the townspeople as he does?

- (2) Why is Twain using the events involving the king and the duke to blur the lines between the comic and the dramatic?

Chapter 22:

- (1) What is ironic about Huck's not understanding the stunt with the drunken horseman at the circus? Why does Twain include this episode in this chapter?

Chapter 23:

- (1) How is the "success" of the duke's and king's second advertised play Twain's final jab at the town?

- (2) What effect does Twain create through the story of Jim's deaf daughter?

(3) What epiphany does Huck have in this chapter that advances his inner conflict?

Chapter 24:

(1) How does Huck's opinion of the king and duke contrast with his previous opinions?

Chapter 25:

(1) What is the primary source of suspense in this chapter?

Chapter 26:

(1) How does the description of the house contribute to the characterization of the three daughters? How are they different from the Grangerfords?

Chapter 27:

(1) With what bit of dark humor does Twain begin this chapter?

(2) How does Twain continue to question the morality of slavery in this chapter?

Chapter 28:

(1) How does this chapter illustrate growth on Huck's part?

(2) Explain the significance of Huck's statement at the end of this chapter:

"I judged I had done it pretty neat—I reckoned Tom Sawyer couldn't a' done it no neater himself. Of course he would a' throwed more style into it, but I can't do that very handy, not being brung up to it."

Chapter 29:

(1) How does the weather in the graveyard scene contribute to the mood?

Chapter 30:

(1) Explain how this chapter is the resolution of the Wilks framework story?



****Chapter 31:**

(1) What does the king and duke's selling Jim signify?

(2) How does this event advance Huck's moral conflict

(3) What is the outcome of this conflict?

(4) Part of Twain's artistry is to attack something while not appearing to be attacking it. Explain how he does this in this chapter.

Chapter 32:

(1) What white attitude of the time does Twain attack in Huck's conversation with Aunt Sally? What theme does this reinforce?

Chapter 33:

(1) What is ironic about Tom Sawyer's agreeing to help Huck free Jim?

Chapter 34:

Using evidence from this chapter, contrast Tom's and Huck's ideas of social morality. How does this contribute to the characterization of these two characters.?

Chapter 35:

(1) How does the return of Tom to the story, chapters 34 through 43, result in a change of tone/ mood?

Chapter 36:

(1) Analyze the changes in Huck's character with the re-entry of Tom Sawyer into the story.

Chapter 37:

(1) What situations does Twain use to create a light-hearted mood in this chapter?

Chapter 38:

(1) Explain Jim's willingness to go along with Tom's foolishness?

Chapter 39:

(1) How has the entire episode of attempting to free Jim contributed to Twain's theme of moral ambiguity?

Chapter 40:

(1) Explain the verbal irony in Huck's statement: "We was all glad as we could be, but Tom was the gladdest of all because he had a bullet in the calf of his leg."

Chapter 41:

(1) How does Twain continue to develop Huck's character as a thoughtful, caring person?

Chapter 42:

(1) In this chapter, how does Twain explain Tom's earlier willingness to aid in Jim's escape?

Name: _____

Period: _____



The Crucible

**By Arthur Miller
Study Guide**

Before You Read (p. 2-4)

Why did Arthur Miller write The Crucible? Give at least three reasons.

What is a crucible? Why does Miller choose this title for his play?

What is an allegory?

For what event in American history is The Crucible considered an allegory?

Name: _____

Period: _____

I. Act One

1. "So now they and their church found it necessary to deny any other sect its freedom, lest their New Jerusalem be defiled and corrupted by wrong and deceitful ideas." What is the irony in that statement?

2. Explain how the witch-hunt years were a time of "general revenge."

3. Identify Tituba, Abigail, and Betty.

4. Why does Mrs. Putnam believe there are witches in Salem?

5. Why is Thomas Putnam bitter?

6. Parris says, "Oh, Abigail, what proper payment for my charity! Now I am undone!" What does that mean?

7. What is Mary's argument to Abby?

8. Describe Proctor.

9. What happened between Abigail and John Proctor prior to the opening of the play?

10. What was the "sign" that Betty was bewitched?

11. Identify Francis and Rebecca Nurse.

Name: _____

Period: _____

12. Explain the political relationship between the Putnam and Nurse families.
13. What did Rebecca do to Betty?
14. What is Rebecca's explanation of the girls' behavior?
15. "There are wheels within wheels in this village and fires within fires." Explain.
16. What is Proctor's reason for his not regularly attending church?
17. What does Parris want?
18. Giles says, "Think on it now, it's a deep thing, and dark as a pit." To what is he referring literally and symbolically?
19. What do Putnam and Proctor argue about? What does this show?
20. Who is Rev. John Hale, and why does he come to Salem?
21. Hale says, "They [the books] must be [heavy]; they are weighted with authority." What is the significance of this remark?
22. To what did Tituba confess? Why?
23. What do the girls do at the end of Act One?

Name: _____

Period: _____

II. Act Two

1. Where does Elizabeth want John to go, and what does she want him to do there?
2. What is John's response to her prodding?
3. What gift did Mary give Elizabeth?
4. What was the "evidence" against Sarah Good?
5. Why doesn't Proctor want Mary to go back to court?
6. Why does Elizabeth think Abigail wants to kill her?
7. Why did Hale come to Proctor's house?
8. What things are "suspicious" about Proctor and his family?
9. Hale asks Elizabeth if she believes in witches. What is her reply?
10. On what charge(s) was Rebecca Nurse arrested?
11. Why does Cheever come to the Proctor house?
12. Explain the significance of the needle in the "poppet."
13. What will happen to Proctor if he tries to discredit Abby?
14. Why doesn't Mary want to testify about the doll?

III. Act Three

1. Why do Giles and Francis want to talk to Danforth?
2. What is Parris's argument against Proctor?
3. What does Mary tell Danforth?
4. When Danforth hears that Elizabeth is pregnant, what does he allow?
5. What paper did ninety-one people sign?
6. "... a person is either with this court or he must be counted against it, there be no road between." Explain the importance of Danforth's statement.
7. What quote did Proctor use to help Mary remain brave?
8. Of what does Giles accuse Putnam?
9. What is Hale's problem as Proctor and his friends present evidence to Danforth?
10. Hawthorne thinks of a test for Mary. What is it? Can she do it? Why or why not?
11. Proctor calls Abigail a whore, and he confesses his lechery. Danforth tests Proctor's statement by calling for Elizabeth and asking her why Abigail was dismissed. What does Elizabeth say? Why?
12. What do the girls do to Mary? What is her response?
13. What happens to Proctor?

Name: _____

Period: _____

14. What does Hale do?

IV. Act Four

1. What explanation does Cheever give for Parris' "mad look"?

2. What did Abigail do?

3. Parris says, "You cannot hang this sort. There is danger for me." What "sort" does he mean, and what is the danger to him?

4. Explain Danforth's reason that a pardon would not be just.

5. Why has Hale come back to Salem?

6. What does Hale want Elizabeth to do?

7. What happened to Giles?

8. Proctor says, "My honesty is broke, Elizabeth, I am no good man." Explain.

9. What "confession" did Elizabeth make to John?

10. What did Proctor do after he signed the confession? Why?

11. "I have given you my soul; leave me my name!" Explain.

12. "He have his goodness now. God forbid I take it from him!" What does Elizabeth mean?

2008 AP[®] ENGLISH LANGUAGE AND COMPOSITION
FREE-RESPONSE QUESTIONS (Form B)

Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Read the following passage from “America Needs Its Nerds” by Leonid Fridman. Then write an essay in which you analyze how Fridman develops his argument.

Line
5 There is something very wrong with the system of values in a society that has only derogatory terms like nerd and geek for the intellectually curious and academically serious.
10 A geek, according to *Webster’s New World Dictionary*, is a street performer who shocks the public by biting off heads of live chickens. It is a telling fact about our language and our culture that someone dedicated to pursuit of knowledge is compared to a freak biting the head off a live chicken.
15 Even at a prestigious academic institution like Harvard, anti-intellectualism is rampant: Many students are ashamed to admit, even to their friends, how much they study. Although most students try to keep up their grades, there is a minority of undergraduates for whom pursuing knowledge is the top priority during their years at Harvard. Nerds are ostracized while athletes are idolized.
20 The same thing happens in U.S. elementary and high schools. Children who prefer to read books rather than play football, prefer to build model airplanes rather than get wasted at parties with their classmates, become social outcasts. Ostracized for their intelligence and refusal to conform to society’s
25 anti-intellectual values, many are deprived of a chance to learn adequate social skills and acquire good communication tools.
30 Enough is enough.
Nerds and geeks must stop being ashamed of who they are. It is high time to face the persecutors who haunt the bright kid with thick glasses from

kindergarten to the grave. For America’s sake, the anti-intellectual values that pervade our society must be fought.

35 There are very few countries in the world where anti-intellectualism runs as high in popular culture as it does in the U.S. In most industrialized nations, not least of all our economic rivals in East Asia, a kid who studies hard is lauded and held up as an example to other students.

40 In many parts of the world, university professorships are the most prestigious and materially rewarding positions. But not in America, where average professional ballplayers are much more
45 respected and better paid than faculty members of the best universities.

50 How can a country where typical parents are ashamed of their daughter studying mathematics instead of going dancing, or of their son reading Weber* while his friends play baseball, be expected to compete in the technology race with Japan or remain a leading political and cultural force in Europe? How long can America remain a world-class power if we constantly emphasize social skills and physical
55 prowess over academic achievement and intellectual ability?

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* Maximilian Weber (1864–1920), German political economist and sociologist

**2008 AP[®] ENGLISH LANGUAGE AND COMPOSITION
FREE-RESPONSE QUESTIONS (Form B)**

Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Read the following excerpt from *The Decline of Radicalism* (1969) by Daniel J. Boorstin and consider the implications of the distinction Boorstin makes between dissent and disagreement. Then, using appropriate evidence, write a carefully reasoned essay in which you defend, challenge, or qualify Boorstin's distinction.

Dissent is the great problem of America today. It overshadows all others. It is a symptom, an expression, a consequence, and a cause of all others.

I say dissent and not disagreement. And it is the distinction between dissent and disagreement which I really want to make. Disagreement produces debate but dissent produces dissension. Dissent (which comes from the Latin, *dis* and *sentire*) means originally to feel apart from others.

People who disagree have an argument, but people who dissent have a quarrel. People may disagree and both may count themselves in the majority. But a person who dissents is by definition in a minority. A liberal society thrives on disagreement but is killed by dissension. Disagreement is the life blood of democracy, dissension is its cancer.

STOP

END OF EXAM