

Hillgrove High School English Department Honors and AP Pre-Course Reading 2016-2017

To help establish the necessary foundations and facilitate initial classroom instruction for both honors and AP level classes, each student is required to complete a pre-course reading assignment prior to the start of their English class next year. This reading requirement is different than traditional summer reading in that the text(s) will be an integral part of the semester curriculum, specifically the first unit of study. There will be multiple graded assignments based on the assigned pre-course reading rather than one stand-alone assessment of your reading. **It is imperative that students have a copy of the required text the FIRST week of the semester.** Teachers will provide more information regarding curriculum implementation of these texts at the start of the class.

Reading Assignments

Read the assigned text(s) for the course you are taking in the 2016-2017 school year before the start of the semester. Additional assignments and/or guidance for your reading are provided on the following pages.

9th Grade Honors Literature and Composition

Into the Wild Jon Krakauer

10th Grade Honors World Literature and Composition

When I Was Puerto Rican by Esmeralda Santiago

OR

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

11th Grade AP Language and American Literature

The Thirteen American Arguments: Enduring Debates that Define and Inspire our Country by Howard Fineman

How to Write a Sentence, And How to Read One by Stanley Fish

12th Grade AP Literature

Death of a Salesman Arthur Miller

9th Grade Honors Literature and Composition

Into the Wild Jon Krakauer

Into the Wild Author Development

We learn at the beginning of the book that the story is about Chris McCandless, a young man who treks into the Alaskan tundra and is found dead several months later due to starvation. We soon find out that Krakauer's book is about much more than the details of this young man's life, but rather the book is written as an argument about who Chris McCandless was or was not. At the heart of this argument is Krakauer's belief that Chris McCandless was not insane and that he perhaps embodied higher American ideals such as individuality and self-reliance.

**As you read the book, summarize each chapter and then write a brief example or two of how Krakauer proves that Chris is not crazy in that particular chapter.

See the pages that follow for an example for Chapter 1 and list of the chapters.

Summary

How Does Krakauer Prove Chris Isn't Crazy

<u>Chapter 1 Summary</u> -Meets Jim Gallien, last person to see him alive. -Enters into the wild on the Stampede Trail	Analysis Gives a 1 st hand account of a person who got to meet Chris and could attest that he didn't seem crazy, just excited
<u>Chapter 2 Summary</u>	Analysis
<u>Chapters 3-5 Summary</u>	Analysis
<u>Chapters 6-7 Summary</u>	Analysis
<u>Chapters 8-9 Summary</u>	Analysis
<u>Chapters 11-13 Summary</u>	Analysis
<u>Chapters 14-15 Summary</u>	Analysis

<u>Chapter 16 Summary</u>	<u>Analysis</u>
<u>Chapter 17Summary</u>	<u>Analysis</u>
<u>Chapters 18 Summary</u>	<u>Analysis</u>
<u>Epilogue Summary</u>	<u>Analysis</u>

10th Grade Honors World Literature and Composition

When I Was Puerto Rican by Esmeralda Santiago

OR

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

For each chapter, consider the voice with which the narrators communicate.

Chapter	Complete one or both of the statements, answering from the perspective of the narrator: I am... I feel...	Provide textual evidence and detailed explanation to support your I am or I feel statements	Beginning to think about theme, what big thematic concepts emerge in this chapter? (i.e. hope, war, desire, etc.) Remember that these are NOT themes yet, they are thematic CONCEPTS .
1			
2			
3			
Continue as needed for as many chapters as your book has.			

Also, as you read your selected book, consider the following questions in relation not only to the narrator of the book, but also your own life. Annotate your text in response to the following question: How does the place in which you live affect the kind of person you become?

Finally, for a personal connection to the texts and our focus, consider the ways in which you are affected by your continent, your country, your state, your city, all the way down to your neighborhood. How do these elements of your environment shape who you are?

❖ 11th Grade AP Language and American Literature

Book One: *The Thirteen American Arguments: Enduring Debates that Define and Inspire our Country* (Howard Fineman)

Each chapter presents an enduring debate of American society. Complete the introduction questions and the chart as prescribed below. While this is not required, understanding of these essential concepts will be expected at the start of class. The more you engage with the text as you read, the better prepared you will be for initial discussions and assignments. You will need the book within the first week of school.

Introduction Questions:

1. How does Fineman define an argument? Why does he believe arguments are valuable?
2. Fineman lists 6 goals that he has in writing this book. What are they and which do you find most valuable? Why?

For each chapter (argument)

Chapter	Summary of the claims made on each side of the argument.	Explain why you think this argument still endures today.	In each chapter Fineman “lays out a menu of the arguments as they exist in nature.” Either respond to one argument in the chapter or come up with an original perspective to the debate.
1			
2			
3			
4			
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6			
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9			
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11			
12			
13			

Book Two: *How to Write a Sentence, And How to Read One* (Stanley Fish)

Consider practicing the strategies and skills discussed in each chapter by creating your own sentences in the styles discussed. Better yet, find 10 interesting sentences from your casual reading/viewing in the “real-world” that are good examples of the topics covered in this book. While these are not required, they are encouraged. We will work with this book in the same way throughout the semester. You will need the book within the first week of school.

12th Grade AP Literature

Death of a Salesman Arthur Miller

Students are to do the following:

- Read the background to the text,
- Complete Acts 1, 2, and Requiem questions as you read the text,
- Turn in typed responses to seven of the 10 general review questions.

**See the pages that follow for the assignments referenced above.

**Assignment is due the first week of class.

****Background Reading is a separate document posted with this document on the main page of the Hillgrove website.**

Death of a Salesman – Act 1 Review

1. General review questions:
 - a. “Miller redefines the nature of tragedy in our modern period of democracy and belief in the significance of _____people.”
 - b. “Willy is flawed,” but Miller “links Willy’s defects with the quest for _____.”
 - c. Willy’s central illusion is the

2. Identify and explain 5 key symbols presented thus far. Remember, a symbol can a thing, person, action, etc.
 - a.

 - b.

 - c.

 - d.

 - e.

3. Identify the speaker, to whom he/she is speaking, and the significance of each of the following quotes:
 - a. “Where are you guys, where are you? The woods are burning!”

 - b. “Stop making excuses for him. He always wiped the floor with you. Never had an ounce of respect for you.”

c. "Biff, his life is in your hands."

4. Which character has demonstrated the same propensity for self-delusion and lack of self-realization as Willy? Support your response with a specific from the text.

5. Identify/explain the central conflicts between Biff and Willy that have emerged thus far in the text.

6. How would you define Linda's role in the play?

7. In what way(s) might Willy be seen as a tragic figure?

8. Reader response: In what way(s) are you making connections to the text?

Death of a Salesman-Act 2 and Requiem Review

1. Identify the speaker and the significance of the following quote: "You can't eat the orange and throw away the peel – a man is not a piece of fruit."

2. When Willy sees Bernard in Charley's office, he asks, "What is the secret?" What secret is he asking about? Does such a secret exist?

3. Identify the speaker and the significance of the following quotes:

"Miss Forsythe, you've just seen a prince walk by. A fine, troubled prince. A hard-working, unappreciated prince..."
"No, he's not my father. He's just a guy."

4. After Willy is fired by Howard, Bernard says, "that sometimes it is best to walk away." Willy replies, "But if you can't walk away"? What is Willy suggesting? Does he have any options? If so, will he take them? Explain

5. In Act 2 Willy buys seeds and tries to plant a garden at night. Why is Willy so disturbed that "nothing's planted" and "I don't have a thing in the ground." What do this garden and having "things in the ground" mean to Willy?

General Review Questions

1. How is Willy's suicide foreshadowed throughout the play? To what extent does this foreshadowing create tension?
2. Which characters are symbolic and what do they symbolize?
3. Describe the character of Willy Loman. What are his good qualities? In what way(s) does he have a heroic stature? What are his bad qualities? To what extent is his "fall" the result of his flaws, and to what extent is it caused by circumstances beyond his control?
4. How is the relationship between Charley and Bernard different from the one between Willy and his sons? Why is this difference important?
5. Discuss Linda's character and role? In what ways is she supportive of Willy? In what ways does she encourage his deceptions and self-delusions?
6. What sort of person is Happy? What has he inherited from Willy? How is he a debasement of Willy? To what degree is he successful or happy?
7. Willy claims that success in business is based not on "what you do" but on "who you know and the smile on your face? Its contacts....a man can end up with diamonds on the basis of being well liked." How does the play support or reject this assertion?
8. Most of Willy's memories - Ben's visit, Boston, the football game-are from 1928. Why does Willy's memory return to 1928? Why is the contrast between 1928 and the present significant for Willy and for the play as a whole.
9. What does Willy's difficulty with machines-especially his car, the refrigerator, and Howard's tape recorder-suggest about him? To what extent are these machines symbolic?
10. What are the central reasons for Willy's suicide at the end of the play? Does his suicide make him a coward, a martyr, or a victim of society? Explain.