

LCA

2018

Summer Reading

ENTERING 11th GRADE/AMERICAN LITERATURE
College Prep and Honors

Name _____

High School Summer Reading Instructions

Entering 11th Grade/American Literature

College Preparatory & Honors

The purpose of summer reading is to expose the student to authors expected to have been read by the time they reach college. Organizing details and concepts helps the reader focus on the components of the story as well as keeping the skill of reading fresh in the mind of the student. Selection requirements also include a book that is relevant to daily living.

Another purpose of summer reading is to equip students with the skills necessary to read and understand literature independently. We understand this is a process and requires skills taught in class and practiced outside of class. If, while reading a novel for summer requirements, you feel for any reason, that you need additional help understanding the material – the plot, characters, themes, etc. -we ask you to please make use of additional resources available on the Internet. These resources include, but are not limited to, the following websites: www.cliffnotes.com; www.pinkmonkey.com; www.bookrags.com; or www.sparknotes.com. **While these resources are not to be used in lieu of reading the novels, they can be very beneficial to learning how to pick out elements, understand different types of writing, and analyze literature of different genres.**

Instructions:

1. College preparatory and Honors students have (1) required reading.
2. *The Adventures of Huckleberry Finn* will require the completion of a graphic organizer that will be graded for completion. The graphic organizer chart in this packet provides a list of details and chapter highlights to be noted in the novel. This graphic organizer is due on the first day of school. In addition to reviewing the details and chapter highlights, students will be tested over the novel at the end of the second week of school. Class discussions will secure concepts learned while reading each selection in preparation for the assessment.

Math assignment:

Students will also complete a math assignment to be turned in during the first week of school. This, too, will be recorded as a grade. Go to [lcalions.com/upper-school/summer requirements](http://lcalions.com/upper-school/summer-requirements) for details. Be sure and choose the assignment that corresponds with the math class you just completed. All work must be shown to receive credit.

Dear Parents,

The assigned summer reading book for all three American Lit courses is *The Adventures of Huckleberry Finn*. Not only is this one of my favorite novels, but it is one of the most significant works in American literature. As Ernest Hemingway stated, “All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.” I look forward to sharing it with the students during the first week back to school. Hopefully most of you can recall your own experience with reading this novel in either high school or college. If not, I encourage you to read it along with your child.

In your recollection, I’m sure that the complex themes of prejudice and racism come to mind, and possibly you’ll remember the language used to refer to Jim, the man who begins as simply a slave and, along the way, becomes Huck’s friend. Please know that in regard to the heavy theme and language, I teach *Huckleberry Finn* from a Christian perspective. The humorous, yet serious story told in this novel will hopefully shed new light for your children on the reality of prejudice and racism in the South before, during, and after the Civil War. Throughout the book, Mark Twain used racist comments to make his point, and while this language will cause an emotional wince, please know that we will be discussing *why* there is language as such used in a novel that we, as a Christian school, are reading. There is a purpose behind the language, and we will use it to uncover Twain’s message to his readers in the late 19th century, a message that still rings true in the 21st century. In fact, I will use this novel to tackle the issue of racism in our world today. I covet your prayers as we discuss this sensitive topic with our students; it’s not comfortable but it’s an issue we know these young people need to discuss and for which they need to develop a growing awareness. Please feel free to email me if you have any questions or concerns.

There is an edition of *Huckleberry Finn* recently published by NewSouth Books that has the racist language removed. I wanted to make you aware that such an edition exists if you would prefer your child to read that copy. I look forward to discussing the novel with your children when they return to school in August. Thanks for your support!

In Christ,



Tonya Corrente
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Directions for completing the graphic organizer:

1. Read the section.
2. In column 2, make a bulleted list of the chapter highlights - things like characters introduced, plot action, any literary devices you noted.
3. In column 3, answer each question regarding that section fully, using examples from the book when you can. You may use additional paper if needed; simply label each answer for its section and attach the extra paper to your organizer.
4. This graphic organizer is due the first day of school with everything completed.

Entering 11th Grade – College Preparatory and Honors American Literature

REQUIRED:

The Adventures of Huckleberry Finn

Mark Twain

Mark Twain created one of America's best-loved fictional characters when he wrote *The Adventures of Huckleberry Finn*. Using realistic language, Twain tells the story of two runaways — Huck Finn and the slave Jim — and their adventures down the Mississippi River on a raft. Though the story focuses on the humorous exploits of an imaginative adolescent, *The Adventures of Huckleberry Finn* (1885), told from the point of view of Huck, ultimately is concerned with deeper themes — man's inhumanity to man and the hypocrisy of conventional values.

NOTE: Using the graphic organizer chart included in this packet, make note of the details and chapter highlights in the designated areas. Be prepared for class discussions and assessment at the end of the week.

Summer Reading

Entering 11th Grade/Honors and CP American Literature – *The Adventures of Huckleberry Finn*

Students are expected to read the assigned book(s) and complete the graphic organizer using specific examples or details from the novel in preparation for class discussions during the first week of school. Complete the organizer as you read each section. The graphic organizer is due the first day of class, and will be recorded as a grade. After discussing the book, students will be assessed to measure their comprehension of the assigned reading.

Directions for completing the graphic organizer:

1. Read the section.
2. In column 2, make a bulleted list of the chapter highlights - things like characters introduced, plot action, any literary devices you noted.
3. In column 3, answer each question regarding that section fully using examples from the book when you can. You may use additional paper if needed; simply label each answer for its section and attach the extra paper to your organizer.
4. This graphic organizer is due the first day of school with everything completed.

***FYI: This novel contains 3 distinct dialects of which you should be aware: 1) the ordinary “Pike-County” dialect, 2) the extremist form of the backwoods South-Western dialect, and 3) the Missouri negro dialect. These are very important, as Twain himself says in the explanatory notes before the novel’s text, “the[se] shadings have not been done in a haphazard fashion, or by guess-work; but painstakingly, and with the trustworthy guidance and support of personal familiarity with these several forms of speech.”**

Chapter(s)	Chapter Highlights	Reader Response
Ch. 1-5 Setting #1: _____		One of the themes of <i>Huck Finn</i> is Huck’s push against becoming “sivilized.” Can you identify with Huck’s character in this way? Why or why not?
Ch. 6-7 Setting #2: _____		How can we tell that Huck is very smart as he prepares to fake his own death?

<p>Ch. 8-11</p> <p>Setting #3: _____</p>		<p>Why did Jim run away from home?</p>
<p>Ch. 12-16</p> <p>Setting #4: _____</p>		<p>When Huck and Jim first began their journey together, Jim was just a runaway slave to Huck. How does their relationship appear to be changing?</p>
<p>Ch. 17-18</p> <p>Setting #5: _____</p>		<p>Most of the family units (like the Grangerfords, Huck and his pap, etc.) that we see in this story are dysfunctional. In your opinion, what makes a family? Do Huck and Jim constitute a family?</p>
<p>Ch. 19-24</p> <p>Setting #6: <u>The River</u></p> <p>Setting #7: _____</p>		<p>Lying occurs frequently in this novel. Some lies (like the ones Huck tells to protect Jim) seem to be “good,” while others (like the Duke’s and King’s cons) seem to be “bad.” What is the difference? Are both “wrong?”</p>
<p>Ch. 25-29</p> <p>Setting #8: _____</p>		<p>How does Huck’s conscience affect him as he watches the Duke’s and King’s interaction with the Wilkes family?</p>

		<p><u>FOLLOW-UP QUESTION</u>: What does this tell us about Huck's moral growth?</p>
<p>Ch. 30-32</p> <p>Setting #9: The River</p> <p>Setting #10: _____</p>		<p>In chapter 31, Huck makes a <i>huge</i> moral decision regarding Jim – what decision does he make? Why? (What has he learned about Jim?)</p>
<p>Ch. 33-40</p>		<p>In chapter 33, Tom Sawyer says, “Human beings can be awful cruel to one another.” What is ironic about his words in light of what occurs in chapters 34-40?</p>
		<p><u>FOLLOW-UP QUESTION</u>: What does that reveal about Tom's regard for slaves like Jim?</p>
<p>Ch. 41 – The Last</p>		<p>What information does Tom reveal about Jim in chapter 42? Is Tom inexcusably cruel, or is he just a lively, imaginative kid?</p>

