

LCA

2018

Summer Reading

**ENTERING 12th GRADE/AMERICAN LITERATURE
Dual Enrollment**

Name _____

High School Summer Reading Instructions

Dual Enrollment American Literature

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. Dual Enrollment students have (2) required readings, *The Adventures of Huckleberry Finn* and *The Crucible*.
2. For *Huckleberry Finn*, students will complete a graphic organizer (for a completion grade), which is included in this packet. The organizer provides a list of details and chapter highlights to be noted in the novel. The graphic organizer is due on the first day of school. Students will take a test on the novel at the end of the first week of school. Class discussions will secure concepts learned while reading in preparation for the test.
3. For *The Crucible*, students will also complete a graphic organizer for a completion grade. The organizer, included in this packet, will focus on the literary elements of the book and should include details from the beginning to the end. The graphic organizer is due on the first day of school.

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%20school/summer%20requirements) 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 my 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, we will use this novel to tackle the issue of racism in our world today. I covet your prayers as I 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,

Jennifer Smith

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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.

***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."

Directions for completing the first graphic organizer:

1. Read *The Adventures of Huckleberry Finn*.
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.

The Adventures of Huckleberry Finn

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?
Ch. 8-11 Setting #3: _____		Why did Jim run away from home?
Ch. 12-16 Setting #4: _____		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?
Ch. 17-18 Setting #5: _____		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>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>

		FOLLOW-UP QUESTION: What does that reveal about Tom's regard for slaves like Jim?
Ch. 41 – The Last		What information does Tom reveal about Jim in chapter 42? Is Tom inexcusably cruel, or is he just a lively, imaginative kid?

Answer the following questions:

1. Huck Finn is a young boy (probably 12 or 13). Why does Mark Twain use a child as the center of morality and consciousness in this book?
2. The Mississippi River is an important symbol in *Huck Finn*. What do you think it symbolizes? Why?
3. Huck Finn has been banned from many school districts and local libraries since its publication in 1885. Its opponents cite its offensive language, such as the multiple uses of the n-word, as being racist. Do you think this novel or its author is racist? Why or why not?

REQUIRED:

The Crucible

Arthur Miller

The Crucible is a dramatized and partially fictionalized story of the Salem Witch Trials that took place in the Massachusetts Bay Colony during 1692-93. Based on historical people and real events, Miller's drama is a searing portrait of a community engulfed by hysteria.

Directions:

- Read *The Crucible*.
- For each act of the play, make a bulleted list of plot events in the boxes provided below. Use additional paper if necessary.
- After the plot events box, you will see a list of questions to answer for each act.
- This graphic organizer is due the first day of school with everything completed.

ACT ONE –Plot Events

<ul style="list-style-type: none">• Setting: _____
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Act One Questions

1. What is the setting of the story (time and place)?
2. Who is Abigail Williams? Describe her character.
3. Who are Reverend Parris' enemies?
4. What did Reverend Parris see the night before in the forest? What is now wrong with his daughter?
5. What signs of witchcraft have been seen in Salem? What evidence do they have for believing witchcraft exists there?

6. Describe the change in Abigail when the adults are no longer in the room.

7. Describe Abigail's change in behavior when John Proctor arrives.

8. Who has Reverend Parris called upon as a witchcraft expert?

9. How do the town leaders get Tituba to confess? What does she confess?

10. Why are the girls now doing what they are doing? The whole play and the absurdity of the plot revolves around this concept.

Act Two Plot Events

- Setting: _____

Act Two Questions

1. What is revealed about the Proctors' marriage at the beginning of Act Two?
2. What is implied when we learn that 39 women have been arrested on charges of witchcraft?
3. What does Elizabeth Proctor urge her husband to do?
4. Mary Warren, the Proctors' servant is taking her job as an "official of the court" seriously. She says, "I am amazed that you do not see what weighty work we do." What is John Proctor's response to her?
5. What is Abigail's motivation for having accused Elizabeth Proctor of witchcraft?
6. Why has Reverend Hale come to see the Proctors?

7. What is Proctor's response when Reverend Hale mentions the women's confession of witchcraft as proof of their guilt?

8. Mr. Cheever arrives and what "proof" of witchcraft does he find in the Proctors' house?

9. Why does John Proctor call Reverend Hale "Pontius Pilate"?

10. At the end of the act, what does Mary Warren reveal about Abigail's plan to ruin John Proctor?

Act Three Plot Events

- Setting: _____

Act Three Questions

1. What does Mary Warren tell Judge Hathorne during court?
2. What unexpected news do we learn about Elizabeth Proctor?
3. What is ironic about Danforth's statement —“The pure in heart need no lawyers”?
4. What evidence for the women's innocence does Proctor bring forth in his deposition?
5. What is the irony of the “catch-22” situation in which Mary Warren finds herself?
FYI: A Catch-22 is a “situation in which a desired outcome or solution is impossible to attain because of a set of inherently contradictory rules or conditions.”
6. What internal conflict plagues Proctor throughout Act III? How does this conflict come to a climax?

7. Who do they bring in to validate John's and Abigail's story and what huge mistake does this person make?

8. Why does Abigail pretend to see a bird in the rafters and why does she and the girls repeat everything that Mary Warren says in the courtroom?

9. What happens to Mary as a result of Governor Danforth's questioning? Why do you think she makes this choice?

10. What is ironic about Reverend Hale's "denouncing these proceedings" and "quitting this court"?

Act Four Plot Events

- Setting: _____

Act Four Questions

1. Why doesn't Reverend Hale have authority to enter the prison?
2. Reverend Parris suggests that the hanging be postponed. Why is Judge Hathorne concerned about Reverend Parris' interaction with the prisoners?
3. Who has suddenly disappeared from Salem? Why would this concern Governor Danforth?
4. Danforth tries to "soften" John Proctor into confessing. Who does he bring in to help with this?
5. Amidst the saintliness of Rebecca Nurse, Martha Corey, and Elizabeth Proctor, why does John Proctor say that dying with them like a saint would be pretense?
6. Why is John Proctor ashamed when he sees Rebecca Nurse?

7. Why does Proctor refuse to allow Danforth to hang his signed confessions on the church?

8. What does Proctor do with his signed confession?

9. What did Elizabeth mean when she said, "He have his goodness now. God forbid I take it from him!"?

10. Was John Proctor an honorable man? Why or why not?