

# ENGLISH I (Academic)

Assigned Book: *To Kill a Mockingbird* by Harper Lee

Assigned Reading: ONLY Part One (Chapters 1 – 11)

Assignment (see examples below):

1. Explain how all of the following themes are developed over the course of the novel through a dialectical journal: **coming of age, education, gender bias, social bias (rich vs. poor).**
2. Create a vocabulary log as you read through chapters 1 – 11.

**\*Directions for all English I Dialectical Journals:**

Find **ONE** quote for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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**\*Directions for English I Academic & Pre-AP Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have 11 words in total by the end of Part One. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in *To Kill a Mockingbird*, and create an original sentence using the word accurately.

# ENGLISH I (Pre-AP)

\*Students will read TWO books over the summer.

**Assigned Book 1: *To Kill a Mockingbird* by Harper Lee**

**Assigned Reading for Book 1: ONLY Part One (Chapters 1 – 11)**

**Assignment for Book 1 (see examples below):**

1. Explain how all of the following themes are developed over the course of the novel through a dialectical journal: **coming of age, education, gender bias, social bias (rich vs. poor).**
2. Create a vocabulary log as you read through chapters 1 – 11.

**Assigned Book 2: *Lord of the Flies* by William Golding**

**Assignment for Book 2:** Students will write a multi-paragraph essay in which they compare and contrast the power structures found within both *To Kill a Mockingbird* and *Lord of the Flies*. The essay should be typed, MLA format, and turned in on the first day of school. See the following link for an example of formatting: <https://owl.english.purdue.edu/owl/resource/747/01/>

**EXAMPLES & FURTHER DIRECTIONS:**

**\*Directions for all English I Dialectical Journals:**

Find **ONE** quote for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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**\*Directions for English I Academic & Pre-AP Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have 11 words in total by the end of Part One. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in *To Kill a Mockingbird*, and create an original sentence using the word accurately.

**\*Directions for Jumpstart English I Vocabulary Log:**

You must choose **THREE (3)** vocabulary words from **each** of the following lists. You will need to write the word, the sentence from the text containing the word, the appropriate definition and part of speech for the word, and create your own sentence using the word.

<b>LIST ONE</b>	instrument	<b>LIST TWO</b>	spanner
placid	premises	translucent	administered
tranquil	corpse	content	instrument
content	consoling	luxuriate	exceptionally
tinkled	hospitality	peculiar	exasperated
bewildered	hesitating	welled	trifle
precinct		hysterically	
administered			

**\*Grading:**

10 points for vocabulary log

20 points for quotes in dialectical journal

20 points for commentary in dialectical journal

\*50 points for writing assignment to be given the first week of school on assigned texts

**Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the texts will continue throughout Quarter 1.**

# ENGLISH II Pre-AP & Honors

## (THOSE WHO TOOK ENGL I IN 8<sup>TH</sup> GRADE)

\*Students will read TWO books over the summer. The first novel will be an assigned fiction text, *Things Fall Apart*, & the second will be chosen from a selected list of non-fiction books. Written assignments must be completed for BOTH books.

Assigned Fiction Book: *Things Fall Apart* by Chinua Achebe

Fiction Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

Nonfiction Book Choices (Select ONE):

- *In Cold Blood* by Truman Capote
- *I Am Malala* by Malala Yousafzai and Christine Lamb
- *The Year We Disappeared: A Father-Daughter Memoir* by Cylin Busby & John Busby
- *Reading Lolita in Tehran* by Azar Nafisi
- *My Invented Country* by Isabel Allende

Non-fiction Assignment (see examples below):

1. Identify **ONE theme** and trace how it is developed over the course of the book through a dialectical journal.
2. Create a vocabulary log as you read through the book. (

### EXAMPLES & FURTHER DIRECTIONS:

\*Directions for ALL English II Dialectical Journals: Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

<p>Theme - beauty</p> <p>Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).</p> <p>Context: Doodle's brother has taken him to a beautiful place.</p>	<p>Theme - beauty</p> <p>Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.</p>
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\*Directions for ALL English II Vocabulary Logs:

Find **ONE new** vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may **NOT** be used.)

\*Grading:

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

\*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

**Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week**

of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

# ENGLISH II (Academic)

Assigned Book: *Things Fall Apart* by Chinua Achebe

## Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

## EXAMPLES & FURTHER DIRECTIONS:

**\*Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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## \*Directions for ALL English II Vocabulary Logs:

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

## \*Grading:

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

\*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

**Note:** All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

# ENGLISH II Academic Allied Health

Assigned Book: *Things Fall Apart* by Chinua Achebe

## Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: oral tradition & Igbo wisdom (language & proverbs), OR globalization, OR cultural diffusion (emerging cultures), OR tradition & change.
2. Create a vocabulary log as you read through the novel.

## EXAMPLES & FURTHER DIRECTIONS:

**\*Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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## \*Directions for ALL English II Vocabulary Logs:

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

## \*Grading:

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

\*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

**Note:** All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

# ENGLISH II Pre-AP (Honors)

Students will read **TWO** books over the summer. The first novel will be an assigned fiction text, *Things Fall Apart*, & the second will be chosen from a selected list of non-fiction books. Written assignments must be completed for **BOTH** books.

**Assigned Fiction Book:** *Things Fall Apart* by Chinua Achebe

**Fiction Assignment** (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

**Nonfiction Book Choices (Select ONE):**

- *In Cold Blood* by Truman Capote
- *I Am Malala* by Malala Yousafzai and Christine Lamb
- *The Year We Disappeared: A Father-Daughter Memoir* by Cylin Busby & John Busby
- *Reading Lolita in Tehran* by Azar Nafisi
- *My Invented Country* by Isabel Allende

**Non-fiction Assignment** (see examples below):

1. Identify **ONE theme** and trace how it is developed over the course of the book through a dialectical journal.
2. Create a vocabulary log as you read through the book.

## EXAMPLES & FURTHER DIRECTIONS:

**\*Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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**\*Directions for ALL English II Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

**\*Grading:**

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

\*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

**Note: All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.**

# ENGLISH II Pre-AP (Allied Health Honors)

## Assigned Book 1: *Things Fall Apart* by Chinua Achebe

### Assignment (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **oral tradition & Igbo wisdom (language & proverbs)**, OR **globalization**, OR **cultural diffusion (emerging cultures)**, OR **tradition & change**.
2. Create a vocabulary log as you read through the novel.

## Assigned Book 2: *First Do No Harm* by Naqibah Ashraf

### Assignment for Book 2 (see examples below):

1. Pick **ONE** of the following **themes** and trace how it is developed over the course of the novel through a dialectical journal: **death, survival, or suffering**
2. Create a vocabulary log as you read through the novel.

### EXAMPLES & FURTHER DIRECTIONS:

**\*Directions for ALL English II Dialectical Journals:** Choose **ONE** of the themes above. Find **THREE** quotes for your theme and provide at least **THREE** sentences of commentary explaining how your quote helps to develop the theme. The quotes should be spread throughout the text including one quote from the beginning of the text, one quote from the middle of the text, and one quote from the end of the text. See the following example from *The Scarlet Ibis*:

Theme - beauty  Quotation 1: "His eyes were round with wonder as he gazed about him, and his little hands began to stroke the rubber grass. Then he began to cry" (Hurst 191).  Context: Doodle's brother has taken him to a beautiful place.	Theme - beauty  Commentary: Moved to tears of joy at the beauty of simple things, Doodle reacts emotionally to the wonders of nature. He is attuned to nature and in awe of its beauty. This shows how Doodle not only finds beauty, but how that beauty causes him to respond.
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### **\*Directions for ALL English II Vocabulary Logs:**

Find **ONE** new vocabulary word from each chapter; you should have the same amount of vocabulary words as you do chapters in the text. You will need to do the following: list the word, give the definition of the word, give the sentence in which the word was used in the text, and create an original sentence using the word accurately. (Words from the book's glossary may NOT be used.)

### **\*Grading:**

15 points for each vocabulary log

15 points for each set of quotes in dialectical journal

15 points for each set of commentary in dialectical journal

\*55 points for writing assignment to be given the first week of school on *Things Fall Apart*

**Note:** All summer reading assignments will be picked up on the first day of school. Students will be tested within the first week of school through a writing assignment using one of the themes explored in the dialectical journal. However, discussion of the novel *Things Fall Apart* will continue throughout Quarter 1.

# ADVANCED COMPOSITION

## (for those who took Pre-AP English II in 9<sup>th</sup> grade)

### Assigned Books:

*On Writing* by Stephen King ([http://biblioteka.teatr-obraz.ru/files/file/English\\_cinema/Stephen\\_King\\_On\\_Writing.pdf](http://biblioteka.teatr-obraz.ru/files/file/English_cinema/Stephen_King_On_Writing.pdf))  
*Elements of Style, Fourth Edition* by William Strunk, Jr. and E.B. White

All assignments must be typed in Times New Roman 12pt font in MLA Format. Hand-written submissions will not be accepted. The assignments, as well as discussion of the assignments, will be a major part of your grade for the first two weeks of school.

### On Writing Assignment:

"You learn best by reading a lot and writing a lot, and the most valuable lessons of all are the ones you teach yourself." - Stephen King, *On Writing: A Memoir of the Craft*

This book is divided into four sections: C.V., Toolbox, On Writing and On Living: A Postscript. Your assignment will, likewise, be divided into four sections. For each assignment below, please include the page numbers for the passages.

### Task #1: C.V.

This is a non-fiction (true) text, but it often reads like a novel/piece of fiction. To tell his story, King uses literary elements and techniques (i.e. imagery, dialogue, figurative language) which we often associate with fictional pieces. Identify 2 passages in C.V. in which King uses such elements/techniques effectively. Explain the elements/techniques he uses and why they are effective.

### Task #2 Toolbox

Create a writer's toolbox for yourself to use throughout the year. Identify 5 rules of writing that King discusses (include page number) which you think are important or interesting. As you select them, think about your own strengths and weaknesses as a writer. Please number your selections 1-5.

### Task #3 On Writing

How does King feel about writing? How do you know? Choose two key passages from this section in which King defines writing, either directly or figuratively (remember to include page numbers). In your own words, restate King's point about writing in the passage and why you think this point is interesting or important.

### Task #4 On Living: A Postscript

This task does not pertain to just this section of the book. Rather, explain your opinion of King as both a writer and a person. Would you consider reading one of his books now, for example? (If you have read his books prior to this assignment, has your opinion of King changed? If so, how?) What do you think King's purpose was in writing this book? Support your answers to both prompts with evidence from the text.

### Elements of Style Assignment :

1. Read *Elements of Style* in its entirety. You will certainly refer to this book for the rest of your educational journey. Read it all, but especially think about Part II and Part V.
2. Step 2: Focus on Chapter 4: Words and Commonly Misused Expressions

In chapter 4 of *The Elements of Style* by Strunk and White, you will find an extensive list of misused words and expressions. Peruse the list, then create a personal list of FOUR misused words/expressions that you will commit to learning how to correct.

For each, record:

- the word/phrase a description of the commonly made error and how to correct it (put this in your OWN words)
- an original example of the error and the correction (taken from an actual old essay and or composition from a previous course you have written)
- brief explanation of why you made each selection

Example:

Word or Phrase	Error	Why	Correction	Explanation
All right	I did alright on the exam.	All right is two words, not one.	I did all right on the exam.	I chose to focus on all right because it is one that I frequently misuse. I did not realize it is properly written as two words, so whenever I used the word in the past, I know I used it incorrectly.

3. Step 3: Write your teacher a friendly letter describing what you learned about yourself as a writer as you read *Elements of Style* and considering the topics below. Your letter must be typed, 12 point font, Times New Roman, with one inch margins.

Topics you need to discuss:

- The best kind of writing
- The rules of grammar, usage, and style
- Ways to improve one's style
- Examples of words commonly misused or confused (affect/effect)
- Ways to strengthen one's writing

# ENGLISH III (Academic)

Read and analyze the American drama *A Raisin in the Sun* by Lorraine Hansberry for reflections of the American Dream.

# ENGLISH III ACADEMIC (ALLIED HEALTH)

1. Allied Health students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot. Choose one of these themes to follow in *The Immortal Life of Henrietta Lacks*: **patient's rights, family relationships, ethics of journalism, education, medical ethics, poverty, bereavement and grief, right to privacy**
2. Annotate the text with references related to that theme. You will have a test on the book and will be completing research projects and presentations during the first nine weeks.

# ENGLISH III

## (AP LANG – NON ALLIED HEALTH)

AP Language students will read *Freakonomics* by Steven D. Levitt and Stephen J. Dubner and *Thank You for Arguing* by Jay Heinrichs.

1. ***Freakonomics* only:** Take detailed annotations tracking the development of at least ONE of the following lenses: **Conventional Wisdom vs. Reality, Morality vs. Scientific Inquiry, Cause & Effect, Power of Incentives, Power of Information/Knowledge**. You must have a copy of the book with your annotations to turn in.
2. ***Thank You for Arguing* only:** Throughout the book, take notes on **rhetorical strategies** and **figures of speech** that you encounter. After each chapter, write AT LEAST two pieces of advice you took away from the chapter. You must have a copy of the book with your annotations to turn in.
3. **Both texts:** For each of the six (6) chapters in *Freakonomics*, write a one-page analysis (double-spaced in MLA format) that (1) identifies the central claim/argument in the chapter, (2) identifies the rhetorical strategies used to develop the chapter's argument (make specific references to strategies as they are outlined in *Thank You for Arguing*), and (3) cites passages (from *Freakonomics*) that serve as evidence of your claims. DO NOT MERELY SUMMARIZE THE CHAPTERS! You will turn in a hard copy on the first day of class; assignments not presented on the first day will be considered late and receive a late grade.

# ENGLISH III (AP LANG - ALLIED HEALTH)

AP Language Allied Health students will read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, *Thank you for Arguing* by Jay Heinrichs and *the Elements of Style* by Strunk and White

1. Choose one of these themes to follow in *The Immortal Life of Henrietta Lacks*: **patient's rights, family relationships, ethics of journalism, education, medical ethics, poverty, bereavement and grief, right to privacy**
2. Annotate the text with references related to that theme. You must have your copy of the book with your annotations to turn in.
3. Dialectical Journal: Select five passages from each of the three parts of the novel: Part 1: Life, Part 2: Death, and Part 3: Immortality. Explain how the quote or evidence is significant to the development of your chosen issue within the text. You will turn in a printed copy to your teacher on the first day of school, and you will submit an electronic copy to Blackboard once your English course has been set up. Any form of plagiarism results in an immediate 0% F.

Additionally, you will be completing research projects on the book during the first nine weeks.

<b>Textual example</b> Provide evidence from the text that speaks to your focus area.	<b>Significance</b> Explain how the evidence is significant to developing the issue within the text.

**Thank You for Arguing:** We will use this book as a reference for our argumentation unit. Read and annotate the book by taking notes on **rhetorical strategies (tools of persuasion)** and **figures of speech** that you encounter. After each chapter, write AT LEAST two pieces of advice you took away from the chapter. You must have a copy of the book with your annotations to turn in on the first week of school.

Read, annotate, and study *Elements of Style* to prepare for beginning of the year activities and our year of intense writing.

# ENGLISH IV: AP English Literature and Composition

Before the start of school, all students must read and complete required assignments for:

- Selected passages from the King James Bible
- Bullfinch's Mythology

Most of you are aware of the Bible as a religious text, but it is also widely recognized as a great work of literature. And it is one of the key foundation texts for much of Western literature of the past 2,000 years. However, my experience is that many students have little knowledge of the book. Your reading in the Bible will cover books that have great literary merit (especially in the King James Version) and that have informed many of the greatest works of Western literature. Another common source of allusion in literature is ancient mythology. Again, I find that many of my students are unfamiliar with basic Greek, Roman and Norse myths that are commonly alluded to in much poetry so I have included an assignment to help students address that lack of knowledge prior to starting the AP Lit course. Both of these assignments are explained on the following pages.



Expect quizzes on the Bible and the myths in the first week of school.

## **Bible as Literature and Biblical Allusions**

The Kings James Bible (1611) is considered a great work of literature in its own right, and it has influenced countless Western literary works, including many novels and poems that we will read in AP English Lit. Thus, you are required this summer to read key books of the Bible and become familiar with common biblical allusions. Below is a short list of quotations, places, names, phrases, etc. Many of these will be found in *Genesis*, *Exodus*, *Matthew*, and *Luke*. You must read those four books carefully and in their **entirety**. Read Psalms 8, 22 and 23. You will need to look in some of the other books for some other items. Complete the chart following on page 3 **for 20** of the 53 referenced allusions. You will turn in the chart on the first day of school and can expect a test over all of the allusions during the first week. (Know the book and context for each item.) Expect also to write an in-class essay on some literary aspect of one of the four required reading books. HINT: Books and chapters are provided for you. You have to match them.

Adam's Rib  
Alpha and Omega  
Am I my brother's Keeper?  
Ark of the Covenant  
Ashes to ashes, dust to dust  
Babel  
Be fruitful and multiply  
Break bread  
Burning bush  
By their fruits shall ye know them  
Camel through the eye of a needle  
Cast the first stone  
Water into wine  
Chariot of fire  
Consider the lilies of the field  
Crown the thorns  
David and Goliath  
Daniel and the Lion's den

Doubting Thomas  
Eye for eye, tooth for tooth  
Forty days and forty nights  
Four horsemen of the Apocalypse  
Gain the whole world but lose your own soul  
Gold, Frankincense, and myrrh  
Golden calf  
Golden rule  
Good Samaritan  
Harden your heart  
Jonah and the whale  
Lamb of the slaughter  
Let my people go  
Loaves and fishes  
Manna from Heaven  
Mark of Cain  
Methuselah  
Midianites

Noah's Ark  
Out of the mouth of babes  
Parting of the waters  
Prodigal son  
Seven Pillars of Wisdom  
Sodom and Gomorrah  
Sufficient unto the day is the evil thereof  
Thirty pieces of silver  
This my body  
Tree of Knowledge  
Turn the other cheek  
Valley of the shadow of death  
Voice crying in the wilderness  
Way of all flesh  
Who lives by the sword shall die by the sword  
Wisdom of Solomon  
Words made flesh

#### **BIBLICAL REFERENCES MADE ABOVE**

**Genesis:** 1:22-23; 2:9, 16-18; 2:21-22; 3:17-19; 4:9-10; 4:15-16; 5:25-27; 6:13-16; 7:12-14; 11:8-9; 18:20-21

**Exodus:** 3:1-2; 4:21; 5:1; 14:15-17; 16:14-15; 21:23-25; 25:10; 32:4

**Numbers** 31:10-18

**1 Samuel** 17:4, 8-9; Isaiah 40:1-3; Daniel 6:16; Proverbs 9:1; Joshua 23:14; 1 Kings 3:16-28

**Mathew** 2:11, 6:26-34, 7:12-16, 16:24-36, 19:23-25, 26:14-15, 26:26-29, 26:49-54, 27:27-29

**Luke** 6:29, 10:30-34, 15:11-15

**Revelation** 1:7-8, 11, 5:1-10, 6

**2 Kings** 2:9-12

**Jonah** 1:2

**Psalms** Nos. 8, 22, 23

Allusion	Scriptural Reference	Context	Commentary





**Chapters from *Bullfinch's Mythology***  
<http://www.sacred-texts.com/cla/bulf>

This part of the summer reading assignment is similar to the biblical allusion part in that you are asked to read the summary of each of these myths in order to familiarize yourself with the primary characters and stories. You **do not** have to do a chart on this part of the summer reading assignment, but **you will have a test** on all of these during the first week of school.

<b>CHAPTER II.</b>	Prometheus and Pandora
<b>CHAPTER XI.</b>	Cupid and Psyche
<b>CHAPTER XIV.</b>	Minerva-Niobe
<b>CHAPTER XVI.</b>	Monsters. Giants, Sphinx, Pegasus, and Chimaera, Centaurs, Griffin, and Pygmies
<b>CHAPTER XXIV.</b>	Orpheus and Eurydice- Aristaeus-Amphion-Linus-Thamyris-Marsyas-Melampus-Musaeus
<b>CHAPTER XXVII.</b>	The Trojan War
<b>CHAPTER XXVIII.</b>	The Fall of Troy-Return of The Greeks-Agamemnon, Orestes and Electra.
<b>CHAPTER XXIX.</b>	Adventures of Ulysses-The Lotuseaters-Cyclops-Circe-sirens-Scylla and Charybdis-Calypso
<b>CHAPTER XXXI.</b>	Adventures of Aeneas-The Harpies-Dido-Palinurius
<b><u>CHAPTER XXXVIII.</u></b>	<b><u>Northern Mythology-Valhalla-The Valkyrior</u></b>
<b>CHAPTER XLII.</b>	Beowulf

You may reach me throughout the summer via email at [mark.ebarb@apsb.org](mailto:mark.ebarb@apsb.org) or follow/message on Twitter @MarkEbarb

I look forward to having you in class this fall – have a great summer!

# ENGLISH IV: DUAL ENROLLMENT (ALLIED HEALTH AND NON-ALLIED HEALTH)

*The Elements of Style*  
Strunk and White

You may access here: <https://goo.gl/aSrgZt>

## Part I – Elementary Rules of Usage

Make any corrections to the following students. Make your commas obvious. Write on a separate sheet of paper. If the sentence is correct, write a C.

1. The compound consists of underground chambers filled with the ceramic statues of soldiers, bronze chariots and such weapons as spears and swords.
2. Some of my AP students you will be shocked to hear did not study for their quiz.
3. The date of our field trip to Andersonville is Tuesday April 27 2004.
4. The novelist Alice Walker is from Georgia.
5. People who live in the Rosemont Area were frightened by high winds.
6. Florence which is known as Firenze in Italian lies 145 miles northwest of Rome the capital of Italy.
7. Often called the Athens of Italy Florence remains a major world art center.
8. This city which is situated on the banks of the Arno River probably dates back to Caesar's Rome.
9. Florence unlike Rome was never sacked but over the years it has suffered from many damaging floods.
10. People sitting in the rear couldn't hear.

You cannot join two or more independent clauses with a comma. Write the three ways to correct this error.

- 11.
- 12.
- 13.
14. Read each possible answer for the correct use of the colon. Select the correct letter from the combinations below.

- I. tells the reader that what follows is closely related to the preceding clause
- II. has less formality than a dash
- III. may introduce a quotation that supports or contributes to the preceding clause
- IV. use to separate the title of a word

- A. I, II, III      B. I, III, IV      C. II, III, IV      D. I, II, III, IV      E. I and III

15. What punctuation mark used for separation is stronger than a comma, less formal than a colon, and more relaxed than parentheses?

**Part II – Subject Verb Agreement (Circle the correct verb.)**

16. A catalog of courses and requirements often (baffle, baffles) students.

17. The governor, as well as his advisers, (has, have) agreed to attend.

18. The reasons why they feel the classes are boring (vary, varies).

19. An extension cord and a plug (is, are) needed.

20. Give and take (is, are) essential in a family.

**Part III – Choose the correct pronoun.**

21. The winner, it turned out, was (she, her).

22. May I speak to Jason? This is (he, him).

23. John Allen is the candidate (who, whom) should win.

24. John Allan is the candidate in (who, whom) we placed our faith.

25. (Who, Whom) should we ask?

**Part IV – Principle of Composition**

26. List two principles about paragraphs stated in this section.

27. What is the main reason to use the active voice rather than the passive voice?

28. What is the main reason to put statements in positive form?

**Part V – A Few Matters of Form: True or False**

29. Do not draw attention to the use of a colloquialism or a slang word or phrase by enclosing it in quotation marks.

30. Spell out dates or other serial numbers when writing an essay.

31. Quotations introduced by that are indirect discourse and are not enclosed in quotation marks.

32. The commas are placed correctly in the following sentence: “The Fall of the House of Usher”, “The Raven”, and “Annabel Lee” are all works by Poe.

33. When two or more words are combined to form a compound adjective, a hyphen is usually required.

**Part VI – Write the correct word for each of the following sentences.**

34. The music of ragtime composer Scott Joplin was not merely (all right, alright) but extraordinary.

35. You (can, may) keep the hat until May.

36. (Further, Farther) evidence is needed to decide the case.

37. Maria maintains an optimistic outlook (regardless, irregardless) of unfavorable events.

38. The candidate made a nasty (allusion, illusion) to his rival’s tax plan.

39. (Among, Between) the two quilt patterns – the log cabin and the wedding ring – which do you prefer?

40. Gasoline is combustible or (flammable, inflammable).

41. Ragtime also (affected, effected) the music of other composers.
42. Many quilters are happy to (borrow, lend) their patterns.
43. Something (implied, inferred) is something deduced from evidence at hand.
44. Soto writes about his active cat, who never (lies, lays) around the house as other cats do.
45. He (laid, lay) his hat on top of the piano yesterday.
46. She had (fewer, less) supporters for this election.
47. When she was pregnant, Carol felt (nauseous, nauseated) whenever she smelled tuna.
48. The log was (partly, partially) submerged.
49. The mixup was due to a (regretful, regrettable) breakdown in communication.
50. The lawn mower (that, which) is broken is in the garage.
51. Every one of knows (they are, he is) fallible.
52. The ordeal was (tortuous, torturous) for us all.
53. She was (enthused, enthusiastic) about her new car.

**Part VII – Write the possessive form of each of the following:**

54. James
55. it
56. Charles
57. students
58. Jesus

**Part VIII – Review the 21 specific pieces of advice about style in Part V.**

List and explain the three you think are the most important. Include an example of for each.