

Olathe South High School

1640 E. 151st Street, Olathe, KS 66062

Dear Pre-AP Sophomore English Students,

With summer come sweltering days, family barbecues, and summer reading! We are certain that you have chosen this class because you are an avid reader and writer who is willing to fulfill all class requirements.

There are three required summer assignments. The first is an allusion assignment that provides an introduction to Greek/Roman mythology, biblical references, literary references, and *The Once and Future King*, the novel you will read for the second assignment. Detailed instructions and examples are attached, as well as the required list of allusion topics. This assignment is due any day before or by 5 p.m. on Thursday, **July 2, 2009**. Please bring your allusion assignment to Olathe South and leave it with one of the secretaries in the office. Due to major construction on the Olathe South campus this summer, please park in the ITJHS parking lot and enter through the west entrance by the band/orchestra hallway. Office hours are Monday--Thursday 7 a.m. to 5 p.m. You will be asked to sign your name for verification. The office is CLOSED on Fridays; please do not wait until the last minute to hand in your assignment and chance your watch being off by five or ten minutes. Late summer assignments will never earn more than a 70%. If you will be out of town on the due date, please email one of us prior to the due date so we can problem solve how to submit your assignment.

The second assignment is reading the first three books of *The Once and Future King* by T.H. White and writing thematic logs over the books. Log directions and a sample log are attached. The thematic logs are due Friday, **August 14, 2009**, which is the *first full day* of school. In addition, a test over the content of *The Once and Future King* will be given in the first few days of school. We will use your thematic logs to begin an in-depth analysis of the novel and to begin a writing assignment. To not fall victim to procrastination, we ask you to challenge yourself to read at least one hundred pages a week. Good time management skills will help alleviate stress and produce better quality work.

Please Note:

- *Assignments should be typed or neatly written in blue or black ink.
- *Please staple on the left-hand corner; do not use folders or binders.
- *Since these are individual assignments, no two will look exactly alike. In other words, do not copy a peer's work or allow your work to be copied by another. Furthermore, we do not consider working with a peer as individual work.
- *For most major works, study guides such as Cliff's Notes are readily available. We are very familiar with them. Please realize that a) these are not reliable, as they are often composed by college students, and b) that tests and essays are based on the novel, NOT the study guides. The only way to truly understand a work is to read it!

One of the many reasons for summer reading is to keep you mentally active during the summer months and to "hit the ground running" when school begins in August. Again, we know that you have chosen an advanced English class due to your enjoyment of reading, discussing, and writing about literature. We know your teachers have told you to expect homework every night, including weekends, holidays, and vacations; we also know that they have prepared you well to meet this challenge. We are very proud of our Advanced Placement students and their accomplishments. With a positive attitude and work ethic, you, too, can be part of something special.

The third assignment is that we will be requiring all pre-AP sophomores to obtain a personal copy of the MLA Handbook for Writers of Research Papers (7th Edition). As there are several past editions, please

make sure you purchase the seventh edition. This handbook will be **due the Tuesday following Labor Day**. When acquiring your handbook, feel free to purchase from Half Price Books, Amazon.com, Ebay, etc.

If you have any questions, please send us an e-mail. This assignment is also available on the Olathe South website at <http://schools.olatheschools.com/olathesouth/> or <http://www.olatheschools.net> under Quick Links – AP Summer Assignments.

Sincerely,

Mrs. Cynthia Roth
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Mrs. Casey McCabe
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ALLUSION WORKSHOP

Note: You must do all 30 allusions listed and only those listed.

Allusion – A direct or indirect reference to something which is presumably commonly known, such as an event, book, myth, place or work of art. Allusions can be historical (like referring to Hitler), literary (like referring to Kurtz in *Heart of Darkness*), religious (like referring to Noah and the flood), or mythical (like referring to Atlas). There are, of course, many more possibilities, and a work may simultaneously use multiple layers of allusion.

Suggested sources: You may want to use a translation of the Bible, Edith Hamilton's Mythology, Joseph Campbell's Power of Myth, the library and also the Internet. When referencing the Bible, please include book, chapter, and verse(s). Example: Genesis 3:1-14

*Do not use Wikipedia, as it is not a credible source. Using Wikipedia will result in a grade penalty.

Provide for each biblical/mythological allusion (see example on next page):

(Use an easy to read 12-point type)

Name of story

Source

Paraphrased summary of story (about 100 - 150 words)

Provide for each literary/historical figure (see example on next page):

(Use an easy to read 12-point type)

Name of figure

Source

Time period

Contributions, beliefs, and major literary works associated with the figure (about 100-150 words)

*If the literary/historical figure includes parenthetical information, please be sure to address it specifically in addition to the contributions, beliefs, and literary works (see below).

Biblical

1. Tower of Babel
2. Job
3. Revelations
4. Ecclesiastes
5. Joseph and the Coat of Many Colors

Classical Mythology

1. Tantalus and Sisyphus
2. Castor and Pollux

3. Prometheus
4. Chimera
5. Echo and Narcissus
6. Perseus
7. Jason and Medea
8. Icarus and Daedalus
9. Pandora
10. The Amazons
11. Romulus and Remus

12. Oedipus and the Oedipus Complex
13. Damon and Pythias
14. Sword of Damocles
15. Penelope (the Odyssey)
16. Athena and Arachne

Literary/Historical Figures

1. T.H. White
2. Johann Wolfgang von Goethe (*Faust*)
3. Guy Fawkes (no literary works)

4. Nicholas Ridley and Hugh Latimer
5. Sir Thomas Malory
6. John Milton (*Paradise Lost*)
7. Victor Hugo (*Quasimodo*)
8. Miguel Cervantes/Don Quixote (*quixotic*)
9. Henry the 4th of France

*Note: If a literary/historical figure includes parenthetical information, please be sure to address it specifically in addition to the contributions and beliefs (see following example). In addition, be sure to address philosophies and beliefs of the person rather than providing a written biography.

Classical Mythology Example (*Use this same format for the biblical allusions*)

Name: Zeus

Source: Greek: Joel Skidmore. Mythweb. <http://www.mythweb.com>

Paraphrased summary: Zeus resided on Mount Olympus and was considered to be the god of gods. His parents were Cronus and Rhea. Cronus was told a son would take his power, so he swallowed his children to avoid the event. Rhea was displeased and decided to give birth to Zeus in a cave. She hid Zeus from his father and tricked him by wrapping rocks in cloth, which Cronus swallowed thinking the package was the infant.

When Zeus was older, he did take power from his father and forced Cronus to regurgitate his siblings Poseidon, Hades, Hestia, Demeter, and Hera. Each child had control of the world and Zeus was the “supreme authority.”

As a god, Zeus was known to be very severe in his punishment and very kind in his rewards. He had many children, some with other gods and some with mortals.

Literary Figure Example

Name: Dante Alighieri (*The Divine Comedy*)

Source: <http://oll.libertyfund.org/Intros/Dante.php>

Literary works: *The Divine Comedy*, *La vita Nuova*, *Convivio*, *De Monarchia*

Time period: 1265-1321

Contributions and beliefs: Dante was a major poet during the Middle Ages and the early Renaissance and influenced “literary theory, moral and social philosophy, and political thought,” all of which are present in his most famous work, *The Divine Comedy*. This long poem focuses on a poet’s journey to Hell, Purgatory, and Heaven. The poet is led through Hell by the famous Greek poet Virgil and led through Heaven by Beatrice, Dante’s deceased true love. Hell is the most famous section of the poem and is most often referred to as the “Inferno.” Dante was very involved with politics during his time and rallied for the separation of church and state. He repeatedly wrote about his political, religious, and social views, which were declared heretical by some. Due to political upheaval, he was forced into exile. Dante believed that individuals should strive for happiness while on earth rather than only preparing for an eternal life after death. He is credited with igniting new thinking in earthly and spiritual matters, specifically humanism.

Thematic Logs: *The Once and Future King* by T.H. White

Thematic Ideas

Chivalry	Facets of Love or Friendship	Senselessness of War
Justice versus Force	Fate	

Assignment: Students will write theme logs for the first three books within the novel. Each of the above thematic ideas must be logged two (2) times and there should be a total of 11 logs. Those students who are mathematically astute will immediately realize that there is one extra log. The extra log may be applied to any of the above thematic ideas. The **assigned** logs for each book should be **evenly distributed** throughout that book. For example, to evenly distribute your four (4) logs for *Book 1: The Sword in the Stone*, you will write a log approximately every 50 pages. Please do the calculations for the next two books within the novel. There will be a grade deduction if the entries are not evenly distributed.

Book 1: The Sword in the Stone (4 Logs)

Book 2: The Queen of Air and Darkness (3 Logs)

Book 3: The Ill-Made Knight (4 Logs)

Book 4: The Candle in the Wind:* We will read this book when school begins; **it is not part of the summer reading assignment.

Log Set Up

Create two columns. Type the excerpt in the left column, citing the page number at the end of the excerpt. Be sure to provide enough context so that your analysis in the right column is understandable. In the right column, label your excerpt using one of the above ideas. Explain the situation and how this excerpt illustrates/supports the stated idea and also write a theme statement derived from the excerpt. There will be a grade deduction if the entries are not in the correct format.

Please use an easy to read 12-point type.

Theme Statement

This is not merely one word summing up the novel but rather a message the author is trying to convey through a work and the insight it offers into life. Please do **not** use clichés or trite sayings for the theme statement (Curiosity killed the cat).

See Attached Example Log

To Kill A Mockingbird
Sample Log

1. “As you grow older, you’ll see white men cheat black men every day of your life, but let me tell you something and don’t you forget it-- whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash.” Atticus was speaking so quietly his last word crashed on our ears. I looked up, and his face was vehement. “There’s nothing more sickening to me than a low-grade white man who’ll take advantage of a Negro’s ignorance. Don’t fool yourselves-- it’s all adding up and one of these days we’re going to pay the bill for it. I hope it’s not in you children’s time.” (220-21)

Thematic Idea: Racial Prejudice

Situation: After the trial, Jem questions Atticus about the reasoning of the jury members who wrongly convicted Tom Robinson, and of Bob Ewell’s retaliatory conduct against Atticus. Here, Atticus informs Jem of the reality of the unfairness of life, and of certain people’s harsh and unrelenting prejudices.

Idea Support:

Atticus, whose passion for justice and equality never wanes throughout the novel, has just deemed men like Bob Ewell “trash,” a word he pronounces nearly inaudibly, as if the word has no business polluting his vocabulary. Atticus’s disgust is directed at Bob Ewell, who takes advantage of Tom Robinson’s kindness toward his abused and lonely daughter, Mayella. Bob Ewell uses Tom as a scapegoat for the abuse he inflicted on his own daughter.

Through Atticus’s whispered words and impassioned face, Jem and Scout understand the gravity of the situation regarding the cheating of a white man. Not only has Tom suffered the yoke of oppression for the color of his skin but now must suffer the harsh consequences for a crime he did not commit. Atticus’ emphatic disgust at the ignorance of a “low-grade white man” soon turns to concern that such hatred will haunt the future generation and more specifically his children. The Bob Ewells and racist jury members of society will continue to color society, so to speak, with their hatred and condemn innocent and harmless men simply because of skin color.

Theme Statement:

Racial prejudice is incredibly damaging to society; its consequences can be felt not only in the present but in the future

