

## 11<sup>th</sup> grade summer reading assignment for 2020-21

Hello Future 11th graders! I am so excited to meet you all and journey with you through your junior year of high school studying English. This is the Google classroom where you will find all the information and details you need to be successful in completing your summer reading assignment for the 2020-21 school year! Please know that summer reading is a required assignment for every English class at Liberty Charter High School. Completion of this assignment will count for a grade in your English class. Ultimately, our purpose in having summer reading assignments is to cultivate your life-long learning habits. Just because the school year ends doesn't mean learning has to stop. We want to continue our growth as readers, writers, speakers and listeners throughout the summer so when we come back to school next year we aren't coming in cold, but fired up and ready to keep diving into texts and learning! :) We English teachers at Liberty Charter High School believe that reading is such a valuable habit and is something we should strive to do every single day. Not only does it grow and strengthen your brain, it fosters determination and resilience when you commit to it as a daily habit, it helps you to think critically, it guides your ability to concentrate, and most importantly (in my opinion) it helps you develop emotional intelligence and cultivate empathy. We will focus quite a bit on the latter throughout our school year together. A simple way to look at it is reading regularly helps you to be a better human in every way. :) This summer if you are enrolled in Standard or College Prep English 11 you will be reading a play, or if you are enrolled in AP Language & Composition you will be reading two separate texts (an essay and a nonfiction book), that will serve to guide our introduction into these respective courses. It is essential that you complete the summer reading assignment so that we can start a new school year together successfully. There will be assignments we will be focusing on in class that are based on your summer reading texts, beyond the assignment we are asking you to complete over the summer, which are available in this Google classroom. We will be reading 11th grade level texts and beyond so that we can begin to comprehend and analyze the words in these texts to interpret what they mean as well as dig into the deeper big ideas within the texts and make our own personal life applications. We'll know we've got it when we've read through the assigned texts and completed the summer reading assignment demonstrating our careful consideration of the main ideas/figures/themes/vocabulary which will enhance our ability to make accurate interpretations about the text as a whole. You will find that you need to complete only ONE of the summer reading assignments linked below dependent on the class you are enrolled in. Please feel free to email me at [jennifer.landry@lfcsinc.org](mailto:jennifer.landry@lfcsinc.org) if you have any questions or concerns. I so look forward to getting to know each of you soon!

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**11th Grade Summer Reading  
2020-2021 School Year  
Ms. Landry**

Purpose: To grow as literate citizens and promote continued learning over the summer.

**Standard & College Prep English Students:**

1) Reading Assignment:

***Death of a Salesman*** by Arthur Miller

- Full PDF available here:  
<http://www.wcusd15.org/kershaw/ENG%20302/DS%20Death%20of%20a%20Salesman%20Complete.pdf>
- Ever since it was first performed in 1949 this play has been recognized as a milestone of the American theater. In the person of Willy Loman, the aging, failing salesman who makes his living riding on a smile and a shoeshine, Arthur Miller redefined the tragic hero as a man whose dreams are at once insupportably vast and dangerously insubstantial. He has given us a figure whose name has become a symbol for a kind of majestic grandiosity—and a play that compresses epic extremes of humor and anguish, promise and loss, between the four walls of an American living room.

As you are reading *Death of a Salesman*, complete the following handouts to support your understanding of the play and help you to prepare for in-class work the first week of school.

***Death of a Salesman***

Name: \_\_\_\_\_

**Directions:** While reading look for the evidence of the following information in each chart below and record important notes, ideas, reflections or quotes in relation to the topics and characters below.

Evidence of Memory in the Play (flashbacks, jumping around, biased narrator)	Evidence of Willy Loman's Mental Instability	Evidence of "False Sense of Self" (character has an inaccurate image of him/herself)

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Record important notes, ideas, reflections or quotes in relation to the characters in the organizer below. Capture at least FIVE specific details for each character.

WILLY LOMAN	LINDA LOMAN

**BIFF LOMAN**

**HAPPY LOMAN**

## Death of a Salesman Matching Vocabulary

I. MATCHING: Place the correct letter from the right hand side on the correct space on the left.

- |                       |   |
|-----------------------|---|
| 1. __ mercurial       | a. conquered; subjugated; brought under control             |
| 2. __ trepidation     | b. disbelieving; skeptical                                  |
| 3. __ resigned        | c. memories; accounts of past events                        |
| 4. __ accommodating   | d. Scornful   |
| 5. __ crestfallen     | e. a youth loved by Aphrodite for this striking beauty      |
| 6. __ reminiscences   | f. to rid of by [or as if by] scattering; drive away        |
| 7. __ contemptuous    | g. the quality of fearless daring; boldness; arrogance      |
| 8. __ elegiacally     | h. happening; existing; or done at the same time            |
| 9. __ insinuates      | i. capable of being accomplished or carried out; suitable   |
| 10. __ implacably     | j. quick and changeable in character                        |
| 11. __ incipient      | k. dread; apprehension                                      |
| 12. __ initiative     | l. expressing sorrow; mournful                              |
| 13. __ tauntingly     | m. to hint; to introduce oneself by subtle means            |
| 14. __ idyllic        | n. helpful and obliging                                     |
| 15. __ incarnate      | o. dejected; dispirited                                     |
| 16. __ laconic        | p. having or showing little emotion; passive                |
| 17. __ valise         | q. a distinctive quality that personifies a person or thing |
| 18. __ stolid         | r. a paradise of rustic simplicity                          |
| 19. __ aura           | s. invested with bodily nature and form; made into flesh    |
| 20. __ dispel         | t. incapable of being pleased, pacified, appeased           |
| 21. __ audacity       | u. to challenge or deride someone mockingly                 |
| 22. __ simultaneously | v. quit, submitted, given-up                                |
| 23. __ feasible       | w. sparing of words; terse                                  |
| 24. __ subdued        | x. a small piece of hand luggage                            |
| 25. __ incredulously  | y. beginning to exist or appear                             |
| 26. __ Adonis         | z. the power or ability to follow through with a plan       |

### Describe the "Ideal American Family" in paragraph form below:

In your paragraphs include the following: 1.] Number of members, 2.] Names, 3.] Ages, 4.] Occupations, 5.] Education, 6.] Hobbies/pastimes, 7.] Proudest achievements, 8.] Greatest fears, 9.] Most cherished dreams or goals. 350 Words Minimum. You may begin: "The \_\_ (Last Name) \_\_ family is the ideal American Family."

**Death of a Salesman//Reading Comprehension Questions//Complete 10 of the reading questions on the last page of this document. Write in complete sentences and clearly number each question.**

1. How would you best describe Willy and Linda's relationship?
2. Describe the relationship between Willy and Biff.
3. What does Willy consider to be the secret of success?
4. Willy clearly has a problem with reality. List at least two examples of this.
5. Speculate as to the significance of "THE WOMAN."
6. What are Willy and his boys' opinions of Bernard?
7. Willy makes the cryptic statement that "The woods are burning." What do you think he means other than not being able to drive a car?
8. Ben is the ghost of Willy's dead elder brother. How does Willy regard Ben?
9. What does Charley offer Willy and why doesn't Willy accept this?
10. What "opportunity" does Willy think he missed when he was a younger man?
11. What apparently happened in Ben's life when he was a very young man?
12. How has Charley been helping Willy every week?
13. What seems to be Willy's motive for attempting suicide? (hint: consider who is investigating his "accidents").
14. Why is Biff planning to visit Bill Oliver?
15. Describe Willy's mood at the beginning of ACT 2. How do you account for this change?
16. What is the purpose for Willy's meeting with Howard?
17. When Linda talks to Biff over the phone, why is she disappointed about the rubber pipe that Willy had previously connected to the gas heater?
18. We flashback to one of Biff's high school football games. Describe the importance of this game to Willy.
19. When we flash-forward to the present, Willy is in Charley's office and he meets Bernard who is now an adult. Describe Bernard's success.
20. Bernard recounts a childhood experience with Willy. Describe this experience and why was Bernard always confused with it?
21. Describe the significance of the following exchange:  
    WILLY: The Supreme Court! And he didn't even mention it!  
    CHARLEY: He don't have to—he's gonna do it.
22. What realization did Biff have about his life while talking to Bill Oliver?
23. In a flashback, we learn of Willy's relationship with the woman. How did Biff's knowledge of this relationship affect him?
24. How does Biff see his life compared to how Willy sees his (Biff's) life?
25. What is Biff's point when he says of Willy, "He had the wrong dreams. All, all, wrong"?
26. Why does Linda repeatedly state "We're free" at the end of the play?

**AP Language & Composition**  
**Summer Reading 2020**  
**Ms. Landry**

Purpose: To read college level texts with insight and understanding to author purpose as well as to grow as literate citizens and promote continued learning over the summer.

1) Reading Assignment Book:

***The Tipping Point*** by Malcolm Gladwell

Get a copy of *The Tipping Point* by Malcolm Gladwell from your local library or local bookstore. It can be purchased on Amazon here:

[https://www.amazon.com/Tipping-Point-Little-Things-Difference/dp/0316346624/ref=sr\\_1\\_2?crid=6V71HV5F69VP&dchild=1&keywords=the+tipping+point+by+malcolm+gladwell&qid=1590962746&srefix=the+tipping+point%2Caps%2C586&sr=8-2](https://www.amazon.com/Tipping-Point-Little-Things-Difference/dp/0316346624/ref=sr_1_2?crid=6V71HV5F69VP&dchild=1&keywords=the+tipping+point+by+malcolm+gladwell&qid=1590962746&srefix=the+tipping+point%2Caps%2C586&sr=8-2) (\$9.99 in paperback)

Or you can find the PDF of the text online here:

[https://binyaparak.com/images/blog\\_articles/123/the-tipping-point.pdf](https://binyaparak.com/images/blog_articles/123/the-tipping-point.pdf)

You will need to read and annotate the book over summer break. Use sticky notes to mark pages and hand-write your annotations on the sticky notes. Or you can keep a running document of your notes, citing page numbers so the correlations are clear. Think of your annotations as a conversation between yourself and the text. Read actively with a pen in hand. The more you annotate, the more success you will have in classroom activities at the beginning of the school year.

In addition to annotations, answer the *The Tipping Point* Reading Guide questions as you read. Fully address each question, providing textual evidence (quotes, summaries, and paraphrases of the chapter). Your reading guide will be especially helpful during discussions or when you are locating evidence in the book to cite.

When the school year begins, we will complete the following activities surrounding *The Tipping Point*:

Socratic Seminar and/or small group discussion



Multiple-choice reading comprehension and analysis questions

An analytical essay on a topic in Gladwell's book

This book and the essay by Joan Didion that you are asked to read after *The Tipping Point* questions are an essential component of the first two weeks of school, so it is imperative that you show up on the first day prepared with the book and essay read and annotated and the reading guide and reader's presence questions answered and paragraph writing completed.

Completing the summer assignment is a prerequisite to AP Language and Composition.

***The Tipping Point*** Reading Guide Questions (You may type or handwrite your responses)

**The Tipping Point: Pre-Reading**

Questions for Discussion (PICK TWO OF THE FOLLOWING QUESTIONS AND RESPOND WITH YOUR PERSONAL THOUGHTS IN COMPLETE SENTENCES ON A SEPARATE DOCUMENT)

Do you know someone who seems to know everyone? How do they have so many connections?

Do you know someone who seems to know everything? Are they willing to share their information/ knowledge?

Have you ever played the game "Six Degrees of Kevin Bacon"?

Did you have a favorite tv show as a child? Was it considered educational?

Is too much television or screen time "bad" for little children?

What is the definition of a criminal?

How does a society deter crime?

How much influence does environment have over how people behave?

How much cheating goes on in schools?

How much influence does immediate environment have on the way people behave?

Does birth order matter?

What is the ideal size for a school/ business in order for it to be successful?

With all the harmful information available, why do teens continue to smoke?

How much influence do your peers have on your decision making?

**The Tipping Point: Chapter Questions (PICK THREE QUESTIONS FROM EACH CHAPTER TO RESPOND TO IN ADDITION TO THE QUESTION I'VE BOLDED THAT MUST BE ANSWERED. RECORD ALL OF YOUR RESPONSES IN A SEPARATE DOCUMENT THAT YOU WILL SUBMIT WHEN WE RETURN TO SCHOOL)**

**IN CLEARER TERMS, YOU WILL BE ANSWERING FOUR QUESTIONS TOTAL FOR EACH CHAPTER!**

Chapter One: The Three Rules of Epidemics

What is an epidemic?

What kinds of "epidemics" do we see in schools?

What was the root cause of the epidemic in Baltimore?

What made Hush Puppies make a return to fashion?

What is the "bystander problem" and what does it say about people?

Have you ever witnessed something like the "bystander problem" in school?

What did you do?

**What are the three rules of the tipping point?**

Chapter Two: The Law of the Few: Connectors, Mavens, and Salesmen

What is a Connector?

What is a Maven?

What is a Salesman?

Can you provide an example of each from the book?

Do you know someone who is a Connector, Maven or Salesman? What makes them a Connector, Maven or Salesman?

**What is six degrees of separation?**

What, ultimately, was the difference between Paul Revere and William Daves?

What is the Law of the Few?

Chapter Three: The Stickiness Factor: Sesame Street, Blues Clues, and the Educational Virus

What is The Stickiness Factor?

What did the makers of Sesame Street do differently?

What is the significance of the Columbia Record Club story? What does it teach us about people?

What is The Distractor?

What did the creators of Blues Clues learn from Sesame Street? What did they change?

What did you learn about what and how children learn from watching television?

**Do you still think tv is good/bad for young children? Why?**

#### Chapter Four: The Power of Context (Part One): Bernie Goetz and the Rise and Fall of New York City Crime

What is a criminal?

What is the Power of Context?

**What is the Broken Window Theory?**

What two major changes were implemented in NYC in order to deter crime in the subway system?

The Power of Context and the examples of NYC tell the reader what about criminals and behavior in general?

According to the studies presented, when do people cheat/ lie/ deceive?

The study of the seminarians seems to indicate what about people's beliefs, values and thoughts?

The prison experiment and the NYC subway system both tell us what about Environmental tipping Points?

#### Chapter Five: The Power of Context (Part Two): The Magic Number One Hundred and Fifty

**What made the Ya-Ya Sisterhood tip?**

What is the Rule of 150?

What happens after a group surpasses 150?

What is "transactive memory"?

What can we learn from Gore Associates?

#### Chapter Six: Case Study: Rumors, Sneakers, and the Power of Translation

What made Airwalks tip?

What is the diffusion model?

Who are the many types of people in the diffusion model?

What are the Connectors, Mavens and Salesmen most important role?

**What kind of distortion happens as rumors spread?**

What did they learn from studying the needle exchange program?  
What do you need to do if you want to start an epidemic?  
Why didn't the Airwalk epidemic last?

Chapter Seven: Case Study: Suicide, Smoking, and the Search for the Unsticky Cigarette

Explain the epidemic in Micronesia? How did it get started? What was typical about each instance?

What did studies show about suicide and car fatalities?

How is teen smoking like teen suicide?

What are heavy smokers personalities like? What types of traits are they likely to have over non-smokers and "chippers"?

Why do teens smoke?

**Why do adult anti-smoking messages not work?**

What do studies show about genetic, environmental, and peer influences?

Should we try to make smoking less contagious or make it less sticky?

Chapter Eight: Conclusion: Focus, Test, and Believe

What are the main lessons of The Tipping Point?

What is a "Band Aid"? Is it a good thing or a bad thing?

Why was moving Georgia Sadler's campaign about the awareness of diabetes and breast cancer from black churches to beauty salons effective?

**How does the theory of the Tipping Points make us reframe the way we think about the world?**

What are the two examples of how acutely sensitive we are to even the smallest details of everyday life?

Afterword: Tipping Point Lessons From the Real World (Answer all questions here)

What has changed regarding teens in America?

How has email had an influence on the spread of information?

What has changed in the world of education?

**The Tipping Point: Post-Reading**

Read each question before answering any.

**Each question must be answered with a completely different topic.**

The completeness of your response, including details and supporting evidence, will determine your score.

1. What did you learn?

2. What surprised you?
3. What will stay with you forever?
4. What do you want to know/ learn more about?

2) Reading Assignment Essay:

**"On Keeping a Notebook"** by Joan Didion

You can read the essay here:

<https://accessinghigherground.org/handouts2013/HTCTU%20Alt%20Format%20Manuals/Processing%20PDF%20Sample%20Files/00%20On%20Keeping%20a%20Notebook.pdf>

Annotate the essay as you read. You can either keep a running list of notes that you can submit when we return to school, or you can print out the essay and annotate on the text itself. Again think of it as a conversation between yourself and the text. What do you know about the subject, author and audience from the text? What sounds significant? What strikes you as important on a personal level? What key messages is the author intending to communicate to her audience?

Then answer the three questions posed at the end of the essay rewritten here. Please only respond to these questions rather than the ones written in the essay itself

**The Reader's Presence**

- |   |
|---|
| 1) Notice that Didion begins her essay not with a general comment about notebooks but with an actual notebook entry. What does the entry sound like at first? What effect do you think Didion wants it to have on you as a reader?  |
| 2) Consider the comparison Didion makes in paragraph 6 between a notebook and a diary. How do they differ? Why is she fond of one and not the other? How does her example of a diary entry support her distinction?                 |
| 3) Didion's notebook entries were never intended to have an audience. How is that apparent from the entries themselves? Where do you fit in as a reader of Didion's work? What in your own words is the purpose of a private diary? |

**Paragraph Writing Response**

Construct a paragraph that examines the tone of Didion's essay. In other words, what is her attitude toward the subject matter of her essay? What words and phrases throughout her piece communicate her tone best? How does her tone influence her audience's impression of the subject matter?

Use this website to help you categorize tone:

<https://www.writerswrite.co.za/155-words-to-describe-an-authors-tone/>