



**Canterbury High School**  
**Grade 10 American Literature & Composition**  
**Summer Reading Questions**

All incoming sophomores are required to complete study questions about their required readings, which are due on the second day of class on Thursday, Aug. 23. Your work will be graded.

Do not consult outside sources to answer these questions. If you cannot determine and answer to a particular question, leave it blank and discuss it with your teacher on the first day of class. You may answer these questions in full sentences or note form, but answers must be typed so you can submit them to [www.turnitin.com](http://www.turnitin.com).

As you read, think about the following ideas, which we will discuss throughout the year and will serve as essay prompts for your summer reading essay in August.

- Racism
- Family
- Childhood
- Dishonesty
- Hypocrisy
- Language
- Maturity
- Morality
- Parenthood
- Religion
- Setting
- Social class

If you have questions about this assignment, [email Ms. Crupi](#) or [email Mr. Todoran](#).

### ***The Adventures of Huckleberry Finn***

#### Chapters I-IV

1. Consider Huck's view of religion in these chapters. Write a brief paragraph about his view, using two quotes from the book.
2. In 2011, this novel was revised so that the word "slave" replaces the word "nigger." There are schools in the United States that do not teach the book because of this word. Write a paragraph that discusses the use of this word in the book. What connotations does it have? Is it appropriate to use this word in this novel, or do you agree that it should have been revised or that it should be censored?

#### Chapters V-VII

3. Consider the various descriptions of setting in these chapters. Select one that you find particularly effective. Explain why it is effective and/or how it is effective.

4. Describe the relationship between Huck and Pap. Then, describe someone you know or a character in a book or a movie who has a similar relationship with his/her parent (you may change the names of the people that you are describing.) Explain the similarities.
5. Consider Huck's description of the river. Write a paragraph describing a place that you have been to that affected you in a similar way. Try to model your description on Huck's; for example, you might try to think about the size of the place that you are describing.

#### Chapter VIII-XI

6. List three superstitions in these chapters.
7. What are Huck's mistakes when he tries to pretend that he is a girl? What do these mistakes say about traditional gender roles in the novel?

#### Chapters XII-XVI

8. Find three examples of colloquial language in the novel, and paraphrase each one.
9. Huck's apology to Jim can be viewed as a particularly important moment. What does Huck's apology say about his attitude toward Jim? How is his apology an example of the theme of racism in the novel?

#### Chapters XVII-XVIII

10. Emmeline Grangerford's art and poetry are examples of satire in this novel. Write a paragraph about what is being satirized by her pictures and poetry. Explain Huck's reaction to her poem.

#### Chapters XIX-XXIV

11. What do the situations involving the Grangerfords and Colonel Sherburn have in common? What is similar about the way that people behave in both of these situations? What do these situations suggest about human nature?
12. Why are the Duke and the King able to fool people? Consider and explain at least two aspects of human nature that help them to be able to con people. Do you think that it is as easy to trick people in today's world?
13. List three different examples in which literature is presented or alluded to in the novel so far. In general, how is literature presented or regarded in these examples?

#### Chapters XXV-XXXI

14. At this point in the novel, a number of moral issues have been presented. List five of these issues. For each moral issue, briefly explain one situation that illustrates the issue.
15. Do you think that Huck learns anything from his experience with the king and the duke? Explain, using specific examples.

#### Chapters XXXII-XXXIX

16. Describe the character of Tom Sawyer using two specific examples from the beginning of the novel, and two from these chapters. Do you think that Tom has changed?
17. Explain Huck's reaction to seeing the Duke and the King tarred and feathered and rode out on a rail.
18. Some readers are uncomfortable with the idea that Tom makes a game of setting Jim free. What do you think? What does this suggest about Tom or Huck? Should we see this as simply an aspect of the time period, or does it have a larger significance?

Chapters XL-XLII

19. Define “paradox.” List and explain two examples of paradoxes in human behavior in the novel. Huck finishes the narrative of the novel by saying that he is leaving so that Aunt Sally can’t “civilize” him, and that he has “been there before.” Considering this, and the novel as a whole, do you think that Huck has changed?

## ***The Member of the Wedding***

**Edition:** Mariner (publisher) ISBN: 978-0-618-49239-8. Because this novel may be used for class activities on close-reading, annotation, and note-taking, we strongly urge that you obtain this edition of the novel.

**Assignment:** McCullers’ novel is divided into three parts. Complete Parts One and Two for each of the three sections of the novel. Compile these responses in a typed, double-paced document, in 12 point font, MLA format. Be prepared to submit this assignment to Turnitin once you’ve been assigned a class ID.

### **Part One: Significant Signposts**

**Directions:** Choose any THREE of the following prompts for each of the three parts of the novel. Nine total. At least three of your nine responses should be on Author’s Craft/Style.

**Requirements:** Each response should be approximately 50 words and meet the following criteria: Write one sentence explaining the context (who, what, where, when) of the quotation; one sentence gracefully integrating a salient portion of the quote as evidence (include an MLA parenthetical citation); and one or two sentences of elaboration making an inference or raising a high-level question about the significance of the quotation. Crisp, concise, and coherently articulated sentences account for 50% of each response. LABEL each response (Contrasts, Insights, etc.).

- **Contrasts:** Write about a passage where you notice a character behaving in a way that is contrary to how you might expect him or her to behave. Why is the character behaving this way? How does this contradiction shape your impression of the character? How might this be ironic? Comment.
- **Author’s Craft/Style – Setting:** Write about a passage that strikes you as a particularly engaging and rich in description of setting. What do you notice about the author’s choices in diction, imagery, figurative language, and syntax (DIDLS)? How do these elements of style convey a mood or atmosphere? What impact does this passage have on your understanding of the character or theme?

- **Author’s Craft/Style – Character:** Write about a passage that strikes you as a particularly engaging and rich in description of character. What do you notice about the author’s choices in diction, imagery, figurative language, details, and syntax (DIDLS)? How do these elements of style contribute to your understanding of the character and the setting? What impact does this passage have on your understanding of theme?
- **Insights/Epiphanies:** Write about a passage where you notice a character’s growing awareness or sudden understanding of something. How does this growing realization or moment of clarity change things? How does the character deal with the dilemma? Comment.
- **Conflicts:** Write about a passage where you notice a character facing tough questions, dilemmas, uncertainty, or uneasiness. How does the character react to conflict, and what does this indicate about the character’s values? How do these conflicts contribute to theme?

### Part Two: Author’s Generalization

**Prompt:** Think about the various groups or relationships of which you are a “member.” What rules must you follow to be a member? What conditions must you meet to be a member? Have you ever rejected, or been rejected by, a group because you didn’t accept or meet the conditions of membership? Beginning with the title, this *motif of membership* is echoed throughout the novel as Frankie embarks on a quest for belonging and acceptance. Frankie encounters a number of different relationships for which membership comes with certain rules and conditions. These relationships include: the traditional marriage; the family unit; race; social circles or friend “groups”; and the realm of adulthood. Pay close attention to passages that reveal the rules and conditions of membership, and notice how these rules and conditions cause conflict for Frankie.

**Procedure:** For each of the three sections of the novel, do the following:

1. **Gather** and list quotations that develop the motif of membership and its rules and conditions. Include a parenthetical citation for each. Six or more quotations.
2. **Group** quotations according to some common aspect of membership (type of group or type of rule/condition, for example). Two or more groups of three or more quotations each.
3. **Title** each group of quotations with a “tabloid headline” (Protagonist Passes on Pandering to the Popular Crowd, for example).
4. **“Add-it-up”:** Based on the quotations and headlines, **write** one or two crisply crafted and coherent sentences articulating what this section of the novel “says” about the idea of membership.
5. **Craft a haiku** “title” for this section of the novel. Your haiku should be a creative and concise summary of the section/chapter.

Here’s what an outline of this work for each of the three sections would look like:

- I. A **Haiku** that creatively and concisely summarizes the section of the novel.

- II. Quotation Groups and Headlines:
  1. A **tabloid headline** for quotation group #1.
    - a. Quotation and Citation
    - b. Quotation and Citation
    - c. Quotation and Citation
    - d. More?
  2. A **tabloid headline** for quotation group #2
    - a. Quotation and Citation
    - b. Quotation and Citation
    - c. Quotation and Citation
    - d. More?
  3. Repeat headline and quotes as necessary.
- III. One or two crisply crafted and coherent sentences articulating what this section of the novel “says” about the idea of membership.

So, you’ll do this three times – one for each section of the novel.