

# AP English Language and Composition Summer Reading 2017-2018

Mrs. Gina Goforth [ggoforth@chinaspringisd.net](mailto:ggoforth@chinaspringisd.net)

Please obtain a copy of these two books: These can be found at Amazon, Barnes and Nobel, etc.

1. *Thank You for Arguing* Revised and Updated Edition (2013) by Jay Heinrichs. Obtain a copy of the book, but there are no summer written assignments. We will be reading from this book during the first six weeks of school.
2. *Unbroken: A World War II Story of Survival, Resilience, and Redemption* by Laura Hillenbrand

All assignments must be turned in to the high school office on or before the assigned due date. They should be in the assigned box before the end of the workday. Your assignments need to be enclosed in a manila envelope with your first and last name clearly written on top front corner.

## Assignment 1: Unbroken Tone Log Assignment DUE: July 13

Tone is more than merely an author's attitude toward his/her audience and characters; it is the stylistic means by which an author conveys his/her attitude(s) in a work of literature. Tone is an integral part of a work's meaning because it controls the reader's response which is essential to fully experiencing literature. In order to recognize tonal shift and to interpret complexities of tone, the reader must be able to make inferences based on an active reading of the work.

As you read you will look for "tone" words and passages and analyze how Hillenbrand's tone changes (I recommend that you take notes as you read). See the parameters for the assignment below. **You must type this assignment.**

Keep a log that specifies **10 different passages** that clearly show how Laura Hillenbrand's attitude toward Zamperini with specific tone words within passages. (You might want to directly annotate these in your book). Make sure to have passages that are representative throughout the entire book.

### Tone Log Example

Quote and page number	Description of tone (in your own words)	Analysis of author's purpose
"Slumped alongside him was a sergeant, one of his plane's gunners. On a separate raft, tethered to the first, lay another crewman, a gash zigzagging across his forehead. Their bodies, burned by the sun and stained yellow from the raft dye, had winnowed down to skeletons." – Preface pg. 1	The words slumped, tethered, gash, burned, stained and winnowed illustrate the hopelessness of the situation. The description of the men's bodies show that they are weak, helpless, and near death.	The author began the book with these images of the hopeless and injured men to depict how very near death the men are at this point in the story. These images are very poignant. The purpose of the imagery is to make us question how did this happen? How did the men get in this situation?

**Assignment 2: Unbroken Essay** DUE: July 13 Author Laura Hillenbrand chronicled the remarkable life of Louis Zamperini in her nonfiction book, *Unbroken: A World War II Story of Survival, Resilience, and Redemption*. Using textual evidence for support, write an essay (minimum of 5 paragraphs) explaining how Louis Zamperini exhibited the virtues of survival, resilience and redemption throughout the novel. Your essay should be typed, double spaced, 12pt.

**Assignment 3: Unbroken Study Questions** DUE August 14 As you read complete the study question packet. These questions highlight important information throughout the book. You will have a test over the novel the first week of school, and we will discuss the study guide questions to prepare for the exam.

**Assignment 4: Current Events DUE: August 14** To begin to create a foundation of examples and ideas to support the arguments you will be asked to make, you need to read reputable newspaper (or news magazine) articles. You may read articles from city newspapers, USA Today, Newsweek, Time or weeklies of similar quality. **You will need to read a total of 10 articles. Please keep up with this assignment. The dates of the articles must be spread out. In other words, do not read all 10 the week before the assignment is due. Choose articles that relate to current, global, national and local events equally. Sports articles do not count.**

**Mount each article (or print it out) to a piece of blank white paper and note the publication title, title and author of the article and date published (see example below). Title each paper Global, National, or Local. Please type this assignment.**

- Author. "Title of Article". Newspaper Name. Date: page number (Print or Web)
- Main points (list)
- SOAPStone(Refer to the SOAPStone handout page 3)
- Your response

**EXAMPLE**

Begley, Sharon. "How Quickly We Forget." Newsweek. 7May 2010: NP. Web  
 Main point: The author cited previous oil spills like the Exxon Valdez near Alaska in 1989, but notes that after a period of public outrage, the public goes back to normal life with no changes.  
 SUBJECT: Oil spills and their effects  
 OCCASION: The recent spill in the Gulf of Mexico  
 AUDIENCE: American Public  
 SPEAKER: Environmentalist author  
 PURPOSE: To highlight how quickly we forget about disasters that have long term effects on lives.  
 TONE: indignantly pessimistic: Oil spills have become far too common; American citizens have been desensitized to the risk of energy production.  
 MY RESPONSE : I agree that oil spills and other natural disasters draw public attentions and sympathy for a time, but that public attention is quickly drawn to the next sensational story without much real action

**Assignment 5: Rhetorical Terms Flashcards Due August 14**

**For the following words, make flashcards that have the word on one side and the definition and one example on the other side. Use large note cards and leave room to add examples to your cards as the year progresses. You will be tested over these terms during the first six weeks of school.**

1. Ad Hominem	11. Archetype	21. Imagery	31. Personification
2. Allegory	12. Asyndeton	22. Juxtaposition	32. Polysyndeton
3. Allusion	13. Colloquialism	23. Logos	33. Rhetorical question
4. Anadiplosis	14. Connotation	24. Metaphor	34. Satire
5. Analogy	15. Denotation	25. Metonymy	35. Simile
6. Anaphora	16. Diction	26. Motif	36. Syllogism
7. Anecdote	17. Epistrophe	27. Oxymoron	37. Synecdoche
8. Antecedent	18. Ethos	28. Paradox	38. Syntax
9. Antithesis	19. Euphemism	29. Parallelism	39. Theme
10. Apostrophe	20. Figurative Language	30. Pathos	40. Tone

## What is SOAPStone

Soapstone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that students must first ask themselves, and then answer as they begin to analyze texts and/or plan for their own writing assignments. SOAPStone provides a concrete strategy to help students identify and understand the main components of writing, including their own writing.

### Who is the Speaker?

The voice that tells the story. Whose voice is going to be heard? Whether this voice belongs to a fictional character or to the writer himself, students should determine how a writer develops the personality/character/ credibility of the speaker or narrator that will influence the overall meaning of the text. Think about the assumptions you make about the speaker (age, gender, emotional state, etc.) What is the speaker's point of view?

### What is the Occasion?

**The context and circumstances of the piece that prompted the writing.** Writing does not occur in a vacuum. All writers are influenced by the larger occasion: an environment of ideas, attitudes, and emotion that swirl around a broad issue. Then there is the immediate occasion: an event or situation that catches the writer's attention and triggers a response. What is the rhetorical occasion of the text (to relate a memory, a description, an observation, and argument, a critique?) Think about: What is the setting? What is the intended emotional effect? What else was going on in the world when the author was writing?

### Who is the Audience?

**The group of readers to whom this piece is directed.** Successful writers must determine who the audience is that they intend to address. It may be one person or a specific group. This choice of audience will affect who and why writers write a particular text. Think about: Who does the author want to be affected by the text?

### What is the Purpose?

**The reason behind the text.** Writers need to clearly consider the purpose of their text in order to develop the thesis or the argument and its logic, or in the case of fiction, to develop a theme. Writers should ask themselves, "What do I want my audience to think or do as a result of reading my text?" What is the writer's message and how does he convey it?

### What is the Subject?

Students should be able to state the subject in a few words or phrases. This step helps them to focus on intended task throughout the writing process. Subject or topics are then developed into full ideas, arguments, or themes. What is the speaker literally saying?

### What is the Tone?

**The attitude of the author toward his/her subject.** The spoken word can convey the speaker's attitude and thus help to impart meaning through tone of voice. With the written word, tone is created by conscious choices in diction, syntax, figurative language, imagery and selection of details to extend meaning beyond the literal. The ability to engage tone is one of the best indicators of a sophisticated writer. Think about: Diction- is the writing tight and efficient or elaborate and long-winded? Does the writer use proper and formal language? Tone-What is the speaker's attitude about the subject or about the audience? Does the speaker seem sarcastic, aggressive, wistful, pessimistic, hopeful, bitter, reflective, skeptical, etc?

**Unbroken by Laura Hillenbrand****Study Questions      Parts I, II, & III      NAME**

*Answer ALL of the following questions fully and in your own handwriting using complete sentences where appropriate. Questions are due the first day of school.*

**PREFACE**

1. List 3 details Hillenbrand includes that create suspense in this opening passage.

**PART I****Ch. 1 – The One-Boy Insurgency**

2. What is the effect of the historical references to Babe Ruth, Anne Frank, the Empire State Building, Adolf Hitler, and the stock market success?
3. What did Louie gain in adulthood from his childhood mischief?
4. How did Louie respond to bullying and abuse as a child?
5. What qualities did Louie gain from his mother Louise?
6. Explain how the threat of eugenics affected Louie.

**Ch. 2 – Run Like Mad**

7. Why did Louie continue to run if he hated it?
8. What event turned Louie's motivation back to running?
9. Explain the following quotation, "He felt as if he would faint, but it wasn't from the exertion. It was from the realization of what he was." (p. 19)

**Ch. 3 – The Torrance Tornado**

10. Explain why Louie switched to the 5,000 meter race.
11. How did the heat affect the runners? Include specific details.
12. In the last Olympic Trial race, what was the final judgement?
13. What happened to Bright after the race? (see footnote)

**Ch. 4 – Plundering Germany**

14. List 3-4 conditions on the *Manhattan* that made it difficult for the athletes to train.
15. Who was known as the Santa Claus of the Olympic Games and why?
16. What details suggest an ominous undertone of the Nazi power?
17. Explain the details that suggest "Hitler's show" was over.
18. Describe the ironic end of the Olympic village designer Captain Fürstner.

19. Explain the irony in the choice of the host for the 1940 Olympics.

#### **Ch. 5 – Into War**

20. Who is Jimmie Sasaki?

21. The USC coach said the only runner who could beat Louie was *Seabiscuit*. Who is this and what is Laura Hillenbrand's connection to this detail?

22. How did other racers attempt to "slow Louie down" in the NCAA mile, and what was the result?

23. What were Japan's motivations and preparations for war?

24. Fill in the following historical timeline:

a. 1931 -

b. 1937 -

c. 1939 -

d. 1940 -

e. 1941 -

25. How did Louie respond to the cancelling of the Olympics?

26. Where was Louie on November 7, 1941, and what was his job?

#### **PART II**

#### **Ch. 6 – The Flying Coffin**

27. How was Louie adjusting to his role as a flyboy?

28. What is the emotion behind the description of the family photo, "as if all before them was lost in the glare"?

29. List several problems with the B-24 Liberator (a.k.a.: The Flying Brick, The Flying Boxcar, The Constipated Lumberer, The Flying Coffin).

30. Explain fully the following quotation: "Training was a crucible and it transformed Phil's crew." (p. 67)

#### **Ch. 7 – "This Is It, Boys!"**

31. How did the men pass the time when they were not in combat?

32. Describe the results of the attack on Wake Atoll.

33. Describe the discrepancy of the news stories of the Wake Atoll attack.

### **Ch. 8 – “Only the Laundry Knew How Scared I Was”**

34. In the Fifteenth Air Force, between November 1, 1944, and May 25, 1945, 70 percent of men listed as killed in action died in operational aircraft accidents. List the 5 most prevalent causes for these losses as detailed in this chapter.
35. Explain the dilemma between ditching and crashing.
36. What two talismans does Phil carry with him?

### **Ch. 9 – Five Hundred and Ninety-four Holes**

37. What were Louie’s targets on Nauru, and did he successfully hit them?
38. What was the tactical objective of the attack on Japanese-controlled Nauru? Why was it called a “priceless prize”?
39. What is the purpose of the final paragraph of chapter nine?

### **Ch. 10 – The Stinking Six**

40. In recounting their experience of the attack on Funafuti, many of the soldiers report details of the sounds. List 3-4 specific descriptions of sounds.
41. On the fourth pass by the Japanese over Funafuti, they “hit the jackpot.” What does this mean?
42. Explain the problems with *The Green Hornet*.

### **Ch. 11 – “Nobody’s Going to Live Through This”**

43. What is a Mae West?
44. List 3 things that contributed to the crashing of *The Green Hornet*.
45. Explain the danger involved in the engineer’s duty with regard to the life raft.
46. At the end of the chapter, we read “Luck was with him” commenting on Louie’s survival. List at least 3 other times in his life so far that luck has been with Louie.

## **PART III**

### **Ch. 12 – Downed**

47. List the 3 survivors and their injuries incurred in the crash of *The Green Hornet*.
48. Contrast the provision on *The Green Hornet* rafts with those of rafts just one year later. Highlight 2-3 essential items that Louie, Phil, and Mac did not have.
49. In a famous poem about a mariner stranded at sea, Samuel Taylor Coleridge writes, “Water, water everywhere/And all the boards did shrink/Water, Water everywhere/Nor any drop to drink.” Explain this line in the context of the *Hornet*’s survivors.

### **Ch. 13 - Missing at Sea**

50. Explain Louie’s reaction to Mac’s eating all the chocolate.

51. In which direction are Louie, Phil, and Mac's rafts drifting, and how do they know?

52. After surviving several serious injuries in the war, what does Pillsbury report about war 60 years later?

#### **Ch. 14 - Thirst**

53. Describe the men's pursuit of food and water on the raft.

54. Contrast Mac's state of mind to Louie and Phil's. Explain the possible reason for this difference.

55. What deal did Louie make with God?

#### **Ch. 15 - Sharks and Bullets**

56. Although the men themselves were not hit by the Japanese bombers' strafing, what damage was done? Be specific.

57. How does Louie defend himself against the sharks while he is in the water?

58. Explain the process of getting the raft seaworthy again after the attack.

59. What do Phil and Louie deduce about their location and their estimated time of arrival on land?

#### **Ch. 16 - Singing in the Clouds**

60. After the shark attack, what was Louie's emotion and resolve regarding the sharks?

61. When Mac asks Louie if he [Mac] is going to die, who does Louie respond and why?

62. Explain the double meaning of the word "doldrums."

63. What did only Louie see and hear on Day 40? What do you think this might have been?

#### **Ch. 17 - Typhoon**

64. When and how did Louie and Phil finally reach land?

65. Describe the care Louie and Phil received in the infirmary from the Japanese upon their arrival.

66. Explain the swell of emotions Louie feels at the end of this chapter when he thinks of his "dead body breathing."

*Answer ALL of the following questions fully and in your own handwriting using complete sentences where appropriate. Questions are due the first day of school.*

**PART IV**

**Ch. 18 - A Dead Body Breathing**

67. Describe the conditions on Kwajalein that made Louie “[miss] the raft.”
68. Explain the importance of dignity to mankind as discussed in this chapter.
69. Who is Kawamura, and why is he important to Louie and Phil?

**Ch. 19 - Two Hundred Silent Men**

70. After arriving in Yokohama and getting cleaned up, with whom did Louie meet, and what were the details of their meeting?
71. List several rules for the Ofuna camp.
72. Explain the term “transfer of oppression” with regard to the treatment of prisoners.
73. Explain the Japanese order known as the “kill-all policy.”

**Ch. 20 - Farting for Hirohito**

74. Who is William Harris, and what important skills does he possess?
75. How did the captives at Ofuna communicate despite the rule of silence? Be specific.
76. What did Louie have in common with the new prisoner Fred Garrett?
77. Where does Phil go at the end of this chapter?

**Ch. 21 - Belief**

78. Explain the title of this chapter with regard to the Zamperinis and the Phillipps.
79. Why didn’t Joe Deacy inform the families about the clues discovered on Kwajalein suggesting Louie and Phil’s capture?
80. What is the effect and /or purpose of Hillenbrand’s sharing these details of the families back home?

**Ch. 22 - Plots Afoot**

81. List the great extremes Louie goes through in order to get food. How is this connected to his childhood?
82. Explain the meaning of the phrase “sovereign over their own souls” in the context of the prisoners’ decision to plot an escape.
83. After elaborate scheming to steal a plane then a boat for escape, what decree changed the men’s plans?

84. What happened to Harris after he Quack discovered his “trove” of maps and clippings?

### **Ch. 23 - Monster**

85. List 3 to 4 rules of the Geneva Convention that the Japanese violated.

86. Why is Mutsuhiro Watanabe suited for POW guard duty?

87. Explain why Watanabe’s behavior is considered “erratic.”

88. Explain why Watanabe was particularly obsessed with Louie.

### **Ch. 24 - Hunted**

89. Describe how the Omori POWs were waging a guerilla war against their captors.

90. Why does the Bird, even though he is not the commander, seem to be so powerful among the guards?

91. Describe the actions of the camp interpreter, Kano. Why does Hillenbrand describe this person?

### **Ch. 25 - B-29**

92. What does the graffiti that Louie sees in Tokyo, *B Niju ku* literally mean and how does this message affect the POWs?

93. The first flight of the new US bomber over Tokyo was unimpeded; however, it did not drop bombs or attack. What was its mission?

94. What specific detail in Louie’s radio broadcast was meant for the Zamperinis as a clue or indication of Louie’s “fingerprint”?

### **Ch. 26 - Madness**

95. What is Louie’s hypothesis on why he was spared from Kwajalein? Explain the phrase “crucible of Ofuna.”

96. What do we learn of Phil and the conditions in which he lived?

97. List 3 happy events that occurred at Christmas and right after in the camp.

### **Ch. 27 - Falling Down**

98. What does Louie paradoxically refer to as “the hardest and easiest thing he ever did”?

99. The Omori prisoners watch the largest air battle fought over Japan to date in mid-February 1945. What were the Japanese and American losses as a result of this battle?

100. What did Louie discover among the ruing homes in Tokyo?

101. What caused Louie’s legs to fold upon his arrival to Naoetsu POW camp?

### **Ch. 28 - Enslaved**

102. Describe the conditions for the POWs at Naoetsu camp.

103. What were the advantages the officers experienced through working on a farm?
104. Explain how stealing was both physically and emotionally beneficial to the POWs.
105. Of all the violent and vile abuses inflicted on him by the Bird, what does Louie say “horrified and demoralized” him the most? Why is this so?

#### **Ch. 29 - Two Hundred and Twenty Punches**

106. What effect did Germany’s fall have on the war in Japan?
107. Why did Louie and his fellow officers suffer the punishment of 220 blows?
108. POWs were being moved to different locations during the summer months. What was their grim suspicion?

#### **Ch. 30 - The Boiling City**

109. Explain the details of Louie’s punishment for letting the goat die.
110. After the August 1<sup>st</sup> raid, what did the American planes drop down for the Japanese citizens?
111. Because the Bird’s cruelty became so unbearable, what did Louie and the other POWs decide to do about it?
112. Describe the events of August 6, 1945 as detailed in the chapter.

#### **Ch. 31 - The Naked Stampede -**

113. Explain the conditions that made the POWs feel like “fish in a barrel” when it comes to defending themselves.
114. What prompts Louie to think “*I’m free! I’m free! I’m free!*”?
115. Who is Ray Hawkins?
116. How does the story of the chocolate bar especially differ from Louie’s experience on the raft?

#### **Ch. 32 - Cascades of Pink Peaches**

117. What place of honor did Bill Harris receive after his liberation?
118. Explain the phrase “blissful misery” reported in J.O. Young’s diary.
119. How did the POWs treat the guards and Japanese citizens during their wait for transport home?

#### **Ch. 33 - Mother’s Day**

120. Explain the POWs complex emotions at seeing the destruction in Japan.
121. Why does Louie prolong his return home?

122. What do we learn of Louie's friends: Fred Garret? Allen Phillips (Phil)? Tom Wade?

## **PART V**

### **Ch. 34 - The Shimmering Girl**

123. Describe the after-effects of Louie's experiences that follow him home from war.

124. What is the news of the Bird?

125. Explain why Cynthia Applewhite was especially attracted to Louie.

126. Explain why Louie's relationship to Cynthia was so important to Louie

### **Ch. 35 - Coming Undone**

127. What causes Fred Garrett to become "completely undone" when they are all out together?

128. List the physical and emotional effects the POWs suffered once they returned home from war.

129. Explain the effect the mountains have had on Louie throughout his life.

130. How is the Bird still tormenting Louie even though Louie is now home?

### **Ch. 36 - The Body on the Mountain**

131. What is the Bird's attitude about the implication and charges against him?

132. Identify the fates of the following:

Masajiro Hirayabashi (Curly) -

Kakuzo Iida (the Mummy) -

Sucharu Kitamura (the Quack) -

Kaname Sakaba (Omori commander) -

Jimmie Sasaki -

Yukichi Kano -

133. List 2 to 3 details of Watanabe's life that run parallel to Louie's.

### **Ch. 37 - Twisted Ropes**

134. How does Hillenbrand relate Louie's childhood memory of stumbling on stairs to his current difficulties?

135. Explain the "paradox of vengefulness."

136. Why does Cynthia decide to leave Louie?

### **Ch. 38 - A Beckoning Whistle**

137. Who is Billy Graham?

138. What effect does Reverend Graham's message have on Cynthia?

139. What promise does Louie recall when listening to the sermon at the tent revival?

### Ch. 39 - Daybreak

140. How does Louie's life change in the years to come after his decision at the revival meeting?
141. What surprising action does Louie take upon his visit to Sugamo Prison in Japan?

### Epilogue

142. What is Victory Boys Camp?
143. What do we learn of the following:  
Allen Phillips (Phil) -  
Bill Harris -  
Pete Zamperini -
144. What political move ultimately exonerated the Bird and other suspected war criminals?
145. Describe the details of the Bird's apology in a *Daily Mail* interview in 1995.
146. Describe the memorial erected in October 1995 at the site of the former Naoetsu camp.
147. What is the general message of Louie's letter to Watanabe?
148. Explain the effect of the image of Louie Hillenbrand paints in the last three paragraphs of the novel.