

**11th Grade Summer Reading  
2018-2019 School Year  
Miss Landry**

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

**Standard, College Prep & AP Language and Composition Students:**

1) Reading Assignment:

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

- Full PDF available here:  
[http://www.pelister.org/literature/ArthurMiller/Miller\\_Salesman.pdf](http://www.pelister.org/literature/ArthurMiller/Miller_Salesman.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.

2) Annotation Assignment:

**Annotation Scoring Guide**

Annotation is an essential part of reading. As you read, please be sure to annotate for basic elements of story: characters, setting, conflict & theme. In addition, please annotate the text noting literary devices, new and challenging vocabulary, connections to your own life and the real world or other texts, as well as keeping brief summaries of the text so that you can easily reference major events and turning points throughout the story. If you purchase a copy of the book you can make notes on the page or create a post-it note system. If you check out the book from the library make sure you keep your notes, with page numbers and direct quotes that you can turn in on the first day of school and utilize on in-class assignments during the first week of school.

| Superior  | Adequate/Meets Standards  | Needs Improvement   |
|---|---|---|
| Comments show one understands/comprehends the important things in the text, including plot, characters, setting, conflicts, theme, etc. | Shows understanding of plot/facts-lacks details   | Comments reveal no understanding of what is happening in the book |
| Notes and annotations demonstrate deep thinking about the text through questions and responses to the text                              | Has a few “deep thinking” questions and comments, is reflective, but not in-depth           | Surface level comments only                                       |
| Connects text to feelings and experiences, other texts, film, music, historical or current news events                                  | Some connections of text to life experience, but little connection to other texts and ideas | Few connections to the text                                       |

|   |   |  |
|---|---|--|
| Comments on literary devices or how the author does something; names the devices and/or describes impact of devices on reader | Recognizes literary devices but doesn't name them or talk about impact of devices | No comments on literary devices or author's craft                |
| Vocabulary: Figures out key words/determine meaning of unknown words  | Notes new words, doesn't define them or aim to determine meaning                  | Little attention to new words                                    |
| Summaries: 2-3 word summaries makes it easy to find important events, characters or turning points                            | Occasional summaries  | No marking of key events, characters or other important elements |

Additionally 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. Cite page numbers to help you use this sheet as a reference for the test & essay you will be completing during the first week of school.**

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

**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       |

ON A SEPARATE SHEET OF PAPER: Describe the "Ideal American Family" in paragraph form:

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 at least 10 reading questions on a separate sheet of paper. 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 Students

1) Additional Reading Assignment:

***Outliers*** by Malcolm Gladwell

Get a copy of *Outliers* by Malcolm Gladwell from your local library or local bookstore. It can be purchased on [www.amazon.com](http://www.amazon.com) for \$13.39

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. 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 *Outliers* 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 *Outliers*:

Socratic Seminars and small group discussions

Multiple-choice reading comprehension and analysis questions

A research essay on a topic in Gladwell's book

Literary and rhetorical terms and vocabulary quizzes

The book and the summer assignment are an essential component of the first few weeks of school, so it is imperative that you show up on the first day prepared with the book read and annotated and the reading guide completed. Completing the summer assignment is a prerequisite to AP Language and Composition.

## ***Outliers* Reading Guide Questions (You may type or handwrite your responses)**

### INTRO “The Roseto Mystery”

What is the definition of an “outlier?”

What makes the town of Roseto, PA an outlier and why does Gladwell use Roseto as his introductory “hook” into the book?

### CHAPTER 1 “The Matthew Effect”

What are the reasons that professional hockey players typically have birthdates between the months of January to March? Explain the logical cause and effect relationship between this birthday and a successful hockey career, listing 3+ reasons.

Chapter 1 is titled “The Matthew Effect.” An allusion is when a writer makes a reference to another writer or text/book. Gladwell is alluding to a particular quotation from the gospel of Matthew. Why does he give his chapter this title – and how does the concepts in *Outliers* reflect or relate to the concepts in the book of Matthew?

What are the consequences of “prematurely writing people off as failures?”

### CHAPTER 2 “The 10,000 Hour Rule”

Consider the following: “Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good.” Explain how this philosophy was at work for Bill Joy, The Beatles, and Bill Gates (47-50; 52-56)

According to Gladwell, out of the 75 richest people in human history, 14 are Americans born in the mid 1800s. Why is 1835 was a magical birth year?

### CHAPTER 3 “The Trouble with Geniuses, Part I”

How does the word “successful” differ from the word “qualified?” Look these words up in Merriam Webster’s dictionary and explain the variances in meaning between the two terms.

Is it right to level the playing field for the under-privileged by using “affirmative action?” Research affirmative action, and also observe how Gladwell explains affirmative action before answering this question.

Explain “the threshold effect” (86).

### CHAPTER 4 “The Trouble with Geniuses, Part II”

What kind of intelligence does Chris Langan lack? (101)

What is the difference between “Concerted Cultivation” (102-108) vs. “Accomplishment of Natural Growth” (103-105 & 113-115)?

### CHAPTER 5 “The Three Lessons of Joe Flom”

Why did Jewish immigrants fare better financially in the New World than the Irish and Italian immigrants (142, 144)?

How did Joe Flom’s law firm become successful (124-128)?

Why did Mort Janklow succeed, whereas his father Maurice Janklow did not (130-133)?



#### CHAPTER 6 “Harlan, Kentucky”

Explain the meaning of this quote by explaining its context within the chapter and to the “culture of honor” that exists in the Appalachian Mountains: “He wouldn’t have been much of a man if he hadn’t shot them fellows” (169).

What are the “cultural legacies” as described in this chapter? Why are they significant to understand when dealing with people?

#### CHAPTER 7 “The Ethnic Theory of Plane Crashes”

Explain the concepts of low PDI and high PDI and how “mitigated speech” causes into airline crashes! Describe an example of a real-life miscommunication using your own experience or observations.

Describe the significance of “the willingness to change” as it relates to Korean Air.

#### CHAPTER 8 “Rice Paddies and Math Tests”

After reading this section of the book, have your opinions changed about math classes and math ability? Explain why or why not.

#### CHAPTER 9 “Marita’s Bargain”

Why is KIPP Academy different from many other schools, how does it overcome “the achievement gap” and why are its students so successful?

How does a rice paddy relate to the educational system in China? By contrast, how does the farming practices in America inform the American academic calendar?

Gladwell states “success follows a predictable course.” How does this quote apply to Marita? How does this apply to you?

#### EPILOGUE “A Jamaican Story”

What does Gladwell mean when he states, “The outlier in the end is not an outlier at all.”

Explain what Gladwell means when he states, “That is the story of my mother’s path to success – and it isn’t true.”