

Summer Reading Assignment – 2009
Hackensack High School
Sophomore Pre-AP English 2

WELCOME to Pre-AP English 2!

★ DUE DATE ★

☑ The stylistic log and persuasive essay are due on the **Friday, September 11, 2009.**

Please **TYPE** your 5 paragraph persuasive essay. It is optional to type the stylistic log. The summer assignment will count as **10% of marking period 1**, and allows you your first opportunity to shine!

1. **READING:** Read The Catcher in the Rye by J.D. Salinger.
2. **STYLISTIC LOGS** (see page 2 for example): As you read, notice the stylistic techniques that the author uses in order to communicate more effectively, and powerfully. Prepare a list of at least **TEN (10) different** examples of powerful prose techniques. *Worth one quiz grade.*
 - Cite the example from the text including citation (Salinger page number).
 - Define the term in your own words.
 - Provide a brief analysis of how the author uses the technique effectively.
3. **PERSUASIVE ESSAY:** Write a persuasive essay arguing for *or* against why The Catcher in the Rye should be read incorporating information from at **least 3 of the 4 sources provided** (see pages 5-8 for sources). You cannot be undecided. You **MUST** choose a side. *Worth one test grade.*

If you have any questions about the assignments our email addresses are:

Email: e.papamichael@hackensackschools.org

g.porto@hackensackschools.org

Website: <http://hackensack.nj.k12us.com/e.papamichael>

Enjoy your summer and happy reading!

Plagiarism: This is a serious academic offense where a person, intentionally or unintentionally, takes another person's words, thoughts or ideas and passes them off as his/her own. To avoid this it is very important that you properly document the source of your information. Make sure you put quotation marks around any information that is quoted from a source. Make sure you significantly change the information if you do not wish to use a direct quote and properly document the source you used. Any student who plagiarizes will receive an **automatic ZERO**.

The following resources are **NOT credible and should **NEVER** be used or cited in a documented literary paper: SparkNotes®, Cliff's®Notes, PinkMonkey Notes®, and similar sources. Be very cautious in your use of resources from the Internet. Similarly, comments on books which are randomly submitted by readers lack credibility. **

****Please complete all parts of the summer *independently* and do not share work.****

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SAMPLE STYLISTIC LOG

<p>“Quotation” (Salinger Page Number)</p> <p align="center"> </p>	<p>Technique:</p> <p>Examples of stylistic techniques are:</p> <table border="1"> <tr> <td>setting</td> <td>flashback</td> <td>foreshadowing</td> </tr> <tr> <td>motif</td> <td>symbolism</td> <td>point of view</td> </tr> <tr> <td>theme</td> <td>simile</td> <td>connotation</td> </tr> <tr> <td>tone</td> <td>metaphor</td> <td>apostrophe</td> </tr> <tr> <td>diction</td> <td>imagery</td> <td>unreliable narrator</td> </tr> <tr> <td>syntax</td> <td>allusion</td> <td>static character</td> </tr> <tr> <td>satire</td> <td>hyperbole</td> <td>dynamic character</td> </tr> </table> <p><i>*Remember not to repeat devices!</i></p>	setting	flashback	foreshadowing	motif	symbolism	point of view	theme	simile	connotation	tone	metaphor	apostrophe	diction	imagery	unreliable narrator	syntax	allusion	static character	satire	hyperbole	dynamic character
setting	flashback	foreshadowing																				
motif	symbolism	point of view																				
theme	simile	connotation																				
tone	metaphor	apostrophe																				
diction	imagery	unreliable narrator																				
syntax	allusion	static character																				
satire	hyperbole	dynamic character																				
<p>1. “If you really want to hear about it, the first thing you’ll probably want to know is where I was born, and what my lousy childhood was like and how my parents were occupied and all before they had me, and all that David Copperfield kind of crap, but I don’t feel like going into it, if you want to know the truth” (Salinger 13). ☑</p>	<p>1. Point of view: the perspective from which the author tells the story</p> <p><i>This entire novel is written as a first person narrative. This is really the only way this book could have been done. The message of the story, the loss of innocence and a call to nonconformity, can only be told through the perceptions of Holden Caulfield, which makes any other mode of story telling implausible. ☑</i></p>																					
<p>2. “I took off my coat and tie and unbuttoned my shirt collar, and then I put on this hat that I had bought in New York that morning. It was this red hunting hat, with one of those very, very, long peaks” (Salinger 23). ☑</p>	<p>2. Symbolism- using one object to represent a larger idea</p> <p><i>This red hat symbolizes childhood and innocence. Holden left behind adulthood by taking of his coat and tie and putting on the hat. He also wears this red cap when he reminisces about his dead brother Allie who, coincidentally, has red hair.</i></p>																					
<p>3. ...etc. until you have done a minimum of 10 different examples of prose technique</p>	<p>3. Technique: Define technique</p> <p><i>*Analysis of how the author uses the technique*</i></p>																					

PERSUASIVE ESSAY

Directions: Read the accompanying four sources and write a persuasive essay on the situation described below. This question requires you to integrate a variety of sources into a coherent, well-written essay. *Refer to the sources to support your position; avoid mere paraphrase or summary. The sources should support your argument. **You must utilize 3 of the 4 sources attached.** Remember to include parenthetical citations.*

The Situation: Your school is considering banning The Catcher in the Rye next year from its curriculum. The novel is a required text for all students, and complaints have started coming in recently from several parents about the language and sexual situations described in the novel. Currently, your English class is reading the novel and your teacher has asked you to write a letter to the administration telling whether or not you support the book being banned and why. Your teacher has instructed that you not write a purely emotional response, but that you get *information to back up your case*. *You will need to refer to the articles and statistics attached, as well as the novel, as you write your letter.*

Your Task: Write a 5-paragraph essay in the form of a letter to the school's administrative staff. You must try to persuade the administration to either remove or keep The Catcher in the Rye in its English curriculum. You may express an opinion, but the basis for your argument must be supported by the information found in the articles, the statistics provided, and textual evidence from the actual novel itself.

PERSUASIVE ESSAY FORMAT

Pre-write: Name the pros and cons of both sides and then select the side you can argue the best.

<u>Reasons for the ban</u>	<u>Reasons against the ban</u>

***REMINDER:** Do not use ~~“I”~~ or ~~“In my opinion”~~ when creating your argument

I. Introduction: Snap shot or preview of essay

- Introduce the topic
- Thesis: an opinion statement which clearly states the issue and your position
- Preview arguments (topics of body paragraphs)

II. Body Paragraph #1: First argument to support your position

- Select your strongest point to argue that supports your position
- Topic sentence explaining your point
- **Only use facts that can be proved from the sources provided**

III. Body Paragraph #2: Second Argument to support your position

- Select a different point to argue that supports your position
- Topic sentence explaining your point
- **Only use facts that can be proved from the sources provided**

IV. **Body Paragraph #3: Opposing Viewpoint**

- Introduce and acknowledge the opposing viewpoint to your argument in one or two sentences.
- The body of this paragraph should focus on **disproving or refuting** the opposing viewpoint using **facts from the sources provided**

V. Conclusion:

- A summary of the issue
- Restate your position and reasons
- Closing sentence: Last attempt to persuade the reader to adopt your point of view.

Source # 1: Parenthetical Citation: (Sova)

Article Title: *Banned Books: Suppressed on Social Grounds*

By Dawn B. Sova. vol.2. New York: Facts on File, c.1998 (*excerpt*)

"The novel has long ignited disapproval, and it was the most frequently banned book in schools between 1966 and 1975. Even before that time, however, the work was a favorite target of sensors. In 1957, Australian Customs seized a shipment of the novels that had been presented as a gift to the government by the U.S. ambassador. The books were later released, but Customs had made its point that the book contained obscene language and actions that were not appropriate behavior for an adolescent. In 1960, a teacher in Tulsa, Oklahoma, was fired for assigning the book to an eleventh-grade English class. The teacher was appealed and was reinstated by the school board, but the book was removed from use in the school."

"In 1977 parents in Pittsgrove Township, New Jersey, challenged the assignment of the novel in an American literature class. They charged that the book included considerable profanity and 'filthy and profane' language that promoted premarital sex, homosexuality, and perversion, as well as claiming that it was 'explicitly pornographic' and 'immoral'. After months of controversy, the board ruled that the novel could be read in the advanced placement class for its universal message, not for its profanity, but they gave parents the right to decide whether or not their children would read it."

"In 1978 parents in Issaquah, Washington, became upset with the rebellious views expressed in the novel by Holden Caulfield and with the profanity he uses. The woman who led the parents' group asserted that she had counted 785 uses of profanity, and she alleged that the philosophy of the book marked it as part of a Communist plot that was gaining a foothold in the schools, 'in which a lot of people are used and may not even be aware of it.' The school board voted to ban the book, but the decision was later reversed when the three members who had voted against the book were recalled due to illegal deal-making. In 1979, the Middleville, Michigan, school district removed the novel from the required reading list after parents objected to the content."

"The challenges to the novel have continued well into the 1990s. In 1991, the novel was challenged at Grayslake (Illinois) Community High School for profanity, and students in Jamaica High School in Sidell, Illinois, cited profanities and the depiction of premarital sex, alcohol abuse and prostitution as the basis for their 1992 challenge. Three other major challenges to the novel occurred in 1992. The novel was challenged and removed from the Waterloo, Iowa, public schools and the Duval County, Florida, public school libraries because of the 'lurid passages about sex' and profanity, while a parent in Carlisle, Pennsylvania, objected to the book because it was 'immoral' and contained profanity. In 1993, parents in the Corona-Norco (California) School District protested the use of the novel as a required reading, because it was 'centered around negative activity.' The school board voted to retain the novel but instructed teachers to select alternative readings if students objected to it. The novel was challenged but retained for use in select English classes at New Richmond (Wisconsin) High School in 1994, but it was removed as mandatory reading from the Goffstown, New Hampshire, schools the same year because parents charged that it contained 'vulgar words' and presented the main character's 'sexual exploits'."

Source # 2: Parenthetical Citation: (Foerstel)

The Most Frequently Banned Books in the 1990s

This list is taken from the table of contents of *Banned in the U.S.A.* by **Herbert N. Foerstel**. It shows the twenty five books that were most frequently challenged in schools and public libraries in the United States between 1990 and 1992. *Banned in the U.S.A.* has more information about the efforts to keep each title out of schools..)

1. *Impressions* Edited by Jack Booth et al.
2. *Of Mice and Men* by John Steinbeck
3. ***The Catcher in the Rye* by J.D. Salinger**
4. *The Adventures of Huckleberry Finn* by Mark Twain (Samuel Clemens)
5. *The Chocolate War* by Robert Cormier
6. *Bridge to Terabithia* by Katherine Paterson
7. *Scary Stories in the Dark* by Alvin Schwartz
8. *More Scary Stories in the Dark* by Alvin Schwartz
9. *The Witches* by Roald Dahl
10. *Daddy's Roommate* by Michael Willhoite
11. *Curses, Hexes, and Spells* by Daniel Cohen
12. *A Wrinkle in Time* by Madeleine L'Engle
13. *How to Eat Fried Worms* by Thomas Rockwell
14. *Blubber* by Judy Blume
15. *Revolting Rhymes* by Roald Dahl
16. *Halloween ABC* by Eve Merriam
17. *A Day No Pigs Would Die* by Robert Peck
18. *Heather Has Two Mommies* by Leslea Newman
19. *Christine* by Stephen King
20. *I Know Why the Caged Bird Sings* by Maya Angelou
21. *Fallen Angels* by Walter Myers
22. *The New Teenage Body Book* by Kathy McCoy and Charles Wibbelsman
23. *Little Red Riding Hood* by Jacob and Wilhelm Grimm
24. *The Headless Cupid* by Zilpha Snyder
25. *Night Chills* by Dean Koontz

Source #3: Parenthetical Citation: (“Library Bill of Rights”)

Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of “age” reaffirmed January 23, 1996.

BIZARRO

by Dan Piraro

