

9th Grade

Social Studies

Read *Troy* (Adele Geras, 2001). A quantity of the book is in stock at Bookshop Santa Cruz and is referenced under “Humanities Academy 9.”

Citing evidence from the book, write a structured essay that describes three moral, ethical, or cultural values of the people of the city of Troy.

English/Language Arts:

Read *Clan of the Cave Bear* (Jean M. Auel, 1986)

Identify one theme and the symbols that reveal or support that theme and write a structured and textually supported (quotes from the text) essay in which you analyze why the theme is important for society in general and why the author of the text has chosen to explore that theme.

For BOTH English and Social Studies assignments, please adhere to the following criteria:

Due on the first day of school
Two pages, typed, doubled spaced
Times New Roman, 12 pt font
Name in upper right corner

10th Grade

Social Studies:

Read *Common Sense* (Thomas Paine, Dover Press Edition) and *Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself* (Frederick Douglass, Dover Press Edition). A quantity of these books are in stock at Bookshop Santa Cruz and are referenced under “Humanities Academy 10.”

Citing evidence from the texts, write an essay in which you compare and contrast Paine and Douglas’s justifications for fighting for freedom from those who oppressed them.

English/Language Arts:

Read *Earth Abides* (George R. Stewart, 1947)

Identify one theme and the symbols that illustrate or support that theme; write a structured and textually supported (citing quotes from the text) essay in which you analyze why the theme is important for society in general and why the author of the text has chosen to explore that theme.

For BOTH Social Studies and English assignments, please adhere to the following criteria:

Due on the first day of school
Two pages, typed, doubled spaced
Times New Roman, 12 pt font
Name in upper right corner

11th Grade

AP U.S. History

For this class, please read L. Frank Baum's *The Wizard of Oz*. As you will see, this novel from the early part of the 20th century concerns itself with the major social, political, and economic issues of the era. After the Civil War, America continued the industrial development it had begun in the 1840s. This development had many attendant social and political consequences, one of which was the effect of economic expansion on the laboring classes, both industrial and agricultural. Some historians and literary critics feel that *The Wizard of Oz* is primarily concerned with effects of industrialization on the lives of working people and presents a vision of an alternative society – a society that is egalitarian, relatively free of completion, and one that provides the greatest good for the majority of its citizenry by distributing the accumulated wealth of the nation over a broad swath of the population. Please consider the following questions in your essay:

1. Take a character or two from the novel and discuss their political and symbolic role in U.S. history. Who do they represent in society? From what socio-economic class do they come? How does Baum portray these characters? What do they desire and why?
2. What is Baum's vision of socialism? How would you describe or define his vision? Is Baum's vision palatable to you? Is it a society in which you could imagine living?
3. Discuss the differences between the novel and the film version of the novel. Why do you think the movie diverges from Baum's original historical commentary?

Format for Essays:

2 typed pages

Times New Roman, 12 pt font

Name and student ID number in upper right corner

Due on August 31, 2005 – First day of school

Honors American Literature

For this class, please read Mark Twain's *The Adventures of Tom Sawyer*. Written in 1876, eight years before Twain's *The Adventures of Huckleberry Finn* (which we will read in class next year), *The Adventures of Tom Sawyer* narrates the mischievous and entertaining escapades of a young man in rural America. But the novel also reveals Twain's social commentary on how Americans were responding to the rapid and often bewildering transformation of landscape, government, and society that was shaping the very soul of the United States during the last half of the 19th century. Please consider the following questions in your essay:

1. Tom Sawyer's character represents rebellion against a Victorian model of "civilized" social behavior, representative of America's continued dependence on English cultural values and systems. In what ways does Tom represent the values of American independence and ingenuity? What skills, abilities, and personality traits does the American model of independence value?
2. As the novel progresses, Twain reveals a more complex view of Tom. In what ways does Tom represent conformity to the Victorian model? In what ways does Twain appear to admire the Victorian model?
3. In what ways does the novel reveal American ambivalence about slavery and African-Americans?

Format for Both Essays:

2 typed pages

Times New Roman, 12 pt font

Name and student ID number in upper right corner

Due on August 31, 2005 – First day of school

12th Grade

AP English Literature and Composition

The Odyssey

1. Read the *Cliff Notes* or the *SparkNotes* for *The Odyssey*. This reading is **not** in lieu of reading the text, but there is nothing wrong with generally understanding what you are about to read before you actually begin to read it.
2. Read *The Odyssey*, by Homer. I recommend the translation by Robert Fagles (1996), but unabridged editions of Robert Fitzgerald or Richard Lattimore translations are also fine.
3. Get together with an *AP English* friend or two and view the 2-hour/45 minute film version of *The Odyssey* (starring Armand Assante).
4. Write a literary analysis of the poem, "Odysseus," by W. S. Merwin.

The Bible

5. Read *at least* these narratives from the *Bible: Old Testament: Genesis; Exodus; Psalms 8, 23; Ecclesiastes 3:1-8; Isaiah 11:1-11; Song of Solomon; New Testament: Matthew* (skim through to understand the life of Jesus, and read the Sermon on the Mount); *Luke 15:10-32*. I recommend the King James version of the *Bible*.

MLA

6. Purchase and review the 6th edition of *MLA Handbook for Writers of Research Papers* (2003). In particular, read sections 2.1 through 2.8, 5.1 through 5.5, and 6.1 through 6.4.

Accountability

7. Submit your typed essay by Friday, August 19th. You may deliver it to my house, send it via postal service or email, or drop it off at Soquel High School.
8. Expect a test during the first week of school that asks you to demonstrate your general knowledge of #2, #5, and #6 above.

In a cleverly titled, well-organized, and concisely written essay that directly quotes the poem, interpret what the poet's attitude or tone is towards Odysseus. What denotations or connotations of specific words or phrases reveal the tone or attitude?

"Odysseus"

Always the setting forth was the same,
Same sea, same dangers waiting for him
As though he got nowhere but older.
Behind him in the receding shore
The identical reproaches, and somewhere
Out before him, the unraveling patience
He was wedded to. There were the islands
Each with its woman and twining welcome
To be navigated, and one to call "home."
The knowledge of all he betrayed
Grew till it was the same whether he stayed
Or went. Therefore he went. And what wonder
If sometimes he could not remember
Which was the one who wished on his departure
Perils that he could never sail through
And which, improbably, remote, and true,
Was the one he kept sailing home to?

W.S. Merwin

Some questions to inspire your pre-writing efforts (but not necessarily to directly answer in your essay):

- Who is “the unraveling patience / He was wedded to”?
- What or who are the “identical reproaches”?
- Who are the women on each island?
- Who wishes ill for Odysseus, and who is “remote, and true”?
- What does it mean that Odysseus cannot remember at times who wishes him ill and who is loyal? Is Odysseus at fault for his inconsistent memory? Are the women at fault?
- Viewed metaphorically, this poem is not just about Odysseus. Who or what do you think Odysseus represents? What does he symbolize?
- And some final hints: Look up any words in the prompt that you do not understand; read the poem aloud *at least* once, and read each sentence to its punctuation mark.

Please format your essay using Times New Roman font style, 12pt font size, and one-inch margins; please also make sure your name is on both pages of your essay.