**Part I. *Invisible Man* by Ralph Ellison**

You will be reading *Invisible Man* by Ralph Ellison this summer and completing specific notebook entries. These are called **Q**uestions, **Q**uotes, and **N**otes or **QQN**s. You will be responsible for writing questions and analyzing quotes and then when you return to school, Ms. Arcangelo or Mr. Berberian may provide you with additional notes for the novel.

**Each section of your reading logs will have three parts:**

1. **Discussion Questions.** Write questions about the reading selection. Think of interesting or thought provoking questions (not questions that can be answered with one word).
2. **“Quotable quotes.”** Select quotes that highlight the meaning of the work as a whole(theme), contribute to character analysis, and/or is an example of a literary element that provides insight into the text (symbol, irony, conflict, or other figurative language).
3. **Class notes.** *Allow space between the sections of your QQNs to take* ***Notes*** *during classroom discussion once the school year begins*. Strong note taking skills are critical for academic success. Remember, you can often learn a great deal from your peers, not only from your teacher.

**QQN Reading Log Directions**

All logs must be neatly **HANDWRITTEN** and well organized. You **MAY NOT** type this assignment.

1. *Invisible Man:* complete QQNs for each group of chapters.
	1. Prologue- Chapter 8 (5 questions and 2 quotes)
	2. Chapters 9-17 (5 questions and 2 quotes)
	3. Chapters 18-Epilogue (5 questions and 2 quotes)

**\*\*\* Please organize your notes by clearly labeling each section! \*\*\***

**A Recommendation:**

If possible, purchase a copy of each text and then highlight and annotate your personal copy.

* **This assignment is due on the first day of school. Work turned in late will not be given full credit.**
* **An essay and/or a test will be assigned within the first two weeks of school.**

Examples using *To Kill a Mockingbird* by Harper Lee:

**Discussion Questions**

* + - 1. *When Scout compares Boo Radley’s exposure to shooting a mockingbird, what does this indicate about her understanding of the situation (that it’s necessary not to give him the credit for Bob Ewell’s death)?*
			2. *What does Atticus say about a white man who cheats a black man and how does this characterize Atticus especially in terms of his decision to defend Tom Robinson?*

**“Quotable Quotes”**

|  |  |  |  |
| --- | --- | --- | --- |
| **Quote and page #** | **Say**(What does it say? Paraphrase or summarize it.) | **Mean**(What does it mean? How do you interpret this?) | **Matter**(Why is this important to the book’s theme? Why is this important to the time period?) |
| *(from To Kill a Mockingbird)**“Well, it’d be sort of like shootin’ a mockingbird, wouldn’t it?” pg. 370* | *Scout is saying this to her father about Boo Radley. She is saying that giving him credit for saving her and Jem would be like shooting a mockingbird.* | *This means that if Boo Radley is given the credit for saving the kids, he will suffer and possibly not survive.*  | *The mockingbird is an important symbol in the novel. It represents innocence. In the case of Tom Robinson, his innocence was destroyed after the rape accusation and later conviction. Jem loses his innocence after the trial and Scout loses hers after realizing that Boo Radley is a good person who is just misunderstood.*  |

**Class Notes**

*It is believed that Harper Lee drew on the actual events of the Scottsboro trial of 1931 when writing the fictional trial of Tom Robinson. The Scottsboro Boys were 9 African American boys accused of raping two white women. Like the Robinson case, these boys were guilty before the court even heard their testimony. In the 1930s south, a black man accused of a crime against a white woman would certainly not have been given a fair trial. Eventually the Scottsboro boys were pardoned, but not officially until 2013 and none were living anymore. Some look at this as justice in a small way, much like Bob Ewell’s death as a sort of poetic justice for his accusations against Tom Robinson.*

**Part II. Mythological and Biblical Allusions**

As you probably remember from your previous English classes, **an allusion is an implicit reference to a well-known person, event, or literary work**. Allusions to mythology and the bible are both extremely common, and we will encounter many of them in the works of literature we will be reading throughout the year. In order to be more prepared readers, you will need to familiarize yourself with several of these figures.

For each name given, please research the figure’s defining characteristics and the cultural or literary significance. A list of resources to aid you in your research is provided. *Please record your entries in the same spiral bound notebook that you are using for your QQNs and that can be used solely for your AP Literature class.*

**Mythology and Bible Resources for Students and Teachers**

**Oxford Classical Mythology Online**

www.classicalmythology.org

The online companion guide to *Classical Mythology, 7th edition,* by Mark P. O. Morford and Robert J. Lenardon is an excellent glossary that students and teachers can use directly from the Web. It can also be printed and photocopied.

**Mythweb**

www.mythweb.com/index.html

This searchable encyclopedia of Greek mythology is a thorough source of information for teachers and students.

**Wikipedia, the Free Encyclopedia**

www.fact-index.com/l/li/list\_of\_biblical\_figures.html

For biblical sources, this encyclopedic resource provides detailed and multi-perspective entries on important biblical figures.

Your entries should include the following:

1. Name:
2. Attribute or defining characteristic:
3. Function/significance in literature/culture:

**MYTHOLOGICAL ALLUSIONS**

1. Adonis
2. Amazon
3. Antaean
4. Argonaut
5. Atlas
6. Bacchanal
7. Cassandra
8. Cyclopean
9. Daedalus
10. Draco/Draconian
11. Elysian Fields
12. Fates
13. Furies
14. Gorgon
15. Harpy
16. Hercules (Herculean)
17. Homeric
18. Icarus
19. Labyrinth
20. Midas
21. Morpheus
22. Narcissus
23. Nemesis
24. Nymph
25. Odyssey
26. Olympian
27. Pandora’s Box
28. Phoenix
29. Prometheus (Promethean)
30. Poseidon
31. Psyche
32. Pygmalion
33. Satyr
34. Siren
35. Sphinx
36. Thisbe
37. Troy
38. Zephyr

**BIBLICAL ALLUSIONS**

21. Judas Iscariat

22. Killing the fatted calf

23. King Ahab and Jezebel

24. Land of Milk and Honey

25. Land of Nod

26. Lucifer

27. Manna

28. Magdalene

29. Moses

30. Original Sin

31. Pearl of Great Price

32. Philistine

33. Prodigal Son

34. Ruth and Naomi

35. Samson and Delilah

36. Sodom and Gomorrah

37. Solomon

38. Thirty pieces of silver

39. Tower of Babel

40. Twelve Tribes of Israel

1. Adam
2. Alpha and Omega
3. Bathsheba
4. Cain and Abel
5. Daniel
6. David
7. Esau
8. Eye of the Needle
9. Golden Calf
10. Golgotha
11. Goliath
12. Good Samaritan
13. Ismael
14. Jacob
15. Jezebel
16. Job
17. John the Baptist
18. Jonah
19. Joseph
20. Joshua

*Example*

Name: **Daphne**

Attribute or defining characteristic: **Daphne was a daughter of the river god Peneus. Apollo fell in love with her, but she ran away from him. While she was running away, she called out to her father to save her, so he turned her into a laurel tree. Apollo promised that he would use the laurel branches as a wreath around his head, his quiver (bow and arrow holder), and his lyre (musical instrument like a small harp).**

Function/significance in literature/culture: **Because the laurel was considered sacred to Apollo, wreaths of its leaves were used to decorate the winners of the Pythian Games, which were held in honor of Apollo at Delphi. It was like being awarded a gold medal. Using laurel wreaths as badges of honor spread from there to the Olympic Games, and the practice was eventually picked up by the Romans.**

**The expression, "Don't rest on your laurels" is a warning to another person not to get too cocky after a big win.**