



12th Grade Modern Literature and AP Literature Summer Enrichment Activity

Invisible Man by Ralph Ellison:

In preparation for the year, students are *encouraged* to read *Invisible Man* over the summer and write a 750-1,000 word typed essay.

Enrichment Activity Directions:

Write a 750-1,000 word typed essay in response to the following prompt:

In many works of literature, a character often chooses to allow others to define his or her identity. This choice often involves an identity crisis, and the character is forced either to acquiesce to others' definitions or to find his or her own identity. *Invisible Man* has been identified as a novel that exhibits this dilemma and the result. Write a well-developed essay analyzing how identity functions in the novel as a whole and what identity reveals about both the main character and those around him.

All essays should be typed, adhering to APA formatting standards, and include specific evidence to support claims. This essay should be an analysis of the text with a defensible thesis that is supported throughout the body paragraphs; this essay should not be a summary of the story or a character's action(s).

Important Details:

- **Due date:** First Day of School
- **Submission:** You will turn in your assignment in accordance with the expectations set forth by your teacher. This will be detailed on the class syllabus that you will have access to prior to the start of school.
- **Grading:** The assignment will be reviewed for completion. Teacher(s) may provide feedback to students at their discretion.
- Teachers will be using the summer readings during the first weeks back to school and teachers will be requiring the text be brought to class. Therefore, at a bare minimum, your student would benefit from completing the summer reading to prepare for the discussions that will ensue upon our return.

**A Cautionary Note: The Invisible Man by Ralph Ellison does contain mature content. When the book is read as a whole, the brief moments of unpleasantness are greatly overshadowed by the excellence of the novel. In fact, the reason Invisible Man has been selected is primarily because it is the most referenced book ever to be used on the AP Literature exam. This engaging novel covers a variety of topics and has proven to be an invaluable springboard for classroom discussions at the beginning of the year. The goal of AP Literature is to best prepare students for the exam and for college. Reading this novel gives students an essential tool to find success in those future endeavors.*



12th Grade Gov't/Econ. and AP Government/Economics Summer Enrichment Activity

Summary of *The Law* by Frederic Bastiat:

Bastiat's most famous work is *The Law*, originally published as a pamphlet in 1850. It defines, through development, a just system of laws and then demonstrates how such law facilitates a free society. In *The Law*, he wrote that everyone has a right to protect "his person, his liberty, and his property". The State should be only a "substitution of a common force for individual forces" to defend this right. "Justice" (defense of one's life, liberty, property) has precise limits, but if government power extends further, into philanthropic endeavors, government becomes so limitless that it can grow endlessly. The resulting statism is "based on this triple hypothesis: the total inertness of mankind, the omnipotence of the law, and the infallibility of the legislator. The public then becomes socially-engineered by the legislator and must bend to the legislators' will "like the clay to the potter" (*The Law*).

Enrichment Activity Directions:

- Read *The Law*
- Obtain a 70-page spiral bound notebook that you will use as a response journal for this book.
- You will have 30 total entries in your notebook. Start each new entry on the front side of a separate piece of paper in your notebook, making sure there is a heading for each new entry.
 - Bastiat covers many topics within the pages of this short book. As you read, write an entry that defines a topic - slavery, morality, legal plunder, freedom, etc - and relays your thoughts on the topic.

Think of your response journal as a conversation with yourself. You can record what you already knew, what you found interesting, what you feel passionate about, what you still do not completely understand, questions that you may have for your teacher when you return to school, etc. In depth responses will also reflect on the reading in light of the current state of our society. Do you see these principles in action today? Are we in danger of losing these principles altogether? Have fun with your responses and THINK DEEPLY! Do not just summarize the reading – your teachers know what it says; we want to know what you think after digesting these concepts.

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