



La Salle Institute
ESTABLISHED 1850

AP Environmental Science
Ms. Randall Room 117

AP Environmental Science Summer 2017

ISHMAEL Assignment

Welcome to AP Environmental Science (APES)!! Your summer reading of Daniel Quinn's book *Ishmael* will begin your journey into next year's class.

The bookstore has a few books available for sale for \$13.00 and I strongly recommend you purchase the book as soon as possible to begin your Study Guide completion.

You will also find the book available at most bookstores and online at <http://Amazon.com>

Complete the attached worksheets and write all answers in the handout. Use the back of each sheet if you need more space. Answers may be in note format; complete sentences are not required. **BE CAREFUL** ~ Many of the listed items have **MORE** than one question in them. Make sure to answer **ALL** questions.

This Summer 2017 Assignment is Due the FIRST Day of School.

If you have questions, you may text them to the *Homework Hotline* 518-281-4860 OR send an email to APESatLSI@gmail.com

Looking forward to a productive year in APES!!

Ms. Randall
AP Environmental Science



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ISHMAEL ASSIGNMENT WORKSHEETS

NAME: _____

Chapter 1: Pages 1-24

Chapter 1.1 & 1.2

1. At one point in his life, the narrator was seeking a teacher. In his youth, why does he initially seek out a teacher? What does he want to learn how to do?
 - a. And thus, what kind of teacher might he be looking for? Can you give him/her a title?
 - b. What culturally famous group of people makes the narrator want to “change the world”? _____
2. What realization does the narrator have which makes him stop seeking a teacher?
 - a. When the narrator speaks of people losing faith about the fervor of the sixties cultural movement, he alludes to the rut that some might feel sometimes exists:
 - *“Get a job, make some money, work to your sixty, move to Florida and die
 - Later, he explains,
 - * “I didn’t want a guru or a kung fu master or a spiritual leader”
 - * Lastly, he expresses surprises when the teacher’s pupils weren’t “present by the hundreds”
 - * This sounds sort of like modernist thinking, particularly like the narration of Day of the Locusts?
 - What’s pretty similar (to modernism/*Day of the Locust*)?
 - What’s quite different (to modernism/*Day of the Locust*)?

3. What is the first thing the narrator discovers about the gorilla? Meaning, what part of the gorilla does the narrator first see? What's significant about this?

Chapter 1.4

1. After losing the identity of "Goliath", how does the gorilla react? Is this the reaction of an intelligent being?
2. How does the new owner restore the gorilla's sense of identity?
3. "I was certain that, having finally settled the matter of my identity, he would vanish from my life forever _____."
4. Who is Walter Sokolow?
5. What brought Sokolow to the cage of "Goliath"?
6. What made Sokolow suspect that Ishmael had "real intelligence"?
7. How do Sokolow and Ishmael communicate?

Chapter 1.5

1. Who is Rachel? What is Ishmael's relationship to her?
2. How did Ishmael impact Rachel's education?

3. Why does Ishmael include several minutes of silence during his storytelling?

4. What happens to Ishmael after Walter's death?

Chapter 1 (con't) – Pgs. 24-32

1. Why did Ishmael fail in teaching his previous pupils?

2. Is the destruction of the world any less evil if there is no one who specifically *wants* to destroy it?

3. What makes the idea of saving the world impure?

Chapter 2: Pages 33-46

1. What was it that held [the entire German nation] captive? What do you think of the narrator's responses?

2. Why has the narrator never *heard* of the story that is keeping the people of our culture captive?

3. What is Mother Culture? What are your initial reactions to this idea?

4. Define *a story*, *to enact*, and *culture*. In your own word, describe how all of these words are related.

5. Why are people not excited about the destruction of the world?

Chapter 3: Pages 47-64

1. In your own words, describe the creation myth that the narrator tells.
2. [pg 53.] Ishmael is speaking to the narrator as Mother Culture. What is compelling about this argument? What line do you think is the most shocking? Why?
3. [pg 54-56] What is the importance of this parable? What creature was the anthropologist talking to?
4. What is a *premise*? Create your own example that is not in the book.
5. Why does Ishmael wish that he would “have gotten to [the narrator] when [he] was seventeen”?

Chapter 4: Pages 65-76

1. Describe the “middle of the story”.
2. What is the meaning of the world as understood by the Takers?
3. Consider the beginning and middle of the story; “*The world was made for man, and man was made to conquer and rule it.*” What do you think could be the end of the story?

Chapter 5: Pages 77-92

1. Based on the current path Man is on to conquer the world, what is the only thing that can save us?
2. Why is it difficult for the narrator to accept that the idea of mankind being flawed is false?
3. What evidence were human beings looking at when they decided that they were naturally flawed? Why is this so important?
4. What is the importance of prophets among the Takers? How could this explain the lack of prophets among the Leavers?
5. What does Mother Culture say about mankind's lack of knowledge on how people ought to live?
6. At the end of the chapter, Ishmael says that tomorrow they will venture beyond the border of modern culture. What do you think could exist in this new territory?

Chapter 6: Pages 93-110

1. How did the aeronauts proceed when there wasn't a single theory on flight that was certain?
2. Where does one look for the set of laws about how to live?
3. What will Ishmael's achievement be, if he succeeds?
4. What are the three dirty tricks the gods played on the takers?

5. What is the effect of following this law? The effect of not living in compliance with the law?
6. How does Ishmael's analogy using the law of gravity and the laws of aerodynamics relate to the beginning of civilization?

Chapter 7: Pages 111-122

1. What does the law are the A's, B's and C's following sound like to you? Explain your original ideas about the law that they are following?
2. What is the narrator going to study to discover the law abided by the A's, B's, and C's?
3. What is the Takers' explanation of bringing humanity to the point of collapse in only five hundred generations?
4. Why does the narrator feel rejected by being sent home to settle the problem without much guidance from Ishmael?

Chapter 8: Pages 123-148

1. What was the point of Ishmael insisting that the narrator do the work on his own?
2. What are the four things that Takers do that are never done in the rest of the community?
3. What does the peace-keeping law promote?

4. Why is diversity a survival factor for the community itself?
5. What is Mother Culture's solution to the increase in population? Why is this unsuccessful?
6. Explain how the cultural borders enabled the Leaver peoples of the Hopi and Navajo tribes to survive?
7. Why won't the rules of competition be accepted by people of this culture? Is this the only answer?
8. Why are crime, mental illness, suicide, and drug addiction rarities among Leaver cultures?

Chapter 9: Pages 149-184

1. Why was there no end to the agricultural revolution?
2. What event of exquisite irony occurred within our culture?
3. Describe the conundrum that the gods face. [156-158] Why is it difficult for the gods to decide which creatures should live or die?
4. What was the knowledge did the gods gain by eating from the tree?

5. What does Adam represent? Consider the gods discussion about his youth, his maturity, and time.

6. Why is there no mention of why the tree should be forbidden to Adam?

7. What does the narrator speculate could be mark of Cain? Why?

8. How does the story of the Fall of Adam relate to the Semites?

9. Describe how Eve fits into this interpretation of the Fall.

Chapter 10: Pages 185-207

1. What things keep the narrator from meeting with Ishmael? How are these things symbolic of Taker culture?

2. How did the narrator plan to contact the other pupils? Why do you think this was unsuccessful?

3. How does the narrator describe the menagerie?

4. How does Ishmael define culture?

5. What does Mother Culture say about the past generations? Do you believe this to be true? Why or why not?

6. What does the narrator discover about cultural amnesia?

Chapter 11: Pages 208-230

1. What did the narrator bring to Ishmael?

2. Why is Ishmael reluctant to tell the narrator the Leaver's story?

3. Why is it important for Mother Culture to supply the idea that the Leaver lifestyle is detestable?

4. Why do the Takers believe in their revolution even if they do not enjoy any of its benefits?

5. Ishmael is growing more impatient with the narrator's superficial answers? Do you think he is justified?

6. What enlightenments does Ishmael offer about the hunter-gather lifestyle?

Chapter 12: Pages 231-254

- 1.** Who is Art Owens? Why does the narrator need to speak to him?
- 2.** What are the effects of the Leaver lifestyle?
- 3.** What are the effects of the Taker lifestyle?
- 4.** How is the man's destiny even greater than the destiny the Takers dreamed up for us?
- 5.** What do people need in order to fulfill this new destiny?
- 6.** How would a civilized person enact a story that would fulfill this new destiny?
- 7.** Why does this pupil (the narrator) have a better chance than Ishmael's previous students?
- 8.** What must the narrator do to save the world?
- 9.** What is our culture's "prison industry"?
- 10.** What is more important than the distribution of power and wealth within the prison? Why?

Chapter 13: Pages 255-263

1. How is the narrator going to save Ishmael?
2. What obstacles are presented in saving Ishmael? How do they relate to Taker culture?
3. Reflect on the following quote:

“With gorilla gone, will there be hope for man?”