

# AP LITERATURE

## SUMMER ASSIGNMENT 2019

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This year we will be examining a wide variety of writers, genres, time periods, and themes. In an effort to maximize our time during the school year, we have decided to limit the required summer reading texts to just the Summer Smack-Down Winner *Long Way Down*, Kristin Hannah's *The Nightingale* and William Shakespeare's *Hamlet*. Though there is no written assignment related to *Long Way Down* or *The Nightingale*, it is strongly recommended that you take notes as you read, as there will be an assessment for each once we return to school.

As you read *Hamlet*, however, you must complete the assignments on the following pages. Please read the play carefully, and complete all of the required written assignments thoroughly. The play is available at your local library, bookstores, and can be accessed in various forms online. The written assignments (Character Analysis and Significant Quotations for each act) will be due on the **first day of school, WEDNESDAY AUGUST 28, 2018**. Your responses **must be neatly handwritten and contained in one notebook**. You will be handing in the **entire notebook** on the first day of school, and **it should not have any other work in it**. It is important to note that your knowledge of *Hamlet* will be crucial to doing well on various forms of assessments throughout the school year.

Keep in mind that this class is geared to earn you college credit, so your work should be representative of that level of achievement. These summer assignments are the first glimpses your teacher will have into your abilities as a critical reader, thinker, and writer. Therefore, make sure that your writing demonstrates your critical thinking skills, as well as significant time and effort. Also, be forewarned that any possible plagiarism will result in a score of zero on the assignment. Please see the additional remarks below regarding plagiarism.

If you have any questions, please email either of the AP Literature teachers: However, please understand that teachers may not be checking email daily, so don't wait until the last minute to reach out if you have a question or concern.

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Ms. Iampietro: [jana.iampietro@whrsd.org](mailto:jana.iampietro@whrsd.org)

**Plagiarism Warning:** *Hamlet* is a challenging text, and you may be tempted to resort to resources such as SparkNotes or other online literary criticism sites. While it may be beneficial to use resources like the *No Fear Shakespeare* translation **after** you have read the original text, the information found on the summary sites is actually very surface-level and does NOT lend itself well to this assignment or the assessments you will take once you return to school. Our assessments will evaluate your knowledge of the original language. Furthermore, the broad, generic, and sometimes incorrectly-identified symbols, themes, and motifs brought up on SparkNotes would not score well on an AP exam. **Any material resembling information found on SparkNotes or other online resources will result in a zero on this assignment and possible further consequences as described in your Student Handbook.**

\*These instructions and assignments have been partially inspired by the works of other AP Literature teachers.

- <http://schools.stlucie.k12.fl.us/lpa/files/2014/05/2015-12th-Grade-IB-Summer-Reading1.pdf>
- <http://schools.stlucie.k12.fl.us/lpa/files/2015/08/LPA-12th-Grade-IB-Summer-Reading-2017.pdf>
- <http://schools.stlucie.k12.fl.us/lpa/files/2012/05/12thgrade.pdf>
- <https://www.cacsd.org/cms/lib/NY01001870/Centricity/Domain/11/SEEKAMP%20AP%20Comp%202%20Summer%20Assignment%202016.pdf>

# *Hamlet Act 1*

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**Comprehension Questions:** You do not need to write down the answers to these questions; however, after you finish reading, you should review them and be sure you can give a complete answer, as they will be included in your assessments once we return to school.

1. Why does the Ghost of Hamlet's father appear but not speak to the officers on sentinel duty?
2. What do Ghostly apparitions usually portend, according to these witnesses?
3. What is the content of the dispatches Claudius has sent with Voltemand and Cornelius to the King of Norway?
4. In his soliloquy, what are Hamlet's reasons for objecting to his mother's remarriage?
5. What advice does Laertes give to Ophelia as he says farewell to her prior to his departure for Paris?
6. What advice does she give Laertes in return?
7. What is the gist of the advice Polonius gives Laertes as his son prepares to leave?
8. What does Polonius instruct Ophelia to do regarding Hamlet?
9. What does the apparition tell Hamlet?
10. What two-part oath does Hamlet extract from his companions following the encounter with the Ghost?

**Character Analysis:** Please respond to the questions relating to each character. Your answers should be thoughtful, meaningful, and reflect careful consideration. As a general rule, each of the questions for each character should be answered in 2-3 sentences, resulting in at least one substantial paragraph per character. **Remember, all of your answers must be handwritten in the notebook you will turn in on the first day of school. Please be sure to properly label each section.**

## **Prince Hamlet**

Describe Hamlet's general disposition at the start of the play. Why is he feeling and acting the way he does in the first few scenes? How does he feel about the other characters in the play? How do you know? What is his plan to determine the validity of the Ghost's assertion regarding Claudius?

## **King Claudius**

Describe how Claudius acts toward his new wife, Gertrude, and his new stepson, Hamlet. How does this compare to the way he behaves as the King of Denmark? What do we know about how Claudius may be feeling internally, and how is that portrayed in his actions in Act 1?

## **Queen Gertrude**

Describe Gertrude's actions toward her new husband, Claudius, and her son, Hamlet. What inferences can we draw in regards to her request that Hamlet remain in Denmark rather than return to school? Are her feelings toward her son in Scene 2 authentic or are there ulterior motives at play?

## **Polonius**

What advice does Polonius give his children? How does this advice reflecting his feelings toward each of them?

## **Laertes**

What kind of advice does Laertes give his sister, Ophelia? What does this say about how he feels about her?

## Ophelia

Compare and contrast her responses to the advice she gets from her father and her brother. What do they say about her?

## Horatio

How does Hamlet know Horatio? Describe their relationship. Why is he invited to the night watch with the guards?

## King Hamlet

What is the story behind King Hamlet's death? What is the REAL story? What are his mandates regarding Hamlet and his behavior/actions going forward?

## Prince Fortinbras

Who is Prince Fortinbras and how is his situation similar to Hamlet's? What is he planning?

**Significant Quotations:** For the following quotations, identify the speaker, the character being addressed, the context (what is happening in the scene) and its significance.

1. "A little more than kin and less than kind"
2. "I am too much i' the sun"
3. "Seems, madam! Nay it is; I know not 'seems'..." (**entire speech**)
4. "'Tis sweet and commendable in your nature, Hamlet" (**entire speech**)
5. "O, that this too too sullied flesh would melt" (**entire soliloquy**)
6. "O God, a beast that wants discourse of reason / Would have mourned longer-"
7. "Heaven and earth, / Must I remember? Why, she would hang on him / As if increase of appetite had grown / by what it fed on, and yet, within a month— / Let me not think on't"
8. "Be thou familiar but by no means vulgar" (**entire speech**)
9. "But to my mind, though I am native here / And to the manner born..." (**entire speech**)
10. "Something is rotten in the state of Denmark"
11. "As I perchance hereafter shall think meet / To put an antic disposition on"

**Themes & Symbols & Allusions:** You do not need to write anything for this section, but as you read you should be looking for examples of the following themes, symbols and allusions. We will discuss them further once you return to school and we prepare for your assessments.

### Themes & Symbols:

- Illusion vs. Reality
- Death
- Decay
- Madness
- Sickness and Imbalance
- Gardens/flowers/weeds
- Snakes/venom/poison
- Morality/corruption

### Allusions:

- Horatio's speech to Marcellus and Bernardo explaining why the state of Denmark is preparing for war and what the presence of the Ghost may signify
- Hamlet's use of classical allusions in his "too too sullied flesh" soliloquy

## *Hamlet Act 2*

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**Comprehension Questions:** You do not need to write down the answers to these questions; however, after you finish reading, you should review them and be sure you can give a complete answer, as they will be included in your assessments once we return to school.

1. What task does Polonius assign Reynaldo in Paris?
2. Why is Ophelia so upset when she speaks with her father?
3. In what respect does Polonius change his mind about Hamlet and the prince's relationship to Ophelia?
4. What task does Claudius assign to Rosencrantz and Guildenstern?
5. What news do Voltmand and Cornelius bring back from Norway?
6. What do Claudius and Gertrude conclude after hearing Polonius read the letter from Hamlet to Ophelia?
7. What does Polonius mean in his aside, when speaking with Hamlet, "Though this be madness, yet there is method in't"?
8. What does Hamlet make Rosencrantz and Guildenstern confess?
9. Why have Hamlet's two friends arranged for the theatrical troupe to perform at the palace?
10. What is the significance of the speech, taken from the Trojan War, which Hamlet requests from the actor?

**Character Analysis:** Please respond to the questions relating to each character. Your answers should be thoughtful, meaningful, and reflect careful consideration. As a general rule, each of the questions for each character should be answered in 2-3 sentences, resulting in at least one substantial paragraph per character. **Remember, all of your answers must be handwritten in the notebook you will turn in on the first day of school. Please be sure to properly label each section.**

### **Prince Hamlet**

Describe Hamlet's general disposition at the start of Act 2. What is he feeling and why is he acting the way he does? How does he feel about the other characters in the play? How do you know?

(HINT: think TONE and MOOD.)

Describe how each of the following characters views Hamlet's "lunacy." What do they think is the cause? How do they feel about it? What do they plan to do about it?

- **King Claudius**
- **Queen Gertrude**
- **Polonius**
- **Ophelia**
- **Rosencrantz & Guildenstern**

**Significant Quotations:** For the following quotations, identify the speaker, the character being addressed, the context (what is happening in the scene) and its significance.

1. “his doublet all unbrac’d” (**entire speech**)
2. “this is the very ecstasy of Love”
3. “I doubt it is no other but the main/His father’s death and our o’erhasty marriage”
4. “though this be madness, yet/There is method in ‘t”
5. “Let her [Ophelia] not walk i’ th’ sun. Conception is a blessing, but as your daughter may conceive, friend, look to ‘t”
6. “I am but mad north-north-west. When the wind is southerly I know a hawk from a hand-saw”
7. “O God, I could be bounded in a nutshell and count myself a king of infinite space”
8. “Denmark’s a prison”
9. “Put him so much from th’ understanding of himself”
10. “What a piece of work is man” (**entire speech**)
11. “O, what a rogue and peasant slave am I!” (**entire speech**)

**Themes & Symbols:** You do not need to write anything for this section, but as you read you should be looking for examples of the following themes, symbols and allusions. We will discuss them further once you return to school and we prepare for your assessments.

- Illusion vs. Reality
- Death
- Decay
- Madness
- Sickness and Imbalance
- Morality
- Corruption
- Betrayal

# *Hamlet Act 3*

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**Comprehension Questions:** You do not need to write down the answers to these questions; however, after you finish reading, you should review them and be sure you can give a complete answer, as they will be included in your assessments once we return to school.

1. What do Rosencrantz and Guildenstern report to Claudius regarding their conversation with Hamlet?
2. What does the pair fail to reveal to Claudius?
3. What favor does Hamlet ask of Horatio?
4. What is the plot of the Dumb Show the Players present?
5. What is the significance of the play's title, "The Mousetrap"?
6. As he prepares to visit his mother, what does Hamlet mean when he states, "O heart, lose not thy nature"?
7. What rationale do Rosencrantz and Guildenstern give for accepting Claudius' commission to take Hamlet to England forthwith?
8. What is ironic about Hamlet's failure to kill Claudius while the King is kneeling in prayer?
9. What is Hamlet's reaction when he realizes he has killed Polonius, rather than Claudius?
10. What is the apparent purpose of the Ghost's appearance in the Queen's bedroom while Hamlet speaks with his mother?

**Character Analysis:** Please respond to the questions relating to each character. Your answers should be thoughtful, meaningful, and reflect careful consideration. As a general rule, each of the questions for each character should be answered in 2-3 sentences, resulting in at least one substantial paragraph per character. **Remember, all of your answers must be handwritten in the notebook you will turn in on the first day of school. Please be sure to properly label each section.**

## **Prince Hamlet**

Describe Hamlet's general disposition throughout Act 3. What is he feeling and why is he acting the way he does? How does he feel about the other characters in the play? How do you know?  
(HINT: Consider themes)

## **King Claudius**

How does Claudius reveal his guilt? Why can he not be forgiven for his sins? What conclusion has he come to regarding Hamlet, and what is he going to do about it?

## **Queen Gertrude**

Summarize her interactions with Hamlet in 3.4. What does Hamlet accomplish in his conversation with her? Characterize Gertrude's thoughts and emotions.

## **Polonius**

What contributes most to Polonius' early demise? How does he contribute to the spying motif?

## **Ophelia**

How does Ophelia feel about Hamlet after she returns his belongings to him? What does Hamlet think of Ophelia after this conversation?

## Rosencrantz & Guildenstern

What is the extended metaphor Hamlet uses to describe how Rosencrantz and Guildenstern are used by King Claudius? What is their role in Hamlet's future?

**Significant Quotations:** For the following quotations, identify the speaker, the character being addressed, the context (what is happening in the scene) and its significance.

1. "To be or not to be" (**entire soliloquy**)
2. "O, 'tis too true" (**entire aside**)
3. "Get thee to a nunnery" (**entire speech**)
4. "O, what a noble mind is here o'erthrown" (**entire speech**)
5. "Madness in great ones must not unwatch'd go"
6. "Give me some light. Away!"
7. "O, my offense is rank. It smells to heaven" (**entire speech**)
8. "Thou turn'st mine eyes into my very soul" (**entire speech**)
9. "You go not till I set you up a glass / where you may see the inmost part of you" (**entire speech**)
10. "I must be cruel only to be kind"

**Themes & Symbols:** You do not need to write anything for this section, but as you read you should be looking for examples of the following themes, symbols and allusions. We will discuss them further once you return to school and we prepare for your assessments.

- Illusion vs. Reality
- Death
- Decay
- Madness
- Sickness and Imbalance
- Spying
- Morality
- Corruption
- Betrayal

# *Hamlet Act 4*

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**Comprehension Questions:** You do not need to write down the answers to these questions; however, after you finish reading, you should review them and be sure you can give a complete answer, as they will be included in your assessments once we return to school.

1. What is Claudius' response when Gertrude tells him that Hamlet has murdered Polonius?
2. What does Claudius direct Rosencrantz and Guildenstern to do?
3. Why does Hamlet hide Polonius' corpse and then dash away when Rosencrantz and Guildenstern question him?
4. Why does Hamlet call Claudius "dear Mother"?
5. Why does Fortinbras send word to the Danish king (Claudius)?
6. In the "How all occasions do inform against me" soliloquy, how does Hamlet contrast himself (and all men) to beasts?
7. How does Claudius propose to satisfy Laertes' suspicions?
8. What reasons does Claudius give Laertes for not taking action against Hamlet, who, Claudius says, "Pursued [his] life"?
9. Why does Claudius plan to poison the drink, in addition to poisoning the rapier tip which Laertes will wield?
10. How does Ophelia drown?

**Character Analysis:** Please respond to the questions relating to each character. Your answers should be thoughtful, meaningful, and reflect careful consideration. As a general rule, each of the questions for each character should be answered in 2-3 sentences, resulting in at least one substantial paragraph per character. **Remember, all of your answers must be handwritten in the notebook you will turn in on the first day of school. Please be sure to properly label each section.**

## **Prince Hamlet**

Explain which characters act as a foil character to Hamlet. How does the arrival of Fortinbras' troops from Norway inspire Hamlet's "How all occasions do inform against me" soliloquy?

## **King Claudius**

What is Claudius most concerned with after Polonius' death? What does this tell us (or remind us) about what motivates his actions? What does this say about his quality as a leader? Why does Claudius choose not to kill Hamlet after learning he killed Polonius? What is his plan for Laertes and how does he manipulate him into going along with it?

## **Queen Gertrude**

How do we know that Gertrude's allegiances may be shifting after her conversation with Hamlet at the end of Act 3? How does Gertrude feel about Ophelia's madness and eventual death?

## **Ophelia**

What contributes to her madness and what events or people eventually lead to her demise?

## Laertes

When he first arrives back in Denmark, what is his mood and what has caused it? Who does he think is responsible for his father's death? What particularly upsets him about how his father was treated after his death? How is he like Hamlet? How do his emotions allow him to be manipulated by Claudius? Discuss his reaction to Ophelia's death.

**Significant Quotations:** For the following quotations, identify the speaker, the character being addressed, the context (what is happening in the scene) and its significance.

1. "Come, Gertrude, we'll call up our wisest friends..."
2. "Yet we must not put the strong law on him..."
3. "How all occasions do inform against me..." (**entire soliloquy**)
4. "I will not speak to her"
5. "When sorrows come, they come not single spies, / but in battalions"
6. "The rabble call him lord..."
7. "Why, now you speak / Like a good child and true gentleman..."
8. "The queen his mother / Lives almost by his looks..."
9. "Let this be so / His means of death, his obscure funeral..."
10. "To cut his throat i' th' church"

**Themes & Symbols:** You do not need to write anything for this section, but as you read you should be looking for examples of the following themes, symbols and allusions. We will discuss them further once you return to school and we prepare for your assessments.

- Illusion vs. Reality
- Death
- Decay
- Madness
- Sickness and Imbalance
- Spying
- Morality
- Corruption
- Betrayal

# *Hamlet Act 5*

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**Comprehension Questions:** You do not need to write down the answers to these questions; however, after you finish reading, you should review them and be sure you can give a complete answer, as they will be included in your assessments once we return to school.

1. Why is there debate surrounding the nature of Ophelia's funeral?
2. What is the initial reaction of Hamlet and Horatio to the gravedigger and how does it change?
3. What joking insult to the English does Shakespeare put into the gravedigger's dialogue, regarding Hamlet's madness?
4. What cause does Laertes ascribe to Ophelia's madness, which led to her death?
5. What prompts Hamlet's outburst at Ophelia's graveside?
6. What order did Claudius' letter, carried by Guildenstern and Rosencrantz, convey to the English regarding Hamlet's fate?
7. How does Hamlet justify his command that Rosencrantz and Guildenstern are to be murdered by the English?
8. In his apology to Laertes, what does Hamlet mean when he says, "I have shot my arrow o'er the house and hurt my brother"?
9. Why does Hamlet forbid Horatio to drink the rest of the poisoned cup?
10. Who will ascend to power as the new King of Denmark?

**Character Analysis:** Please respond to the questions relating to each character. Your answers should be thoughtful, meaningful, and reflect careful consideration. As a general rule, each of the questions for each character should be answered in 2-3 sentences, resulting in at least one substantial paragraph per character. **Remember, all of your answers must be handwritten in the notebook you will turn in on the first day of school. Please be sure to properly label each section.**

## **Prince Hamlet**

Do you think that Hamlet was truly in love with Ophelia? Why? How was Hamlet feeling at the beginning, in the middle and at the end of the duel with Laertes? What causes any changes to how he is feeling? How does he die?

## **King Claudius**

Describe Claudius' state of mind at the beginning, in the middle and at the end of the final scene. What causes any changes to how he is feeling? How does he die?

## **Queen Gertrude**

How do we continue to see Gertrude's allegiances shifting from Claudius to Hamlet? How does she display this during the scene at Ophelia's grave? How does she die in the final scene? What is significant about her death?

## **Ophelia**

Why was Ophelia not given a proper funeral and burial? How do the other characters feel about this? What happens in the scene at her grave?

## **Laertes**

Why does Laertes fight with Hamlet at Ophelia's grave? What is Laertes' final opinion of Hamlet and Claudius?

## Horatio

Discuss Horatio's conversations with Hamlet before and during the duel. What does Hamlet admit to Horatio, and why? How is their relationship unique from all the other relationships between characters in the play?

**Significant Quotations:** For the following quotations, identify the speaker, the character being addressed, the context (what is happening in the scene) and its significance.

1. "Alas, poor Yorick! I knew him, Horatio, a fellow of infinite jest, of most excellent fancy" (entire speech)
2. "Alexander died, Alexander was buried, Alexander returneth to dust, the dust is earth, of earth we make loam—and why of that loam, whereto he was converted, might they not stop a beer barrel?" (**entire speech**)
3. "I loved Ophelia. Forty thousand brothers / Could not with all their quantity of love / make up my sum"
4. "Why, man, they did make love to this employment..." (**entire speech**)
5. "I am more an antique Roman than a Dane"
6. "He is justly served / It is a poison temper'd by himself..." (**entire speech**)
7. "Why, as a woodcock to my own springe, Osric: I am justly killed with mine own treachery"
8. "Now cracks a noble heart"
9. "Bear Hamlet like a soldier to the stage, / For he was likely, had he been put on, / To have prov'd most royal"
10. "There's a divinity that shapes our ends, / Rough-hew them how we will"

**Themes & Symbols:** You do not need to write anything for this section, but as you read you should be looking for examples of the following themes, symbols and allusions. We will discuss them further once you return to school and we prepare for your assessments.

- Illusion vs. Reality
- Death
- Decay
- Madness
- Sickness and imbalance
- Spying
- Morality
- Corruption
- Betrayal
- Circle of life

**Vocabulary:** The following words are used both in the play and in the assessments you will take when you return to school. You are responsible for knowing the definitions of all of the following vocabulary words.

1. nostalgic
2. imminent
3. disdain
4. apathetic
5. to commend
6. vulnerable
7. to compromise
8. anguish
9. cynical
10. somber
11. comrade
12. uninhibited
13. inauspicious
14. auspicious
15. mirthful
16. insincere
17. Purgatory
18. indignant
19. to feign
20. to indict
21. hedonism
22. compatriot
23. lunacy
24. illicit
25. affliction
26. distraught
27. melancholy
28. resignation
29. elation
30. pretense
31. thwarted
32. to affirm
33. dejected
34. to avenge
35. adept
36. culmination
37. distraught
38. affliction
39. erratic
40. matricidal
41. inclination
42. reverence
43. to exploit
44. to absolve
45. hypocrisy
46. to meddle
47. shallowness
48. duplicitous
49. arras
50. gravity
51. transgression
52. slander
53. repentance
54. procrastination
55. to precipitate
56. adversity
57. whim
58. rabble
59. to appease
60. taint
61. untimely
62. to underscore
63. foil characters
64. to brood
65. inoffensive
66. zest
67. motif
68. speculation
69. contempt
70. reminiscent
71. remorse
72. rashness
73. fate
74. demise
75. to endeavor

# AP Literature Summer Assignment 2018

## Scoring Rubric

	<b>Accuracy &amp; Analysis</b>	<b>Grammar &amp; Conventions</b>
<b>4: A</b>	<ul style="list-style-type: none"> <li>You respond effectively and accurately to all important components of the questions</li> <li>You demonstrate in-depth understanding of the relevant concepts and/or processes</li> <li>Where appropriate, you offer insightful interpretations or extensions</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary control of a variety of sentence structures relative to length of responses</li> <li>Mastery of grammar, usage, and mechanics relative to complexity and/or length of responses</li> </ul>
<b>3: B</b>	<ul style="list-style-type: none"> <li>You respond effectively and accurately to most important components of the questions</li> <li>You demonstrate an understanding of major concepts even though you overlook or misunderstand some less important ideas or details</li> </ul>	<ul style="list-style-type: none"> <li>Consistent control of a variety of sentence structures relative to length of responses</li> <li>Consistent control of grammar, usage, and mechanics relative to complexity and/or length of responses</li> </ul>
<b>2: C</b>	<ul style="list-style-type: none"> <li>You respond effectively and accurately to some important components of the questions</li> <li>You demonstrate that there are gaps in your conceptual understanding</li> </ul>	<ul style="list-style-type: none"> <li>Mostly consistent control of sentence structures relative to length of responses</li> <li>Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of responses</li> </ul>
<b>1: D</b>	<ul style="list-style-type: none"> <li>You show minimal understanding of the questions</li> <li>You address only a small portion of the questions</li> </ul>	<ul style="list-style-type: none"> <li>Little control and/or no variety in sentence structure relative to length of responses</li> <li>Little control of grammar, usage, and mechanics relative to complexity and/or length of responses</li> </ul>
<b>0: F</b>	<ul style="list-style-type: none"> <li>Your answers are totally incorrect or irrelevant</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>You failed to complete the assignment in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>Sentences are formed incorrectly, with no control of grammar, usage, and mechanics and/or insufficient length of responses</li> </ul>

**Just for clarity, you will be graded on the following written assignments for each act:**

- **Act 1:** 9 Character Analysis paragraphs, 11 Significant Quotations
- **Act 2:** 6 Character Analysis paragraphs, 11 Significant Quotations
- **Act 3:** 6 Character Analysis paragraphs, 10 Significant Quotations
- **Act 4:** 5 Character Analysis paragraphs, 10 Significant Quotations
- **Act 5:** 5 Characters Analysis paragraphs, 10 Significant Quotations