

East Central High School
English Department

Summer Reading • 2019

Dear Students and Parents/Guardians,

The following English language arts and reading sequence of courses are designed to prepare students for advanced coursework while still in a high school setting. A vital skill necessary for the success of all students is to engage in extensive reading. We have provided a list of novels and plays for you to read and study over the summer. Some Colloquium courses may require particular assignments to be completed prior to the start of the first day of school.

Most importantly, we encourage you to choose stories you find interesting and will enjoy. We can't wait to hear all about your literary adventures!

Sincerely,
Your English Teachers

NOTE: *The list contains works with a variety of content and reading levels. Although some pieces have mature themes, all titles are works of literary merit. For any questions, please contact your English teacher.*

Colloquium English 1 - 4

Colloquium I

Google Classroom Code: aomj6e

the novel: *The Good Earth* by Pearl S. Buck

Directions & Assignment

Step 1: Read and enjoy the book!

Step 2: Create a digital booklet (see example on next page) of ten significant moments from the novel. These should not simply be quotes, but passages (i.e. 3-5 lines of text) that are important to the novel as a whole. Once you have picked your passages, you will need to write a thorough explanation of why each of these moments are in fact significant. At least three significant moments should come from each third of the book to demonstrate your understanding of the entirety of the novel. Your explanations may focus on the following:

- How does this passage reveal a truth about a character, the theme of the novel, or life in general?
- Does this passage indicate a major change in the character, plot, tone, etc?
- How does this passage demonstrate the writer's use of major literary devices (i.e. metaphor, simile, repetition, alliteration, imagery, allusion, etc.)?

You do not have to discuss all of these in each entry. They are meant to be a starting point for your thinking.

What do booklet entries include?

The explanation of a quotation's significance is typically a paragraph or two in length. To see some models of entries that utilize thorough explanations and proper MLA citations, please take a look at the samples on the following page.

How will I be graded on this assignment?

This assignment will count as a grade for the first 9 weeks grading period.

You will be assessed on the following criteria:

- The assignment is complete and typed using proper MLA in-text citations (10 significant moments and 10 explanations).
- Your explanations demonstrate your ability to analyze elements of fiction.
- Explanations reveal thoughtfulness (insightful, interesting) and thoroughness (detailed, well-written and clear).

When is this assignment due?

Significant Moment Booklets will be due on the Google Classroom on August 23rd. (Friday of your first week of class!) You should click on the assignment and then create a google doc. If you have trouble with this process, please email Ms. Aten at katharine.aten@ecisd.net

I cannot emphasize enough the importance of keeping your Colloquium deadlines at the top of your list of priorities this summer. Late work will yield consequences and will not be tolerated. If you have extenuating circumstances that prevent you from meeting your summer reading deadline, please communicate with your instructor as soon as possible.

There will be additional class assignments that connect to *The Good Earth*, so be ready to discuss it when you return!

Sample Entry 1:

Significant Moment:

“The sun was beginning to pull the curtains on the day. It was a placid explosion of orange and red, a great chromatic symphony, a colour canvas of supernatural proportions, truly a splendid Pacific sunset, quite wasted on me” (124).

Explanation of Significance:

This image captures a personified sun in the middle of a metaphor, “pull[ing] the curtains on the day” like one might end a play. It’s interesting that what is real, nature, is being compared to something imagined or make-believe – like actors on a stage. In fact, there are several contradictions in the passage. The imagery of a natural phenomenon, a sunset, is compared to man-made works of art like drama, music, and art. The “explosion of orange and red” is also described as “placid,” meaning calm. The narrator uses language to describe things merging together (curtains, a symphony, a canvas on which brushstrokes exist together), while he is actually quite removed from the event. The layers of the metaphor all end with the abrupt phrase “quite wasted on me.” On some level he realizes what he is missing in life, but staying alive—survival—is his only reality.

Sample Entry 2:

Significant Moment:

“The hippos. With those soft, flabby mouths of theirs they’ll crush your body to a bloody pulp” (46).

Explanation of Significance:

Martel contrasts words like “soft” and “flabby” with more violent diction like “crush” and “bloody pulp.” This is similar to his description of “cuddly” bears that can scoop your innards out with one strike of the claw! The beginning of the sentence softens the reader and makes the hippo sound lovable, but the second half of the sentence horrifies the reader.

Reminder:

You should have a total of 10 entries in your Significant Moment Booklet. (These entries should span the entire novel and should not all be from the same section.)

You must type your entries. Please format your information in paragraph form like the sample entries above. Under no circumstances should you refer to any Internet study guides or novel units such as spark notes to select your quotes or moments! The selections should indicate YOUR original thought and analysis of the significance of your selections.

Do you have any questions?

If you have any questions this summer about this assignment, we want you to feel free to contact Ms. Aten at katharine.aten@ecisd.net or send a message on the Google Classroom. Though I will not be your Colloquium teacher next year, I will forward your work to the new 9th grade addition to the Colloquium family. Please look out for a google classroom message with his/her contact information later this summer!

Colloquium II & Colloquium III

Google Classroom Code: JXURNUD

Required Reading: "The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America" by Erik Larson

Directions for Assignment #1

As you read, use post it notes to mark passages. Every time you encounter a particularly important, provocative, dramatic, surprising, even disturbing passage, mark it with a note. After reading the entire book, review the passages you have marked and decide which THREE you will analyze. After selecting three, copy the passage (include page numbers) and then write a thorough analysis of each of them in the following way: In a well written response, explain how each passage "fits" into the book as a whole. Discuss the importance of the passage to the book's message, meaning, or theme. Explain WHY you selected the passage. Incorporate textual evidence into your analysis. To generate your responses, consider the following questions (you don't have to answer all of the questions for each passage; these are guidelines to help you consider when constructing your response).

- 1) Why does the passage impress, intrigue, disturb, or puzzle you?
- 2) Do you find the author's use of language appealing or powerful?
- 3) Does it prompt a strong response from you as you read? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, or graphic?
- 4) Is the passage a high point of the book?
- 5) Do you find yourself agreeing or disagreeing with the ideas being expressed?
- 6) Does the passage remind you of a situation you have experienced as well?
- 7) Does the passage make you feel a particular emotion or raise intriguing questions or issues?
- 8) Do you recognize examples of rhetorical and/or literary devices?
- 9) What is the effect of the passage in relation to the book's overall purpose?

FORMATTING: 12pt. font, typed, double spaced, 1 inch margins. Include full text of passage with page numbers.

DUE: 1st day of instruction

* **Note of Caution** - complete with academic integrity. Do not use Sparknotes, Cliff's notes, Pink Monkey, Shmoop, etc to select passages or refer to these sources for help with your analysis. We want to know what YOU know.

Directions for Assignment #2

Reading "The Devil in the White City" should lead you to five key ESSENTIAL UNDERSTANDINGS (EU).

- 1) There is an unsettling similarity between insanity and genius.
- 2) Fame (or infamy) comes at a cost.
- 3) The World's Columbian Exposition of 1893 was a microcosm of Chicago, and in many ways, America.
- 4) Literature reveals the values of a given culture of time period.
- 5) Authors use literary techniques to contribute to the meaning and appeal of texts.

Our first week of school we will be engaged in student-driven discussion of the book. Each day, the discussion will focus on TWO of the five essential understandings above. Your last name will determine which one of the EU's you will take responsibility for leading/facilitating the class discussion. Your preparation for this requires that you generate 3-5 questions that are related to your assigned EU.

- One of your questions must lead your classmates to explore and defend a debatable opinion about the text.
- One of your questions must lead your classmates to analyze the author's craft and/or purpose of a particular passage.
- One of your questions must lead your classmates to consider the significance of a symbol or motif.
- Questions should prompt critical thinking about the work as a whole, but must be specifically related to the EU you have been assigned. Your discussion questions, and with YOUR answers, are due the day you are assigned to facilitate discussion. The assignments are as follows:

Last name: A-E → EU #1

Last name: F-J → EU #2

Last name: K-O → EU #3

Last name: P-T → EU #4

Last name: U-Z → EU #5

Colloquium IV

Google Classroom Code: ztd6da

Remind Code: text @b7e9hk to 81010

Directions

- Choose one novel and one play from the following list.
- Read the selected works, paying special attention to the symbols, motifs, and techniques the author or playwright uses to communicate the central message of the work through the characters.
- In the first week you return to school, you may be given a test over the content of the works you read, as well as a prompt for an AP-style essay analyzing the works.

Type	Title	Author	# of times used on AP exams	Synopsis
novel	<i>Invisible Man</i>	Ralph Ellison (not H.G.Wells)	26	A story of a young, college-educated black man struggling to survive and succeed in a racially divided society that refuses to see him as a human being. Told in the form of a first-person narrative, <i>Invisible Man</i> traces the nameless narrator's physical and psychological journey from blind ignorance to enlightened awareness — or, according to the author, "from Purpose to Passion to Perception" — through a series of flashbacks in the forms of dreams and memories. Set in the U.S. during the pre-Civil Rights era when segregation laws barred black Americans from enjoying the same basic human rights as their white counterparts, the novel opens in the South (Greenwood, South Carolina), although the majority of the action takes place in the North (Harlem, New York). source: Cliff Notes
novel	<i>Jane Eyre</i>	Charlotte Bronte	16	The novel is set somewhere in the north of England, during the reign of George III (1760–1820), and goes through five distinct stages: Jane's childhood at Gateshead Hall, where she is emotionally and physically abused by her aunt and cousins; her education at Lowood School, where she acquires friends and role models but also suffers privations and oppression; her time as the governess of Thornfield Hall, where she falls in love with her Byronic employer, Edward Rochester; her time with the Rivers family, during which her earnest but cold clergyman cousin, St John Rivers, proposes to her; and the finale with her reunion with, and marriage to, her beloved Rochester. During these sections the novel provides perspectives on a number of important social issues and ideas, many of which are critical of the status quo. Literary critic Jerome Beaty notes that the close first person perspective leaves the reader "too uncritically accepting of her worldview" and often leads reading and conversation about the novel towards supporting Jane, regardless of how irregular her ideas or perspectives. source: Amazon.com
novel	<i>Player Piano</i>	Kurt Vonnegut	LIT CRIT READING SELECTION (If you are interested in	Kurt Vonnegut's first novel spins the chilling tale of engineer Paul Proteus, who must find a way to live in a world dominated by a supercomputer and run completely by machines. Paul's rebellion is vintage Vonnegut—wildly funny, deadly serious, and terrifyingly close to reality. Source: Amazon.com

			competing in Lit Crit for UIL, this is the required reading selection.)	
play	The Glass Menagerie	Tennessee Williams	10	The Glass Menagerie is one of Tennessee Williams more sedate plays, but what it lacks in the southern fire and passion of A Streetcar Named Desire and A Cat on a Hot Tin Roof, it more than makes up for in its poetry and emotional power. Semi-autobiographical -- dealing brilliantly with the rift between the world as one would like to see it and the world as it actually is--The Glass Menagerie is a convincing portrayal of family members that love each other, but cannot live together. source: about.com
play	A Doll's House	Henrik Ibsen	6	Henrik Ibsen's A Doll's House premiered in 1879 in Copenhagen, the second in a series of realist plays by Ibsen, and immediately provoked controversy with its apparently feminist message and exposure of the hypocrisy of Victorian middle-class marriage. In Ibsen's play, Nora Helmer has secretly (and deceptively) borrowed a large sum of money to pay for her husband, Torvald, to recover from illness on a sabbatical in Italy. Torvald's perception of Nora is of a silly, naive spendthrift, so it is only when the truth begins to emerge, and Torvald appreciates the initiative behind his wife, that unmendable cracks appear in their marriage. source: Amazon.com
play	Fences	August Wilson	5	The play, Fences by August Wilson describes the life of an African-American family that is economically troubled. Troy, the father of the family, was a baseball player in the Negro League but never made it to the Majors because he grew too old. The story is about the relationship of Troy with his children and wife. Troy's main trouble is with his son Cory. Cory leaves the house and doesn't return until 8 years later when his father dies. August Wilson wrote this play because he wanted to show the racial tensions as well as the family tensions he experienced while he was a kid. source: "Wilson, August." Reviewed by John Fleming. The New Book of Knowledge®. 2010. Grolier Online. 23 Apr. 2015
play	<i>Othello</i>	William Shakespeare	LIT CRIT READING SELECTION (If you are interested in competing in Lit Crit for UIL, this is the required reading selection.)	Tragedy takes hold as the cunning and hateful Iago drives the heroic Moor of Venice first to suspicion, then to homicidal rage against his love Desdemona, in one of the Bard's darkest plays. source: Amazon.com