

SUMMER READING ASSIGNMENT

English IV: Honors

1. Required Text & Dialectical Journal (100 points)

- ***The Heart of Darkness* by Joseph Conrad**, full text with modern translation at <http://www.sparknotes.com/nofear/lit/heart-of-darkness/>
OR
- ***Brave New World* by Aldous Huxley**, full text at <http://www.huxley.net/bnw/>

You are to keep a dialectical journal for **ONE** required novel. A spiral notebook or a composition book works well for this task. See the attached handout for specifics about the journal, and the rubric that explains how it will be graded. The more detailed your journal, the better you will score on the exam during the second week of school. Remember your literary terms from English III: theme, conflict, symbols, imagery, etc. You will be able to use your journal on the exam!

Both titles can be found online for free! There are also many study guides online, including SparkNotes. I encourage you to use these guides only to aid comprehension. For example, SparkNotes.com offers a No Fear translation of *The Heart of Darkness*, which provides a line-by-line translation into modern English. Study guides can really help you understand the text better, but you will still need to analyze and choose quotes from the original text for your journal entries.

Analysis Questions (50 points each):

Pick two titles from the following pages. For each of the titles you select, you will need to choose one question to answer in a minimum of 250 words (approximately one page, typed, double-spaced). Therefore, you will be turning in two questions/pages total (one question per book). Your answers should reflect a depth of understanding of the text and its themes. Additionally, each response should be written in MLA format and include a *minimum* of three quotes that support your opinions and ideas.

1. Choose one character from the novel to analyze in depth. What are the attributes, motivations, and conflicts for this character? Do you classify this character as a hero, villain, or something else? Why?
2. What is the significance of the title of this work? What moment, character, or passage best exemplifies the title?
3. What do you feel is the most important word, phrase, or paragraph? Explain why it is important to the central themes of the novel.
*Note: For this question, you may choose up to 3 words, phrases or paragraphs to discuss in your response.
4. What is the overall theme (moral, message, or life lesson) of the book? Which moment or character best exemplifies this to you?
5. What does this novel say about the time period/historical context of the novel? If the novel is written in a different time than when it is set, also examine what the novel says about the time period in which it was written.
6. Copy one or two poignant passages (approximately one page in length) from the selection you read, including page numbers. Explain the quotation in depth and analyze what ideas the author wanted you to think about while reading this text.

Help with MLA Formatting:

- The Purdue Online Writing Lab at <http://owl.english.purdue.edu>

Grading:

The two analysis questions are due by the second Friday back from summer vacation! There will also be an exam on your chosen required text that Friday. If you have any questions about the assignments, feel free to contact your teacher over the summer at the email address listed above.

Pick two titles from the list to read and complete your analysis questions.

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*.* Farrar, Straus and Giroux, 2007. Twelve-year-old Ishmael first flees from attacking rebels with his friends, but later he is transformed into a cold-blooded soldier. This is a heart-breaking personal memoir of a boy growing up in Sierra Leone in the 1990s. Alex Award 2008

Brown, Dan. *The Lost Symbol*. After scores of Da Vinci Code knockoffs, spinoffs, copies and caricatures, Brown has had the stroke of brilliance to set his breakneck new thriller not in some far-off exotic locale, but right here in our own backyard. Everyone off the bus, and welcome to a Washington, D.C., they never told you about on your school trip when you were a kid, a place steeped in Masonic history that, once revealed, points to a dark, ancient conspiracy that threatens not only America but the world itself.

Foer, Jonathan Safran. *Extremely Loud and Incredibly Close*. * Houghton Mifflin, 2005. Oskar Schell is an inventor, Francophile, tambourine player, Shakespearean actor, jeweler, pacifist. He is nine-years-old; and he is on an urgent, secret search through the five boroughs of New York to find the lock that fits a mysterious key belonging to his father, who died in the attacks on the World Trade Center.

Grahame-Smith, Seth. *Abraham Lincoln: Vampire Hunter*.* Grand Central, 2010. Many people know about Abe Lincoln's political successes, but few know that after his mother was killed by a vampire Old Abe became a ruthless vampire hunter. This "biography," packed full of historical facts, will not disappoint readers who like a good horror story.

Gruen, Sara. *Water for Elephants: A Novel*. * Algonquin, 2006. Jacob Jankowski, a penniless orphan forced to drop out of veterinary school during the Great Depression, joins a traveling circus. He forges a bond with Rosie the elephant and Marlena, the beautiful star of an equestrian act, whose husband is a handsome circus boss with a violent temper. Alex Award 2007

Hawking, Stephen. *A Briefer History of Time*. "Hawking's A Brief History of Time, published in 1988, was a surprise best-seller but a tough read for most people who tackled it. Hawking received many requests for a version that would make his discussion of deep questions about the universe more accessible. This book does that. Hawking and Mlodinow, a physicist turned science writer, proceed by small and careful steps from the early history of astronomy to today's efforts to construct a grand unified theory of the universe."

Hersey, John. *Hiroshima*. Six Hiroshima survivors reflect on the aftermath of the first atomic bomb.

Hosseini, Khaled. *A Thousand Splendid Suns*. *Riverhead Books, 2007. Mariam and Laila, both married to Rasheed, form an uneasy alliance so that they and their children survive despite horrific circumstances. The story depicts Afghanistan from a woman's point of view during three decades of anti-Soviet jihad, civil war, and Taliban tyranny.

Keller, Helen. *The Story of My Life*. The story of Helen Keller, who was both blind and deaf, and her relationship with her devoted teacher, Anne Sullivan.

Malcolm X. *The Autobiography of Malcolm X*. * Malcolm X's searing memoir belongs on the small shelf of great autobiographies. The reasons are many: the blistering honesty with which he recounts his transformation from a bitter, self-destructive petty criminal into an articulate political activist, the continued relevance of his militant analysis of white racism, and his emphasis on self-respect and self-help for African Americans.

McCarthy, Cormac. *The Road*. * Alfred A. Knopf, 2006. In a post-apocalyptic landscape, a man and a boy struggle toward the unknown. This dark and doomed quest offers a spiritual sense of soul and humanity. Pulitzer Prize, Fiction 2007

Picoult, Jodi. *Nineteen Minutes*. * Atria Books, 2007. The residents of a small, ordinary New Hampshire town seek justice in the aftermath of a shocking school shooting carried out by a teenage boy who had been bullied since kindergarten.

Remarque, Erich. *All Quiet on the Western Front*. A young German soldier in World War I experiences pounding shellfire, hunger, sickness, and death.

Riggs, Ransom. *Miss Peregrine's Home for Peculiar Children*. When Jacob was little, his grandfather would tell him stories of the fantastical children's home where he grew up and the seemingly magical kids who lived there with him. When his grandfather is killed, Jacob sets out to find the home where these children lived, unearthing a magical secret and uncovering his true heritage.

Rosnay, Tatiana de. *Sarah's Key*. St. Martin's Press, 2007. Location: Paris. Time: July 16, 1942. Sarah, a ten-year-old girl, is brutally arrested along with her family by the French police in the Vel' d'Hiv' roundup, but not before she locks her younger brother in a cupboard in the family's apartment. Sixty years later, on the anniversary of the roundup, Julia Jarmond is asked to write an article about this dark episode and embarks on an investigation that leads her to long-hidden family secrets and Sarah's ordeal.

Silko, Leslie Marmon. *Ceremony*. * Tayo, a young Native American, has been a prisoner of the Japanese during World War II, and the horrors of captivity have almost eroded his will to survive. His return to the Laguna Pueblo reservation only increases his feeling of estrangement and alienation. While other returning soldiers find easy refuge in alcohol and senseless violence, Tayo searches for another kind of comfort and resolution.

Stein, Garth. *The Art of Racing in the Rain: A Novel*. HarperCollins, 2008. Enzo is an old soul who just happens to be a dog. He is devoted to Denny who is a race car driver. The reader will be captivated as Enzo tells his master's story and prepares for his next life...as a human.

Stockett, Kathryn. *The Help*. Amy Einhorn Books, 2009. College graduate Skeeter Phelan, a white twenty-four-year-old social misfit and an aspiring writer, decides to secretly compile the untold stories of black domestic workers in her hometown of Jackson, Mississippi. Her fellow conspirators, two black women, Aibileen and Minny, risk their lives and livelihoods in the racially charged South of the 1960s to help collect the interviews she seeks.

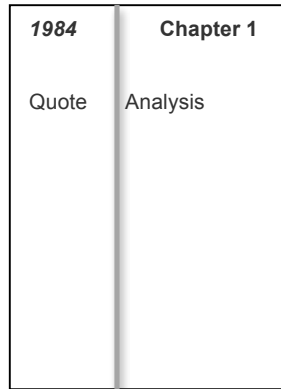
*** Some texts may include adult situations. Pick a text that you are comfortable reading. Please use Amazon.com to review the titles that interest you, speak with a librarian, or discuss titles with me this spring to make the best choice. Happy reading!**

DIALECTICAL JOURNALS

Dialectical journaling simply means “dialoguing with or talking to your text!” Make dialectical journal pages by drawing a line down your notebook page 1/3 the width of the paper. On the left side of the line, record important lines from the text. On the right side of the line, react to those lines: why are they significant, striking, confusing? What do they remind you of? What connections can you make between these lines and the overall work or works you have read before?

Dialectical Journal Page
Example:

In the right column, copy down quotes from the text that you find surprising, intriguing or otherwise significant.



In the left column, write your response to these quotes. Why are they significant, striking, confusing? What other texts do they remind you of? How do they fit into the overall work? **Speak like a scholar. Use your literary terms!**

Quote Requirements:

- **Brave New World:** 2-3 quotes per chapter
- **Heart of Darkness:**
 - o Part 1: 10 quotes
 - o Part 2: 10 quotes
 - o Part 3: 10 quotes

RUBRIC

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| A | <ul style="list-style-type: none"> • Detailed, meaningful passages, plot and quote selections • Thoughtful interpretation and commentary about the text; Avoids clichés. • Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text. • Makes insightful personal connections and asks thought-provoking, insightful questions • Coverage of text is complete and thorough • Journal is neat, organized and professional looking; student has followed directions in the organization of journal |
| B | <ul style="list-style-type: none"> • Less detailed, but good plot and quote selections • Some intelligent commentary; addresses some thematic connections • Includes some literary elements, but less on how they contribute to the meaning • Some personal connection; asks pertinent questions • Adequately addresses all parts of reading assignment • Journal is neat and readable; student has followed directions in the organization of journal |
| C | <ul style="list-style-type: none"> • Few good details from the text • Most of the commentary is vague, unsupported, or plot summary/paraphrase • Some listing of literary elements; virtually no discussion on meaning • Limited personal connection; asks few, or obvious questions • Addresses most of the reading assignment, but is not very long or thorough • Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization: loose-leaf, no columns, not in separate notebook, etc. |
| D or F | <ul style="list-style-type: none"> • Hardly any good details from the text • All notes are plot summary or paraphrase • Few literary elements, virtually no discussion on meaning • Limited personal connections, no good questions • Limited coverage of the text: way too short |

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| | <ul style="list-style-type: none">• Did not follow directions in organizing journal; difficult to read or follow |
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