



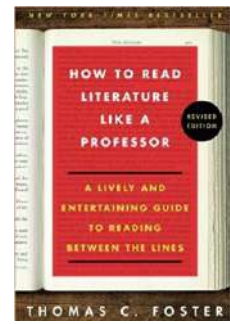
Honors World Literature and Composition

Summer Reading
for 2018-19 school year

WELCOME! PLEASE JOIN THE GOOGLE CLASSROOM: cw2ucc

I am looking forward to spending the next school year with you. We will be learning to read literature on a deeper level, discussing what we discover in a variety of texts, and writing a lot. Your summer assignment is posted in Google Classroom. Please read the entire document before starting. If you have questions, you may contact me at cherish.donaldson@henry.k12.ga.us. Please give me 24 to 48 hours to reply. I will not check email on Saturdays or Sundays. After the current school year has ended, I will also post information for joining the Honors English Remind group.

Honors World Literature and Composition Summer Reading Plan and Resources for *How to Read Literature Like a Professor* (HTR)



Teacher: Cherish Donaldson

Google Classroom: cw2ucc

E-mail: cherish.donaldson@henry.k12.ga.us

(Please allow 24 to 48 hours for a reply. Not available on Saturdays or Sundays.)

TEXT: *How to Read Literature Like a Professor* by Thomas C. Foster, the revised edition (ISBN: 978-0-06-230167-3)

You may purchase a copy of the revised edition of the text, or you may download and use this free pdf:

<https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf>

Why should students learn to analyze and interpret literature? Why bother? We bother because literary analysis is a vital stage in developing students' critical thinking skills—skills that are necessary for understanding logical connections between ideas. Analysis is often difficult because it presents a learning curve to many readers, but the process of determining deeper meanings in a text is a lifelong skill that applies to other areas of life. The beauty of literary analysis is that as long as one can gather the evidence to support an interpretation, there can be no right or wrong answers. Thomas C. Foster's guide, *How to Read Literature Like a Professor*, will assist students in critically reading and thinking about texts and understanding literature on a deeper level.

Your summer reading assignment is to read and outline the majority of Thomas C. Foster's *How to Read Literature Like a Professor*. Your outline can be formal or informal. You may list chapter titles and bulleted notes if you wish. Whatever format you use, identify sections of the text by titles and be consistent. Your outlines are due in Google Classroom by Wednesday, August 1, 2018.

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<https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf>

The timeline included below lists all chapters that are required reading. The timeline may help you pace yourself without becoming overwhelmed. Whether you follow this timeline is completely up to you; however, do read the directions and consider viewing the supplemental resources to aid in your understanding of the text.

Warning: Some clips may contain strong language.

May 27 – June 2: Read the Introduction through the end of chapter 4. Outline the text and consider the following...

- **Quests:** As Foster explains, a quest isn't just a trip, it is a heroic journey of self-discovery. Take a look at this video for modern examples: <https://www.youtube.com/watch?v=KGV1BvnyvGo&list=PLeGteHoy9WAlSnoB10kvfw-bzQSCPNE2&index=4>
- **Eating:** It's not just food, it's an opportunity to show relationships; here is a great video about meal scenes in films <https://www.youtube.com/watch?v=sLEdi49XEhA>; and here's a little video about drinking milk <https://www.youtube.com/watch?v=iKDtmV5xSv0> that is pretty interesting, especially if you've seen *Mad Max, Fury Road*
- **Vampires** (not the sparkly kinds): Think of Christoff from *The Truman Show*, President Snow from *The Hunger Games*. The vampire archetype typically involves the theme of a loss of innocence
- **Recycled works:** Remember how Foster talks about the rabbit hole archetype? Take a look at this scene from *The Matrix*: <https://www.youtube.com/watch?v=TbYirSi08m4>

June 3 – June 9: Read chapter 5 through the end of chapter 8. Outline the text and consider the following...

- **Shakespeare:** We'll be studying the Bard specifically in *Hamlet* and *Othello*, and once you recognize his style, you will see his influence everywhere, even in weird places like Star Trek! And did you know that *The Lion King* is based on the play *Hamlet*? See more examples: <https://www.youtube.com/watch?v=dihWoH1j0nI>
- **Bible** – If you ever went to Sunday school, you'll see Biblical allusions everywhere, especially Edenic imagery (from the Garden of Eden) and Christ figures; for those who aren't as familiar with the Old and New Testaments, try these two videos: <https://www.youtube.com/watch?v=oggODgb9K2U> (part 1), and <https://www.youtube.com/watch?v=TfVSikoglw4> (part 2)

Biblical archetypes in *The Green Mile* <https://www.youtube.com/watch?v=XL4M8n6tgls>

- **Fairy Tales** - Think about *Cinderella* paired with movies like *Pretty Woman*, *Ella Enchanted*, and *Cinderella Story*; you can also see much more subtle uses of fairy tale archetypes; for a fun twist on those archetypes, re-watch the original *Shrek*
- **Greek Myths:** If you don't know your basic gods and goddesses, you really need to review them! Try this little 8-minute video on YouTube: <https://www.youtube.com/watch?v=N5gRZ-C0vOc>

June 10 – 16: Read from chapter 9 through the end of chapter 12. Outline the text and consider the following...

- **Rain/Snow/Water:** Remember, AUTHORS MAKE THE WEATHER! Take a look at this little video with rain scenes: <https://www.youtube.com/watch?v=Uf34E1BZduo>
- **Violence:** They are scenes that are hard to read (or watch), but scenes of violence can play an important symbolic function; I'm not going to post videos here, but think of all the violent scenes you've seen in various movies and consider WHY they are there.
- **Symbols:** it's not enough to notice a symbol; you have to consider how it's being used. Foster talks about Robert Frost and how that poet uses symbols. Woods are not just woods. Snow is not just snow. Fire is not just fire. Take a look at these two videos of Frost poems: <https://www.youtube.com/watch?v=IEtMLqP7tpA> and <https://www.youtube.com/watch?v=P3c0hD6qvZc>

June 17 – 23: Read from chapter 13 through the end of chapter 15. Outline the text and consider the following...

- **Politics:** As Foster says, almost all writing can be read with an eye to politics because authors don't write in a social vacuum. Some texts, however, are more overtly political than others. Think about the dystopian satire, for example. *The Hunger Games* series takes on a larger meaning when you consider the social context of the 1% vs. the 99% in American society and the opulence and plenty of the capitol juxtaposed with the hardship and squalor of the districts. Want to see more? Consider why everyone is talking about *The Handmaid's Tale*, a series on Hulu, based on Margaret Atwood's novel from the 80's. <https://www.youtube.com/watch?v=36TR0ESbhTE> (Political perspectives shared in this clip are solely those of the publisher/journalist; they are not advertised by Ms. Donaldson or the faculty and staff of Ola High. There is no intent to coerce any student into changing or believing any specific political perspective. The clip was chosen to explain the political undertones of the novel and show.)
- **Christ Figures** (see Bible videos from section 1)
- **Flights of Fancy:** remember that archetypes can often be layered (like a parfait), so we can get a flight archetype layered with a Greek allusion to Icarus - <https://www.youtube.com/watch?v=vddEvqS6M4o>

June 24 – 30: Read from chapter 18 through the end of chapter 20. Outline the text and consider the following...

- **Baptism** (see Bible videos from section 1 and rain video from section 2); also, Foster references the film *Ordinary People*. Take a look at the movie trailer: <https://www.youtube.com/watch?v=mKkcyK1VpGY>

- **Geography:** take a look at this video about how setting becomes a symbolic character in a film <https://www.youtube.com/watch?v=1K-vq936KjU>
- **Seasons:** “Winter is coming.” Yes, seasons are more than just seasons. This is a short video with a lady who is into astrology talking about the symbolism of seasons <https://www.youtube.com/watch?v=NOSUgJTIEZw&t=21s>

July 1 – 7: Read from chapter 21 through the end of chapter 24. Outline the text and consider the following...

- **Marks and scars AND blindness:** Here’s a funny little video that illustrates how explicit and overt Harry’s scar is and how often it is referred to: <https://www.youtube.com/watch?v=LthAipQiRIE> and then here is a video of the disfigured and blind characters from movies: <https://www.youtube.com/watch?v=T0IMbclGTDY> Remember to ask yourself WHY they are disfigured and how the marks and scars function symbolically and to characterize them
- **Heart disease and illness:** Just go reread “The Story of an Hour” by Kate Chopin. Here’s a short video with a reading of it: <https://www.youtube.com/watch?v=U9cnCw0Kw00>
You can also think about *Me and Earl and the Dying Girl* <https://www.youtube.com/watch?v=2qfmAllbYC8> and *The Fault in Our Stars* .

July 8 – 14: Read chapter 26, and the Postlude and the Envoi (pages 295-305). Outline the text. This chapter is pretty self-explanatory with regards to entering the world of a text and respecting irony.

July 15 – 28: Read and try “A Test Case.”

You should ABSOLUTELY take some time with chapter 27 and Katherine Mansfield’s short story “The Garden Party.” Read the short story and see what patterns or symbols you can find in the text. Add your discoveries to your outline. For example, if you see a Christ Figure, place this idea on your outline or in your notes, and then include the quoted, cited evidence the shows the Christ Figure. We will discuss the importance of these ideas in the story after you return to the school. Finish reading the chapter and see what Foster shares about the story. **WARNING: DO NOT STEAL FOSTER’S IDEAS AND LIST THEM AS YOUR OWN.** You may add his ideas to your outline, but be clear that Foster’s ideas are not your analysis.

August 1: Outlines are due in Google Classroom.