

Ryan High Summer Reading 2019: Honors English II

Mrs. Kathleen Bossenbroek kbossenbroek@dentonisd.org Mrs. April Feranda aferanda@dentonisd.org

Honors English II will continue to intellectually prepare you for AP English III, Dual Credit English III and beyond. Students can anticipate an exploration of global cultural ideologies, investigations of the constraints of power and identity, and in-depth analysis of the human experience through selections of fiction, non-fiction, poetry, and drama.

Part I:

Read *The Alchemist* by Paul Coehlo (ISBN 978-0-06-112241-5). In addition, do a double entry response journal. Your journal needs to consist of ten entries. Draw a line down the middle of the page and use the left column to record a passage or phrase that you find particularly interesting or revealing. Number the passages and use proper parenthetical page citations. **Focus on the main characters and elements of characterization: appearance, actions, thoughts, feelings, motives, speech (actual dialogue), reactions of others, how the characters either change or don't change throughout the novel and the development of theme.** Use the right column to write a 100-word personal and/or analytical response to the passage. (How do you feel or what do you think about what a character thinks, feels, says, or does? What does this passage reveal about the character, theme, plot, etc.?) Do not simply paraphrase or summarize the text. I know the text; I want your reaction to and/or analysis of the passage. (*For an exemplar please see the APPENDIX*). This assignment is due the second day of class.

Part II:

- A. Read *Of Mice and Men* by John Steinbeck. Be prepared to discuss Lennie's character, including his **personality**, his **dreams**, his **strengths** (both physical and emotional), the reasons he is **not readily accepted** by others, and how these differences **lead to tragedy**. Mark the above character information directly in your text or by using post-its throughout. You'll need these notes for your written assessment about the characters during the first week of school.
- B. Watch the *Of Mice and Men* film. Take a few notes on the similarities and differences between the film and the text. Why might the director have made those choices? How do the editing, reaction shots, sequencing, background music, and lighting contribute to or take away from Steinbeck's story?

This novel is set during the Great Depression (1920s-1930s) and depicts the beliefs of its people. While some characters are open-minded and benevolent, others are close-minded and malevolent. I do not agree with the close-minded and malevolent beliefs expressed in the novel or the language reflective of those beliefs. Unfortunately, it was part of this culture and our American history. Be sensitive and mature-discuss it with your parents if possible-and keep reading!

Part III: Summer Fun

Read some more-- fiction, non-fiction, essays, editorials from magazines and newspapers. Come armed with ideas for expressing your opinion about anything and everything. Try to attend one of the Shakespeare in the Park performances, watch blockbuster movies, see a summer musical, visit a museum, or any other event that might broaden your horizons.

Although we will not check our email daily, we will check it regularly. If you have questions while you are navigating through your summer reading, feel free to contact either of us at the above email addresses.

See you in August!

Mrs. Bossenbroek and Mrs. Feranda

APPENDIX

Double-Entry Journal Helpful Hints/Sample

- It may be beneficial to refer to your literary analysis terms handout found in your “sacred notebook”.
- Be sure that you DO NOT summarize. I already KNOW the text (trust me on this one).
- I will count words. Each analysis/entry must be well-thought out and demonstrate a deeper connection.
- I highly recommend you read at least the first 40-50 pages before you write anything down in your spiral.

Below is a sample of what is expected:

1. “Don’t worry, Scout, it ain’t time to worry yet,” said Jem. He pointed. “Looka yonder.” In a group of neighbors, Atticus was standing with his hands in his overcoat pockets. He might have been watching a football game. Miss Maudie was beside him. “See there, he’s not worried yet,” said Jem.
(Lee 94)

You can see how much Jem and Scout depend on Atticus’ placid temperament in this passage. Atticus seldom shows any negative emotion or raises his voice, so Jem and Scout seek comfort in his level-headed attitude in a disconcerting situation. This is why Scout and her brother stay calm as they watch Miss Maudie’s house burn down to the ground. The two young children saw that their father was unworried about the problem and it reassured them that everything was going to be okay without any exchange of language. Despite the fact that the pair refer to Atticus by his first name rather than the usual terms of endearment, the kids have a strong bond with him. (analysis courtesy Johanna Pineda)