## **Honors English II Summer Reading 2018-2019**

## Due the first day of class

## **OVERVIEW:**

In Honors English II we will explore an array of global literature—voices from around the world that speak profoundly to the cultural and historical perspectives they represent. These writings will explore a vast expanse of issues ranging from the abuse of power and the horrors of war, to the consequences of cultural conflict and the benefits and burdens of social change, to the search for truth and meaning and the transformational power of the hero's journey. This summer reading assignment (you must do PART I and PART III and PART III) will help you to enter the course with some background on the essential questions, ideas, and concepts we will be dealing with during the semester.

Copy the following statement at the end of each assignment (Part I and Part II). Then sign and date below the statement.

"I certify that no unauthorized assistance has been received or given in the completion of this work. All work shown is my own."

<u>PAR</u>	T	<u>I:</u>	Ali	! the	Ligi	ht W	Ve (	Cannot	See	by	Anthony	/ Doerr	(Bring	the	book	to	clas	S)
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A. *All the Light We Cannot See* by Anthony Doerr features a young French girl who becomes blind at a young age and a young German boy who is gifted with electronics. The novel is set prior to and in the midst of World War II.

**Before you read the book**, answer the following questions. Notice the size of the space provided.

1.	Why do you think Anthony Doerr chose this title? This setting? And these protagonists?

2.	Do you think the girl and boy will meet? Why/Why not? If they do, what do you predict will happen?

B. As you read *All the Light You Cannot See*, you will complete 14 Section Analyses (templates are attached). You may mark the information in your book and then record it at the end, but you might consider completing them as you go. You will notice the "time" at the start of each section is not chronological, so this practice might help you keep the timeline straight in your mind.

The following are the requirements/purposes for each section:

- The time: the time period is provided at the start of each section
- Character growth/plot: for the two main characters(Marie-Laure LeBlanc and Werner Pfennig), keep track of where they are, the problem(s) they face and the solutions they find for their problems.

FOR THE FOLLOWING, FIND A PASSAGE (not more than 3-4 sentences) FROM THE SECTIONS THAT ADDRESSES THE TOPIC. Be sure to include page numbers!

- Theme: One of the major themes of the novel is about hope, aspiration and destiny. To figure out the theme, keep track of references to or examples of these ideas.
- Imagery: We often forget that imagery is not just visual. Given that Marie-Laure is blind, this is especially important. Look for language that appeals to our other senses sound, touch, taste, smell.
- Title: The title mentions light we cannot see. To explore this, track references to or examples of light or lack of light in the text.

"Zero"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
"One"	Time:			
Marie-Laure	Tille.		Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
	Choo	se one passage from "Zer	o" or "One" f	or each category below
Example of hope/aspiratio				
Powerful Non Image				
Reference to I the absence of	ight or f light			

"Two"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
riobieni(s).			Fioblem(s).	
Solution:			Solution:	
·				
"Three"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
,			,	
Solution:			Solution:	
	Chao	go one neggege from "Two	2 au 66Thuas 22	for each actorous haloss
	CHOO	se one passage from "Two	or Three	for each category below
Example of				
hope/aspiratio	n/destinv			
· r · · · · r	<i>,</i>			
Powerful Non	-Visual			
Image				
Reference to 1				
the absence of	light			

"Four"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
110010111(5).				
Solution:			Solution:	
"Five"	Time:			
Marie-Laure	Tille.		Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Fioblem(s).			Fioblem(s).	
Solution:			Solution:	
	Choo	se one passage from "Fou	r" or "Five" f	for each category below
	CHOO	se one passage from Four	i oi rive i	of each category below
Example of				
hope/aspiratio	n/destiny			
Powerful Non	-Visual			
Image				
Reference to 1	ight or			
the absence of				
	=			

"Six"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
"Seven"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
	Choo	se one passage from "Six'	' or "Seven" f	or each category below
Example of hope/aspirati				
Powerful No Image				
Reference to the absence of	light or of light			

"Eight"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
riobieni(s).			Froblem(s).	
Solution:			Solution:	
201001011				
L				L
"Nine"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Duolalores (a).			Dual-lama(a).	
Problem(s):			Problem(s):	
Solution:			Solution:	
Solution.			Bolution.	
L				
	Choo	se one passage from "Eigh	t" or "Nine" f	for each category below
Example of				
hope/aspiratio	on/destiny			
Powerful Non	ı-Visual			
Image				
Dafarar s - 4 · 1	light or			
Reference to l				
the absence of	ı iigiit			

"Ten"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
"Eleven"	Time:			
Marie-Laure	Time.		Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Solution:			Solution:	
	Choos	se one passage from "Ten'	or "Eleven"	for each category below
Example of hope/aspiration	on/destiny			
Powerful Nor Image				
Reference to the absence o	light or f light			

"Twelve" Tim	e:	
Marie-Laure		Werner
Setting:		Setting:
Problem(s):		Problem(s):
Solution:		Solution:
"Thirteen" Tir	ne:	
Marie-Laure	iic.	Werner
Setting:		Setting:
Problem(s):		Problem(s):
Solution:		Solution:
Choose	e one passage from "Twelve"	or "Thirteen" for each category below
Example of hope/aspiration/desting	7	
Powerful Non-Visual Image		
Reference to light or the absence of light		

## **PART II:** Kohlberg's Theory of Moral Development

Complete A on this sheet, Complete B on a blank sheet, posterboard, construction paper etc. or as a Google Doc, Google slide, etc., There are many other options for this online; just make sure you can turn it in.

A. Heinz's Dilemma – Read the story and answer the questions that follow.

Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist, and Heinz tried desperately to buy some, but the chemist was charging \$2,000, ten times the money it cost to make the drug, and this was much more than Heinz could afford.

Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later.

The chemist refused, saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug.

1.	Should Heinz have stolen the drug? Why or why not?
2.	Would it change anything if Heinz did not love his wife? Why or why not?
3.	What if the person dying was a stranger? Would it make any difference? Why or why not?
4.	Should the police arrest the chemist for murder if the woman died? Why or why not?

**Now**, go to http://www.simplypsychology.org/kohlberg.html --read about Kohlberg's theory and create a graphic organizer to represent the six stages of moral development described. DO NOT COPY THIS WORD FOR WORD – EXPLAIN IT IN YOUR OWN WORDS! **Then**, continue reading about the problems pointed out in Kohlberg's research and theory. List them and explain whether you agree with each objection or not. **Finally**, consider the novel. Place Marie-Laure LeBlanc, Daniel LeBlanc, Etienne LeBlanc, Reinhold Von Rumpel, Werner Pfennig, Jutta Pfennig, Frank Volkheimer, Dr. Hauptmann on the graphic organizer you created at the level that you think is indicative of their development and provide a reason for the decision.

**PART III:** Research on Radio – Complete on a separate sheet or in Google Docs.

Find an article/website about the importance of and/or advancements in radio technology leading up to and during World War II. Create a citation (NOT the http address) for it using the OSLIS MLA Citation Maker for high school (http://secondary.oslis.org/@@mla-secondary). If you cannot get back to your article through the information in your citation, you have not done it correctly.