

Honors English II Summer Reading 2020-2021

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 II 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."

PART I: *All the Light We Cannot See* by Anthony Doerr (Bring the book to class)

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.

Please be aware we will work with this novel for the first few weeks of school. If you read it 2+ months ago, you will need to refresh your memory!

“Zero” Time:			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
“One” Time:			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<p align="center">Choose one passage from “Zero” or “One” for each category below</p>			
Theme: Example of hope/aspiration/destiny			
Imagery: Powerful Non-Visual Image			
Title: Reference to light or the absence of light			

“Two” Time:			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
“Three” Time:			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<p align="center">Choose one passage from “Two” or “Three” for each category below</p>			
Theme: Example of hope/aspiration/destiny			
Imagery: Powerful Non-Visual Image			
Title: Reference to light or the absence of light			

<div> <div>“Four”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div> <div>“Five”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div>Choose one passage from “Four” or “Five” for each category below</div>			
<div>Theme:</div> <div>Example of hope/aspiration/destiny</div>			
<div>Imagery:</div> <div>Powerful Non-Visual Image</div>			
<div>Title:</div> <div>Reference to light or the absence of light</div>			

“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:	
Choose one passage from “Six” or “Seven” for each category below			
Theme: Example of hope/aspiration/destiny			
Imagery: Powerful Non-Visual Image			
Title: Reference to light or the absence of light			

<div> <div>“Eight”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div> <div>“Nine”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div>Choose one passage from “Eight” or “Nine” for each category below</div>			
<div>Theme:</div> <div>Example of hope/aspiration/destiny</div>			
<div>Imagery:</div> <div>Powerful Non-Visual Image</div>			
<div>Title:</div> <div>Reference to light or the absence of light</div>			

<div> <div>“Ten”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div> <div>“Eleven”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div>Choose one passage from “Ten” or “Eleven” for each category below</div>			
<div>Theme:</div> <div>Example of hope/aspiration/destiny</div>			
<div>Imagery:</div> <div>Powerful Non-Visual Image</div>			
<div>Title:</div> <div>Reference to light or the absence of light</div>			

<div> <div>“Twelve”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div> <div>“Thirteen”</div> <div>Time:</div> </div>			
Marie-Laure		Werner	
Setting:		Setting:	
Problem(s):		Problem(s):	
Solution:		Solution:	
<div>Choose one passage from “Twelve” or “Thirteen” for each category below</div>			
<div>Theme:</div> <div>Example of hope/aspiration/destiny</div>			
<div>Imagery:</div> <div>Powerful Non-Visual Image</div>			
<div>Title:</div> <div>Reference to light or the absence of light</div>			

PART II: Maslow's Hierarchy of Needs

To complete this part of the assignment, you may use a blank sheet, posterboard, construction paper etc. or a Google Doc, Google slide, Canvas, etc., There are many other options for infographics online; just make sure you can turn it in and that it is readable for your teacher.

Go to <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>

Read about Maslow's theory and create an infographic/graphic organizer to explain the five categories of needs described - be sure to include which are deficiency vs. growth needs, and what are basic and psychological needs. **DO NOT COPY THIS WORD FOR WORD – EXPLAIN IT IN YOUR OWN WORDS!** This graphic should include information to allow someone unfamiliar with the theory to understand it clearly.

Continue reading about the Criticism of Maslow's theory. List them and explain why the theory is still respected and important despite them. **AGAIN - USE YOUR OWN WORDS.**

Finally, consider the novel. Choose 2 MAJOR actions each of the following characters decides to take and determine which need was the primary motivation for their behavior: Marie-Laure LeBlanc, Daniel LeBlanc, Etienne LeBlanc, Reinhold Von Rumpel, Werner Pfennig. You should have 10 actions total. Place these actions on the graphic organizer you created at the level that you think is indicative of their needs at that moment. Include a sentence that explains why you feel this need was the motivator for their action.

PART III: Research on Radio – Complete below 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.
