

Honors English II Summer Reading 2017-2018

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**) 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: *THE GOOD EARTH* by Pearl S. Buck (Bring the book to class.)

Before you read the book, visit the following website: <http://www.psbj.org/document.doc?id=128> (a pdf file that can be downloaded and printed) and read the biographical section, look over the character list, and research and write definitions for the twelve terms/places in the **WORDS TO RESEARCH** section. **(20 points of PART I grade)**

As you read *The Good Earth*, you will complete four cultural analyses (templates are attached). The following are the requirements for each analysis:

1. Choose quotes that pertain to each topic.
2. Provide a response/commentary to each quote.
3. Make a personal connection with each topic.

Cultural Analyses: 80 points of PART I grade - 20 points per analysis

Chinese Family Structure (Elders, importance of sons, etc.)

Quote from 1st half of novel (Chapters 1-14); include pg. #:

Quote from 2nd half of novel (Chapters 15-34); include pg. #:

Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.

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Write a paragraph in which you compare/contrast the Chinese family structure in Wang Lung's family with your own family structure. (Length of response: 10-12 sentences)

Religion (Beliefs, Traditions and Customs)	
Quote from 1st half of novel (Chapters 1-14); include page #:	Quote from 2nd half of novel (Chapters 15-34); include page #:
Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.	Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.
Based on the topic and your chosen quotes, make a personal connection to the text. Examples are below. (Length of response: 10-12 sentences) ("This reminded me of...") Text to text (another book, poem, story, movie, song, etc.), Text to Self (something from your own life/a memory), Text to world (something from the news or history)	

Marriage and Role of Women

Quote from 1st half of novel (Chapters 1-14); include pg. #:

Quote from 2nd half of novel (Chapters 15-34); include pg. #:

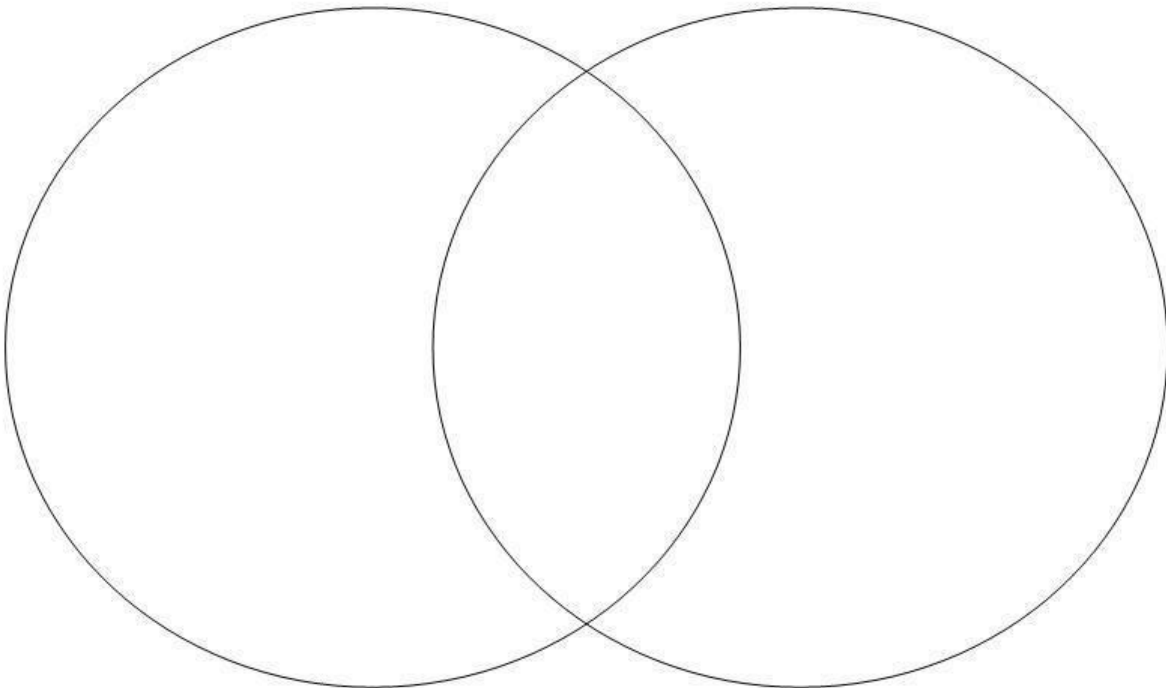
Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.

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Complete the Venn Diagram. Compare marriage and the role of women in the Chinese culture to marriage and the role of women in today's society in the United States. Place the similarities between the two in the overlapping parts of the circles. Place the differences of each in the outside portions of the circles.

Chinese Culture

United States



The Good Earth (References to the earth and land)

Quote from Chapters 1-5 (include pg. #):

Quote from Chapters 15- 21(include pg. #):

Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.

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Quote from Chapters 6-10 (include pg. #):

Quote from Chapters 22-28 (include pg. #):

Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.

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Quote from Chapters 11-14 (include pg. #):

Quote from Chapters 29-34 (include pg. #):

Explain the meaning of this quote. How does the quote show significance regarding a character(s), the setting, etc.

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Provide a **visual** commentary based on the chosen quotes (drawing, visual analogy, etc.)

PART II: GLOBAL LITERATURE BOOK OF CHOICE (Bring the book to class.)

Purchase one book from the following list. You will read the book and prepare a book talk on the world of the book to present to your classmates.

PLEASE NOTE: Some books may contain language and situations intended for mature readers. You should have parent or guardian approval in selecting the book you read.

Novels

Life of Pi by Yan Martel
The Book Thief by Marcus Zusak
The Septembers of Shiraz by Dalia Sofer
The Bonesetter's Daughter by Amy Tan
Blind by José Saramago
The Shadow of the Wind by Carlos Ruiz Zafón
All the Light We Cannot See by Anthony Doerr

Fantasy Novel

A Wizard of Earthsea by Ursula LeGuin
Across the Nightingale Floor by Lian Hearn

Graphic Novel

Maus: A Survivor's Tale, Part I by Art Spiegelman

Graphic Memoir

Persepolis: The Story of a Childhood by Marjane Satrapi

Nonfiction

God Grew Tired of Us: A Memoir by John Bul Dau
I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai
Thura's Diary: A Young Girl's Life in War-Torn Baghdad by Thura Al-Windawi

BOOK TALK: FOCUS ON THE WORLD OF THE BOOK (100 points of PART II grade)

Prepare a book talk on the world of the book (even if it is not a real place) to share with the class. You may create a multimedia presentation if you wish (PowerPoint, Prezi, etc.) to accompany your book talk. Save it on a USB drive. You will need to hand in a hard copy of your work, as well. Include the following:

1. How would you describe the world of the book? Is it a real place or a fictional setting? Does the author reveal the historical period? Country or locale? Season of the year? Weather? Time of day? What are the sights, sounds, tastes, and smells? What other details establish a sense of place in this book?
2. How does the setting affect the lives of the characters? Are the characters in conflict with the setting? If so, how? What do the characters want? Does the setting keep them from getting what they want? If so, how? What does the setting tell us about the characters? Describe their culture. What feelings or attitudes do the characters have toward the setting? Fear? Dislike? Respect? Other feelings or attitudes?
3. How would you describe the atmosphere or mood created by the setting? Is it gloomy? Cheerful? Mysterious? Threatening? Other descriptions?
4. Copy a passage from the text that you think best reveals the setting. Include the page number. What exactly *does* the passage reveal about the setting?
5. What elements of the book's setting relate to your own experience?

Grading rubric for Book Talk

THE WORLD OF THE BOOK	SETTING'S EFFECT ON CHARACTERS	ATMOSPHERE AND MOOD	PASSAGE REVEALING SETTING (AND EXPLANATION)	RELATE TO OWN EXPERIENCE
Real or fictional?	Is there a conflict between the characters and the setting? If so, what?	Describe the atmosphere. How does the author create the atmosphere?	Copy of the passage	What elements of the setting relate to your own experience?
Historical period?	What does the setting tell about the characters?	Describe the mood. How is the mood created?	Page number	Experience #1
Country or locale?	How would you describe the culture?	How are the atmosphere and mood different?	What does the passage reveal about the setting?	Experience #2
Season? Weather? Time of day?	What feelings or attitudes do characters have toward the setting?	How is one dependent on the other?	What else does the passage reveal about the setting?	Experience #3
Other details? Sights, tastes, smells, sounds? (Sensory details)	Other feelings or attitudes?	Other descriptions?	Other comments?	Other comments?
20 points	20 points	20 points	20 points	20 points

***PowerPoint or Prezi will be extra credit. Up to 10 points will be added to your total PART II score.**