

Summer Reading Assignment for Incoming 10th Grade Honors Students

Welcome to English 10 Honors! This rigorous, fast-paced World Literature course is designed to prepare you for the demands of AP, IB and college-level English courses. With that in mind, the summer reading assignment is meant to keep you active as a reader and a writer.

Due Date: Completed Summer Reading Assignment is due on the 2nd day of school. 10% will be deducted from the total grade of the summer reading assignment **each day** it is late. **Students will be tested on the summer reading texts upon return to school.**

Required Texts: These texts will be used for summer reading and for reference throughout the year.

The books listed below are usually available at amazon.com and other online retailers that sell used books at discounted prices. I recommend you purchase the books as early as possible to allow ample to time for you to do the assignment especially if the books are ordered online. Additionally, previous students have purchased these books in the past and may be willing to sell, share, or donate these books.

1. *The Emperor's Handbook: A New Translation of the Meditations* by C. Scott Hicks and David V. Hicks
ISBN-13: 978-0-7432-3383-5

Although the Hicks and Hicks translation is both the latest and the most superior translation, you may use any translation of *The Meditations* by Marcus Aurelius that divides the meditations into books and entries.

2. *Kokoro* by Natsume Soseki (Translated by Edwin McClellan)*
ISBN-13: 978-0-486-45139-8 or
ISBN-13: 978-0-895-26715-3

3. *Frankenstein* by Mary Shelley*
(Any unabridged edition)

* These books (*Kokoro* and *Frankenstein*) are also available for check out from the Highland High School library in limited quantities.

I. Part One of Summer Reading Assignment—*The Emperor's Handbook*

The Emperor's Handbook (*The Meditations* of Marcus Aurelius) attempts to tackle the following questions:

1. Why do we exist (or "Why are we here?")?
2. How should we live our lives?
3. How can we ensure that we do what is right?
4. How can we protect ourselves against the stresses and pressures of daily life?
5. How should we deal with pain and misfortune?
6. How can we live with the knowledge that someday we will no longer exist?

From each of the twelve books (chapters), choose one of the questions listed above and discuss in a well-developed, 100-150 word paragraph: 1. How Marcus Aurelius answers the question in that book (chapter) and 2. Explain why you agree or disagree with his arguments. Please include page numbers for each example. **Write neatly. No typed papers will be accepted.**

II. Part Two of Summer Reading Assignment—*Kokoro*

Read the novel *Kokoro* by Natsume Soseki to write a two-page, typed, double-spaced essay in Times New Roman 12 point font addressing the prompt below. Please strictly adhere to this format described.

Often in literature, a character's success in achieving goals depends on keeping a secret and divulging it only at the right moment, if at all.

Choose a novel that requires a character to keep a secret. In a well-organized essay, briefly explain the necessity for secrecy and how the character's choice to reveal or keep the secret affects the plot and contributes to the meaning of the work as a whole.

III. Part Three of Summer Reading Assignment—*Frankenstein*

Read Mary Shelley’s *Frankenstein* and keep a dialectical journal on the novel. The dialectical journal for summer reading must prove that you both **read** the novel and **really thought about** what you were reading. **Your journal must contain at least 25 entries.** Write neatly. No typed papers will be accepted.

SAMPLE:

Passages from the text & pg #	Response/Comments
<p>“His yellow skin scarcely covered the work of muscles and arteries beneath; his hair was of a lustrous black, and flowing . . . [it] formed a more horrid contrast with his watery eyes, that seemed almost of the same colour as the dun white sockets in which they were set, his shrivelled complexion, and straight black lips.” (Victor pg 56)</p>	<p>Shelley chooses to introduce her readers to the Creature with a grotesque physical description of him. She provides excellent visual details of the Creature’s terrifying appearance, juxtaposing light and dark colors (“yellow... lustrous black,” “dun white sockets... black lips”) to reflect the Creature’s alienation from society. Just as his facial features stick out, he himself sticks out of society. She makes you see just how gruesome and distinctly nonhuman he actually appears. This is interesting because the contrast between the Creature’s inner self and outer self is just as stark as his physical appearance. I find it interesting that the actual description of the monster greatly differs from every Hollywood depiction I have ever seen. Finally, this quote epitomizes Shelley’s descriptive style—it’s full of cacophonous diction and imagery that evokes terror.</p>

Procedure for Dialectical Journal:

As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers). In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage). The length of the response should be about the length of the sample above. **Write neatly. No typed papers will be accepted.**

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*.

- Raise questions about the beliefs and values implied in the text
- Agree or disagree with a character or the author
- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the word choice, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

The following books will be studied during the 2010-2011 academic school year and will be available in our school library, however, in the past students have enjoyed owning copies of these books.

- Siddhartha* by Herman Hesse (Translated by Hilda Rosner)
- The Epic of Gilgamesh* (Penguin Classics Edition)
- The Merchant of Venice* by William Shakespeare (any unabridged edition)
- The Importance of Being Ernest* by Oscar Wilde (any unabridged edition)
- The Stranger* by Albert Camus (Tr. Matthew Ward)
- The Metamorphosis* by Franz Kafka (Tr. Stanley Corngold)
- Crime and Punishment* by Fyodor Dostoevsky (Tr. Constance Garnett)