

**World Literature Honors
Summer Reading Assignment 2019**

Choice Book Assignment

Students entering Honors World Literature will need to complete this assignment in addition to the Buildings and Bridges Assignment.

This project is **due on the first day of classes: August 20, 2019.**

Requirements:

Select a work of fiction or nonfiction (but not an anthology of poetry or short stories). Nonfiction can include biographies or histories. You must select a book NOT by an American author. MAKE SURE YOU CHECK THE "DO NOT READ" LIST, AND AVOID ANY BOOKS LISTED FOR GRADES 10, 11, or 12.

Complete 30 points worth of projects. (a 20 point project and a ten point project or three ten point projects).

- You may use resources beyond the book; however, outside sources will not replace reading the actual book.
- All projects must have headings on the top of all projects that include: student's name, author's name, title of the book , and title of the project.
- All page minimums are for typed, double-spaced, 12 point text. If you do not type your work, then multiply the minimum by 2.
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The Projects

20 points – Write a well organized, **2 page** essay explaining a main **theme** of the book. Your essay must discuss **at least three scenes** from the novel that reveal the theme. Your essay must also identify and **explain another novel/movie/play... that has a similar theme.**

20 points – Write a well organized **2 page** essay that discusses at least two *conflicts* in the book. Your essay must use a *least two specific scenes* from the book.

10 points – Write a well organized **1 page** essay describing how the main character of your book (either fictional or real) changes from the beginning of the story to the end. What is the single most important event that brings about this change?

10 points -. Explore the setting of the book. This can be a 1-page essay, or your own creative description of the setting (a poem perhaps?). Note that this project must be written, not drawn.

10 points – Write your own factual multiple choice test with at least 20 questions on the entire book (**with an answer key**) *These tests will be checked for plagiarism!*

10 points – make a minibook of the book (see the next page for a directions).

10 - 20 points – Find a way to respond creatively to the book. This could be some kind of poetic response, an artistic rendering of some kind, or a piece that aids or alters the readers' perspective of the book. Make sure this project does much more than simply present the piece of literature to your audience. Think collage with words or explanation, poem, song, short film, storyboard, etc. (You will need to decide how many points you are going for – 10 or 20 – and work accordingly.)

Mini-book directions:

The book should be no larger than 3 inches by 5 inches.

There should be a cover for the book, made of cardstock or thin cardboard.

There should be 8 pages inside the book.

The book should be bound (either stapled or sewn.). Hint: use four pieces of paper twice the width of your book, fold them in the middle and then sew or staple.

Each page has words and pictures.

Cover: Title of the book and the author, and an illustration.

Page 1. Title, Author, Number of pages in the Novel, a relevant picture and your name

Page 2. Characters (stick with the main characters), relevant pictures

Page 3. Setting- Description(when and where) and a relevant picture

Page 4. Problem. What did the main character want? Relevant picture

Page 5. Solution. Did the main character get what they wanted? Relevant picture

Page 6. Your favorite part in the story. (A quote, monologue or other neat idea) and a relevant picture

Page 7. What connections did you make to the story (at least 2) and a relevant picture

Page 8. Your recommendation of the book and a relevant picture

Back cover: A summary of the book, not to exceed 20 words.

Summer Reading: Books off Limits by Grade Level

DO NOT READ BOOKS LISTED FOR YOUR GRADE LEVEL OR THE GRADES ABOVE YOUR GRADE LEVEL.

GRADE 10

Night
Animal Farm
Alchemist
Life of Pi
The Pearl
Maus I, Maus II
The Book Thief
Ender's Game
Purple Hibiscus
A Tale of Two Cities
Things Fall Apart
Othello
Watership Down
Boy Who Harnessed the
Wind
Persepolis
The Hobbit
Treasure Island
Oedipus
A Long Way Gone

GRADE 11

Tom Sawyer
The Awakening
Catcher in the Rye
A Separate Peace
Santiago: When I Was
Puerto Rican
The Help
Oh Pioneers!
Secret Life of Bees
The Great Gatsby
Hamlet
Scarlet Letter
Fahrenheit 451
Ethan Fromm

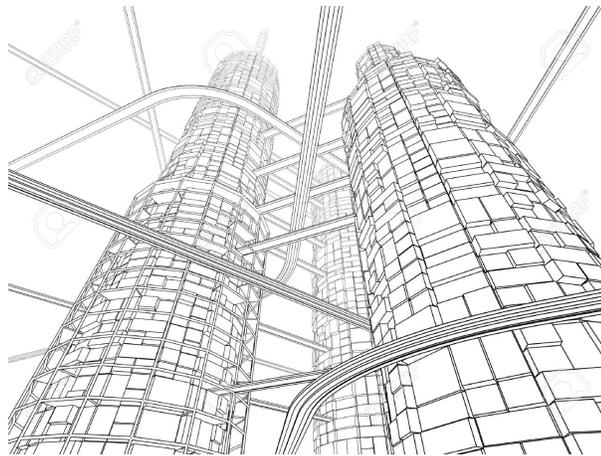
GRADE 12

The Guernsey Literary ...
The Bean Trees - Kingsolver
Their Eyes Were Watching
God
A Farewell to Arms
The Old Man and the Sea
A Lesson Before Dying
As I Lay Dying
Reading Lolita in Tehran
Their Eyes were Watching
God
A Raisin in the Sun
Macbeth
Wuthering Heights
The Adventures of
Huckleberry Finn
The Grapes of Wrath
Song of Solomon
The God of Small Things
The Wide Sargasso Sea

ALL STUDENTS entering World Literature will need to complete this assignment.

Rather than assigning you one whole book to all read, we are going to try assigning you a nice little pile of stories to read over the summer. First let us explain why.

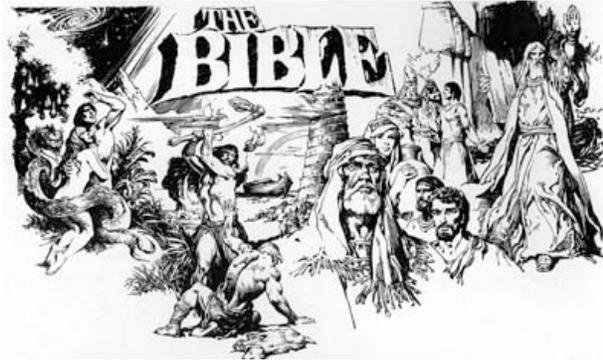
Picture the literature of the world as a series of buildings. Really tall, unique buildings that change design and form as they reach towards the sky. At first, each building starts at the ground level (well, actually below ground – the foundation.) Then each floor is added, one on top of the other. So every piece of literature and every literary movement are built upon what came before. That foundation of each building – those are the foundational stories of each culture. And when one piece of literature is based on or refers to another, earlier piece, that's called an **allusion**.



Before we move on to what you're reading, let us just add one more thing to our picture of all these tall buildings. Imagine that over the many centuries folks have been constructing these buildings, not only did they look around at the other buildings and incorporate design elements from one building into another, they also built bridges connecting the buildings at all kinds of floors – many, many feet above the ground. That's what world literature is like: all interconnected, constantly borrowing and sharing.

So, to get a good, solid foundation in our reading of world literature, we have to look at those foundations. Because you have already been living in the building of "western literature" for quite some time, we are going to start the year by going back and digging around in that foundation. So over the summer, we'd like you to read some of the foundational stories of western literature.

The vast majority of allusions in western literature come from two sources: the *Bible* and Greek mythology. So you'll be reading foundational stories from those two sources.



The Bible

Read, or reread, or review these TEN stories from the *Bible*.

Even if you think you know these stories, read them again! For this, you can read ANY version of the story – a children’s Bible, find the stories online, or read them in your family’s Bible. The point is to remind yourself of these stories.

- The Flood Story (Genesis 6)
- The Tower of Babel (Genesis 11)
- Abraham and Isaac (Genesis 22)
- The Story of Joseph (Genesis 32)
- The Story of Ruth (Ruth 1 -4)
- The Story of Daniel and the Lion’s Den (Daniel)
- Parable of the Sower (Matthew 13)
- The Good Samaritan (Luke 11:29 -38)
- The Lost Sheep (Luke 15: 1 - 7)
- The Prodigal Son (Luke 15: 11 – 22)

Where will you find these? Read any Bible. We have provided book and chapter to help you find these stories, but again, it is not necessary that you find these stories in The King James version of the Bible. We would like to say, however, that reading a modern translation of Bible is a great summer project!

There are also collections of the Bible stories. Some of the best sources are:

Bible Stories for Adults, James K. Morrow

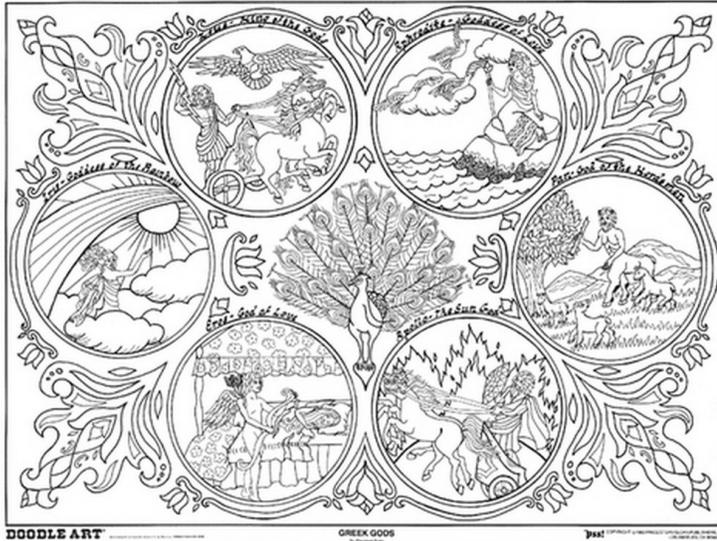
Biblical Literacy: The Essential Bible Stories Everyone Needs to Know, Timothy Beal

Some websites that contain Bible stories:

<http://www.biblestoriesforadults.com/>

<https://bible.org/series/all-stories-bible>

<https://biblestories.org/>



Mythology

Next you will be reading selected stories from Greek mythology. You can find these in a number of places. Two excellent sources are:

Mythology: Timeless Tales of Gods and Heroes, Edith Hamilton (Lots of students have this one, so check around.)

Bullfinch's Mythology, Thomas Bullfinch

<http://www.greekmythology.com/>

<http://www.talesbeyondbelief.com/greek-gods-mythology/greek-gods-mythology-index.htm>

Again, you can find these in a number of places. (We have provided chapters from Bullfinch and Hamilton, but you do not have to read these versions.) So, find and read these stories:

Prometheus (H 1:4) (B 1)

Narcissus (H 1:4) (B 13)

Hyacinth (H 1:4) (B 8)

Adonis (H 1:4) (B 8)

Cupid and Psyche (H 2:5) (B 11)

Pyramus and Thisbe (H 2:6) (B 3)

Baucis and Philemon (H 2:6) (B 6)

The Quest of the Golden Fleece (H 2:7) (B 17)

Daedalus (H 2:8) (B 20)

Hercules (H 3:11) (B 19)

H = Hamilton Part:Chapter numbers

B = Bullfinch Chapter numbers

What to DO:

1. Read one set of stories (in other words, either the Bible or Mythology).
2. Take a few notes as you read so you remember the details of the stories.
3. Find a creative way to weave these stories into some kind of narrative.

Wait, what? That's not very clear.

Okay, so be creative. Think outside the box a little.

Include details.

Make it a kind of a mash up of the stories.

Here are some ideas:

An actual collage – using words and pictures, a collage works as a unified whole (remember that a collage of pictures alone will not tell your viewer anything!)

A “mini-book” with each page containing a different story. Each page could:

Just contain a summary, and maybe an image or picture

A poem that retells the story

A comic strip that tells the story.

A picture gallery, a photo essay, or a series of drawings.

A film. This could be you acting, a series of images with words and/or music, heck, even a Legos movie (yes, we did see the Legos Bible!).

A board game that moves the player through the stories.

An online quiz game that provides a study tool for students.

Or, of course, you could just write a narrative that includes each story.

Finally, feel free to invent your own project.

Note: Do not feel you have to limit your reading, nor your project, to just those stories. Once you get started reading this stuff, you may just find that you want to go a little further!

4. Now do the same for the other set of stories. You can do the same project twice, or you can change it up.
5. Want to know how we will assess (i.e. grade) this?
 - Does it weave the stories into some kind of narrative?
 - Is it creative, finished, and detailed?
 - Does it include all 10 stories for each?
 - Does it show the “three Rs”: that you Read, Remembered, and Reflected on these stories?

These assignments are due on the FIRST FULL DAY OF CLASSES, AUGUST 20, 2019.