

Gifted English II (World Literature) Summer Reading 2020

All read

1) *Frankenstein*, Mary Shelley

*This book is available in an annotatable form on Tumblebook Cloud via Classlink.

*Mary Shelley's *Frankenstein* is downloadable for free since it is now in the public domain. <http://www.gutenberg.org/> is a good source. I

2) *Cry the Beloved Country*, Alan Paton

ALSO choose ONE of these:

The Survivors Club, Ben Sherwood

OR

Left to Tell, Immaculee Ilibagiza with Steve Erwin

(Amazon.com and Barnesandnoble.com have these in paperback. Barnes and Noble in Shreveport is offering curbside pickup for orders placed on line, as well. Prices vary from \$4 to \$11.) You can also find e-copies through your library resources. See the links on the Summer Reading page of caddomagnet.net or magnet library.net.

Due Monday, 8/17 – Do the assignment listed for the book you chose: *Left to Tell* or *The Survivors Club*. Turn in a hard copy to me AND to turnitin.com.

Due Friday, 8/21 – Take *Frankenstein* test. Also, be prepared to discuss it for a grade.

Due Tuesday, 8/25 – Take a short test on *Cry the Beloved Country* and write an essay.

Background and Assignment for *Frankenstein*.

Who can write the best ghost story? In 1816, this was the question that challenged a group of writers, including Mary Shelley. She won!

PLOT: While Victor Frankenstein is dying, he shares a tale of gruesome terror with a sea captain and this captain writes letters to his sister about what he was told. You pretty much know the outline: Victor creates monster, Victor abandons monster, monster retaliates, and monster demands a bride or continued revenge. You will take a test and participate in a class discussion.

Background and Assignment for *Cry, The Beloved Country*. *Cry, The Beloved Country* is set in pre-apartheid South Africa (apartheid was the legal segregation of blacks and whites in South Africa that existed from 1948-1994). The novel recounts the story of Stephen Kumalo, a poor Zulu pastor, and his son Absalom. Kumalo's journey takes him from his simple village home in Natal to Johannesburg, South Africa, a sprawling city rife with racial injustice. There, as he searches for the truth about his son, Kumalo develops the capacity for hope. *Cry, The Beloved Country* is also a great story, but you might find it a bit challenging to read. The style of the novel is different from what you're used to – it's poetic at times, using minimal punctuation and no

dialogue indications. Give it a chance; the novel is beautifully written and not to be rushed through. Pay close attention to the language of the novel, how it's written, and consider the following: • How does the use of figurative language and the style of the novel help us to understand the separate realms of the blacks and whites in South Africa and the racial injustice that permeates the country? • What does Stephen Kumalo's journey of discovery, both physical and spiritual, tell us about dignity and the human spirit? (www.123helpme.com/cry-the-beloved-country-by-alan-paton-preview.asp?id=241189).

On Tuesday, August 21, you will take a short test that includes an essay. The following sentence will be the thesis statement that you will place as the last sentence of the first paragraph: *In Cry, the Beloved Country*, Alan Paton uses Stephen Kumalo and James Jarvis as examples of humanity's tendency to be complacent about critical issues until an event occurs which forces them to confront the issues.

ASSIGNMENTS for *Left to Tell* and *The Survivor's Club*

Dual Response Journal for *Left to Tell*

The purpose of the dual-response journal is to record your interactions with the text as you progress through the book. Don't simply summarize what happens in the story, but rather respond and reflect.

BE SURE THAT YOUR RESPONSES ARE SUBSTANTIVE. FULLY EXPLAIN YOUR ANSWERS. A 1-3 SENTENCE RESPONSE IS NOT ENOUGH. BE THOROUGH.

● **Write responses to 8 passages or quotes from this book.**

For this journal, you will use a two-column format. Here is a link to the Google Doc Template.

<https://drive.google.com/file/d/1uXfIFshwj6KjpCRJ8xN6ll7u6Q2SQ0uv/view?usp=sharing>

Be sure to **make a copy to save to your drive** so that you can write in it.

A Microsoft Word version of the template is available on the Summer Reading page of Caddomagnet.net.

Copy each quote word for word into the left column; however, if you use a long passage, give the first few words and then summarize in a few sentences. A THREE-SENTENCE RESPONSE IS NOT ENOUGH. BE THOROUGH. Jot down the page number that indicates where the passage is located in the text. USE QUOTATION MARKS AROUND QUOTES FOR TURNITIN! Be sure to put the page number in parentheses at the end of your quote.

Example: "Here is my quote from *Left to Tell*" (8).

Respond to the quote in the right column. Use the prompts provided below.

● Show that you read the entire book by responding to passages from various places in the novel.

Entry Prompt Samples

- This is powerful because . . .
- This bothers me because . . .
- The author seems to feel . . .
- I don't understand how this character could . . .
- This is ironic because . . .
- The detail seems effective/out of place/important because . . .
- An interesting word/phrase/sentence/thought is . . .

- Something I notice/appreciate/don't appreciate/wonder about is. . .
- I can apply this to my life by. . .

Dual Response Journal for *The Survivors Club*

The purpose of the dual-response journal is to record your interactions with the text as you progress through the book. Don't simply summarize what happens in the story, but rather respond and reflect.

BE SURE THAT YOUR RESPONSES ARE SUBSTANTIVE. FULLY EXPLAIN YOUR ANSWERS. A 1-3 SENTENCE RESPONSE IS NOT ENOUGH. BE THOROUGH.

- **Write responses to 8 passages or quotes from this book.**

For this journal, you will use a two-column format. Here is a link to the Google Doc Template.

<https://drive.google.com/file/d/1uXfIFshwj6KjpCRJ8xN6ll7u6Q2SQ0uv/view?usp=sharing>

Be sure to **make a copy to save to your drive** so that you can write in it.

A Microsoft Word version of the template is available on the Summer Reading page of Caddomagnet.net.

In the left-hand column, labeled "Quote," you will write your quotation. In the right hand column, labeled "Response," you will write your response.

Copy each quote word for word into the left column; however, if you use a passage, give the first few words and then summarize in a few sentences.

A 1-3 SENTENCE RESPONSE IS NOT ENOUGH. BE THOROUGH. Jot down the page number that indicates where the passage is located in the text. USE QUOTATION MARKS AROUND QUOTES FOR TURNITIN!

Respond to the quote in the right column. Use the prompts provided below.

- Show that you have read the entire book by responding to passages from various places in the novel.

Entry Prompt Samples:

- I can relate the skydiving rules to my life:
- Next time I fly, I will remember . . .
- My favorite part of this book was . . . because . . .
- In this example, the character feels that what he/she went through. . .
- Something I notice/appreciate/don't appreciate/wonder about is...
- What I learned from this book that I am going to remember is . . .
- My personality fits with. . .
- I can see that the author of this book was surprised by what he researched.....

Rubric of Summer Reading for GT World Literature Books

IDEAS

A – Excellent - Excels in responding to assignment. Interesting; demonstrates logical progression of ideas. Ideas are clearly communicated. Shows careful reading of book.

B – Good - A decent accomplishment, responding appropriately to assignment. Good ideas, but not fully developed. Shows reading of the book.

C – Fair - Adequate, but less effective, not responding well to the assignment. Presents ideas in general terms. Shows some reading of the book
D or F – Poor - Does not respond to the assignment. Reveals only brief skimming of the book.

ORGANIZATION

A – Excellent - Uses a logical structure, appropriate to the assignment. Guides the reader through the chain of reasoning or progression of ideas.
B – Good - Shows some logic in organization of ideas. Components show some coherence to a central idea.
C – Fair - Somewhat lacking in logical organization. Feels random.
D or F – Poor - No appreciable organization. Lacks coherence.

STYLE

A – Excellent - Enjoyable. Interesting. Reveals the student's personality. Encourages others to read the book
B – Good - May sometimes be too general or boring. Style is generally clear and focused, but may have awkward or ineffective moments.
C – Fair - Too vague. Rather monotonous. No real sense of the person behind the assignment.
D or F – Poor - Awkward. Boring. No sense of authorship.

MECHANICS

A – Excellent - Almost entirely free of spelling, punctuation, and grammatical errors.
B – Good - Some spelling, punctuation, and grammatical errors.
C – Fair - Grammar and mechanics may annoy the reader, but do not significantly obscure meaning.
D or F – Poor - Grammar and mechanics get in the way of reader comprehension. Didn't even bother to spell-check.

SUPPORT

A – Excellent - Excellent use of material from the book. Demonstrates reference to concepts and theories of the reading. Connects are made in a seamless transition.
B – Good - Uses appropriate reference from the book. Inclusion of text, may be lacking somewhat in effectiveness.
C – Fair – Often uses generalizations to support points, and does not consistently draw parallels to the book.
D or F – Poor - Lacks supporting evidence. No use of book.