

English III AP AND English III GT Summer Reading Assignment:
Of Mice and Men
In Cold Blood

John Steinbeck's *Of Mice and Men*

RATIONALE: The current trend in education is moving away from reading “the classics” and reading non-fiction, but our goal is to ensure a thorough education that incorporates knowledge of both the classics and nonfiction. Steinbeck is an important figure in literature and knowledge of this novel is part of a well-rounded education in American literature. In addition, the novel will provide a platform for beginning our discussions involving literary devices, analysis, and historical connections.

ASSESSMENT:

Answer the following on a sheet of loose leaf front-side only in INK or type and print to bring the first day of school. Each topic should be clearly numbered and separate from the other numbered questions.

1. Think about *In Cold Blood* and *Of Mice and Men*. Do Capote and Steinbeck have any similar strategies of telling their stories? Discuss two to four examples.
2. Find examples of animal imagery in the book. You may present as a chart or list, but you **MUST** include quote with page number to receive credit. You should provide at least six examples.
3. Find out where the title *Of Mice and Men* came from. How is this title reflected in the content of the book?
4. Find five interesting facts about Steinbeck. Please indicate your source. Basic information (birth and death dates, parent names, etc.) will not earn points.
5. Quiz the first week of school.

Truman Capote's *In Cold Blood*

Purchase a personal copy of the book that you can mark in (not a library or digital copy). **Please bring your copy of the book to school on the first day.**

Please note: this book is comprised of four books or parts. The assignments refer to each of those four parts, not a book other than In Cold Blood.

RATIONALE: Research and rhetoric are vital for understanding and communicating ideas, but often both skills are compromised by poorly constructed arguments, unresearched opinions, and sloppy style and elocution. A quality education ensures experiences in mastering both research and rhetoric to excel in college and become informed citizens who can assess, write, and argue dynamically. The assignments that will accompany *In Cold Blood* will help facilitate the mastery of these skills.

ASSESSMENT:

1. You will write a documented literary analysis paper the first few weeks of school, and you will receive directions for this the first week of school. Thoroughly reading the book is the first step in completing this assignment successfully.
2. Complete individual assignments for each of the following parts of *In Cold Blood*

Book One: Annotate your book. Studies show that taking ownership of your text by writing in the margins improves retention of material and encourages critical thinking about the work. *You need to annotate only Book One, **not** the entire book.*

Suggestions for annotating:

- Underline important ideas (not every idea is important; consider differentiating important ideas from ideas or lines you love).
- Circle unknown or confusing words (and look these words up!)
- Write comments in the margins to summarize events or people
- Indicate literary devices. Here are just a few from Part I: Simile describing Nancy's eyes (p. 19); Simile describing Perry's voice (p. 23); Example of polarity comparing guitar to something else. (p. 22); Polarity is the placement of objects, ideas, people to show extreme differences; example of oxymoron (p. 53); and example of hyperbole (p. 67)

Book Two: Find an example of each of the following literary devices. **You should write out the example from the book.** The page numbers are for guides to where I found examples of these devices, but your copy may vary or you may **use another example** you find:

1. **Idiom** describing Edna Richardson (p. 80)
2. **Simile** describe Dick's overconfidence (p. 91)
3. **Metaphor** describing Bobby's naiveté (p. 95)
4. **Metaphor** describing Perry optimism (p. 99)
5. **Allusion** (p. 138)

Book Three: Define each of the following literary devices AND find an example of each. You should write out the example from the book. The page numbers are for guides to where I found examples of these devices, but your copy may vary or you may **use another example** you find:

1. asyndeton (p. 175)
2. polysyndeton (p. 183-184)
3. anaphora (p. 225)
4. antithesis (p. 242)
5. ellipsis (p. 273)

Book Four: Answer the following essential questions. Use at least one quote or specific example from the book for each answer. Your answers should be thoroughly developed and reflect fully developed, thoughtful analysis of each question.

1. Which is more important to a person's development: nature or nurture?
2. To what extent are we "products of our environment"?
3. When are we not responsible for our own beliefs or behaviors?