

Dear 9th Honors Humanities Students,

Welcome to the 9th Honors Humanities Block. We are so excited to have you join us this year. This year-long course is designed with an integrated approach to reading, writing, speaking, listening, and higher-level thinking skills. In this course, you will explore and connect literature and writing to the concepts of societies, cultures, and social justice.

Attached, you will find our summer assignment. This assignment is designed to help you prepare for both English and World History. Please take care with these assignments; we will be starting the year's activities based on each assignment. Please note that you will need to have a copy of your summer reading book with you the first week of school and will use the skills from the assignment to write your first essay. All summer assignments are due on the first day of school.

Please note that additional supplies and materials might be needed for this class, depending on the teacher. Your teacher will give you a list during the first week of school.

We look forward to meeting you in September!

Best,

Cleo Rohn

crohn@lwsd.org

9th Honors Humanities, Creative Writing, Film as Literature

Eastlake High School

Name: _____

Author: _____

Text: _____

Part I: Style Analysis Sheet: Summer Reading Assignment

For your Summer Reading assignment, you will choose one book from the list of approved titles at the end of this assignment.

Step 1: Analyze the author's style

Authors write in specific ways for a reason; often, they want the reader to gain a certain feeling from their work. To analyze an author's style choices, look at the following elements of their writing:

Diction: the choice and use of words and phrases in speech and writing. Look closely at the choice words. Are they florid or plain, ordinary, vague or straightforward? Do you need a dictionary to understand them? Is the diction wordy or concise? Do different characters have different types of diction?

Syntax: the style of sentences in a piece of writing. Look closely at the sentences and their structure. Are most of the sentences long or short? Simple or complex? Are they run-on sentences? Are there a variety of sentence types? Do the sentences have rhythm?

Figurative Language: the use of figures of speech that play with the meaning of words, such as similes, metaphors, personification, onomatopoeia, oxymoron, hyperboles, allusions, or idioms. Would you describe the author's writing as heavy on description? Does he/she use many metaphors or similes? Does he/she rely on adjectives to describe the characters and the setting? If not, how does he/she create pictures with words?

Look for quotes where the diction, syntax, and/or figurative language stands out to you. Maybe the writing style is revealing something about the plot or characters. Maybe it has changed during the course of the book. Maybe it is unusual or surprising to you. Note your examples below:

QUOTE FROM NOVEL note page number in parentheses: "quote" (2).	DICTION	SYNTAX	FIGURATIVE LANGUAGE

Step 2: Analyze the book's central issues

Choose 3 central issues/themes that come up in the novel. Examples include but are not limited to: love, revenge, hatred, religion, doubt, time, redemption. For each, find a passage from the beginning, middle, and end that connect to the issue. Please write the page number for reference and citation purposes.

CENTRAL ISSUE	Passage near beginning	Passage near middle	Passage near end

Please save this and bring in a hard copy on the first day of school. You will also be required to submit an electronic copy to Turnitin.com during the first week of school, and you will be using this to write an essay.

Novels to Choose From:

Adiche, Chimamanda Ngozi	<i>Purple Hibiscus</i>
Agee, James	<i>A Death in the Family</i>
M T Anderson	<i>Feed</i>
Baldwin, James	<i>Go Tell it on the Mountain</i>
Beckett, Samuel	<i>Waiting for Godot</i>
Bellow, Saul	<i>The Adventures of Augie March</i>
Bronte, Emily	<i>Wuthering Heights</i>
Cather, Willa	<i>Death Comes for the Archbishop</i>
Chekhov, Anton	<i>The Cherry Orchard</i>
Coelho, Paulo	<i>The Alchemist</i>
Cooper, James Fenimore	<i>The Last of the Mohicans</i>
Crane, Stephen	<i>The Red Badge of Courage</i>
Danielewski, Mark Z.	<i>House of Leaves</i>
de Cervantes, Miguel	<i>Don Quixote</i>
Defoe, Daniel	<i>Robinson Crusoe</i>
Doerr, Anthony	<i>All the Light we Cannot See</i>
Dreiser, Theodore	<i>An American Tragedy</i>
Dumas, Alexandre	<i>The Three Musketeers</i>
Eliot, George	<i>The Mill on the Floss</i>
Faulkner, William	<i>As I Lay Dying</i>
Faulkner, William	<i>The Sound and the Fury</i>
Fielding, Henry	<i>Tom Jones</i>
Flaubert, Gustave	<i>Madame Bovary</i>
Ford, Ford Madox	<i>The Good Soldier</i>
Greene, John	<i>Paper Towns</i>
Goethe, Johann	<i>Wolfgang von Faust</i>
Hardy, Thomas	<i>Tess of the d'Urbervilles</i>
Hemingway, Ernest	<i>A Farewell to Arms</i>
Hugo, Victor	<i>The Hunchback of Notre Dame</i>
Ibsen, Henrik	<i>A Doll's House</i>
James, Henry	<i>The Portrait of a Lady</i>
James, Henry	<i>Turn of the Screw</i>
Joyce, James	<i>A Portrait of the Artist as a Young Man</i>
Kesey, Ken	<i>One Flew Over the Cuckoo's Nest</i>
Kingston, Maxine Hong	<i>The Woman Warrior</i>
Lee, Harper	<i>To Kill a Mockingbird</i>
Le Guinn, Ursula	<i>A Wizard of Earthsea</i>
Mann, Thomas	<i>The Magic Mountain</i>
Melville, Herman	<i>Moby Dick</i>
O'Neill, Eugene	<i>Long Day's Journey into Night</i>
Pasternak, Boris	<i>Doctor Zhivago</i>
Plath, Sylvia	<i>The Bell Jar</i>

Proust, Marcel	<i>Swann's Way</i>
Pynchon, Thomas	<i>The Crying of Lot 49</i>
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>
Rostand, Edmond	<i>Cyrano de Bergerac</i>
Roth, Henry	<i>Call It Sleep</i>
Shakespeare, William	<i>A Midsummer Night's Dream</i>
Shelley, Mary	<i>Frankenstein</i>
Silko, Leslie Marmon	<i>Ceremony</i>
Smith, Zadie	<i>White Teeth</i>
Solzhenitsyn, Alexander	<i>One Day in the Life of Ivan Denisovich</i>
Stevenson, Robert Louis	<i>Treasure Island</i>
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>
Swift, Jonathan	<i>Gulliver's Travels</i>
Tan, Amy	<i>The Joy Luck Club</i>
Tolstoy, Leo	<i>War and Peace</i>
Turgenev, Ivan	<i>Fathers and Sons</i>
Voltaire	<i>Candide</i>
Walker, Alice	<i>The Color Purple</i>
Wharton, Edith	<i>The House of Mirth</i>
Williams, Tennessee	<i>The Glass Menagerie</i>
Woolf, Virginia	<i>To the Lighthouse</i>
Zamyatin, Yevgeny	<i>We</i>
Zusak, Markus	<i>The Book Thief</i>

Part II: World in Context: Summer Mapping Assignment

Step 1

For your Summer Mapping Assignment, you will choose one country that you have never heard of before and complete in-depth research on it using the CIA World Factbook (use the scroll bar on the right to select your country)

<https://www.cia.gov/library/publications/the-world-factbook/docs/profileguide.html>

It is okay to list this information in bullet points, but please do not copy and paste. Put the information into your own words!

Your research must include:

Geography
People and Society
Government
Economy
Energy
Communication
Transportation
Military
Transnational Issues

Step 2

Please place your country in geographical context to the rest of the world by printing out a world map and coloring the country you selected:

<http://geography.byu.edu/Content/Images/outline%20maps/World.pdf>

Step 3

Please research a current event that has taken place within your country in the past six months. Write a one-page double spaced reflection on the event's summary, it's impact on the world, and its significance to you as a person. This assignment should be typed out and paraphrased, with correct MLA citations for any external site used to find the current event, or for additional research about your country. Please save this and bring a hard copy with you to turn in on the first day of school.

*Please separately staple your Summer Reading Assignment and your Summer Mapping Assignment! They will be turned in separately.