

Grade 9: Summer Reading ARCHETYPE REFLECTION

Read one fiction and one nonfiction book.

In grade 9 students study five of the literary archetypes commonly used to shape story plot-lines. An archetype is an original form that is used as a basis for perpetual use over time. These archetypes help us understand who we are as a product of Western heritage. The psychologist Carl Jung suggested that some of these archetypes were built into our collective human subconscious, kind of like instincts.

In literature, we see stories based on these archetypes throughout history. From the earliest oral myths about Greek gods in Western heritage to the latest movie blockbuster, these structures appear over and over again. What makes them most interesting to us as critical readers is how authors, directors, and artists modify the archetypes, how they change things just enough to keep the stories new and fresh.

As you read a work of fiction this summer, consider how that novel might be exhibiting elements of one of the following common literary archetypes. When you return to school in the fall, your class will spend some time exploring these archetypes, and you will be responsible for sharing connections to your book in both writing and oral presentations.

Assignment: Complete and bring the following product to school on the first day of class.

- Summarize the storyline of the book you selected.
- Match the storyline you identified with one of the five literary archetypes noted here. Write a clear and concise paragraph showing how the story you read conforms in some way to the archetype. Include specific supporting textual evidence of the plot elements you identify: descriptions of events; character or narrative quotations; and literary features such as figurative language, imagery, or style.
- Analyze the value of using the archetype—how does the common storyline influence your interpretation of the story? What is the author trying to convey by using this archetype?

Your final product should be one to two pages typed, double spaced, and include appropriate reference citations to the book.

Cycle of Life. Sometimes considered Death and Rebirth, the cycle of life is probably the most common of all the story archetypes. In cycle of life stories you will notice a literal or metaphorical death followed by renewal. Every ending is a new beginning...

Loss of Innocence. In the loss of innocence archetype you will encounter a character that starts out unaware of the dangers, sin, or evils ever present in grown-up life. That character will encounter the danger, sin, or evil in such a way that s/he becomes initiated into the day to day reality most grown-ups live with. The character is now faced with understanding his/her place in the world differently and must reconsider his/her own identity.

The Hero's Journey. This archetype reflects a typical adventure plot in which a character sets out on a literal or metaphorical journey to discover something new about him- her-self or the world. Along the journey, the character encounters numerous complications and trials s/he must overcome and typically leads to a big, final show-down with some evil. After defeating the biggest obstacle, the hero earns a gift—often understanding a new truth—which s/he brings back home.

Unrequited or Forbidden Love. Unrequited love means pursuing a love interest with someone who does not return that love. Forbidden love means exploring a love interest that is either prohibited or deemed unacceptable for any number of reasons. In these stories you will often see a relentless pursuit of the love interests until some final outcome is reached that causes individuals or communities to reconsider their identity or values.

Mysterious Stranger. In a lot of ways this is like the journey archetype, where an individual shows up as an outsider and encounters obstacles. The stranger here typically takes a central role in a community as a savior, and his/her presence initiates the community into a reconsideration of its identity and self-awareness. You will often see the stranger in these stories using a particularly unique skill that involves intelligence, wit, and charisma in contrast with brute strength.

Grade 10: Summer Reading THEMATIC REFLECTION

Read one fiction and one nonfiction book.

In grade 10 students study one's identity as a member of a community. Language is power. In other words, authority is determined by who gets to tell the stories in a culture and how they are told. Around the globe cultures compete to establish and maintain a voice to tell those stories. Sometimes cultures coexist, learn from one another and even assimilate. Sometimes they don't. In either case it is the voice itself—an expression of identity and a reflection of cultural values—that constructs a civilization.

In literature, we see stories based on the themes underlying voice throughout history. From the cautionary tales of George Orwell and William Golding to the timeless portrayal of true courage and empathy in Harper Lee's *To Kill a Mockingbird*, these themes allow us to examine human nature through literature in order to better understand ourselves and those around us. We will explore these themes and their impact on readers, especially through a study of the function and power of language. These units will tie closely to the 10th grade Western Heritage curriculum, and we encourage you to discover these connections throughout the year.

As you read a work of literature this summer, consider how that text might be exhibiting elements of one of the following themes. When you return to school in the fall, your class will spend some time exploring these themes, and you will be responsible for sharing connections to your book in both written and oral presentations.

Assignment: Complete and bring the following product to school on the first day of class.

- Summarize the storyline of the book you selected.
- Match the storyline you identified with one of the five themes noted here. Write a clear and concise paragraph showing how the story you read conforms in some way to the theme. Include specific supporting textual evidence of the plot elements you identify: descriptions of events; character or narrative quotations; and literary features such as figurative language, imagery, or style.
- Analyze the value of using the theme—how does the theme reflect the struggle for identity? What is the author trying to convey by using this theme?

Your final product should be one to two pages typed, double spaced, and include appropriate reference citations to the book. Use the Purdue University online writing lab as a resource for MLA style guide, reference, and formatting

(<https://owl.english.purdue.edu/owl/resource/747/01/>).

Culture & Conflict.

What constitutes culture?

What happens when cultures collide?

How is culture shaped, evolved, and/or destroyed?

How is identity reflected in/tied to environments?

Leadership.

How do leaders use language?

What constitutes leadership?

How does a leader establish credibility and authority?

How can leadership act as a force of good or evil?

Power & Language.

How do power and authority operate through language?

What's being revealed/concealed in language/stories?

What constitutes power and authority?

Insiders & Outsiders.

What are the processes of centralization and marginalization?

What is being elevated; what is being suppressed?

Is there always an insider and an outsider?

Voices Carry Over Time.

Where does my voice come from?

How do I gain a voice?

How does my voice reflect cultural values?

Multiple Perspectives:

Can two people see the same thing?

Are there always two sides to a story?

Grade 11: Summer Reading BOOK REVIEW

Read one fiction and one nonfiction book.

In grade 11 students study the progress of American national identity from the pre-colonial period to the present. Students encounter and explore five significant historical, literary, and cultural movements reflected in fiction, nonfiction, art, music, and language.

For your summer reading, prepare a book review about a fiction or nonfiction text by an American author. The elements and requirements of the review are detailed below.

As you read this summer, consider how your selected texts conveys a theme. Identifying theme will be a signature skill related to exploring national identity in 11th grade. When you return to school in the fall, your class will spend some time exploring how national identity is reflected thematically in literature; you will be responsible for sharing connections to how theme is reflected in your book in both written and oral presentations.

Assignment: Complete a book review written according to the following elements and bring it to class on the first day of school.

Elements of the book review:

- Establish a purpose (what is the theme and how does the author go about conveying the theme?—think about literary elements. The emphasis is more on how the text works than what happens and what it means.)
- Summary (briefly describe the main events of the text)
- Analysis (explain and explore how the author uses literary elements to convey his or her ideas...in addition to literary elements, consider themes and archetypes you have been studying over the past two years)
- Evaluation (explore how well the author achieved what s/he set out to achieve; make a judgment of the author's use of literary techniques; explore the value of the literary techniques this author uses to reflect this theme)

Your final product should be one to two pages typed, double spaced, and include appropriate reference citations to the book, which includes a number of quotations that support the position you take. Use the Purdue University online writing lab as a resource for MLA style guide, reference, and formatting (<https://owl.english.purdue.edu/owl/resource/747/01/>).

Grade 12: Summer Reading MULTIPLE BOOK REVIEW

Read one fiction and one nonfiction book.

In grade 12 students study various literary genres and writing modes. Students encounter and explore historical, literary, and cultural movements reflected in fiction, nonfiction, art, music, and language, and they write college and career preparatory analyses, reports, arguments, and narratives.

For your summer reading, prepare a book review about a related fiction and nonfiction text. The elements and requirements of the review are detailed below.

As you read this summer, consider how your selected texts convey a theme. When you return to school in the fall, your class will spend some time exploring how multiple texts and genres reflect common themes; you will be responsible for sharing connections to how theme is reflected in your books in both written and oral presentations.

Assignment: Complete a book review written according to the following elements and bring it to class on the first day of school.

Elements of the book review:

- Establish a purpose (what is the theme and how does the author go about conveying the theme?—think about literary elements. The emphasis is more on how the text works than what happens and what it means.)
- Summary (briefly describe the main events of the text)
- Analysis (explain and explore how the author uses literary elements to convey his or her ideas...in addition to literary elements, consider themes and archetypes you have been studying over the past two years)
- Evaluation (explore how well the author achieved what s/he set out to achieve; make a judgment of the author's use of literary techniques; explore the value of the literary techniques this author uses to reflect this theme)

Your final product should be two to three pages typed, double spaced, and include appropriate reference citations to the book, which includes a number of quotations that support the position you take. Use the Purdue University online writing lab as a resource for MLA style guide, reference, and formatting (<https://owl.english.purdue.edu/owl/resource/747/01/>).

For your summer reading project please read *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion* by Jay Heinrichs, and then complete the two part assignment explained below.

You can get this book at the library or purchase it online at amazon.com or betterworldbooks.com.

PART I—*Thank You for Arguing*

This book will introduce you to the art of rhetoric and academic arguments. Heinrichs divides his book into five sections (Introduction, Offense, Defense, Advanced Offense, & Advanced Agreement). He also provides appendices that include a summary of the main rhetorical tools and a glossary of rhetorical terms.

For each of the five sections:

- a. Write a summary including at least five key points of the section (provide specific textual support with appropriate MLA citations); and
- b. Ask at least one clarifying question, such as what you still don't understand from that section or what you want to explore further in class (again, provide specific textual support with appropriate MLA citations).

As you read, take notes and study the key terms in preparation for a rhetorical terms quiz you will take at some point after school begins.

PART II—Rhetoric in Real Life

Everything is an argument! Take an academic look at your real, everyday life. Don't seek out experiences that you think will "fit" this assignment; instead, pay attention to what happens in your life naturally, and become cognizant of the rhetoric that is present every day in situations (which could be any text, advertisement, television show, or conversations).

Recognize three examples of argument rhetoric in your natural, everyday life, of rhetoric, and then consciously analyze the situation, example, or experience. For each example, answer the following questions in narrative form:

- a. What happened? (Describe the conversation, experience, example in detail.)
- b. Who was the speaker?
- c. What was the occasion?
- d. What appeals, devices, and/or strategies were used?
- e. What was the purpose of the rhetoric?
- f. Who was the audience?
- g. In what way did this example display some aspect of rhetoric that Heinrichs discussed?
- h. What was the outcome?

Then BE READY TO SHARE YOUR EXPERIENCES, during the first days of class.

Thank you. Have a great summer.

Mrs. McClintick

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UConn English Summer Reading

In this class we will emphasize how a text means over what it means. Focus on this idea as you read this summer.

Texts:

One Hundred Years of Solitude. Gabriel Garcia Marquez. Harper Perennial
Modern Classics

Chronicle of a Death Foretold. Gabriel Garcia Marquez. First Vintage
International.

Answer the following prompts in a brief but well supported essay:

What conclusions can you draw from comparing these novels in terms of authorial techniques Gabrielle Garcia-Marquez relies on to convey meaning? What does his approach to expressing theme say about literature and language in general?

Find a work of art that best illustrates your claims in this essay. Bring a copy or a link to a version of that artwork to class on the first day (along with the essay), and be prepared to share your comparisons.