

Dear Parents and Students,

May 14, 2009

Those lazy summer days of swimming, playing sports, picnicking and, of course, reading are just around the corner. To make sure that the students at Lehman High School are sufficiently challenged with the books they read during the summer, the LHS English Language Arts Department is requiring certain titles for all students enrolled in GT/Alpha or PreAP/AP classes next year. It is imperative that academically advanced students challenge their minds over the summer break, maintain the intellectual discipline necessary for success in advanced classes during the school year, and prepare for AP English exams. Reading comprehension and analytical writing are central to achievement in all subject areas, both in high school and college, so please help your son or daughter make the most of his or her potential by completing the summer reading and its coordinating assignment early in the summer, before the start of next school year. Please complete all coordinating assignments in 12 point Times New Roman black font, with a header containing the student's first and last name, the name of the class, and the date of submission (in this case, the first day of school, August 24, 2009), as well as a footer with the page number, found under "view" in a word document. AP and Pre-AP students will likely find it essential to keep an electronic back-up copy of their coursework on a flash drive that they can carry to and from school each day.

Teachers will evaluate students enrolled in ELA AP classes over the completion of summer reading, which is integral to each course, and its accompanying assignment, ***both due on the first day of the school year.*** *No excuse will be accepted for failure to fulfill summer reading assignments.* Please log on to <http://www.hayscisd.net/schools/LHS/default.htm> or <http://lobolib.org/content/>, or speak with the Lehman Counseling Center or your English Language Arts teacher for copies of the summer reading assignments. Additionally, this letter and the grade level assignments will be distributed through Lehman's English classes. Published notes such as *Cliff Notes* or *Spark Notes* and/or audio-visual representations of the literature will not suffice as substitutes for careful reading and analysis of unabridged texts.

You may purchase the books from area bookstores or use unabridged copies you already own. We recommend students purchase their own books so that they can annotate the texts and complete the accompanying assignment using those annotations. In our AP curriculum, it is our goal that students build their own literature library, but if purchasing the materials presents an undue hardship for you, please contact Pamela Mohle; she will check out school-owned copies, in which students may annotate using sticky notes.

Your commitment to your child's success is vital to his or her academic achievement throughout high school and college. The required readings are listed below.

Grade Level/Title(s)

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2009-2010 9 <sup>th</sup> Graders:	<u>A Separate Peace</u> – John Knowles
2009-2010 10 <sup>th</sup> Graders:	<u>Siddhartha</u> – Hermann Hesse <u>Alice's Adventures in Wonderland</u> – Lewis Carroll
2009-2010 11 <sup>th</sup> Graders:	<u>Bless Me, Ultima</u> – Rudolfo Anaya <u>The Color of Water</u> – James McBride
2009-2010 12 <sup>th</sup> Graders:	<u>Things Fall Apart</u> – Chinua Achebe <u>Lord of the Flies</u> – William Golding

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Contact Pamela Mohle at 268-8454 ext.7777 during school or by email at [mohlep@hayscisd.net](mailto:mohlep@hayscisd.net) during the summer.

## Summer Writing Assignment for Things Fall Apart and Lord of the Flies

As you can tell after having read these two novels, they are interconnected because they both address differing perspectives on how civilization can experience collapse. Although they have very different tones, their themes are interconnected. Choose ten quotes, five from each of the two books, and pair them together to write a total of five dialectic journal entries, as shown in the example at the bottom of this page. Pick quotes very carefully and independent of other students in the course. Each of your quotes should contain elements of tone, theme, and at least one controlling literary device; moreover, each journal entry should interconnect two quotes from each book. You may also want to use the following questions as a guide for your choices:

1. What tone does the author establish in each quote? Are the tones of each quote similar, different, or showing separate aspects of the same conflict, for instance? (*tone*: the attitude a writer takes toward the audience, a subject, or a character. Ex: *confident, cheery, angry, sarcastic, somber, fearful, formal, nostalgic, etc.*)
2. How are the themes of the two quotes interconnected? (*theme*: a central or dominating idea in a work. Theme is not the same as a subject, but the idea that the writer wishes to reveal about a subject. Theme is something that can be expressed in a complete sentence. Ex: *Love is more powerful than family loyalty*).
3. How do your quotes interconnect separate or combined concepts?

You should base your picks and analyses on structure, style, theme, social/historical value, figurative language, imagery, symbolism, tone, diction, etc; i.e., the quote should have multiple facets of literary merit and should contain a larger meaning than merely being a random device at work in a passage. For example, choosing a quote that revolves around a simile is the prerequisite for the analysis; defining the simile's purpose connected to a broader concept such as theme, the author's or portrayed society's value system, a characterization, etc, is the measurable objective on which your writing be evaluated.

Sample dialectical entry from One Day in the Life of Ivan Denisovich and The Once and Future King

Quote:	Explanation, interpretation, or analysis
<p>“Now take that hat. Tzesar must have tickled someone’s palm to get permission for wearing a town hat so clean and new. They even robbed others of their bedraggled service hats. Here, wear the camp pig-fur model!” (<u>One Day in the Life of Ivan Denisovich</u> by Aleksandr Solzhenitsyn, page 127)</p> <p>“Arthur was happy. Like the man in Eden before the fall, he was enjoying his innocence and fortune. Instead of being a poor squire, he was a king. Instead of being an orphan, he was loved by nearly everybody except the Gaels, and he loved everybody in return.” (<u>The Once and Future King</u> by T.H. White, page 226)</p>	<p>Here we see two juxtaposed leaders, who are opposites in terms of their styles and how their society views them. Solzhenitsyn directs his contemptuous tone at the subservient Siberian prison camp guards, their snitches, and the government indirectly (since there is no real criminal justice system) through his observation of Tzesar, a prison leader. Prisoners in this camp serve time for decades or until death, whichever comes first (usually death), for their neighbor’s accusations of being “spies”; yet, the guards play favorites with prisoners (Tzesar) and shadily bestow food and clothing (Tzesar’s fur hat) on them, cutting the life expectancy of the remaining freezing, starving, usually innocent men, who aren’t even permitted “bedraggled” military-issue headgear. No wonder Ivan regards Tzesar sarcastically and scornfully as a “camp pig” and then sneeringly suggests that Tzesar is a role model for the true criminal inmates to follow! On the other hand, White compares King Arthur to the gracelike Adam in Eden, a man embraced by the kingdom, a man who embraces his citizenry, and at this epiphanic moment, a man knowing that he is the rightful heir to the throne, not the “orphan” he began as. Although the implication is that Arthur will fall (when Guinevere betrays both her husband and their enchanted Camelot), at this moment he experiences the “innocence” that unfortunately Tzesar likely has not seen since childhood. Opposingly, prison guards and Merlin have mentored the two men, so the products clearly demonstrate the mentors’ motives and qualities, or the lack thereof in Tzesar’s case.</p>