**Summer Reading Assignment 2017-2018**

**Overview**

This summer, incoming CLUE students are required to read three different texts:

**Edith Hamilton’s *Mythology,* *Jane Eyre*** by **Charlotte Brontë**,and an abridged version of **Alexandre Dumas’ *The Count of Monte Cristo*.** These books are readily available at libraries, bookstores, and through on-line vendors. (Check your local library for copies of the assigned texts.)

Hamilton’s *Mythology* and *Jane Eyre* have gone through several different printings over the years, but the text is the same in all editions; thus, any unabridged copies of the books are acceptable.

*The Count of Monte Cristo* exists in various forms. The original novel was written in French, and there are several different abridgements and different translators. Students are required to obtain an abridged copy, translated by **Lowell Bair**. If this translation is not available, an unabridged version of the novel will suffice.

**Questions**

If you have any questions about the summer reading assignments, please e-mail Mrs. Fitzgerald (em.fitzgerald@yahoo.com). This document will also be available via a link on the Ridgeway High School home page.

**Assignments**

***The Count of Monte Cristo* Summer Reading & Writing Assignment**

* Read the abridged (by Lowell Bair) version of the novel.
* Create a dialectical journal (see directions below) **DUE:** the first day of school.
* Additionally, you may want to annotate the novel (take your own notes) to help you keep track of plot, characters, literary devices, & etc.
* This activity is prewriting for an essay assignment on the novel during the first few weeks of school.

**Create a dialectical journal related to the idea that “life is a search for justice.”**

**While you read *The Count of Monte Cristo,* identify and copy at least 6 quotations related to the concept of justice. Then, analyze / explain the significance of each quotation.** How does each quotation explore or reveal the characters’ search for justice? These entries do not need to be typed, but clear penmanship is required.

Set up your journals as follows: (Start a new page for each response.)

|  |  |
| --- | --- |
| **Quotation** (w/ page #) | **Analysis / Significance / Connection to Prompt** |
| **1.**  NOTE: The quotations should be long enough to provide enough information to do two things:  1. to give enough *context* for a reader to remember the episode from which the quote comes  2. to give you, the writer, enough examples and information to write a meaningful analysis / response in the next column. | **1.**  Your analysis should demonstrate critical reading and thinking skills. Connect to literary elements such as characterization, conflict, imagery/figurative language, symbolism, setting, themes, historical or cultural information, etc. |

**Edith Hamilton’s *Mythology* Summer Reading & Writing Assignment**

* Read Chapters 1-12.
* Complete the written assignment below. **DUE:** the first day of school.
* There will be a test on these chapters during the first few weeks of school.

**Address the following questions / topics with insights and details.**

**Chapter One: The Gods**

1. Create a glossary of the major gods mentioned in this chapter. Give each name and a one to two sentence definition/identification. List them in the order in which they are presented in the text. Do not just provide information about the 12 Olympians. Include them and other significant characters. You don’t need to include the Roman gods, but know the Roman names for Greek gods/goddesses.

**Chapter Two: The Two Great Gods of Earth**

2. Write a thorough and thoughtful paragraph discussing the similarities and/or differences between Demeter and Dionysus. Include their personalities and actions.

**Chapter Three: How the World and Mankind Were Created**

3. Bullet the eight key events of this creation story. For each bullet point, write 2-3 complete sentences with details. Be sure they are in chronological order. Be sure your bullet points cover main ideas from throughout the chapter.

**Chapter Four: The Earliest Heroes**

4. Write a brief synopsis of Zeus’ role in each story (“Prometheus and Io,” “Europa,” The Cyclops Polyphemus,” and “Flower-Myths: Narcissus, Hyacinth, Adonis”); then, write a paragraph analyzing your overall opinion of Zeus based on his actions in these myths. Explain with evidence from the text.

**Chapters Five and Six: Cupid and Psyche / Eight Brief Tales of Lovers**

5. What similarities do you notice between these stories and specific modern\*-day love stories (either from literature, movies, or television – include the titles)? Be sure to explain your choices. \*modern = post ancient civilizations

**Chapter Seven: The Quest of the Golden Fleece**

6. What admirable qualities and flawed traits does Jason demonstrate in this story? Include specific examples from the text.

**Chapter Eight: Four Great Adventures**

7. What morals or lessons are presented in the stories of Phaëthon and Daedalus? Be sure to explain your choices with specific examples from the text.

**Chapters Nine – Twelve: Perseus, Theseus, Hercules, Atalanta** (and the boar hunt)

8. Which of these heroes is the most heroic and why? Which one is the least heroic and why? Be sure to include specific examples from the stories. (Write one paragraph to respond to each question.) Also, at the end of each paragraph, include at least one statement that addresses the opposition.

***Jane Eyre* Summer Reading & Writing Assignment**

* Read *Jane Eyre* by Charlotte Brontë.
* Create a dialectical journal (see directions below) **DUE:** the first day of school.
* Additionally, you may want to annotate the novel.
* This activity is prewriting for an essay assignment on the novel during the first few weeks of school.

**Create a dialectical journal related to the concept of social class as it appears in *Jane Eyre*.**

**While you read *Jane Eyre,* identify and copy at least 6 quotations related to the concept of social class and how that social construct affects the lives of the characters. Then, analyze / explain the significance of each quotation.** How does each quotation reveal the effects of social class in the experiences or perspectives of the characters? These entries do not need to be typed, but clear penmanship is required.

Set up your journals as follows: (Start a new page for each response.)

|  |  |
| --- | --- |
| **Quotation** (w/ page #) | **Analysis / Significance / Connection to Prompt** |
| **1.**  NOTE: The quotations should be long enough to provide enough information to do two things:  1. to give enough *context* for a reader to remember the episode from which the quote comes  2. to give you, the writer, enough examples and information to write a meaningful analysis / response in the next column. | **1.**  Your analysis should demonstrate critical reading and thinking skills. Connect to literary elements such as characterization, conflict, imagery/figurative language, symbolism, setting, themes, historical or cultural information, etc. |

As a scholar you have the right and the duty to stand in judgment over a text. You will analyze the work as an individual reader. This process is as much about you as it is about the text to which you are responding. I recommend that you also take the time to write down anything about the text that intrigues you. Try to take at least fifteen minutes to write when you have finished a chapter to which you have had a personal reaction. On a first reading you might put checks in the margin where the passages intrigue you; on the second reading, choose the most interesting ideas and then write about them.

You may choose to respond when you:

* Make connections with your own experience. What does the reading make you think of? Does it remind you of anything or anyone?
* Make connections with other texts or concepts or events. Do you see any similarities between this text (concepts, events) and other texts (concepts, events)? Does it bring to mind other related issues?
* Ask yourself questions about the text: What perplexes you about a particular passage? Try beginning, “I wonder why...” or “I’m having trouble understanding how...,” or “It perplexes me that...,” or “I was surprised when....”
* Try arguing with the author. On what points, or about what issues, do you disagree? Think of your journal as a place to carry on a dialogue with the author in which you actually speak to him or her. Ask a question; have the writer respond. What happens when you imagine yourself in his or her shoes?
* Write down striking words, images, phrases, or details. Speculate about them. Why did the author choose them? What do they add to the story? Why did you notice them?