



Humanities
(English IV Honors)
Summer Assignment

Welcome to Humanities!

Instructor: Mrs. C. Mallon cmallon@ltps.org

This course combines classic and contemporary studies in literature with the fine and performing arts, for the purpose of developing critical thinking and writing. Please establish a notebook (hand-written and/or electronic) wherein you will include **notes tracking your reading, your reactions to the novels as you read, background and historical research**, and **questions** concerning each of the required novels for the summer.

You should pay attention to the historical era and social milieu, conducting **research** pertaining to the **cultural and political environment** created in each novel. This notebook will become your daily notebook in the course. You should, therefore, arrive in September with a well-developed Humanities notebook that has evidence of tracking your first three novels for the course. **Late work will be evaluated, but no credit will be given.** Students new to the district as of August 1, 2019 will have until October 1, 2019 to complete the assignment.

Notebook Assignment: Address all three required elements of this assignment in the order they appear (99 pts.)

1. **NOTES AS YOU READ:** You MAY track up to 3 chapters at a time, but make sure you track effectively.
 - Bullet notes on main plot points of each book.
 - Examine characterization, theme, style, and impact.
 - Record at least 3-5 significant quotes/passages per section, and briefly note context and significance.
 - Reveal your understanding of the text through your responses. Do not write a critical analysis on the novel(s), rather react to the novel as you read and document your experience of the text as you go. I am most interested in seeing how you read and process literature.
2. **RESEARCH:** What have you learned regarding the culture, political and/or social environment represented in the novel? Write in an informal reflection, describing both your impressions of, and the factual information about, the social issues in the novel. For example, what did you learn about Canadian internment of the Japanese in *Obasan* that you did not know before? What did you learn about Japanese culture in *Obasan*? Again, first-person response is appropriate – this is a reaction to the reading and its historical significance, not a formal analytic response.

The required summer reading books will be available for sign-out in Room 142 during the last week of school, after class.

- *For Whom the Bell Tolls*, Hemingway – one man's journey in the Spanish Civil War
- *Obasan*, Kogawa – one victim's story of Japanese internment during WWII
- *Going after Cacciato*, O'Brien – one soldier's experience, both real and imagined, in the VietNam War

In September, be prepared to present on each of the books and write a formal essay synthesizing the literature during the first few weeks of school. We will use these sources throughout the course in discussion, pro-



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jects, and as thematic references. As students in the honors class, expect to be involved in performance-based and creative projects, group work, class discussion, and independent study. Accept responsibility for class participation and preparation. I believe that the distinguishing characteristic of the successful honors student is the one who understands personal responsibility in the educational process, and that real learning can only take place when there is mutual participation among teacher, peers, and the individual.

I grade accordingly: we will often follow a format that begins with assigned reading, involves critical research, requires an analytical essay, and is followed by class discussion, in-class writing, and creative projects, which illuminate cultural, historical, and artistic relationships. Most importantly, keep an open mind – no reading snobs allowed! We will attack classical works and modern ones; everything from Homer to Toni Morrison.

I encourage you to buy your own paperback books so that you can engage in underlining, marginal notemaking, and other invaluable study techniques.

Note:

- New students to the district on/after August 1st will submit the assignment by Oct. 1st.
- Late assignments will be evaluated but receive no credit.
- Summer reading books will be in Room 142 the last week of school – listen for the announcements.

I look forward to working with you. Enjoy the summer and the reading.

If, as you are reading, you have questions about the assignment, you may email cmallon@ltps.org I will do my best to get back to you, however, I will be out of the country for most of the summer and do not have internet access. I will be checking emails before June 23rd and after August 26th.

In anticipation of some commonly asked questions:

- **First-person response** is appropriate for all aspects of this assignment – this includes your response to quotations, as well as reflective writing on the cultural/historical significance of the novel.
- **Due the Monday September 9, 2019**
- Hand written work is acceptable, but certainly you are invited to type your work.
- **Cite your research (use academic sources and MLA citations and works cited), but the personal reflections on the primary texts should be based on your own reading and thinking – do not use on-line tools to assist with tracking the novel – they are ineffective.**

Rubric- Humanities Summer Assignment

Mallon 2019

Student Name: _____

	Excellent	Above Average	Average	Incomplete
<i>Point Value</i>	31-33	27-30	20-26	0-19
For Whom the Bell Tolls	Complete Thorough notes, including essential quotes and thought provoking reflection and analysis	Complete Effective notes, including quotes and thoughtful reflection and analysis	Mostly Complete Brief notes and quotes, some reflection and analysis	Incomplete Ineffective note-taking and weak reflection and analysis
Obasan	Complete Thorough notes, including essential quotes and thought provoking reflection and analysis	Complete Effective notes, including quotes and thoughtful reflection and analysis	Mostly Complete Brief notes and quotes, some reflection and analysis	Incomplete Ineffective note-taking and weak reflection and analysis
Cacciato	Complete Thorough notes, including essential quotes and thought provoking reflection and analysis	Complete Effective notes, including quotes and thoughtful reflection and analysis	Mostly Complete Brief notes and quotes, some reflection and analysis	Incomplete Ineffective note-taking and weak reflection and analysis
Total Grade: / 99				

Comments: