

Tenth Grade Honors Syllabus: A Study in World Literature

by

Dr. Charles Johnson



Image Information: Dante and the Three Kingdoms (detail). 1465 DOMENICO DI MICHELINO (b. 1417, Firenze, d. 1491, Firenze) .Oil on canvas. Museo dell'Opera del Duomo, Florence.

Introduction

Since I am relatively new here at A.I. duPont High School, I thought I would introduce myself. Actually, I have accumulated 30 years of high school teaching experience in Delaware and mostly in Red Clay Consolidated School District. The first 25 were at Dickinson High School, where I served as English Department Chair and President of the Delaware Association of Teachers of English. While there, I also worked as an adjunct professor at Goldey-Beacom College for 10 years, and I next went to the College full time as Chair of Arts and Sciences. Besides teaching Freshman Composition and other writing courses, I specialized in Western Civilization courses and traveled through out Europe and the Mediterranean. During my tenure there, I published one book on business writing and over 100 articles in newspapers, magazines, and journals.

Next, I began a “business” career as the general managers of a chemical company and later as the operations manager of a multi-state publishing company. I continued publishing articles in magazines and in refereed journals, training manuals, personnel policy manuals, public relations and marketing pieces, and a second book on managing diverse human resources.

Obviously, I am now beginning my sixth year here at A. I. High and am completing a third book of teaching students with diverse backgrounds and hope to begin a fourth book on teaching writing and grammar to high school students.

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Tenth Grade Honors English

Unlike Language Arts courses that students have experienced before, this course is the first one to have a theme, which is “world literature.” Consequently, the course should guide each student through literature throughout the world and over time, with an emphasis upon Western Civilization. This year, I intend to begin in the present and work backwards in time. As you will see from the daily plans, reading and writing activities will be concerned initially with contemporary times and move backwards to the beginning. Also, since students really can’t understand a period piece without knowing something about that period, Students will add background information through oral reports. However, grammar, usage, mechanics (syntax) will be taught throughout the year, as will vocabulary. Multiple essays will be assigned and will be reviewed through “process writing.”

Major Course Goals

Upon completing the course students should be able to:

World Literature

1. Be aware of themes found in world literature.
2. Understand the context of world literature.
3. Comprehend the content of selected pieces of literature that will be read in class.

Writing

4. Develop unity, coherence, and organization in the five-paragraph essay.
5. Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.
6. Write clearly and effectively analyzing all types of literature and practice the steps in the writing process.
7. Become sensitive to word choice.
8. Develop the skill of writing effective sentences.
9. Develop manuscript and research skills.
10. Increase competency in grammar, usage, mechanics (syntax).

Literary Analysis

11. Develop critical thinking skills.

12. Develop the ability to recognize and apply basic terminology used in discussing poetry.
13. Understand the component elements of plot.

Other

14. Expand working and reading vocabulary
15. Read extensively.
16. Develop oral communication skills.

Course Content

1. Plot analysis
2. Critical thinking and analysis
3. Reading comprehension
4. Summarization
5. Reading
6. Book reports
7. Essays
8. Documented essays and research
9. Creative writing
10. Oral presentations
11. Creative visuals
12. Vocabulary development
13. Development of understanding of grammar, usage, mechanics (syntax)
14. Historical context of literature

Grading

Assessment is ongoing feedback, which is a necessary component of the learning process. It is not something that only happens at the end of a project. Consequently, students will be able to receive multiple assessments of a piece of writing or of a classroom assignment by voluntarily submitting drafts for feedback. Only the final draft will be graded.

Writing assignments will comprise **30%** of a student's marking period grade.

(Assignments by marking period are identified below.) Grammar/mechanics/style (syntax) and vocabulary tests will also comprise **20%**.

- Complete a portfolio consisting of a collection of the student's weekly writing assignments. The student will select 5 of his or her best and 5 of his or her worse pieces and attach them for support of a written reflection on his or her progress or growth, noting perceived strengths and weaknesses and plans for overcoming weaknesses. This will comprise **10%** of the marking period grade.
- Teach a lesson and complete a display. This will comprise **10%** of the marking period grade.
- Book report (or additional essay) will comprise **10%** of a marking period grade..
- All other activities will be **20%** of the marking period grade.

- A = 93-100
- B = 85-92
- C = 77-84
- D = 70-76
- F = Below 70

The final grade for the year is determined by averaging the four marking period grades, the mid-term grade and the final examination grade. A minimum of 0.75 is required to pass. For a student to continue in Honors English or take AP English as a junior, he or she must have earned a 3.0 or better at the end of the sophomore year.

Anchor Activities

Many students, because of prior experience, interests, and opportunities, may bring to a topic prior knowledge and skills that have been acquired over time. If any students are already very accomplished in some area, anchor activities will be provided to enrich their curriculum, enhance and stretch their thinking, and help them develop into more self-directed learners; for example, additional contemporary essays and articles will be provided for analysis, opportunities for peer to peer tutoring will be provided, extra time for research will be possible, etc. The completion of at least five (5) anchor activities constitutes 10 % of a marking period's grade.

Classroom Environment

All members of the classroom will treat each other at all times with civility and respect. I would like to create a feeling in the classroom of relaxed seriousness of purpose, in which humor and enjoyment of discussion are valued, and speculation encouraged. Dialogue with the teacher and other students about subject matter pertinent to the content of the course should be unfettered by feelings of self-consciousness or intimidation. Serious, critical response to texts will be modeled and encouraged and, in turn, expected of students.

Toward this end, the following classroom rules will be observed:

- All school rules will be followed in the classroom.
- Everyone must listen when another person is addressing the class, whether this person is the teacher or another student.
- Through common courtesy, show respect for the principles, property, and pursuits of other class members.

Absences

Students are responsible to get missed assignments and to make up classroom activities. Having an in-class partner who would get assignments, practice sheets, etc., is highly recommended.

Plagiarism

“Plagiarism refers to a form of cheating that has been defined as ‘the false assumption of authorship; the wrongful act of taking the product of another person’s mind, and presenting it as one’s own. To use another person’s ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.” (*MLA Handbook for Writers of Research Papers*, Fifth Edition, pg. 30). Any plagiarism will cause a student to receive an “F” on the paper.

Material Needed in Class Everyday

A three-ring binder with a section devoted to English handouts

Pencil and pen: #2 lead

Paper

A disk

A pocket dictionary

Vocabulary workbook (\$8.00 required to purchase individual workbook)

Manuscript Preparation

The craft of writing is the final production of it; that is, the way it is fashioned into a finished form for publication. For documents submitted in this class, students should follow either the MLA or APA Style Guide. Furthermore, the following manuscript guidelines will be used:

- Margins will be 1 inch
- Everything will be double spaced
- Font will be either 10 or 12 point Times New Roman
- Pagination will appear in a header at the upper right side
- Student’s name and the date submitted will appear on the upper right of the first page (no title page)
- Class and period will appear in upper right hand corner of first page.
- Students will triple space between the name/date and the centered title of the paper
- Title will not be bold or in a different font or font size.

Tentative Daily Activities

First Marking Period

Grammar/vocabulary (20% of marking period grade)

Weekly Writing from prompts (10% of marking period grade)

DSTP Practice Essays (5) (10% of marking period grade)

Short Stories: Plot Analysis, Critical Thinking Analysis, Summary Essay, Reading Comprehension (10% of grade)

- The Winner, by Kimenye
- The Piece of String, by Maupassant
- You Need to Go Upstairs, by Godden
- Dead Men's Path, by Achebe
- The Actor, by Barstow

Book Report on Summer Reading List (10% of grade)

Write a Short Story (10% of grade)

Student Presentations (10% of grade)

North America

1. String Theory in physics (student report)
2. The Communication Revolution (student report)
3. George Bush and the first war with Iraq (student report)
4. The Global Economy (student report)
5. Regan and Gorbachev (student report)
6. The fall of the Soviet Union (student report)
7. Martin Luther King (student report)
8. Walt Disney (student report)
9. Earnest Hemingway (student report)

Reading: *The Old Man at the Bridge*, by Earnest Hemingway

Europe

10. The European Union (student report)
 11. Jean-Paul Sartre and Existentialism (student report)
- Reading: *The Guest*, by Camus
12. Samuel Becket and Theater of the Absurd (student report)

Russia

13. Anton Chekov
- Reading: *The Begger*, by Chekov
14. Solzhenitsyn (student report)
- Reading: Three Prose Poems by Solzhenitsyn

Latin and South America

15. Allende and Pinochet (student report)
- Reading: *The Glass of Milk*, by Rojas
16. Fidel Castro (student report)
- Reading: from *Versos Sencillos*, by Marti
17. Juan Peron (student report)
- Reading: *Afterglow*, by Gonzalez

Israel

Reading: *The Summer is Dying*, by Bialik

Africa

18. Nelson Mandela (student report)

Reading: *The Quarry*, by Paton

Vietnam

19. The Vietnam War (student report)

Reading: *The Bamboo Hut*, by Trzi

China

20. Mao Tse-Tung (student report)

Reading: *Lingkuan Gorge*, by Peng-cheng

India

21. Mohandas Gandhi (student report)

Reading: *The Tale of Our Quarter*, by Mahfonz

Book Report: *A Separate Peace*, by Knowles (10% of grade)

22. World War Two (student report)

23. World War One (student report)

24. The Great Depression (student report)

Poetry (10 % of grade) Test on Poetic Terms and Explication of Poem

25. *Four Preludes on Playthings of the Wind*, by Sandburg (student report)

26. *Hollow Men*, by Eliot (student report)

27. *Mending Wall*, by Frost (student report)

Readings:

Politics, by Yeats

How Happy is the Little Stone, by Dickinson

All that Dances, a Gabon Pygmy Traditional Song

The Lorelei, by Heine

Second Marking Period

Grammar/vocabulary (20% of marking period grade)

Weekly Writing from prompts (10% of marking period grade)

Write a poem (10% of grade)

DSTP Text-Based Essays (10% of marking period grade)

SAT Reading Comprehension Packet (10% of marking period grade)

Documented Essay: The Influence of Hobbes, Locke, and Montesquieu on the Founding Documents of the United States of America (10% of grade)

Reading Comprehension (10% of grade)

Student Presentations (10% of grade)

1. The Age of Revolutions (student report)

2. Freud and the psychoanalytic revolution
 3. James and the *Principles of Psychology* (student report)
 4. Darwin and the *Origin of the Species and The Descent of Man*(student report)
 5. Dostoevsky's belief in the need for punishment in the *Brothers Karamazov* (student report)
 6. Hegel's attempt to establish a system of laws based upon rational principles in the *Philosophy of Right* (student report)
 7. Rousseau and his influence on the French Revolution (student report)
 8. Kant's philosophy of law and jurisprudence as seen in his *The Science of Right* (student report)
 9. The Enlightenment (student report)
 10. The Scientific Revolution (student report)
 11. Lavoisier's *Elements of Chemistry* (student report)
 12. Huygens' *Treatise on Light* (student report)
 13. Newton's reduction of everything to the universal law of gravitation (student report)
 14. Bacon's inductive approach to science (student report)
 15. Hobbes, *Leviathan*." Why does he name his work "Leviathan" and how does that indicate his belief about a commonwealth? (student report)
 16. Peter the Great of Russia, Louis XIV of France, and Philip of Spain(student report)
 17. Elizabeth I of England (student report)
Reading: Sonnet 29 by Shakespeare
 18. Harvey and the circulation of blood (student report)
 19. Copernicus and the Copernican revolution (student report)
 20. El Greco (student report)
 21. Albrecht Durer (student report)
 22. Charles V (student report)
 23. Erasmus (student report)
 24. Martin Luther (student report)
- Book Report: Cyrano de Bergerac (10% of grade)**
25. Machiavelli (student report)
 26. Michelangelo, Raphael, and Leonardo da Vinci (student report)
 27. Petrarch (student report)
Reading: Sonnet 3, by Petrarch
 28. Aquinas, Why does Aquinas believe that the lawmaking power belongs to the whole people? (student report)
 29. Dante's *The Divine Comedy* (student report)
 30. The Black Death (student report)
 31. The Cult of the Virgin and Chivalry (student report)
Reading: from Don Quixote, by Cervantes
 32. Gothic Cathedrals: Saint Denis, Chartre, and Notre-Dame (student report)

33. The Mongols (student report)
34. Muhammad and Islam (student report)
35. The German Invader: the Huns, Vandals, Franks, and Charlemagne (student report)
36. Brahmanism, Buddhism, and Hinduism (student report)
37. Taoism and Confucius (student report)
 - Reading: Sayings from the Analects, by Confucius
 - Reading: Kun and the Great Flood
 - Four Japanese Haiku
 - The Roamers of the Plains

Third Marking Period

Grammar/vocabulary (20% of marking period grade)

Weekly Writing from prompts (10% of marking period grade)

Write a one-act play (10% of grade)

Reading Comprehension (10% of grade)

Student Presentations (10% of grade)

1. Attila the Hun (student report)
2. The Influence of Ambrose, Jerome, and Augustine on the Roman Church (student report)
3. The Edict of Milan (student report)
4. Constantine's Embracing of Christianity (student report)
5. The Emperor Diocletian and the Division of the Roman Empire (student report)
38. Galen and his opposition to atomism (student report)
6. The Pax Romana (student report)
7. The Golden Age of Rome (student report)
 - Reading: from the Aeneid, by Virgil
 - Reading: Metamorphoses, by Ovid

Book Report: *Julius Caesar*, by Shakespeare (10% of grade)

8. The Punic Wars (student report)
9. The Mythological Founding of Rome (student report)
10. Stoicism and Epicureanism (student report)
11. Cynicism and Skepticism (student report)
12. Archimedes and his concepts regarding floating bodies (student report)
13. Alexander the Great and the Hellenistic Age (student report)
14. Ptolemy of Alexandria's cosmology (student report)
15. Aristotle's Definition of Tragedy (student report)

Book Report: *Antigone* (10% of grade)

16. Socrates and Plato (student report)
17. Plato, the *Apology* Describe the Athenian trial system. (student report)
18. Plato's the Republic (How does the system of government and that of the individual relate to an early concept of psychology?) (student report)

Essay: Could Buddhism/Brahmanism Have Influenced Plato's Concept of Idealism (10% of marking period grade) or DSTP preparation packet

19. The Contrapposto Pose of Greek Sculpture (student report)
20. The Acropolis of Athens and the Parthenon (student report)
21. Pericles (student report)
 - Reading: Pericles' Funeral Oration, by Thucydides
22. Aeschylus, *Orestreia* (Discuss how he shows the need for human laws and justice.) (student report)
23. Aeschylus, *Prometheus Bound* (The right to rebel against divine power?) (student report)
24. The Peloponnesian Wars (student report)
25. Egyptian Influence of Early Greek Sculpture (student report)
26. The Persian Wars (student report)
27. Lyric Poetry
 - Reading: Fragments of a Lullaby, by Sappho
28. Hippocrates, *The Oath* and his ideas on health and medicine (student report)
29. Euclid's theories regarding geometry (student report)
- Essay: Explain Thales' Concept That the World and Individuals Are Made Up of Earth, Air, Fire, and Water (10% of marking period grade) or SAT essays (4)**
30. The Story of Helen of Troy (student report)
31. Epic Poetry
 - Reading: from the Iliad, by Homer
 - Readings Greek Myths: Pandora, Phaeton, Atalanta's Race, the Horse God, Athena and Arachne, Pegasus, Apollo and Daphne, Baucis and Philemon, Midas, Pygmalion, Narcissus, Demeter and Persephone, Adonis, Orpheus.
32. The Matriarchal Religion of Minos (student report)

Fourth Marking Period

- Grammar/vocabulary (20% of marking period grade)**
- Weekly Writing from prompts (10% of marking period grade)**
- Write a Myth (10% of grade)**
- Myth Quizzes (10% of marking period grade)**
- Myth Readings (10% of marking period grade)**
- SAT Grammar Comprehension (10% of grade)**
- Student Presentations (10% of grade)**
- MLA Review (10% of grade)**
- NWEA Test (05% of marking period grade)**
- DSTP Test Results (05% of marking period grade)**
 1. Similarities and Differences Between Orthodox and Roman Christian Beliefs (student report)
 2. Similarities of Jewish, Christian, and Islamic Beliefs (student report)
 3. Aquinas's attempt to synthesize Greek thought and Christian faith (student report)

4. The Application by St. Augustine of Plato's Idealism to the Trinity Concept of Christianity (student report)
5. Similarities between the story of Jesus and that of Zorathustra (student report)
6. The New Testament (student report)
7. The Impact of the Second Commandment on Jewish Art (student report)
8. The key ideas of Judaism, including the Covenant, Mosaic Law, and Ethical Monotheism (student report)
9. The Possible Patriarchy Problem in Christianity (student report)
10. A Purposeful Universe Under Judaism: The Open-Ended Universe (student report)
11. The Kings: Saul, David, and Solomon (student report)
12. The Old Testament (student report)
13. The Exodus and Moses (student report)
14. The Covenant (student report)
15. The Story of Cain and Able (student report)
16. The Creationist Theory of the Universe (student report)
17. The Fertile Crescent (student report)
18. The Hittites (student report)
19. Assyrians (student report)
20. Medes (student report)
21. Persians (student report)
22. The Indo-European Migration (student report)
23. The Classical Egyptian Style of Sculpture (student report)
24. The Egyptian Trinity (student report)
25. The story of Sinuhe and its Resemblance to the David and Goliath Story(student report)
26. Mesopotamia (student report)
27. Hammurabi, the Lawgiver of the Babylonians (student report)
28. The Epic of Gilgamesh (student report)
 - Reading: Enki, Lord of the Earth and the Water of Life and Adapa
29. How Agriculture Brought About the Neolithic Period (student report)
30. The Triumph of Vegetation: A Cyclical View of Life (student report)
31. The Big Bang Theory (student report)
 - Readings: The Beginning of Things, a Greek Myth
 - Heaven and Earth and Man, a Chinese myth
 - The Creation of the World, a Myth of Uganda
 - The Four Ages, a Greek myth
 - The Palace of Olympus, a Greek myth
 - Prometheus, a Greek myth
 - Dionysus, A Greek myth
 - The Origin of Death, a Hottentot myth

Writing Prompts

1. Politicians should vote according to their beliefs, without worrying about whether their constituents agree with those beliefs.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a politician should take into account the beliefs of constituents when voting. Discuss what you think determines whether politicians should vote according to their beliefs or those of their constituents.

2. Creative inspiration, rather than careful planning, often results in the best solution to a problem.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which careful planning might result in the best solution to a problem. Discuss what you think determines whether creative inspiration or careful planning can best solve a problem

3. Concerned individuals are often better than the government at solving society's problems.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the government might be better than concerned individuals at solving a social problem. Discuss what you think determines whether the government or concerned individuals will be better at solving social problems.

4. The object of education should be to teach skills, not values.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the object of education might be teaching values rather than skills. Discuss what you think determines when the object of education is to teach skills and when it is to teach values.

5. There are as many versions of history as there are historians.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the account of a historical event might not vary from historian to historian. Discuss what you think determines whether or not the recording of historical events depends on the historian doing the recording.

6. An orderly society must never compromise in matters of law.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which an orderly society might justifiably compromise in matters of law. Discuss what you think determines when an orderly society should compromise in matters of law and when it should not.

7. A law must be enforced to be effective.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a law might not be enforced and still be effective. Discuss what you think determines whether or not a law must be enforced to be effective.

8. In advertising, truth is irrelevant.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which truth in advertising might be relevant. Discuss what you think determines when truth in advertising is irrelevant and when it is relevant.

9. Progress seldom comes from the deliberations of a group. Rather, progress most often comes from the creative thinking of individuals working alone.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which progress might come from the deliberations of a group rather than the creative thinking of individuals working alone. Discuss what you think determines whether the deliberations of a group or the creative thinking of individuals working alone will result in progress.

10 No matter how oppressive a government, violent revolution is never justified.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which violent revolution might be justified. Discuss what you think determines whether or not violent revolution is justified.

11. Students should be more interested in the process of learning than in the facts learned.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which students might be more interested in the facts learned than in the process of learning. Discuss what you think determines when students should be interested in the process of learning and when they should be interested in the facts learned.

12. A country must use its natural resources in a way agreeable to all its citizens.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a country might justifiably use its natural resources in a way that is not agreeable to all its citizens. Discuss the principles you think determine when a natural resource should be used in a way agreeable to all its citizens.

13 In education, the newest way is not always the best way.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in education when the "newest way" might in fact be the best way. Discuss what you think determines whether or not innovation in education is an improvement.

14. Although it claims to promote individuality, most advertising promotes conformity.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which advertising might promote individuality rather than conformity. Discuss what you think determines whether advertising promotes individuality or conformity.

15. A democratic government is never justified in keeping secrets from the voting public.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which the government of a democracy might be justified in keeping a secret from the voters. Discuss what you think determines whether or not a democratic government is justified in keeping secrets from the voters.

16. In business, quick solutions often do not address the real source of a problem.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific business situation when a quick solution might address the real source of a problem. Discuss what you think determines when quick solutions in business address the real source of a problem and when they do not.

17. In business, competition is superior to cooperation.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which cooperation might be superior to competition. Discuss what you think determines when competition is superior to cooperation in business and when it is inferior.

18. Scientific inquiry is rooted in the desire to discover, but there is not discovery so important that in its pursuit a threat to human life can be tolerated.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a threat to human life might be tolerated in the pursuit of scientific discovery. Discuss what you think determines when the pursuit of scientific discovery is more important than the protection of human life.

19. It is each citizen's duty to obey the laws of the nation.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which a citizen might not have a duty to obey a law. Discuss what you think determines when citizens have a duty to obey the laws of the nation and when they do not.

20. In the recording of history, it is impossible to be objective.

Write a unified essay in which you perform the following tasks. Explain what you think the above statement means. Describe a specific situation in which it might be possible to be objective in the recording of history. Discuss what you think determines when objectivity in the recording of history is possible and when it is not.

Literary Analysis Form for Book Reports

Author's Last, First Name. Title of the Book. Place of Publication: Publisher, Date of Publication. Your title might look something like this:

Carr-Ruffino, Norma. Diversity Success Strategies. Boston: Butterworth Heinemann, 1999.

If there are two authors, do this: Last Name, First Name and First Name Last Name. Place the names in the same order as they appear in the book. Note the punctuation.

If there are a number of places of publication, select the one closest to where you are. For example: Boston, Oxford, Auckland, New Delhi. Select "Boston."

Paragraph One: In the first sentence, identify the author and the title of the book by name. Next classify it. Was it a novel of adventure, a mystery novel, an historical novel, a science fiction novel, a play, an epic poem, a biography, an autobiography, a short story? Don't just say "fiction novel." Try to be specific in your classification. Where was the setting of the story and did the setting have any bearing on other elements of the story? For example, did the setting heighten the conflict or central problem in the story (explain how), or could the story have been set anywhere? Explain why. What point of view did the author use? Did the character (s) tell the story in the first person (I, me, my, mine, etc.), or was the story told in third person (They, them, their, his, her, etc.) Was information presented from primary sources or secondary sources. "Primary sources" are accounts from eyewitnesses usually at the time they occur. Does someone who did not witness the event tell descriptions or interpretation of an event? If so, that is an example of a "secondary source." Remember: do not just answer questions in sequence. The above questions are to help you to gather information. Once gathered, it needs to be organized into a solid paragraph. Also, different information can be blended into a single sentence.

Paragraph Two: Discuss the plot of the story here. (Thus, you will need a topic sentence such as this one: "The author used a closed-ended plot structure when writing this novel/play/etc.") Do not just tell or summarize the story. The plot of the story is made up of a series or related events that include the exposition, initiating complication, conflict(s), the key moment, the climax, and the resolution. Use these terms in the paragraph. What conflict or conflicts were evident in the story? There are basically three conflicts: Man against man, man against nature, and man against his own weak self. "Man against man" is a conflict between or among people or groups of people. "Man against nature" is a conflict involving a person or people and natural elements, i.e., a storm at sea, freezing weather, etc. "Man against his own weak self" involves inter-struggles, fears, doubts, etc. If more than one conflict exists, usually one is more important than the other. Explain which was the most important and why. The "climax" is the turning point of the story - The point where the conflict comes to a head. The "resolution" shows how the situation turns out and ties up loose ends. At the beginning of the story, the author may provide background information, called "exposition," which sets the scene for the conflict. Again, gather your information using the above guides and write a well-

organized paragraph.

Paragraph Three: In the very first sentence, identify the main characters in the story. Not all characters are main ones. Only identify the main ones and tell why they are important to the story. Characters can be classified as simple or complex, static or dynamic. (Use these terms in the paragraph.) Simple characters are all good or all bad. Complex characters are like you and me, both good and bad. Static characters do not change throughout the story. They are the same at the end of the story as they were in the beginning. Dynamic characters change. Something in the story causes them to change. Identify how they changed what causes the change.

Paragraph Four: Identify ten (10) new words you learned while reading this story. Format the paragraph this way: These are the new words I learned while reading this story: word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word; word: definition of the word. Follow the directions here.

Paragraph Five: This paragraph deals with your reaction to the book. What was the author's purpose or point of view and what rhetorical devices did he or she use to support that purpose or point of view. How would you describe the author's style of writing? What did you learn? What inferences or conclusions could you draw? Did you learn to understand people who are different than you? How? Why? Did it teach you anything about life? What? Could you relate to any of the characters? How? Do not just say that the story was boring. Try to find some saving grace to it.

<p>Alexis I. duPont High School Required Summer Reading: 2007-2008 School Year English Department</p>
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10th Grade

Honors:

A Painted House by John Grisham

Ordinary People by Judith Guest

The Curious Incident of the Dog in the Night-time by Mark Haddon

The Secret Life of Bees by Sue Monk Kidd

Life of Pi by Yann Martel

The Color of Water by James McBride

Letter to Parents

May 25, 2007

Dear Sir or Madam:

I have great news to share with you at the start of this exciting school year. I have a website at www.myschoolonline.com/DE/EnglishisGame. The site will enable you see your son or daughter's assignments, contact me, or link to www.mygradebook.com, a full-featured, completely secure Internet site that allows teachers to create accounts online and store their students scores.

Mygradebook has "the parent/student viewer" that allows you to log in and view only your child's grade. In order to use this feature, you will need to receive, from me, a password to access only your child's summary. Access is by using **dante10** as the class word for 10th Grade Honors or by using **syntax11** as the classword for 11th Grade AP English. Next, enter your son or daughter's school I.D. number. In addition to viewing your child's progress, you can also click on links to check attendance and to see class policies, class announcements, assignment descriptions, and due dates. Moreover, you can E-mail me whenever you have a question.

Actually, there are two ways to check your child's grade summary. First, you can go to <http://www.mygradebook.com> and under Students and Parents select the Login Here link. You will need to enter the password information that I have given you, or you can receive an E-mail from me each time I make modifications. With the E-mail notification, all you have to do is click on the link and it will take you to your child's summary.

If you have any further questions, please contact me. If you would like E-mail notification each time an assignment or grade is added in mygradebook, please write your E-mail address below.

Mother's Email Address: _____

Father's Email Address: _____

Sincerely,

Dr. Charles Johnson

Student's Name: _____

Student's Class: 11th Grade Honors English