



MAGNIFICAT

ENGLISH DEPARTMENT Summer Reading for 2021-2022

Please read the book(s) listed below during the summer. You will be tested on the book(s) and /or asked to complete activities connected to the novel at the start of the school year. To prepare yourself, take good notes while reading. Be sure to include major and minor characters, the setting of the story, and plot events. Many courses (*) also require additional work to be completed prior to the first day of school.

***English Foundations {Assignment is on pages 2 & 3}**

The Running Dream by Wendelin Van Draanen

English 9

Harbor Me by Jacqueline Woodson

***Honors English 9 {Assignments are on pages 4-6}**

Dandelion Wine by Ray Bradbury

English 10

Uprising by Margaret Peterson Haddix

***Honors English 10 {Assignments are on pages 7-9}**

Rebecca by Daphne du Maurier

***Fantasy & Science Fiction {Assignments are on pages 10-14}**

The Hunger Games by Suzanne Collins

***Mystery & Suspense {Assignments are on pages 15-18}**

The Hound of the Baskervilles by Sir Arthur Conan Doyle

***Honors English 11 {Assignment is on pages 19 & 20}**

The Invention of Wings by Sue Monk Kidd

English 12

Educated by Tara Westover

***AP Literature & Composition {Assignments are on pages 21-28}**

Educated by Tara Westover

The Awakening by Kate Chopin

ENGLISH FOUNDATIONS

Summer Reading Assignment - *The Running Dream*

Name: _____

Section: _____

In *The Running Dream*, by Wendelin Van Draanen, Jessica faces many obstacles and experiences many emotions. She perseveres throughout the novel and becomes a very strong young woman! It is important that we keep track of both Jessica (and her progress/changes throughout the novel) and the many people who help Jessica along the way. For your summer reading assignment, please keep track of those characters and how they help to encourage and support Jessica throughout the novel.

Graphic Organizer: Characters

Character Name:	Traits of Character (Tell Me About Them):	Ways Character Encourages/Supports Jessica:
Fiona		
Rosa		
Kaylee		
Coach Kyro		
Gavin		
Hankenstein & Chloe		
Vanessa		
Sherlock		

Jessica's Parents		
Jessica's Math Teacher		

Complete the following and explain what Jessica is feeling and why.

Beginning of Book:	First Days/Weeks After the Accident:	First Few Months After the Accident:	The End of the Book:

HONORS ENGLISH 9

Summer Reading Assignment - *Dandelion Wine*

Name: _____

Section: _____

Part One: Characters - Identify the characters and their role in the story:

- Douglas Spaulding - Protagonist, twelve years old, vivid imagination, compassionate
- Tom Spaulding
- Grandpa Spaulding
- Grandma Spaulding
- Great-grandma Spaulding
- John Huff
- Colonel Freeleigh
- Father
- Mother
- Mr. Jonas
- Bill Forrester
- Miss Helen Loomis
- Charlie Woodman
- Lavinia Nebbs
- Lonely One
- Leo Aaffmann
- Lena Auffmann

Part Two: Background and Reading Comprehension - Identify information about the novel and be able to recall key moments:

- Author, Year Published, Genre, Setting (City, State, Year)

Example Recall Question: What does Douglas insist he needs for summer?

- A. A new bike B. A new pair of shoes C. A new baseball D. A new hat

Part Three: Short Answer - Complete the chart then answer the questions in 5-7 sentences:

	Douglas	Tom
Physical Traits		
Personality Traits		
Lessons Learned		

- How do Douglas and Tom differ in character? How are they similar?

- What is the most important lesson that Douglas learns by the end of summer?
Tom?

Part Four: Creative Component - To further connect with our text, and in an effort to get to know one another, follow the guidelines to create a summer memory of your own.

The summer of '28 was a vintage season for a growing boy. A summer of green apple trees, mowed lawns, and new sneakers. Of half-burnt firecrackers, of gathering dandelions, of Grandma's belly-busting dinner. It was a summer of sorrows and marvels and gold-fuzzed bees. A magical, timeless summer in the life of a twelve-year-old boy named Douglas Spaulding—remembered forever by the incomparable Ray Bradbury.

Dandelion Wine is a novel about the passage of time told through the eyes of a twelve-year-old boy. What makes this story unique is that while Douglas Spaulding is ultimately the protagonist, he does not appear in every chapter. Rather, Bradbury tells the story of a small town through the eyes of those who inhabit it. Basically, the novel is a composition of summer memories.

On a standard size of construction paper or similar sized cardstock, create a collage that represents **one** of your own summer memories. It can be from this past summer, or one from your childhood. Using photographs, magazine clippings, your own creativity, cover **one entire side** of your paper. You **must** include a picture of yourself in the center of your project. Please also add your **first name (or nickname: Catherine - Cate) below your picture**.

On the back of your paper, paste a **one page typed** explanation of your summer memory. You may use personal pronouns (I, us, they) and contractions (don't, let's). Your explanation should be **double spaced**. Be descriptive in your writing: Think about the colors, smells, emotions, objects, and sounds that are part of your memory.

This assignment will be due at the beginning of the school year. More information concerning its submission will come in August. Please make sure the images you select and the stories you tell reflect your true self. These collages will be displayed in our classroom.

Enjoy the adventure and I will see you in the fall,
Mrs. Marino

HONORS ENGLISH 10
Summer Reading Assignment - *Rebecca*

Name: _____

Section: _____

Part I: While Reading

Take careful notes while you read. Fill in the attached chart and take additional notes on plot points or writing style on your own using whatever notetaking format you are comfortable using. Your notes should be thorough, but not excessive in length. We will be returning to this novel throughout the first semester and you will need to rely on your notes to refresh your memory on the novel's plot, characters, theme, style, etc.

Part II: After Reading

Type your responses to the questions listed. Your responses should be thoughtful and detailed. Format your assignment according to MLA Guidelines. Use your very best writing skills.

1. A coming-of-age novel is defined as a novel in which the main character or characters grow, mature, or understand the world in adult terms. A loss-of-innocence novel is one in which the child or young adult is living a blissfully happy life, innocent of any real evil or hardship. This innocence is shattered, however, by what the character observes or experiences; this experience changes the character. Which of the above definitions best describes the narrator's experiences in this story? Cite incidents from the novel to support your answer.
2. Some critics believe that the author uses descriptions of nature to represent some of the characters in the story. Find a passage in the story illustrating the connection between the following natural elements and the characters:
 - Maxim and the rose garden
 - The narrator and blue bells
 - Rhododendrons and Rebecca
3. Suspense is created and maintained in this novel in several ways. Find a passage in the novel or cite an incident to illustrate each of the following techniques:
 - The mood or tone of the description (usually of nature) helps to foreshadow future events. For example, if the mood is dark, then something fearful happens. Hint: Consider the descriptions of the fog, the woods, Happy Valley, etc.
 - The reader is curious to discover how a character will respond to a situation.
 - The reader knows more than the characters in the story and is curious to see how the characters discover the truth of certain situations.

On the first day of school, your neatly filled in chart, your additional novel notes, and your typed responses to the post-reading questions should be brought with you to class. Assignments should be printed, stapled, and ready to turn in when you walk into class.

HONORS ENGLISH 10

Summer Reading Assignment - *Rebecca*

Name: _____

Section: _____

Fill in the chart with detailed information about each of the main characters and the setting. Additional notes on the novel itself should be done separately in your own preferred notetaking style. Remember, this chart and your notes should be detailed enough to remind you of the plot, characters, style, themes, etc. of the novel when we work with the novel later in the first semester.

Character Analysis Chart

	Narrator	Max	Rebecca
Character History & Description of Attributes			
Character Development & Changes			

	Mrs. Danvers	Jack	Frank
Character History & Description of Attributes			
Character Development & Changes			

	Monte Carlo	Manderley
Description of the Setting		

FANTASY & SCIENCE FICTION

Summer Reading Assignment – *The Hunger Games*

Name: _____

Section: _____

To Build a Country: Panem

As you read, take detailed notes about each of the districts. Use them to answer the following questions.

Directions - Using clues from the text, identify each district of Panem. Consider using a map to assist you in your navigation and remember, *The Hunger Games* takes place in the future therefore you can assume:

- North America has been geographically altered
- Panem covers all of North America
- Panem retains the industries we are aware of today

District 12

"District 12: Mining. One of the outer districts, this is nonetheless a crucial one. These brave and hardy workers descend one. These brave and hardy works descend deep into the earth each day to mine the coal that keeps our nation running." (From the introduction to *The Hunger Games Tribute Guide*)

Collins, in the very first book, tells us that District 12 is in what was formerly known as the _____ (*The Hunger Games* 41). Hard to argue with that – the only question is how big is the district?

The Capitol

"Both Peeta and I run to the window to see what we've only seen on television, The Capitol, the ruling city of Panem. The cameras haven't lied about its _____. If anything they haven't quite captured the magnificence of the glistening buildings in a rainbow of hues that tower into the air, the shiny cars that roll down the wide paved streets, the oddly dressed people with bizarre hair and painted faces who have never missed a meal." (*The Hunger Games* 58)

Collins, again in the first book, tells us that The Capitol is in the _____ (*THG* 41). Most people assume Colorado, but don't assume immediately – these mountains are huge! However, the book gives us two major clues: a train from the eastern districts must go through a tunnel to get to The Capitol and the rebels lost the war because The Capitol's air forces picked them off while they were scaling the mountain (*THG* 58-9). "Air forces" indicates a ready and heavy military presence. Of all the US states that these mountains hit, which has the most military bases? Five of the six military

bases (four air forces, one army) are in one city! The Capitol must be _____, _____ (City, State). Except, the rebels “had to scale the mountains” which suggested to us that The Capitol had to be further back in the mountains. What other city is near the one above that is seen as a “celebrity playground” and “luxurious”? _____ makes a lot of sense as a capital city!

District Two

"District 2: Masonry. Our nation would be nothing without District 2's superb stonework. It builds and fortifies our cities, and its citizens are known individually for their strength." (From the introduction to The Hunger Games Tribute Guide)

Given the placement and concentration of Colorado's military bases, it makes the most sense for District 2 to sit directly to the east of The Capitol. District 2 is known for its “masonry,” munitions, peacekeepers (*Mockingjay* 73). It is one of the closest and most loyal districts to The Capitol (*M* 73). Expand the district to include Wyoming's single Air Force base and Kirtland AFB near Albuquerque. District 2 needs a lot of space to practice. . .peacekeeping.

Districts One and Three

"District 1: Luxury. District 1 makes the luxury goods that decorate and beautify our great Capitol. Its excellent taste and craftsmanship keep Capitol residents bewigged and bedazzled year-round."

"District 3: Technology. Panem is one of the most advanced nations in mankind's history, thanks to the efforts of District 3. Its computers keep us all connected and its electronic gadgets keep us all entertained." (From the introduction to The Hunger Games Tribute Guide)

District 1 needs to be close to the Capitol. Seeing as District 1's industry is luxury items and those luxury items were generally not going to be very big and were not going very far, it does not have to be a particularly large district. Collins also writes that District 1 has “some sort of machine. . .that can turn graphite into _____” (*HG* 74), which means that the materials from which District 1 produces luxury items can be artificially manufactured or brought in from other districts.

District 3, has to be in California. Is there a place in North America that is as technology-rich as Silicon Valley? In addition, _____ is home to several copper mines and since having both resources in the same district is logical, District 3 covers parts of California and most of Nevada and _____.

District Four

"District 4: Fishing. Do you like seafood? Shrimp and crabmeat? Often overlooked, District 4 plays an essential role, bringing us the bounty of the sea. These citizens are adept with nets and tridents, and can swim like fish themselves." (From the introduction to The Hunger Games Tribute Guide)

District 4 might cause a little bit of trouble. It makes little sense for the Districts to be numbered at random, each district has to touch. Otherwise, why number them? Why not just name them?

Placing District 4 on the Gulf of Mexico doesn't fit -- In which other region could this industry be found? _____

District Five

*"District 5: Power. Electric, solar, and nuclear---District 5 harnesses the energy of the earth and the sky in order to power our great nation." (From the introduction to *The Hunger Games Tribute Guide*)*

This one might be a little tricky! Remember the hint from step six. Do a little research on Canada - there are a number of gas and oil fields in _____ and _____. It's not too much of a stretch to say those areas might have become legitimate sources of fossil fuels, we think. So District Five sits right next to 4 and follows the curve of the United States-Canada border to touch District 6.

District Six

*"District 6: Transportation. Our hovercraft, our high-speed trains, and our cargo trains come to us from District 6. Ironically, the citizens here have little love for travel." (From the introduction to *The Hunger Games Tribute Guide*)*

Here is your hint: District 6 is in the area around the Great Lakes. Historically, this area has always had a hand, if not many hands, in the construction of transportation equipment and vehicles for/in the United States.

Districts Ten and Eleven

"District 10: Livestock. The gentle lowing of cattle is the first thing a visitor to District 10 hears. This region raises strong, healthy livestock, which becomes the meat that helps us raise strong, healthy children of Panem."

*"District 11: Agriculture. Known for its bountiful orchards, District's 11's workers spend their days among fruit trees and sizable farms." (From the introduction to *The Hunger Games Tribute Guide*)*

District 11 is huge. Katniss observes the vastness of District 11, noting that, "on and on it goes. I can't believe the size of District 11" (*Catching Fire* 55). There is no way a country of Panem's size could get away with having a small state be responsible for the production of an entire country's agriculture. Now, District 11 has to share a border with District 12. Easy enough to place, until you consider the fact that when Katniss and Peeta pass through District 10 to get to the center of District 11 on their Victory Tour (*CF* 54).

District 10 is livestock. This is another one of those districts that we thought had to be pretty big. Katniss describes "huge open fields with herds of dairy cattle grazing in them"

(CF 54) and again, to provide the livestock for an entire country on a free-range model, they're probably going to need a lot of space. It's not just cattle we're dealing with; there's mention of _____, _____ and _____ in books (THG 108, 88, 88) and the furs and feathers that The Capitol is so fond of have to come from somewhere, right? So it would make sense also that District 10 covers a lot of ground simply so that they have a lot of space in which to breed and raise different kinds of livestock.

As you are visualizing these districts in the United States, continue both of them into Mexico. Mexico enables District 11 to produce a greater selection of food products and District 10 to raise animals in the climate that is best suited for them.

Districts Seven and Eight

"District 7: Lumber. This beautiful district is lush with trees from which these citizens supply our lumber and paper. The people of District 7 are hardworking and down-to-earth."

"District 8: Textiles. From the simple, lovely fabrics of the district to the beautiful brocades favored in the Capitol, District 8 makes it all." (From the introduction to The Hunger Games Tribute Guide)

District 7 is probably pretty big, as they have to supply the lumber for the entire country. You may want to put it in the Pacific Northwest, but that just won't fit with the other districts you should have there...Good thing there are trees in Canada, right? Right. Not only that, but there is an entire boreal forest that stretches across the entire country; Joanna mentions that the smell of pine trees reminds her of home in (M 255).

What little we're told about District 8 in the books is that there are factories (CF 142). This led us to believe that everything that is needed to make textiles – cotton, wool, fur etc. – is grown outside the district and shipped in, thus allowing us to put District 8 wherever we needed it to be. We also know that it is possible to walk to District 12 from a train leaving District 8 for District 6 (CF 146), so you should end up nestling District 8 between 5, 6, and 7. It's definitely a district placed by where it was most convenient, but having textile factories in that part of Ontario is not totally unprecedented – there were some textile manufacturers in that area of Canada during the 20th Century.

Districts Nine and Thirteen

"District 9: Grain. District is Panem's bread bowl, giving us the fertile harvest we need to keep rising as a nation. Its amber waves of grain are an inspiration to us all." (From the introduction to The Hunger Games Tribute Guide)

District 13: "'Thirteen?' I say. 'There's no thirteen. It got blown off the map.'" (Catching Fire 141)

For District 9 placement is based on what space you have left on the continent and part of its placement on where wheat is grown or able to grow.

District 13 is the last district to be placed. We know that there are woods around District 13. We also know that District 13 used to mine _____ (HG 74); there were, at one point, a very long time ago, several graphite mines in _____. District 13 is far enough away from The Capitol that they, like 12, probably had some small degree of independence. Like 12, they're simply too far away from The Capitol for the Capitol to really care about them beyond what they could produce.

Panem

Fill in the following quote:

"He tells of the history of Panem, the country that rose out of the _____ of a place that was once called _____. He lists the disasters, the droughts, the storms, the fires, the encroaching seas that swallowed up so much of the land, the brutal war for what little sustenance remained. The result was _____, a shining Capitol ringed by thirteen districts, which brought _____ and _____ to its citizens." (The Hunger Games 18)

MYSTERY & SUSPENSE

Summer Reading Assignment - *The Hound of the Baskervilles*

Name: _____

Section: _____

Identify the Characters

Character	Facts – Physical descriptions, occupations, relationships to others, etc.	Impressions – Include your opinions and those of the other characters
Sherlock Holmes		
Dr. Watson		
Sir Charles Baskerville		
Sir Henry Baskerville		
Dr. Mortimer		
The Barrymores		
Mr. Frankland		

Character	Facts – Physical descriptions, occupations, relationships to others, etc.	Impressions – Include your opinions and those of the other characters
Jack Stapleton		
Beryl Stapleton		
Selden		
Laura Lyons		

Describe the settings

London:

Devonshire:

Baskerville Hall:

Clues & Deductions

Write a deduction for each clue as you read the novel.

Clues	Deductions: drawing a conclusion or making meaning from known facts, objects, conversations, or observations
The walking stick <ul style="list-style-type: none">● “Friends of the C.C.H.”● Teeth marks	<ul style="list-style-type: none">● The stick was a gift from Charing Cross Hospital friends in honor of his marriage● Mortimer’s dog carried the stick
Footprints of Sir Charles	
Footprints of the hound near the body of Sir Charles	
Cigar ashes dropped by gate	
Letter to Henry Baskerville	
Citings of the hound	
Hugo’s portrait	
Warning note	
Stolen boot	
Perfume on note	
The estate	
Stapleton’s former occupation	
The initials L. L. on a partially burned letter	

Vocabulary List

These words and references may be new and unfamiliar to you.

1. Monsieur Bertillon: Alphonse Bertillon, 1853-1914, was a French anthropologist and the inventor of the system bearing his name
2. M.R.C.S.: Member of the Royal College of Surgeons
3. Great Rebellion: The Civil War in England between the king and his supporters against Parliament
4. Lord Clarendon: Edward Hyde, Earl of Clarendon, 1608-1674, English Royalist statesman, historian, Premier and Lord Chancellor; impeached and retired to France. The book referred to is his *History of the Great Rebellion*.
5. Michaelmas: A church festival celebrated on September 29 in honor of the archangel Michael
6. The Strand: Famous London street
7. Pound: basic monetary unit of Great Britain **£**
8. Five-pound note: worth about \$5.00 when this novel was written
9. Sovereign: a gold coin formerly used in Great Britain, worth one pound
10. Guineas: gold coins formerly used in Great Britain, worth one pound and one shilling
11. Shilling: a British silver coin worth twelve pence (25 cents)
12. Swan and Edison: a light fixture
13. Lepidoptera: an order of insects having four wings covered with gossamer scales (moths, butterflies, etc.)
14. Neolithic man: of or denoting the cultural period beginning around 10,000 BC in the Middle East, later elsewhere, characterized by the invention of farming and the making of technically advanced stone implements
15. Tete-a-tete: a French word meaning “together without the intrusion of a third person”; in intimate privacy; literally “head to head”
16. Penang lawyer: a walking stick, light weight, with a knobbed head, made from the stem of a small palm that grows in Penang, an island in the straits of Malacca

Active Reading

Make a list of five new words you learned. Write the word, page number where you came across it, and its definition.

HONORS ENGLISH 11
Summer Reading Assignment - *The Invention of Wings*

Name: _____

Section: _____

The Invention of Wings is a work of historical fiction. The novel follows the story of two women who face extraordinary obstacles in Charleston, South Carolina, during the early nineteenth century. The novel is told in the voice of Hetty, a slave, and Sarah, a young girl who receives ownership of Hetty for her eleventh birthday. As you read this powerful novel, take good notes to prepare for a test over the book. In addition, complete the following assignments to be handed in on the first day of school.

Assignment #1: - 35 points

While you are reading, note statements or observations made by Hetty and Sarah. These statements should be important, provocative, dramatic, surprising, and/or disturbing. They do not have to be dialogue. The most important concern is that they are worth selecting! After you have finished reading the novel, select **one** statement or observation concerning **each** of the protagonists. For **each** of those two statements/observations:

1. Copy the passage exactly and cite the page number(s), MLA style. Also include an MLA Works Cited entry. Because MLA is changing its style, be sure to go to the OWL site and refer to the new 8th edition guidelines for the Works Cited entry. If you are reading from an e-book, also check for MLA formatting on the OWL site.
2. In a well-written paragraph of at least ½ typed page (double-spaced), analyze and discuss the importance of the passage to the novel's message, meaning, or theme. Do not merely summarize the plot.
3. In a second paragraph (1/2 typed page), react to the passage as a reader. For example, why does the passage impress, intrigue, horrify or puzzle you? Does the author or the character raise intriguing questions or issues? Does the passage challenge or expand your thinking? These questions are merely guiding questions for you to consider.

In summary then, you are to select two statements- one concerning each character. Complete 1, 2, and 3 for each of the two statements. Your assignment is to be typed and formatted MLA style. It is due on the first day of school.

Assignment #2: - 8 points

Print out the essay by Nikole Hannah-Jones from the 1619 Project. You may print on both sides of the page. Read the entire essay thoughtfully and carefully. Underline and/or highlight passages as you read. For credit, you must write at least two full annotations on each page, (with the exception of page 22). This would be a total of 16 specific annotations. An annotation for this assignment means a complete thought/sentence. Perhaps it is reacting to information you have not learned before, you are questioning, or you are comparing to something else you have learned in another class or on your own. Additionally, you may make connections to our novel, *The Invention of Wings*.

These annotations will be worth a total of 8 points and will enhance our discussion of the historical context of the novel. (Please note: 1/2 point for each page on which you have two complete thought annotations. You will NOT receive that 1/2 point per page if you do not write a minimum of TWO annotations on that particular page.)

You will turn in the handout with your annotations (along with your assignment for the novel) on the first day of school. Please make sure your full name and section/color are written on the first page, and please remember to staple the handout.

Finally, you will need to bring a hard copy of the novel to class for at least the first two weeks of school. You may bring your own, one borrowed, or a library copy.

Have a restful and safe summer break! See you in August!

AP LITERATURE & COMPOSITION
Summer Reading Assignment - *The Awakening*

Name: _____

Section: _____

Part I: Before Reading *The Awakening*

Historical Background

The beginning and end of the novel are set in Grand Isle, Louisiana. Grand Isle is an island town where many Creoles choose to spend their summers. Families like the Pontelliers and the Ratignolles pass the summer together on the Louisiana shoreline looking out on the Gulf of Mexico. Its close proximity to the sea can sometimes lend the setting a mysterious quality.

New Orleans, Louisiana circa 1899 is where the middle of the novel is set. New Orleans was established in 1718 as a French-Canadian outpost. Its location near the mouth of the Mississippi River led to rapid development. Its unique social structure began to evolve with the first mass importation of African slaves in the 1720s. By the end of the eighteenth century, the port city was flourishing. It was an attractive haven for smugglers, gamblers, prostitutes and pirates. The growing population included British-Americans escaping the American Revolution and aristocrats fleeing the Revolution in France. The city also became a refuge for whites and free blacks, along with their slaves, escaping the slave revolts in Saint-Domingue.

The Spanish, French and free people of color worked together, lived next to one another, and intermarried, creating a distinctive Creole culture with its own traditions and ways of life, its own regional dialect, and a cuisine that drew on its African, European, and American Colonial roots. New Orleans was already a multi-faceted city when it was sold to America under the Louisiana Purchase. The Americans who migrated there were unwelcome in the “Creole city” known as the French Quarter.

This apparent enmity between Creoles and Anglo-Americans was not long-lived. They fought side by side in the 1815 Battle of New Orleans, the final battle of the War of 1812. The victorious general, Andrew Jackson, became a national hero—and eventually U.S. President. His motley volunteer army was made up of Anglo-Americans, slaves, Creoles, free men of color, and Native Americans—as well as pirates supplied by the notorious Jean Lafitte. Before the Civil War, New Orleans experienced an economic “golden age” as a port and finance center for the cotton industry. This came to an end, however, by the long Union occupation of the city and the Union blockade of the port.

New Orleans, a Creole society that is largely Catholic and French, is a relatively easygoing society. Husbands are not overly jealous of the attention their wives receive from other men. Women do not place too much credence in these attentions. Edna, the main character, however, is not a native of New Orleans and was not raised in Creole society. She comes from the more structured and rigid society of the Protestant South.

At one point, there were no fewer than thirty definitions of “Creole.” Descendants of early French and/or Spanish settlers born in Louisiana are called “Creole.” Another definition is a mixture of African and French and/or African and Spanish born in Louisiana. A third definition is the “Gens de Couleur Libres” or “Free People of Color” who had lived in New Orleans alongside European settlers from the city’s founding.

French Vocabulary

Allez vous-en: Get out of here.

Sapristi: Good Heavens or For God’s Sake expression

Pension: an arrangement to provide one with income/ a boarding house

Peignoir: dressing gown/neglige/robe

Friandises: delicacies

Pate- meat spread

Accouchement: childbirth

Camaraderie: friendship

Passez: Go ahead

Par exemple: for example

Blagueur-farceur-gros bête: Big Beast/Animal (an insult).

“Mais ce n’est pas mal! Elle s’y connait, elle a de la force, oui!”: “But it is not bad! She knows herself there, she has a lot of strength, yes!”

Ma Cherie: My Darling

Pauvre Cherie: Poor Darling

Tiens: Hey! (as in “I just thought of something.”)

Voila que Madame Ratignolle est jalouse: It seems that Mrs. Ratignolle is jealous

Ma foi: My faith

Au revoir: Good bye

Bon garçon: Good boy

Tete montee: Head is high up (thinks too highly of himself)

Pirogue: small boat

Si tu savais: If you knew

Court bouillon: briefly boiled liquid or short broth

Les convenances: conventions

Porte cochere: covered carriage entrance

Soiree musicales: evening of music

Chambres garnies: Furnished chambers

A jeudi: See you on Thursday

Bourgeois: common man

Marron glace: glazed chestnut

Grand esprit: spirit of love and humanity (ie- Gandhi or Dali Lama)

Coup d’etat: overthrow of a government by an army

Souffrante: suffering

Parterre: On the ground

Ménage: household

Vingt-et-un: game of 21

Mulatsse: mulatto

Atelier- studio

Tignon- chignon (hair in a bun)

Old-fashioned Terms

Cot- cottage

Lugger- carriage

Perambulations – wanderings

Cravat- scarf-like tie

Cicatrice- scar

Tabouret- low stool

Drag- carriage

Part II: While Reading *The Awakening*

Fill in the included chart while you read. Be thorough and detailed.

Part III: After Reading *The Awakening*

Respond to both of the following prompts in a typed, MLA formatted response. These writing assignments should demonstrate your understanding of the novel and your close reading of the literary criticism. Use your best formal writing skills.

The article “Renewal and Rebirth in Kate Chopin’s *The Awakening*” by Robert C. Evans is included. Read the article. Annotate the article. Define words you do not know. This article was accessed from Bloom’s Literary Database.

Prompt #1

Write a 1.5-2 page analytical response to the following prompt:

Evans says in the last paragraph of the article, “Edna’s death can be seen as a deliberate act or an unfortunate accident, and the very same evidence can be used to support either argument.” Which do you believe to be true about Edna’s death? Using supporting details from the novel’s plot, direct quotes from the novel, and any insights you have gained from Evans’s article, explain how you see Edna’s death- as a deliberate act or an unfortunate accident.

Prompt #2

Write a 1.5-2 page reflection to the following prompt:

Edna’s transformation is inspired by her search for self. She is seeking an identity that makes her feel complete and true to her own beliefs and desires. However, this quest is difficult and emotionally taxing. Edna’s transformation and awakening is the central focus of the plot, but is also what spurs the moral dilemma many readers are left contemplating at the novel’s end. How do you view Edna and her awakening? Is she a trailblazer who is rightfully seeking her true self? Is she irresponsible for abandoning her duties specifically as a mother and wife? Is she a self-centered romantic? Is she a noble and daring seeker of freedom? Is she somewhere in between all of these identities or

someone else entirely? Explain how you view Edna. Provide specific textual references and integrate meaningful direct quotes to convey your view of who Edna really is.

***Character Chart and both typed responses- 1.5 -2 pages *each*- should be printed, stapled, and ready to turn in at the beginning of class on the first day of school.**

Name: _____

Section: _____

The Awakening Character Chart

Name of Character	Description of Character <i>Who are they as a person?</i>	Relationship to Edna <i>How are they connected to Edna?</i>	Role/Job/Place in Society <i>Who are they and/or how they are known in society?</i>
Leonce Pontellier			
Alcee Arobin			

Robert Lebrun			
Edna's Father The Colonel			
Madame Adele Ratignolle			
Mademoiselle Reisz			

Madame Lebrun			
Raoul & Etienne Pontellier			
Doctor Mandelet			

Edna's Awakening

Identify what you would consider to be three key moments in Edna's awakening. Describe the moment and how it contributes to her awakening. Include a direct quote that highlights this particular moment.

Key Moment Description	Direct Quote (include page number)	Explanation of Significance to Edna's Awakening

Name: _____

Section: _____

Educated: Summer Reading Assignment

Part I: Before Reading *Educated*

Educated by Tara Westover is a memoir. A very basic definition of memoir is that it tells the story of the author's life. However, memoirs really do more than that. They are not meant to be perfectly accurate, like a biography or even autobiography that has more to do with fact sharing. Instead, the author shares his or her memories, links them together meaningfully, and creates a story worth sharing. Memoirs have a theme and the author has a purpose in his or her storytelling. The author's unique voice and collection of personal memories and stories moves the reader to a particular message.

Part II: While Reading *Educated*

Read the writing prompts in Part III of this assignment. While you read, you should mark passages that memorably include imagery, diction, and selection of details.

Part III: After Reading *Educated*

Your goal is to consider how the author's writing style contributes to the author's purpose. You will need to find a passage from each part of the novel. You will need to find one passage that includes imagery, one that includes diction, and one that includes an interesting, vivid, or thought-provoking selection of details. For example, your imagery passage is from Part I of the novel, your diction passage is from Part II of the novel, and your selection of detail passage is from Part III. Any combination that uses all three parts and all three devices will work.

Terminology:

Voice: the quality that makes the author's writing unique; the style in which the author conveys his or her attitude, personality, and character

Purpose: the author's reason or intent for writing

Imagery: includes sensory details, symbols, and allusions. It also includes figures of speech- metaphors, similes, analogies, personification.

Diction: a writer's choice of words. Types of diction include slang, colloquial, jargon, dialect, concrete, abstract, denotation, and connotation.

Diction is best described as:

1. Low or informal (e.g. dialect, slang, or jargon)
2. Elevated or formal language
3. Abstract or concrete
4. Denotation and connotation

Selection of Details: details that the author reveals for the purpose of adding to the desired dominant impression. These details are selected based on what they tell the reader about the person, place or thing being described. You need to determine the dominant impression of the passage first, then note details that enhance that impression.

Writing Assignment:

For each prompt, you need to write a one paragraph analytical paragraph. Your paragraph should demonstrate your close reading skills and your ability to consider the effect an author's style has on his/her work's meaning. Paragraphs should be 8-10 well written and meaningful sentences in length. The document should be MLA formatted. All paragraphs can be typed in the same document.

For each prompt, you need to type the complete passage as it is written in the text. Cite the page number in proper MLA format. This should appear before your analytical paragraph.

Prompts:

You will notice your task is almost the same for each passage you analyze. You are using your close reading skills to consider Westover's use of a device, her unique voice, and her purpose. Use the definitions listed for each device to guide your observations.

1. How does Westover's use of imagery shape the author's unique voice and contribute to the author's purpose in telling this story?
2. How does Westover's use of diction shape the author's unique voice and contribute to the author's purpose in telling this story?
3. How does Westover's selection of details shape the author's unique voice and contribute to the author's purpose in telling this story?

***All three typed passages and paragraphs should be printed, stapled, and ready to turn in at the beginning of class on the first day of school.**