

10th Grade World Literature

Summer Reading, Summer 2022

The Work

1. All students must read **both** the essay "You Are Not Alone Across Time" **and** the short story "The Palace Thief," found at the following link: bit.ly/10thsummer
2. While reading "The Palace Thief," you **must at least** annotate as follows:
 - *At the top of each page*, write the plot events which occur on that page.
 - *Underline and/or star any passages which seem important to you*. Wait until you read half the page before you underline. This will keep you from underlining too much. (AKA, it will save you time!)
 - *At the bottom of each page*, after you finish reading the page, write any questions you have.
3. This is the *bare-minimum for annotation*, and will get a "B." To get an "A," you must expand on this system. See example below.
- 4a. Get a copy of *The Great Fairy Tale Tradition* edited by Jack Zipes
[buy at : [Bookfinder.org](https://www.bookfinder.org/) | [Barnes & Noble](https://www.barnesandnoble.com/) | [WW Norton](https://www.wwnorton.com/) | [Amazon](https://www.amazon.com/)]
- 4b. Go to the Table of Contents, **choose one group of tales only and read them**

for example, you could read:
THE FRUITFUL SLEEP
Giambasta Basile • Sun, Moon, and Talia
Charles Perrault • Sleeping Beauty
Jacom and Wilhelm Grimm • Briar Rose
- 4c. Then, write your own fairy tale based off the group you picked. Required length: ~8 minutes long, when read aloud. You will read this aloud to a small group of your peers. So be ready!

When You Return to School

1. You will be graded on your annotations of "The Palace Thief."
2. There will be an in-class essay on the connections between "You Are Not Alone Across Time" and "The Palace Thief." *It would be wise to take notes on this while reading and bring them in.*
3. You will turn in your original fairy tale and will read it aloud to a small group of your peers.

An Example of Annotation

IV ▲ THE PALACE THIEF

NARRATOR IS A TEACHER HISTORY OF HIS TEACHING AT ST. BENEDICT'S SEDGEWICK BELL INTRODUCED SENATOR BELL INTRODUCED

I tell this story not for my own honor, for there is little of that here, and not as a warning, for a man of my calling loses quickly that all warnings are in vain. Nor do I tell it in apology for St. Benedict's School, for St. Benedict's School needs no apology. I tell it only to record certain foreseeable incidents in the life of a well-known man, in the event that the brief candle of his days may sometime come under the scrutiny of another student of history. That is all. This is a story without surprises.

Why not?

There are those, in fact, who say I should have known what would happen between St. Benedict's and me, and I suppose that they are right; but I loved that school. I gave service there to the minds of three generations of boys and always left upon them, if I was successful, the delicate imprint of their culture. I battled their instances with discipline, their boresomeness with philosophy, and the arrogance of their stations with the history of great men before them. I taught the sons of nineteen senators. I taught a boy who, if not for the vengeful reminiscences of the tablets, would today have been president of the United States. That school was my life.

I = a teacher

!! School for the sons of the powerful

This is why, I suppose, I accepted the invitation sent to me by Mr. Sedgewick Bell at the end of last year, although I should have known better. I suppose I should have recalled what kind of boy he had been at St. Benedict's forty-one years before instead of posting my response so promptly in the mail and beginning that evening to prepare my text. He, of course, was the son of Senator Sedgewick Hugo Bell, the West Virginia demagogue who kept horses at his residence in Washington, D.C., and had swung several southern

• Why is the narrator telling this story not for his honor or as a warning? • Did something happen to him honor?

TEACHER/NARRATOR TEACHES HISTORY HIS CLASSROOM + APPROACH DESCRIBED SHUTRUK-NAHMUNTE TABLET

states for Woodrow Wilson. The younger Sedgewick was a dull boy.

* Dull boy is all that is said about younger Sedgewick to introduce him

Young teacher

History Teacher

The sons of senators will some day become senators too

I first met him when I had been teaching history at St. Benedict's for only five years, in the autumn after his father had been delivered of office on the shoulders of southern patriots frightened by the unionization of steel and mine workers. Sedgewick appeared in my classroom in November of 1945, in a short-pants suit. It was midway through the fall term, that term in which I brought the boys forth from the philosophical idealism of the Greeks into the realm of commerce, military might, and the law, which had given Julius Caesar his prolegomena from Macedonia to Rome. My students, of course, were agitated. It is a sad distinction of that age group, the exuberance with which the boys abandon the moral endeavor of Plato and embrace the powerful, pragmatic hand of Augustus. The more sensitive ones had grown silent, and for several weeks our class discussions had been dominated by the martial instincts of the coarser boys. Of course I was sorry for this, but I was well aware of the import of what I taught at St. Benedict's. Our headmaster, Mr. Woodbridge, made us continually aware of the role our students would eventually play in the affairs of our country.

My classroom was in fact a tribute to the lofty ideals of man, which I hoped would inspire my boys, and at the same time to the fleeting nature of human accomplishment, which I hoped would temper their ambition with humility. It was a dual tactic, with which Mr. Woodbridge heartily agreed. Above the door frame hung a tablet, made as a term project by Henry J. Sitman when he was a boy here, that I hoped would teach my students of the irony that history bestows upon ambition. In clay relief it said:

Interesting why this tablet?

I am Shutruk-Nahhunte, King of Anshan and Susa, sovereign of the land of Elam.

By the command of Inshushruk,

I destroyed Sippar, took the stele of Naram-Sin,

and brought it back to Elam,

where I erected it as an offering to my god, Inshushruk.

• Why is the tablet by Shutruk-Nahhunte important?

SEDGEWICK ARRIVES + MAKES TROUBLE SHUTRUK-NAHMUNTE TABLET EXPLAINED FRED MASOUDI INTRODUCED

—Shutruk-Nahhunte, 1238 B.C.

I always noted this tablet to the boys on their first day in my classroom, partly to inform them of their predecessors at St. Benedict's and partly to remind them of the great ambition and conquest that had been utterly forgotten centuries before they were born. Afterward I had one of them recite, from the wall where it hung above my desk, Shelley's "Ozymandias." It is critical for any man of import to understand his own insignificance before the sands of time, and this is what my classroom always showed my boys.

Teacher's take-home message

As young Sedgewick Bell stood in the doorway of that classroom his first day at St. Benedict's, however, it was apparent that such efforts would be lost on him. I could see that he was not only a dullard but a roustabout. The boys happened to be wearing the togas they had made from sheets and safety pins the day before, spreading their knees like magistrates in the wooden desk chairs, and I was taking them through the recitation of the emperors, when Mr. Woodbridge entered alongside the stout, red-faced Sedgewick, and introduced him to the class.

I had taught for several years already, as I have said, and I knew the look of frightened, desperate behavior on a new boy's face. Sedgewick Bell did not wear this look. Rather, he wore one of disdain. The boys, frown in all, were instantly intimidated into raising the footholds of their improvised cloaks, and one of them, Fred Masoudi, the leader of the dullards—though far from a dullard himself—said, to mild laughter, "Where's your toga, kid?"

Sedgewick already is a powerful influence.

Sedgewick Bell answered, "Your mother must be wearing your pants today."

It took me a moment to regain the situation of the class, and when Sedgewick was seated I had him go to the board and copy out the emperors. Of course, he did not know the names of any of them, and my boys had to call them out, repeatedly correcting his spelling as he wrote out in a sloppy hand:

• Will Sedgewick change to fit the class, or will the class change because of him?

You see I sometimes write a note beside underlined passages; when characters are introduced, I double-underline their names. I expand upon the bare minimum requirements I mentioned above. To receive an "A," you should too.

Questions? Contact me at lmclaughlin@vischool.org