

Honors American Literature Summer Assignment 2018

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Welcome to Honors American Literature! I am so excited to work with all of you this coming school year. Please read the following texts and complete the assignments. If you have questions, feel free to email me. I look forward to seeing you all in the fall. Have a terrific summer!

Summer Novels

- ***Enrique's Journey* by Sonia Nazario** (provided by the school)
- ***The Great Gatsby* by F. Scott Fitzgerald** (purchase your own)

Please read and mark each work carefully as to main ideas, support, interesting sentence construction, images or details that you find linger in your mind, unknown or unclear vocabulary, and what you consider to be important quotations. See the "How to Mark a Book" page if you need guidance. I will also be checking your novels on the first day of school as a HOMEWORK grade. **All assignments must be turned in by hand on the first day of school in addition to being submitted to turnitin.com on the first day of school.**

Assgt #1 *The Great Gatsby* - 100 Point PROJECT grade

- Complete the One-Page Creative Project – see instructions on separate page
- Sample available on Edlio

Assgt #2 *Enrique's Journey* - 50 Point HW grade

- Type full, complex answers to the questions provided using textual evidence! See separate page for questions.
- Please employ lead-ins before your quotes and use MLA parenthetical citations
- **Format:** Single spaced responses, double space between questions, 12pt TNR font

Assgt#3 Essay – *The American Dream* - 100 Point ESSAY grade

- Type a **5 paragraph 2-chunk essay** in which you explore how *Gatsby* and *Enrique's Journey* explore the idea of the American Dream. Ideas you should explore:
 - What is the current state of the American Dream in the early 21st Century?
 - Is it still alive/feasible? Why or why not? (Take a position!)
 - Make sure you define what that dream IS
 - You must make connections between both novels – how each address the American Dream
 - Consider the presence and influence of Consumerism/Materialism
- You must make skillful use of textual evidence and write thoughtful commentary
- **Format:** Double spaced, 12pt TNR font, Works Cited page

You will be tested on BOTH novels in August.

One-Pager End of Novel Assessment

(complete with *The Great Gatsby*)

A “one-pager” is assigned to promote thoughtful appreciation and understanding of a novel. The more creative you allow yourself to be, the more you will get out of the reading assignment. This will provide insight into your understanding of the novel as a whole.

Requirements:

On the BACK

- first and last name and period

On the FRONT:

- Title of novel and author - prominent on page
- Major Character - illustrations and quote w/ parenthetical citation
 - Elaborate on how quote encompasses character (2 sentences)
- Theme - illustrations and quote w/ parenthetical citation
 - Elaborate on how quote demonstrates each (2 sentences)
- Symbol - illustrations and quote w/ parenthetical citation
 - Elaborate on how quote demonstrates each (2 sentences)
- 1 additional significant quotes w/ parenthetical citation
 - Elaborate significance of quotes (2 sentences)
- Connection - elaborate on a connection you make to the novel (2-3 sentences)
- Illustrations - There should be MINIMAL white/blank space - Fill the page! Pictures or designs should be COLORFUL and significant to the novel

*Quotes must be written exactly as is. Do not use ellipses at the end. Include the whole quote.

*Parenthetical citations should include author’s last name and page number (Fitzgerald 21).

Rubric:

Main character - quote/parenthetical citation, elaboration	10
Theme - quote/parenthetical citation, elaboration	10
Symbol - quote/parenthetical citation, elaboration	10
1 additional significant quote w/ parenthetical citation, elaboration	10
Connection - to self, to text, or to world w/ elaboration	10
Illustrations - Colorful, neat, relevant to the novel, covers most of the paper	30
Execution - neatness, legibility, aesthetically pleasing to the eye	20
TOTAL	100

Discussion Questions for *Enrique's Journey*

CHOOSE 5 Questions to respond to in 6-8 sentences. Include the question before your response. Answer the questions in complete sentences. Use textual evidence to support your answers. Remember to use MLA parenthetical citations!

Format: Single Space responses, double space between questions, 12 pt Times New Roman font

Questions to choose from:

1. How did Sonia Nazario write this book? Examine the author's background. What about her background gives her empathy for her characters?
2. What negative habits does Enrique develop in his mother's absence? How does this compare to negative habits that college students adapt when separated from their families?
3. What are the attitude of many Mexicans toward Enrique and other Central Americans immigrants? How does this compare to US attitudes?
4. The author says that immigration is "a powerful stream, one that can only be addressed at its source." What is the meaning of this statement?
5. Discuss Enrique's relationship with his mother. How is that relationship different from the relationships each has with other people?
6. What does the author mean when she says that for these children, finding their mothers "becomes the quest for the Holy Grail"?
7. Contrast the images of the United States that Lourdes/Enrique see on television versus what each finds in the United States.
8. Contrast the descriptions of the first attack Enrique endures on his journey with the first kindnesses he is shown.
9. Discuss the attitudes toward immigrants and immigration Lourdes and Enrique encounter in Honduras, Mexico, and the United States. Do those attitudes differ even within different parts of each country?
10. Trace the different names given to the train. What does each name reveal about the journey?
11. The gangs aboard the trains are portrayed in both a positive and negative light. How?
12. What problems develop almost immediately when Enrique is reunited with his mother? Do these problems surprise you?
13. What motivates Enrique to stay in the United States? What things make him wish to return to Honduras?
14. What factors cause conflict between Enrique and Lourdes? How do they seek to overcome these factors?
15. Contrast Enrique's life in the United States with the life he left behind.

How to Mark a Book

During this class, you will be expected to actively read and mark your books. Marking gives you an opportunity to interact with the text on a higher level by allowing you to make connections, summarize, ask questions for class discussions, etc. Use the guidelines below to properly mark your novels and other works.

1. **Interact with the book – talk back to it. You learn more from a conversation than you do from a lecture. (This is the text-to-self connection.)**
 - Question marks and questions – be a critical reader
 - Exclamation marks – a great point, or I really agree!
 - Smiley faces and other emoticons
 - Color your favorite sections. Perhaps draw pictures in the margin that remind you about the passage's subject matter or events.
 - Write Comments – agreements or disagreements, connect to personal experience
 - Make connections – does it remind you of a song, movie, book, etc.? Write it down with a brief explanation. It will make a great talking point for class

2. **Learn what the book teaches. (This is the text-to-world connection.)**
 - Underline, circle or highlight key words and phrases.
 - Connect a passage with another part of the book – write the other page number in the margin
 - Put your own summaries in the margin - you'll learn the material much better!
 - Bracket or highlight sections you think are important
 - Make an index in your book for parts of the book that apply to themes, symbols, etc.
 - Write the page numbers in the back of the book for each instance. This will make it easier to look the material up for studying or writing an essay
 - Define words you don't know
 - Identify connotative words and phrases

3. **Pick up the author's style. (This is the reading-to-writing connection.)**
 - Circle or underline parts of speech with different colored pens, pencils, or crayons.
 - Perhaps red for verbs, blue for nouns, and green for pronouns.
 - Circle or underline rhetorical devices with different colored writing instruments, or surround them with different geometric shapes, such as an oval, a rectangle, and a triangle.
 - What rhetorical devices?
 - Sound devices – alliteration, assonance, onomatopoeia, repetition, internal rhymes, etc.

Other Ideas:

- Color code when highlighting (ex: yellow for characterization; pink for themes; blue for symbols, etc.)
- Use tabs and Post-Its to mark important sections and write commentary