

English 1 Honors Summer Reading 2010

Texts: **Girl with a Pearl Earring** by Tracy Chevalier
 Chinese Cinderella by Adeline Yen Mah
 Warriors Don't Cry by Melba and Pattillo Beals (Please be sure that yours is NOT the abridged edition.)

Directions:

- ✚ First of all, have a wonderful summer and enjoy these books! ☺
- ✚ Please read this entire assignment sheet BEFORE you begin working with the texts.
- ✚ Please read all three books prior to our first class session in the fall. Please do not wait until the last week to begin! Pace yourself. Give this your best!
- ✚ Be prepared for tests and creative writing assignments during the first few weeks of school.
- ✚ Complete the assignments for **Girl with a Pearl Earring**, **Chinese Cinderella**, and **Warriors Don't Cry** and be prepared to hand them in on the first day that your English class meets. No late work will be accepted. This is your first **Project Grade** that will equal 100 points. ☺ Your work should be typed (12 point font, Times New Roman or similar), double-spaced, and include 1 inch margins.
- ✚ The assignments below (including your index cards) will be seen and also used by your classmates so your work should be neat, legible, and thorough. Please pay attention to close detail.
- ✚ Only your wonderful, original work will be acceptable. ☺ Please do not acquire any material from Cliffs Notes, Internet sources, or siblings who have attended Mercy. ☹ We are interested in what YOU have to say. ☺
- ✚ Do not rush the process. It is the first academic impression we will have of you when school begins. Take your TIME!
- ✚ When a visual picture is required, please draw the visual. It should be your original work. Please try to cover the index card with your art work. Please do not use copyrighted or computer-generated material. Bring out your inner artist!
- ✚ Make sure you use complete sentences and check your spelling. For any quotations used, indicate page numbers in parentheses. Your work will be evaluated and graded. Once you have seen these grades, your work will be kept in an English file and will not be returned to you. Therefore, be sure to save your work on a disk or make a photocopy.
- ✚ Bring all three books to your first class meeting along with your completed summer reading work.

Enjoy your summer and your summer reading! We look forward to seeing you in August as you begin your freshman year at Mercy. ☺

1. Girl with a Pearl Earring

"History and fiction merge seamlessly in Tracy Chevalier's luminous novel about artistic vision...Through the eyes of sixteen-year old Griet, the world of 1660s Holland comes dazzling alive in this richly imagined portrait of the young woman who inspired one of Vermeer's most celebrated paintings" [book jacket].

Part I: Highlighting in the book: Please highlight lines/passages of description which seem essential to understanding the settings and characters. Use green for settings and yellow for characters.

Part II: Museum Visit: After you have finished reading the novel, you are to visit a museum. Keep the ticket stub and submit it with your work as evidence of your visit. The ticket stub must show evidence of a date. While at the museum, find one portrait that fascinates you. Because you must choose a portrait, carefully consider which museum and exhibit you will visit. Ideally, we would like you to include a photo of yourself next to this painting if this is permitted. Otherwise, you must include a photocopy of the painting from a library or online-source, or a postcard image of the painting. Be sure to include the title of the painting, the artist's name, and the year. Along with this, you are to write a one page poem (double-spaced) about the painting. Your poem should have an original title. In this poem (rhymed or free verse), take into consideration as many sensory details (see, hear, feel, smell, taste) as possible about the painting. Be descriptive. This poem is only meant to present your personal experiences of the painting; we do not want you writing from research about the painting. After all, you did all the work in going to the museum and selecting the portrait. ☺ Oh, and memorize your poem as it will be presented to class during your first week.

2. Chinese Cinderella by Adeline Yen Mah

Note: Please use 5 x 8 sized index cards for the following parts of the assignment. Secure all cards with a rubber band. You may want to purchase colored index cards instead of color-coding them yourself. Do what works for you!

For the text above (**Chinese Cinderella**), you must complete the following assignment:

Directions: You will need a total of 13 index cards.

Card 1:

Cover Card: Write the title of the book and the full name of the author in the center. Include your name at the bottom of the unlined side. Decorate your cover card with 1-2 embellishments that reveal your personality.

Cards 2, 3, and 4:

Color-code these cards green.

Important Location: Choose three specific, dominant settings in the book. Please use less obvious settings. For example, the library in the boarding school is a less obvious setting in **Chinese Cinderella**. Please do not use settings such as the cities in China or the country of China.

- Front of Card (unlined): Drawn visual of setting choice.
- Back of Card (lined): Write 2-3 separate passages from the text (with page numbers) that reveal details or the significance of the setting. Your passages should come from different sections of the text.

Please do NOT use copyrighted or computer-generated material in your drawing.

Cards 5 and 6:

Color-code these cards pink.

Character Analysis: Demonstrate your understanding of two characters. You may choose any minor characters.

- Front of Card (unlined): Write the character's name in the center.
- Back of card (lined): List three important choices or decisions that the character made that contributed to the events in the text. Write in complete sentences.

Cards 7, 8, and 9:

Color-code these cards blue.

Significant Objects: Choose three important objects throughout the book and explain the significance of each object. Each object should be on a separate index card. Please use less obvious objects.

- Front of Card (unlined): Drawn visual of your chosen object.
- Back of Card (lined): Explain the following for each object.
 - a. What is the object?
 - b. To whom is it important?
 - c. What is the object's function in the novel?

Please do not use copyrighted or computer-generated material in your drawing.

Cards 10, 11, 12, and 13:

Color-code these cards yellow.

“Aha” Moments of Discovery: Find four separate quotations or short passages that become moments of learning for Adeline. These quotations could be said **by** these characters or **to** these characters.

- Front of Card (unlined): Quotation
- Back of Card (lined): Record the page number of your quotation and write an explanation of why this is an “Aha” moment. This should be seven to eight sentences in length.

Note: Please do not use long paragraphs for your quotations/passages. Short passages often send a strong message. 😊

3. Warriors Don't Cry by Melba and Pattillo Beals

Warriors Don't Cry is a non-fiction account of Melba, a young girl in segregated Arkansas, as she becomes a leader in the Civil-Rights fight. Melba endures hostility, hatred, and threats as she stands for the rights assured her as an African-American. She is often dehumanized*, treated as though she wasn't a human or a lesser human. She endures all with grace and poise. Despite her many struggles, Melba also meets those who treat her with kindness and support, finding humanity amidst unbearable situations.

As you read, **select one quotation from each chapter that exemplifies either the dehumanization that Melba faces or a moment of humanity, compassion and kindness.** You will need to type these entries and compile them into a journal. Each entry needs to be approximately a ½ page, double spaced in 12 pt. font.

For each quotation please **write the quotation itself, a two to three sentence summary describing what is happening in the book, a description of how the quotation shows either dehumanization or humanity, and finally how Melba felt and reacted to the situation. Do not forget to include the page number.**

*To dehumanize people is to treat them as though they are not people with feelings, a family, or thoughts. To dehumanize someone is to say that she or he is less than human because of some characteristic, usually race, ethnicity, or gender.

Some examples of dehumanization would be the names people are called, the way they are treated, the things people say to them and about them, or treating a group of people as though the members are identical.

Example:

Quotation "One nigger down eight to go" (150). ***

In December, nearly half way through the school year, one of Melba's friends at school gets expelled for fighting back against the boys who have attacked her all year. The boys see her expulsion as a victory and begin taunting Melba about their success. This is dehumanizing because it treats Melba as just a number in a group rather than an individual person. It does not matter what Melba says or does. The boys have decided that they do not like her and that they will force her to leave. Melba feels threatened, scared, and powerless. She sees her friend punished for simply defending herself and now Melba does not know what to do if she is also threatened or harmed.

*** Note: "Nigger" is a derogatory term. What does derogatory mean?

Derogatory:

adjective ~ tending to lessen the merit or reputation of a person or thing; disparaging; depreciatory: a derogatory remark

Synonyms: belittling, uncomplimentary, denigrating

Consider that this derogatory term was common and, unfortunately, is still used today. In **Warriors Don't Cry** "nigger" is used to belittle the African-American students who are about to make history. You may encounter other derogatory terms. Consider how and why they are used and what effects they have upon the victims.