

ENGLISH II HONORS SUMMER READING 2011

YOU WILL READ **TWO LITERARY WORKS FOR SUMMER READING**. The **first ONE** is **REQUIRED** and you have a **CHOICE** of the **last four** titles which are listed below.

All of these are well worth reading and will give you insights into distinctly different cultures - among them Chinese, Japanese, Iranian, Filipino, etc. As you read you should notice parallels in their family relationships and how various important historical events have affected their way of life.

ONE REQUIRED: Read this novel and complete the required work: **JOY LUCK CLUB** by Amy Tan

Description of required novels:

In The Joy Luck Club Amy Tan shows us a fascinating picture of the Chinese culture as well as Chinese-American women and mother-daughter relationships. The focus is on women and their relationships as they struggle to understand, respond, and communicate in diverse worlds. Notice the references to troubled relationships involving characters of different generations as well as diverse cultures.

For the **SECOND literary work**, CHOOSE **ONE** of the following to read and complete written work:

SARAH'S KEY by Tatiana de Rosnay **OR** PRISONER OF TEHRAN by Marina Nemat

OR WHEN THE RAINBOW GODDESS WEPT by Cecilia Brainard **OR** PICTURE BRIDE by

Yoshiko Uchida.

Description of the literary work you will choose:

SARAH'S KEY tells a compelling story about the Holocaust set in Europe during World War II. The events of this important period in history are revisited in the modern era, so two stories intersect as the author writes about both eras. In Paris, France in July of 1942 Sarah, a ten year old girl, is arrested with her family by the French police in the Vel d' Hiv' roundup, but not before she locks her younger brother in a cupboard in the family's apartment for safekeeping, promising to return. Then forward to Paris, May 2002. On the 60th anniversary of the roundup, journalist Julia Jarmond is asked to write an article about this infamous day in France's past history. Through her contemporary investigation, Julia discovers a trail of long-hidden family secrets that connects her to Sarah. Julia finds herself compelled to retrace the girl's ordeal from 1942. As she probes into Sarah's past and the impact it made, she begins to question and reevaluate her own life.

WHEN THE RAINBOW GODDESS WEPT introduces the Filipino culture with events of World War II as the backdrop. It is a story of a nine year old girl, Yvonne, and her family as they struggle to survive the trauma of the Japanese invasion of their country. (see background notes on Philippines on back page) Forced to flee into the countryside to escape the oncoming Japanese soldiers, Yvonne must leave her several relatives, friends and the familiar, comfortable life she is used to. She experiences a daily struggle to survive and outrun the enemy encountering devastating situations. As they try to cope when major events unfold, the young girl uses ancient fables and stories of heroic figures to bolster her courage. Like their epic legends, this story tells the tale of the dauntless spirit and wisdom of the Filipino people. Told from the viewpoint of a young girl, the novel affords the reader with a unique view of Yvonne's world during wartime and her amazing journey to maturity.

THE PRISONER OF TEHRAN is the true story of Marina Nemat who tells of her harrowing experience as a young Iranian girl at the start of the Islamic Revolution. (see background notes on Iran). In January 1982 the 16 year old student activist was arrested, jailed in Tehran's infamous Evin prison, and sentenced to death. Ali, one of her interrogators, saved her moments before her execution, having used family connections with Ayatollah Khomeini himself to reduce her sentence to life in prison. But that sentence reduction would come with a tremendous price. The author's engaging memoir is rich with complex characters involved in both sides of this of this political and religious conflict. Ali's warm, loving Islamic family embrace Marina with affection and acceptance; her own Christian family struggle to survive in a country torn by strife. Marina offers a compelling, heartbreaking story of forgiveness, hope and enduring love—a voice for the untold scores silenced by Iran's Revolution.

PICTURE BRIDE tells the story of a Japanese immigrant, Hana, one of several hundred “picture brides” whose arranged marriages brought them to America in the early 1900's. Her story begins as she is leaving Japan to come to the United States for the first time. She is apprehensive about meeting her future husband, Taro Takeda, and unsure of what her new community in Oakland, Calif. will be like. You learn about her challenges in being an immigrant in a strange land and having to adjust to a husband whom she has never met and a new culture and language. Her experience culminates in an account of her struggle to survive internment camps during World War II. Due to their Japanese heritage she and Taro are sent by the U.S. government to live in a camp at Tanforan in the Bay Area. It is a testimony to her strength of spirit, as she learns to overcome day to day personal challenges in raising a family as well as cope with stressful events of history which directly impact her life.

NOTE: All of these offerings for summer reading will give you insights into the periods of history which you will also be studying during the year in your World History class.

Please read **two** literary works prior to our first class in the fall (the **one required** and then **one of your own** choosing from the titles that are listed above with “choice” after them. There will be both essay and objective tests and creative writing within the first few weeks of school. **We will be discussing Joy Luck Club first.** Most titles are easy to find at local book stores like Borders or Barnes and Noble or purchase them online.

When the Rainbow Goddess Wept may be more difficult to find, so try to get a copy from Mrs. Mountain at Mercy **before** you leave for summer. She has 18 copies of the novel which are **on loan** for your convenience. If you are interested, see her ASAP. Be sure to return the book to Mrs. Mt. after reading it over summer vacation.

ASSIGNMENT: You will need to keep a reading journal where you will **TYPE** your responses to the following questions. Your written work will be graded so it must be accurate and complete. The grade will be equal to a test grade. It should be typed, double-spaced. Do **NOT** encase each page in plastic, because I like to write comments. Please use **12 font. Times New Roman font**. Only original work will be acceptable. No material from either Cliff /Spark Notes or other guides will be accepted. **In case of plagiarism, no credit will be given.** Place the written work in a simple folder, one with pockets. Please staple the work for each book separately and place in the pockets.

NOTEBOOK DUE ON FIRST DAY OF CLASS!!

Write responses to the following: (please do each book separately and attach work with a staple) **Read carefully;** there will be **different instructions for each of the literary works.**

THE JOY LUCK CLUB: Required

1. **QUOTATIONS:** Choose **two** significant and profound quotations which reveal the personality of any of the characters. They should be two different characters, giving the page number for each quotation. For **each character** first write a paragraph analyzing the significance of the quote as it relates to the novel. Tell why it is important in the scene. **Then** write a longer paragraph describing how it could relate to you personally. (For example, if the quote describes how a character felt “vulnerable” in a specific situation, describe a **specific** time in your life when you also felt that way.)

2. **SYMBOLISM:** Amy Tan uses **symbolism** effectively to make her story points more vivid and dramatic. Choose **one** important symbol from her novel and interpret its meaning in a response of at least five sentences. Then relate the impact of symbolism to you **personally** by choosing a symbol from your life (not from the novel) that has a particular significance to you and/or your family. How has it inspired or affected you? (use 8 to 10 sentences for this personal response)
3. **VOCABULARY:** Find **ten** words from The Joy Luck Club which were previously unfamiliar to you - list the words and give their definitions. Choose **useful** English words, not words that have specific meaning only to this novel.
4. **PERSONAL OPINION:** Was this novel worth reading? Why or why not? Since these summer reading selections have been changed periodically, we are interested in the student response to the new selections. Your opinions are valuable to the English teachers. Please write a paragraph evaluation with concrete detail and some specific examples. Include an evaluation of your favorite character and **why** you made that selection.

NOTE: You will have a **TEST** on The Joy Luck Club during the first few days of school so be prepared for that.

*****In the next section please do the assignment for the **ONE BOOK (out of four) YOU CHOOSE TO READ:**

SARAH'S KEY: choice – historical novel

1. **THEME:** Explain **one** major theme which you discovered in this novel and give specific examples to support it. Remember that a theme is **not** just one word like "love" or "good vs evil" – you need to make **a statement** (complete sentence) about what the author is trying to convey. What "message" comes across? How is the theme reflected in the choices that the two main characters make in their lives? (Write a well-developed paragraph)
2. **CREATIVE RESPONSE:** Choose only **ONE** of the following writing prompts to develop in a full page.
 - Write a monologue for either Sarah **OR** Julia which expresses their thoughts and emotions during any particular time during the story. For example you may write about Sarah's thoughts as she endures different frightening experiences during the round-up and in the camp. **Or** you may write about Julia's thoughts as she makes discoveries in learning disturbing aspects of Sarah's story or how she feels about her pregnancy.
 - Sarah's Key is composed of two interweaving story lines: Sarah's narrative in the past and Julia's quest in the present day. Consider this structure of each narrative (story) – explain if you thought this style of alternating stories and time frames was effective. What are the strengths and drawbacks of this style? Which "voice" did you prefer – Sarah's or Julia's? Why? If you could meet with each of these characters, which one would you choose and **why**? Please be sure to use **specific examples** in your explanation.
 - Explain the reference to "opening Pandora's box" which one character is cautioned about in the novel. The author believed if Julia had decided to be cautious, she would have learned nothing about herself or Sarah's story. Explain the meaning of "Pandora's box" and then describe a time when you made a discovery about yourself, gained insight, or felt you truly matured and achieved something worthwhile. (For example, you took a risk and tried something new, really persevering until you mastered a skill and were successful in what you attempted)
3. **VOCABULARY:** Find **ten** words from the novel which were previously unfamiliar to you – list the words and give their definitions. Choose **useful** English words, not words that have specific meaning only to this novel.
4. **PERSONAL OPINION:** Was this novel worth reading? Why or why not? Please write a paragraph evaluation with concrete detail and some specific examples. Include an evaluation of your favorite character and why you made that selection.

WHEN THE RAINBOW GODDESS WEPT: choice - historical novel

NOTE: For this novel please read the attached information on the historical background of the relationship between the United States and the Philippines. It will help you to understand the novel.

1. **THEME:** Explain **one** major theme which you discovered in this novel and give several specific examples from the novel to support it. Remember that a theme is **not** just one word like “love” or “good vs evil” - you need to make a **statement** (complete sentence) about what the author is trying to convey in a general way about life. What message comes across? How is the theme reflected in how the characters deal with their experiences? (Write a well-developed paragraph)
2. **CREATIVE RESPONSE:** Choose only **ONE** of the following writing prompts to develop into a full page.
 - “Like Yvonne, we have all experienced a story that needs to be told, that needs never to be forgotten.” You may respond to this with a personal story or family story that you feel is very compelling, unique or interesting and worthwhile to tell.
 - Much of this novel focuses on Yvonne’s growing acknowledgment that the women who surround her in her daily life are indeed “women warriors”- Choose two women who are a part of your everyday world and explain why you see them as women warriors. Write a well-developed paragraph on each woman which should be only one page total.
 - Write a monologue for any of the major characters in this novel. (For example, you may want to write Yvonne’s thoughts as she endures different frightening experiences in the story or Max when he returns to his home in Mindinao to find that his beloved family members have been murdered or Nida when she considers how she will tell Max about her unplanned pregnancy.)
3. **VOCABULARY:** Find **ten** words from Rainbow Goddess which were previously unfamiliar to you - list the words and give their definitions. Choose **useful** English words, not words that have specific meaning only to this novel.
4. **PERSONAL OPINION:** Was each novel worth reading? Why or why not? Please write a paragraph evaluation with concrete detail and some specific examples. Include an evaluation of your favorite character and why you made that selection.

PRISONER OF TEHRAN: choice - non-fiction -memoir

NOTE: For this novel please read the attached information on the historical background on modern day **IRAN** It will help you to understand the novel. Until 1935 Iran was known as Persia; you will see both names used in this novel.

1. **THEME:** Explain **one** major theme which you discovered in this novel and give specific examples to support it. Remember that a theme is **not** just one word like “love” or “good vs evil” – you need to make a **statement** (complete sentence) about what the author is trying to convey. What “message” comes across? How is the theme reflected in the choices that the main character makes in her life? (Write a well-developed paragraph)

2. CREATIVE RESPONSE: Choose only **ONE** of the following writing prompts to develop in a **full page**.

- Choose **two** of the people listed below who you think were the greatest support for Marina in the novel. Using **specific examples and quotes** from the story, show how these people became a source of comfort and/or courage for Marina or both **OR** did your chosen person surround her with a horrifying combination of terror and tenderness? Please list page numbers of any exact quotes.

Characters: Andre Albert the bookseller Arash Grandmother Xena Mooratova
Mr. or Mrs. Mooshavi Akram Friend and cellmate – Sarah Aram

- “Like Marina, we have all experienced a story that needs to be told, that needs never to be forgotten because it truly demonstrates human courage. You may respond to this with a personal story or family story which is very compelling, unique, or interesting that you feel is worthwhile to tell.

3. VOCABULARY: Find **ten** words from Rainbow Goddess which were previously unfamiliar to you - list the words and give their definitions. Choose **useful** English words, not words that have specific meaning only to this novel.

4. PERSONAL OPINION: Was each novel worth reading? Why or why not? Please write a paragraph evaluation with concrete detail and some specific examples. Include an evaluation of your favorite character and why you made that selection.

PICTURE BRIDE choice – historical fiction

1. Create a LETTER written by Hana Takedo to her family in Japan in which she describes the conditions at the Topaz and Tanforan internment camps. Include her feelings and emotions as well as specific details from the story and any examples of prejudice she felt from living through this experience.
Please use one full page response.

2. As you are reading the novel, think of Hana’s personality. Choose **two** adjectives to describe different aspects of Hana. Type the adjectives and find evidence in the novel for each adjective to verify your selections. (For example, Hana is “compassionate” because she offered to help certain characters in the novel at different times - explain when that happened specifically) Add a **supporting quote and some examples** from the novel as evidence for each adjective you discuss. Your quote can be either a direct dialogue **OR** a description of the character. Please write a well-developed paragraph for each different adjective you relate to Hana.

3. VOCABULARY: Find **ten** words from the novel which were previously unfamiliar to you – list the words and give their definitions. Choose **useful** English words, not words that have specific meaning only to this novel.

4. PERSONAL OPINION: Was this novel worth reading? Why or why not? Please write a paragraph evaluation with concrete detail and some specific examples. Include an evaluation of your favorite character and why you made that selection.