

English II
Summer Skills and Reading Assignment
Academic Year 2009-2010

Texts: Sister of My Heart by Chitra Banerjee Divakaruni
When the Rainbow Goddess Wept by Cecilia Brainard

Directions: Summer Reading

- Read both novels prior to our first class of the 2009-2010 school year. You may purchase your copies used from the sophomores, on loan from the school, or from either Borders or Barnes and Noble. Do call the particular store ahead to make sure that branch of the franchise has the book in stock. You can also find this book via amazon.com. We would recommend purchasing them before the school year ends.
- Work assigned is due on the day of your first English class for 2009-2010 - no exceptions!
- You will be tested on these novels and assigned essays and projects during the first few weeks of school. Do expect testing in some form to be immediate.
- Once you have seen your projects, your work will be kept in our English files and will not be returned to you. Therefore, be sure to save your work. You may well be asked to send your work to turnitin.com **Only your original work will be accepted.** There are no SparkNotes, e-notes, or videos for either work. Material used from other sources or work completed by another student and copied will be appropriately penalized. **In case of plagiarism, no credit will be given.**
- Do not use a pee-chee folder, binder, or large notebook. Both assignments will be typed and placed on 5x 7 index cards so you will need to purchase those.
- Each set of cards will be left hole-punched and bound together with ribbon, straw ties, string, or binder rings when you hand them in at your first class. You will be handing in two different sets so **each set has its own typed cover card with your name in large bold type in the middle of that card.**
- We have included separate background material for The Rainbow Goddess; do read this prior to reading the novel.

Note: *During your sophomore year, you will study the literature of cultures around the world. Your summer reading begins that pursuit. Do expect to be challenged by belief systems, customs and traditions very different from your own. That's a wonderful experience and will certainly broaden your worldview.*

When the Rainbow Goddess Wept by Cecilia Brainard

"Set against the backdrop of the Japanese invasion of the Philippines in 1941, Cecilia Manguerra Brainard's brilliant novel weaves myth and legend together with the suffering and tragedies of the Filipino people." As you explore through the eyes of Yvonne Macaraig the collective wounding and the heroic response of the Filipino people, you will find yourselves beginning to understand how each of you is "the epic singer" or the "storyteller" of your own culture, your own people, your own time and place in history.

Reminder: Do read the separate background prior to reading the novel!!! It is attached as the last page of this packet!

Note: Just follow the protagonist Yvonne's compelling story. Do not worry if you do not understand all that the character Laydan teaches Yvonne especially as Laydan does so using Filipino mythology. We will help you with any mythology when you return to school. Also, please note that Ubec may now be referred to as Cebu on some maps of the Philippines

Directions: Using thirteen 5x7 index cards, you will complete the following:

Card #1: Cover Card with your name typed/neatly printed in the center. Do decorate this card with colors of the Filipino flag as well as small visuals/symbols/stickers of the cultural elements in the novel. These could range from the traditional Filipino dress for the woman (maria clara) and the dress shirt for the man (barong tagalog) to examples of food (lumpia, adobo, sinigang, kutsunsinta) to visuals of the bits of Filipino mythology in the novel. Research a bit!

Note: *Those of you who are Filipino in heritage must focus on visuals/symbols researched from Filipino mythology or Filipino folklore. Children's stories told and retold to generations of children in the Philippines would also be very acceptable here.*

Card #2: Download or hand-draw a colorful map of the archipelago of the Philippines. Do identify the major islands especially Cebu (Ubec) and Mindanao.

Cards #3-#5: Character Identification: Choose three of the characters listed below. In a well-expanded full paragraph with at least three supports, indicate **how** this character becomes a "**teacher**" of Yvonne. Make sure your information is very specific. **Type this paragraph in single space and paste to your index cards. Do remember to indent.**

Nando Macaraig
Lolo Peping
Laydan
Cristobel Alvarez

Angeling Macaraig
Max and Nida
Doc. Menez
Martin Lewis

Esperanza
Sanny and Sumi
Gil Alvarez
Mang Viray

Cards # 6 and 7: Research one of the two following Filipino celebrations: Christmas or Pasyon ni Christo (the Passion of Christ). Pretend these two index cards are classroom overhead transparencies. You are using them to teach a very young child how the Filipino people celebrate your chosen holiday. Create or download lots of colorful visuals on these two cards to really show that celebration. Feel free to use the back of the card if you need to.

Note: Those of you are Filipino in heritage must choose a lesser known holiday or holyday and really research how that is specifically celebrated in the Philippines.

Cards #8 - 13: Vocabulary: Choose six words that are new to you. On the front of these vocabulary cards, print or type the word you have chosen (one per card).

Your chosen word is not one indicative of Filipino culture but rather a new word from the English language!!

- Create a visualization on the front that would help you remember that word.
- On the back, please type the original sentence, the definition, and the part of speech of your chosen word.

Sister of My Heart by Chitra Divakaruni

Directions: Using thirteen 5x7 index cards, you will complete the following:

Card #1: Cover Card with your name typed/neatly printed in the center. Do decorate this card with colors of the flag of India as well as small visuals/symbols/stickers of the cultural elements in the novel. Again, these could range from traditional Indian clothing, food, Hindu gods and stories, or specific places/objects in the novel such as the cinema, sweetmeats, and the mangoes.

Note: *Those of you who are Indian in heritage must focus on visuals/symbols researched from Indian mythology or folklore. Children's stories told and retold to generations of children in India would also be very acceptable here.*

Card #2: Download or hand-draw a colorful map of India circling the cities which are important in the story of Anju and Sudha.

Cards #3and 4: Choose two dominant themes in the novel. State your theme in one sentence at the top of your index card. In one well-expanded paragraph, trace the presence of that theme presenting at least three examples from the novel as supports. Remember, a theme is not just a one word abstract noun like "love". You need to state what the author is saying about "love" in order to have a theme. For example, a definite theme in Sister of My Heart is as follows: "Every heart, even the hardest, has a fragile spot. If you hit it there, it shatters." **Type this paragraph in single space and paste to your index cards. Do remember to indent. (Two paragraphs/two themes)**

Card #5: Create a two-columned chart for Sudha. In the first column, list four key personality traits of this character. In the second column parallel to the listing of that trait, present four situations in which that trait is clearly seen. This information may be bulleted and not written in sentences. Do decorate this card with colors and symbols you associate with Sudha. **These situations must be drawn from throughout the entire novel not just the first five or six chapters and must be presented in detail!!**

Card #6: Create a two-columned chart for Anju. In the first column, list four key personality traits of this character. In the second column parallel to the listing of that trait, present four situations in which that trait is clearly seen. This information may be bulleted and not written in sentences. Do decorate this card with colors and symbols you associate with Anju. **These situations must be drawn from throughout the entire novel not just the first five or six chapters and must be presented in detail!!**

Note: *If you have difficulty putting your information in a chart, feel free to type the character trait in bold, space down and indent, and proceed to type a paragraph that then presents the four situations in which that trait is seen.*

Card #7: Research traditional Hindu weddings and present a collage of your research (traditional wedding outfits, importance of color and jewelry, parts of the ceremony, specific ritual objects used, etc.) Do provide an explanation for **three** of any of the elements of a Hindu wedding.

Cards #8-13: Vocabulary: Choose six words that are new to you. On the front of these vocabulary cards, print or type the word you have chosen (one per card). *Your chosen word is not one indicative of the culture of India but rather a new word from the English language.*

- Create a visualization on the front that would help you remember that word.
- On the back, please type the original sentence, the definition, and the part of speech of your chosen word.

Have a safe and wonderful summer!

****See Attached Background Information for *When the Rainbow Goddess Wept***

Background Information

When the Rainbow Goddess Wept

The Spanish-American-Cuban War lasted only sixteen weeks (April 20, 1898-August 12, 1898). In the late 19th century, Spain still had colonies around the world. Two of these were Cuba and the Philippines. By 1898, the people of those two colonies were increasingly protesting Spanish rule, and Spain started using more force to hold onto them. The United States first got involved in the Cuban struggle for independence from Spain for three reasons:

- Several big United States sugar companies owned land in Cuba, which made the country's well-being important to powerful Americans.
- Other Americans saw Cuba's struggle against Spanish control to be like the American fight for independence from Britain a century before.
- American newspapers competed against each other for the most shocking stories about Spanish actions in Cuba, whether the stories were true or not.

All of these things led to the United States declaring war against Spain on April 20, 1898. As part of America's naval strategy during the war, U.S. warships were stationed in the Philippines. The Filipino people were promised that if they helped America fight Spain, they would get independence after the war was over.

After the war ended, Emilio Aguinaldo, Filipino leader of independence declared that the Philippines were no longer under anyone's rule. However, the United States had changed its mind and now claimed the Philippines as a colony! In February, 1899, Aguinaldo led the Filipinos in an armed revolt against the American troops in the Philippines. The war ended in 1902, with the United States still in control.

During the next forty years, the United States set up education and government systems in the Philippines, and established close economic ties with the Philippine islands.

During World War II, the Japanese army attempted to spread throughout Asia. After bombing Pearl Harbor in 1941, they invaded the Philippines. Eighty thousand Philippine and American troops, under the leadership of General Douglas MacArthur, held out against the Japanese on the Bataan peninsula and the island of Corregidor (both part of the Philippines) for a total of five months. Ultimately, MacArthur was ordered to abandon the Philippines, but he left with the promise: "I will return".

In 1944, MacArthur returned to the Philippines and took it back from the Japanese. In 1946, after World War II had ended, the Philippines were granted independence from the United States.

This commentary should help you understand Lolo Peping's (a character in the novel) anger with the United States government which had promised independence for the Philippines after the Spanish-American war but then made the Philippines a colony.