

## Grading Rubric

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**100-90 (A)** – Statement and answers to focus questions are complete and thorough. TP-CASTT is thoroughly complete for each poem. Responses show students have read the book and poems and understand them. Students include details from the book/poems as evidence for responses using direct and/or indirect quotations.

**89-80 (B)** – Statement, questions, and TP-CASTT contain adequate explanation and detail. Responses show students have read the book/poems and understand them. Students include some details from the book/poems as evidence for responses using direct and/or indirect quotations.

**79-70 (C)** – Statement, questions and TP-CASTT are complete with minimal explanation and detail. Responses show students have read the book/poems and somewhat understand them. Students include skimpy details from the book/poems as evidence for responses using direct and/or indirect quotations.

**69-60 (D)** – Statement, questions, and TP-CASTT are complete with little to no explanation and detail. Responses do not show clearly that students have read the book/poems and understand them. Students include little to no details from the books as evidence for responses using direct and/or indirect quotations.

Not completing the work is unacceptable and is not an option for an English 2 Honors student.

Grades may be adjusted from the above scores at the teacher's discretion based on students' work and completion.

Students should have the work completed and ready for electronic submission via Turnitin at the beginning of the semester in which they have their English class. Depending on scheduling, this could be either first or second semester.

## Why should students read during the summer?

University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing that students lose up to three months of learning every summer – skills they worked hard to acquire during the school year. However, the study showed a significantly higher level of reading achievement in students who took part in summer reading at home.

Allington compares the slide in reading ability to an athlete's fitness. "Just like hockey players lose some of their skills if they stay off their skates and off the ice for three months, children who do not read in the summer lose two to three months of reading development." Allington said.

- from <http://www.sciencedaily.com/>

### Read more about it:

[https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlqKH\\_blog.html](https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlqKH_blog.html)

<http://www.scholastic.com/teachers/article/bridging-summer-reading-gap>

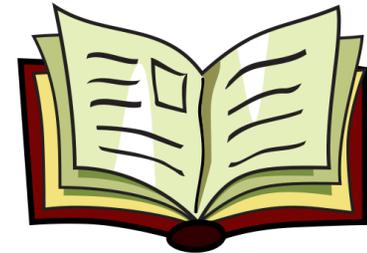


Anderson School District  
Five

# Summer Reading

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Rising English 2 Honors Students



*"We read books to find out who we are. What other people, real or imaginary, do and think and feel . . . is an essential guide to our understanding of what we ourselves are and may become."*

Author Ursula Le Guin

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**Theme:**  
**Culture Influences Identity**

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## Culture Influences Identity

### The Theme

Since English 2 Honors focuses on World Literature, the focus of this summer reading assignment will be to investigate the importance of culture and the influence of one's culture on his or her personal identity. This theme will be explored through analyzing both prose and poetry texts on a variety of levels through a number of differing assignments and continued evaluation of the texts by means of discussion with peers.

### Summer Reading Project

**Reading journal** for each section of the required text. Each log must contain a statement of 3-4 sentences in addition to a substantive answer to the provided focus questions for each section (see inside). Answers must include specific evidence from the text to support answers. Students should have the work completed and ready for electronic submission via Turnitin at the beginning of the semester in which they have their English class. Depending on scheduling, this could be either first or second semester.

**Poetry analysis using a TP-CASTT model** on ALL listed poems. This should be recorded in reading journal (see [www.literarydevices.net](http://www.literarydevices.net) for help with literary term definitions).

- **Title** – speculate what the poem might be about based on the title.
- **Paraphrase** – summarize the literal happenings of the poem in your own words. This should be a line by line summary.
- **Connotation** – Find poetic and literary devices and discuss how these contribute to the meaning, the effect, or both of the poem.
- **Attitude** – Examine diction, images, and details that suggest the speaker's attitude toward the subject (tone). Remember that usually the tone or attitude cannot be named with a single word – think complexity.

- **Shifts** – look for important shifts in the poem indicated by key words (but, yet, however, although), punctuation, stanza divisions, changes in line or stanza length (or both), irony, changes in sound, or changes in diction
- **Title** – examine the title again on an interpretive level. What new insight does the title provide?
- **Theme** – what is the overarching theme of this poem? Why is it important?

**Socratic seminar** during which students will be required to discuss both the required novel and all listed poems.

**Objective test** over the required novel upon returning to school.

### Required Novel:

*Things Fall Apart* by Chinua Achebe

**Abstract:** Achebe's first novel portrays the collision of African and European cultures in people's lives. Okonkwo, a great man in Igbo traditional society, cannot adapt to the profound changes brought about by British colonial rule. Yet, as in classic tragedy, Okonkwo's downfall results from his own character as well as from external forces.

### Required Poetry:

- "The Second Coming" – W. B. Yeats
- "Do Not Go Gentle" – Dylan Thomas
- "Diving Into the Wreck" – Adrienne Rich
- "The Layers" – Stanley Kunitz
- "A Far Cry from Africa" – Derek Walcott

Link to all poems - <http://qoo.gl/MI3wSi>

### Focus Questions:

Answer each of the following question in your reading journal. Include specific evidence!

#### PART I

1. (Ch. 1-2) How do the men of Umofia decide what to do about the murder of a woman from their clan? What role do the women of Umofia have in the decision? What does this indicate about women's roles in this society?

2. (Ch. 3-4) Explain the concepts of *chi*. What is the meaning of the proverb, "When a man says yes, his *chi* says yes also?" What does Okonkwo mean when he says he challenged his *chi*?
3. (Ch. 5-6) When Obiageli broke the pot, how did you expect Okonkwo to react and how did he actually react? Why do you think he acted the way he did?
4. (Ch. 7-8) Analyze Okonkwo's idea of masculinity. Do you think Okonkwo is typical in Ibo society? Are they extreme?
5. (Ch. 7-8) At the end of the discussion among Okonkwo and his friends, what major historical event is foreshadowed? What do they believe about white people?
6. (Ch 9-10) Why does Ekwefi have a bitter attitude toward life?
7. (Ch. 11-13) Why does Achebe choose to end Part 1 the way he did? How could this be related to the infiltration of Western technology into a traditional culture?

#### PART II

1. (Ch. 14-15) How does Okwonko feel about his new life? Give at least 1 example of figurative language Achebe uses.
2. (Ch. 16-17) How do you interpret Okonkwo's thought, "Living fire begets cold, impotent ash?"
3. (Ch. 18-19) How do the converts actively threaten the religious traditions in Mbanta?

#### PART III

1. (Ch. 20-22) How has Umofia changed during Okonkwo's exile? (3 examples)
2. (Ch. 23-25) At the end of Ch. 24, Okonkwo hears his clansmen asking, "Why did he do it?" What are they referring to, and why do you think he did it?
3. (Ch. 23-25) In the last paragraph, the point of view shifts although the narrative is still third person. Whose point of view is shown in this paragraph? Why does Achebe make this shift? What tone does Achebe adopt in this paragraph?