

**Gifted English I
Summer Reading Assignments
New Albany High School
2018-19**

TEXTS:

The Odyssey by Homer (Translated by W.H.D. Rouse)
Animal Farm by George Orwell

MATERIALS:

Two folders with brads (one for each text)
Handwritten assignments: Loose leaf notebook paper, pencil or blue or black ink
Typed assignments: white paper, black ink

FORMATTING:

- Each assignment folder should be clearly labeled with the student's name and the name of the novel in the center of the folder cover (underlined).
- Each assignment should have a heading beginning on the first line of the top left-hand corner. The heading should include the student's name, the name of the novel (underlined), and the assignment number.
- Assignments may be handwritten in pencil or in blue or black ink or typed. Typed assignments should be *double-spaced*, have *1-inch margins*, and use *12-point Times New Roman font*. Please write all parts of each assignment in complete sentences. Begin each of the assignments on a new page.
- Neatness and organization do count as part of your grade.

GRADE VALUE: Point Values for these assignments are as follows:
The Odyssey is **135 Points** and *Animal Farm* is **90 Points**.

The assignments are **due the second day of the course; your grade will drop a letter grade for each day the assignment is late**. Also, a test will be given on these books during the first weeks of school. Students should thoroughly read both of the books, not just one of the many summaries that are widely available.

Students should do their own work on the summer assignments. **Copying the work of other students or material that is available on the internet is considered plagiarism and will result in a grade of zero.** Students may discuss the novels with classmates, but should not work in groups to complete assignments.

One purpose of the summer assignments is for the teacher to get a sense of each student's personal voice and writing style.

Students should use their best organizational and writing skills and proofread carefully for grammatical errors. Be sure to follow all instructions.

ASSIGNMENTS FOR *THE ODYSSEY*:

1. (10 Points) AUTHOR BIOGRAPHY

Write two paragraphs about Homer, the author of *The Odyssey*. Little is certain about his life, but include whatever you can find. Also, include information about the time and place in which he lived. This will involve research, so you need to cite your source. **DO NOT COPY DIRECTLY FROM ANY SOURCE – summarize in your own words.**

2. (25 Points) EPIC ELEMENTS

The Odyssey is classified as a traditional epic. Epics contain the following elements:

- A. A “larger-than-life” hero of superhuman strength and valor
- B. Multiple, vast settings
- C. A quest for something of value to the hero or other people
- D. Heightened Epic Language – ex. similes, metaphors, personification, imagery, etc.
- E. Supernatural Involvement (gods, goddesses, supernatural creatures, etc.)

At the left margin, write the elements listed above; then, give the following information under each element:

- Give **one quote** that provides evidence of that element in *The Odyssey*.
- Give the quote, the author, the page number, and a brief but specific explanation of how that element is used in the book/translation.

Example:

Supernatural Involvement of Gods, Goddesses, or Supernatural Creatures:

“Don’t you owe him something for all those sacrifices which he used to offer in their camp on the plain of Troy?” (Homer 12).

Explanation: Athena, goddess of wisdom, tries to convince her father Zeus to release Odysseus from Calypso’s island by reminding him of Odysseus’s loyalty and bravery during the Trojan War.

3. (15 Points) ESSAY– RELEVANT ISSUE

Identify an issue in *The Odyssey* that you feel is similar to a real-life issue that you have thought about or with which you have had some experience. Write a **five-paragraph essay** that discusses how the issue is used in *The Odyssey*, how it relates to life today, and how the novel has clarified, confused, or changed your view on the issue. **Include an introduction, three body paragraphs, and a conclusion.**

Incorporate quotes that give evidence of the issue’s use in the book. Use in-text citations to indicate the page number of the quoted material. (See sample below for incorporation of quotes and in-text citations)

SAMPLE PARAGRAPH FOR INCORPORATED QUOTES AND IN-TEXT CITATIONS:

(Based on Homer’s epic *The Iliad*).

Homer’s epic poem *The Iliad* reveals Achilles’ internal conflict. After the death of his friend Patroclus, he struggles with feelings of both anger and revenge toward Hector. With “eyes blazing like fire in his fierce anger against Troy,” Achilles vows to avenge Patroclus’s death (Homer 340). “Filled with savage power,” he “[aims] his ash spear, and [drives] its heavy bronze blade” through Hector’s “tender” neck (Homer 249). As a final act of revenge, Achilles drags Hector’s corpse behind his chariot “in a cloud of dust” (Homer 404).

ASSIGNMENTS – *THE ODYSSEY* – CONTINUED:

4. (80 Points) **ODYSSEY CHILDREN’S BOOK**

Create a “unique” children’s book that re-tells the story of *The Odyssey* in a simplified version. Since *The Odyssey* is a compilation of many “short stories” or adventures, design your book as a “chapter book” that tells specific adventures in a condensed, easy-to-understand version that small children can easily follow and understand.

To create your book:

1. Have a *beginning, middle, and end format* to the story. Start with a brief introduction to the hero and his journey; conclude with a brief statement (resolution) of how the adventure ends.

2. Select **five (5)** of the adventures from *The Odyssey*. Some suggestions are:

- Telemachos and his journey to Pylos
- The Magic of Athena and Hermes
- Calypso’s Island
- Palace of King Alcinooos and the Phaiacians
- The Lotus Eaters
- Island of the Cyclops
- Aiolos and the Island of the Winds
- Scylla and Charybdis
- The Sirens
- Odysseus’s Return Home
- The Contest of the Bow
- Odysseus and Penelope

3. **Title each** of these episodes/adventures as a **separate chapter** of your book.

4. **Re-write each adventure with words (diction) that would be appealing and appropriate for a child.** (NOTE: Be sure to use descriptions that **are easy to understand, appeal to the imagination, and are SUITABLE for children to hear.**) You will want to either leave out or “change” details that would be too violent or frightening. Feel free to “adapt” the content for certain scenes. You will write “shorter” versions of the adventure—however, they should be longer than only a few words but not long paragraphs that fill an entire page. Look at examples of children’s books as models for appropriate length.

5. Include illustrations for each chapter/adventure. These can be **original art work or pictures you cut out. Make sure all illustrations are age-appropriate.**

6. **Be creative!** Include book formats that appeal to children such as “Pop-Up” features or items to see or touch (furry materials for animals, etc.)

7. **Be prepared to read and present your book to the class.**

RUBRIC for Children’s Book:

Requirements	Possible Points	Earned Points
Book Size (8x10)	5	
Book Length (15-20 pages)	5	
Book Cover (unique design)	5	
Table of Contents	5	
Creativity	25	
• Colorful		
• Shows Originality		
• Showcases 5 different “stories” of <i>The Odyssey</i>		
Organization	5	
Balance of Illustrations and Text	5	
Neat and Attractive	5	
Appropriate Diction (for children)	10	
Oral Presentation	10	

ASSIGNMENTS FOR *ANIMAL FARM*:

1. (10 Points) AUTHOR BIOGRAPHY

Research George Orwell, the author of *Animal Farm*. In two concise, well-organized, and well supported paragraphs, discuss how Orwell’s background and political views influenced his writing. Be sure to summarize this information in your own words and not to copy directly from the source. Cite the source used for your research.

2. (25 Points) EXTERNAL CONFLICT

Select **five quotes** from the novel which show **external conflict**. Write the heading *External Conflicts* on the left-hand side of the page. Then write the quote, the author’s name, the page number, and a **brief but specific explanation** of the conflict.

External Conflict – a struggle between a character and an outside force such as a character, society, as a whole, or something in nature.

Example:

Quote: “I’ll never speak to you as long as I live! I hate you an’ despise you an’ hope you die tomorrow!” A statement that seemed to encourage Uncle Jack, more than anything. I ran to Atticus for comfort, but he said I had it coming and it was high time we went home. I climbed into the back seat of the car without saying good-bye to anyone, and at home I ran to my room and slammed the door. Jem tried to say something nice, but I wouldn’t let him” (Lee 84).

Explanation: Scout shouts angry words to Uncle Jack after he spanks her for cursing. She continues to show her anger by refusing to speak to anyone else and by slamming the door behind her as she shuts herself up in her room.

3. (25 Points) INTERNAL CONFLICT

Select **five quotes** from the novel which show internal conflict. Write the heading *Internal Conflicts* on the left-hand side of the page. Then write the quote, the author, the page number, and a **brief but specific explanation** of the conflict. In your explanation, be sure to include the emotion the character is

experiencing (fear, guilt, hatred, jealousy, depression, etc.). Some of these emotions may be stated and some may be suggested (inferred).

- **Internal Conflict** – a struggle between opposing needs or desires or emotions within a single person. Internal conflict takes place entirely within a character’s own mind.
- **Inference** – a conclusion reached on the basis of evidence and reasoning.

Example 1 – Stated Internal Conflict

Quote: “I thought he would have a fine surprise, but his face killed my joy. A flash of plain fear was going out of his eyes, but returned when Dill and Jem wriggled into the light” (Lee 152).

Explanation: Scout reveals that her father is both not pleased and fearful of the surprise visit she, Dill, and Jem have made to the jail.

Example 2 – Suggested (Inferred) Internal Conflict

Quote: “Then I saw the shadow. It was the shadow of a man with a hat on. At first I thought it was a tree, but there was no wind blowing, and tree-trunks never walked. The back porch was bathed in moonlight and the shadow, crisp as toast, moved across the porch toward Jem. Dill saw it next. He put his hands to his face. When it crossed Jem, Jem saw it. He put his arms over his head and went rigid” (Lee 53).

Explanation: Phrases like “putting his hands to his face” and “went rigid” suggest the children are afraid of the man’s approaching shadow

4. (30 Points) **ESSAY**

An *allegory* is a story in which characters and settings stand for abstract ideas or moral qualities.

Research the Russian Revolution by going to the following website:

<http://www.history.com/topics/russian-revolution>

Write a **five-paragraph essay** that includes an explanation of the Russian Revolution and how it is reflected through both the characters and events in *Animal Farm*. **You should include an introduction with a claim (thesis statement), three body paragraphs that begin with clear, concise topic sentences, and a conclusion.**

RUBRIC – SUMMER READING – GIFTED ENGLISH I

(The Odyssey) (Major Grade/Point Value – 140 Points)

<u>Assignment</u>	<u>Possible Points</u>	<u>Pts. Earned</u>
AUTHOR BIOGRAPHY – HOMER <i>Criteria/Standards:</i> <ul style="list-style-type: none">• <u>Two well-organized</u> paragraphs• Begins with claim (thesis)• Includes both Homer’s biographical information and Historical background of his time period• Uses <u>effective transitions</u>• Has <u>consistent point of view (avoids you)</u>• Uses sentence variety/varies sentence beginnings• Uses correct grammar/mechanics	10	
EPIC ELEMENTS – QUOTATIONS <i>(5 pts. per quote)</i> <ul style="list-style-type: none">• Quote – 1 pt.• Author – 1 pt.• Page No. – 1 pt.• Explanation – 2 pts.	25	
ESSAY - RELEVANT ISSUE <i>Criteria/Standards:</i> <ul style="list-style-type: none">• Introduction with claim (thesis)• 5 indented paragraphs• <u>Clearly-stated topic sentences (reasons)</u>• <u>Effective transitions</u>• Consistent point of view (avoids you)• Explains common issue shared by <i>Odyssey</i> and present day• Sentence variety/varies sentence beginnings• Correct grammar/mechanics• Effective conclusion	20	
CHILDREN’S BOOK <i>(see rubric given in assignment)</i>	80	

RUBRIC – SUMMER READING – GIFTED ENGLISH I

(Animal Farm) (Major Grade/Point Value – 90 Points)

<u>Assignment</u>	<u>Possible Points</u>	<u>Pts. Earned</u>
PARAGRAPH – GEORGE ORWELL <i>Criteria/Standards:</i> <ul style="list-style-type: none">• <u>Two well-organized</u> paragraphs• Begins with claim (thesis)• Explains influence of Orwell’s background and political views to his writing• Uses <u>effective transitions</u>• Has <u>consistent point of view (avoids you)</u>• Uses sentence variety/varies sentence beginnings• Uses correct grammar/mechanics	10	
EXTERNAL CONFLICTS <i>(5 pts. per quote)</i> <ul style="list-style-type: none">• Quote – 1 pt.• Author – 1 pt.• Page No. – 1 pt.• Explanation – 2 pts.	25	
INTERNAL CONFLICTS <i>(5 pts. per quote)</i> <ul style="list-style-type: none">• Quote – 1 pt.• Author – 1 pt.• Page No. – 1 pt.• Explanation – 2 pts.	25	
ESSAY – ALLEGORY <i>Criteria /Standards:</i> <ul style="list-style-type: none">• Introduction with claim (thesis)• 5 Indented paragraphs• <u>Effective transitions</u>• <u>Consistent point of view</u>• Gives adequate development<ul style="list-style-type: none">--<u>Allegorical Essay</u> – explains how characters and events of <i>Animal Farm</i> reflect/relate to the Russian Revolution• Sentence variety/vary sentence beginnings• Correct grammar/mechanics• Effective conclusion	30	