WEST BLOOMFIELD HIGH SCHOOL ENGLISH DEPARTMENT

Tenth Grade: American Literature: Summer Reading Assignment 2015

Please complete both assignments during the summer.

Assignment #1

Directions:

1. Read *Of Mice and Men* by John Steinbeck. By the end of the month, Barnes and Noble (West Bloomfield) will have copies available for purchase. They will be available on display in the store organized by class, you may order a new or used copy online, or you may check one out from the library.

2. For this novel, there is a set of questions. The set of questions labeled “study questions” is for your personal use to help you on your journey through this novel. Of these questions **only one will be collected per chapter**, but thinking about all of the answers may help you to better comprehend the novel. Please select one question per chapter of the novel to answer using complete sentences and textual evidence. These answers must be typed according to the instructions on that sheet. Please refer to the example provided for a model. The “Short Answer Questions” must be typed and saved as you will be turning them in to turnitin.com.

   See due dates and turnitin.com info at the top of the next page!!

3. When you return to school, be prepared to take an **objective test** on the novel. The test will measure your ability to comprehend material on various levels (such as factual, interpretative, and critical).

   **HINT:** I would do this assignment second so the info is fresh in my mind on September 8, 2015.

Assignment #2

1. Read one of the choices listed on the summer choice reading pages. By the end of the month, Barnes and Noble (West Bloomfield) will have copies available for purchase. The novel will be available on display, in the store organized by class. Or, you may order a new or used copy online (consider [www.abe.com](http://www.abe.com) OR [www.bn.com](http://www.bn.com) and typical sources such as eBay and Amazon.) Lastly, you may check one out from the library.

2. Once you have read this novel, please write an essay on one of the essential questions provided at the top of the assignment page. All of the essential questions are quite open ended, so a variety of answers will be correct. However, remember to properly support your claim or thesis. **This paper must be in MLA format.** You may use the notes you took while you were writing in your English 9 class or visit the website below:

   Please visit the Purdue OWL website if you have forgotten how to do this at: [http://owl.english.purdue.edu/owl/resource/747/01/](http://owl.english.purdue.edu/owl/resource/747/01/)
Your responses must be typed and submitted electronic ally to turnitin.com by August 17, 2015 by midnight.

Please enroll in a class based on your last name:

A-DR You will submit your paper to Mrs. Tobias. Class id is 10066407 Password: Tobias

DU-KAM You will submit your paper to Mrs. Mulcahy. Class id is 10066417 Password: Mulcahy

KAN-PO You will submit your paper to Mrs. Williamson.
Class id is 10066418 Password: Williamson

PR-Z You will submit your paper to Mrs. Townsend. Class id is 10066441 Password: Townsend

***This is an INDIVIDUAL assignment, and you cannot use material from sparknotes.com, wikipedia.com, or any other non-academically vetted source. It must be YOUR ORIGINAL work. Please review English Department policies on plagiarism if you have any concerns.

A Brief Synopsis of Of Mice and Men
-From Google books

Streetwise George and his big, childlike friend Lennie are drifters, searching for work in the fields and valleys of California. They have nothing except the clothes on their back, and a hope that one day they'll find a place of their own and live the American dream. But dreams come at a price. Gentle giant Lennie doesn't know his own strength, and when they find work at a ranch he gets into trouble with the boss's daughter-in-law. Trouble so bad that even his protector George may not be able to save him...

Setting: California in the 1930s

Motifs to be considered when developing themes in this novel are:

- American dream
- Friendship
- Loyalty
- Prejudice
- Discrimination
- Power of social standing
- Irony of women’s status in society
- Loss of innocence
- Nature of home
- Possession

Style:

This is a tragic novella told in third person omniscient narration.
Final Words

When you get *Of Mice and Men* (Steinbeck) and your independent reading novel, you may want to pick up *The Crucible* (Miller) at the bookstore as well as it will be the first piece of literature we read next year. While *The Crucible* is in your textbook, many students prefer to get a paperback instead of lugging around the heavy textbook. It also makes it easier to annotate with your own personal notes.

**In short, do the following:**

**Required:** Read *Of Mice and Men* by John Steinbeck

Required: Answer one question per chapter, that is a total of six questions, with textual evidence and submit your work to turnitin.com.

Be prepared to take an objective (aka multiple choice) test around the second day of class.

**Required:** Read one of the independent reading choices.

Recommended: Read both books twice and annotate (beyond plot) as you were taught in your English 9 class. The annotation guide is attached for reference purposes.

Required: Complete the essay on an essential question with textual evidence and submit your work to turnitin.com.

**Please use the checklist at the end of this packet for both assignment!!!!**

Enjoy your summer (with some books). We look forward to working with you in 2015-2016.

Sincerely,

Your American Literature teachers

P.S. If you have any questions, please feel free to email any of us so that you are successful in your summer work.

dawn.mulcahy@wbsd.org
Annotating in your text or keeping an annotations journal

Your first grade in American Literature is based upon your summer reading. In your short answer questions on *Of Mice and Men* and your independent choice essay, **you must provide direct quotations from the novels for support.** It is thus important to follow a system for keeping track of important passages while reading. Doing so will actively engage you in the reading process, enabling you to better understand each novel.

You may wish to purchase your own copies of the novels to write in them, or you may choose to use a spiral notebook or journal to keep up with important passages and ideas. Just remember, no matter what method you choose, your summer reading success depends upon following two simple steps.

**Step 1: Pay attention! Identify important passages while you read.**
*Students often ask, “What should I be looking for?” Here are seven answers to this frequent question.*

**Character descriptions**
Readers can tell a lot about a person based upon his speech, thoughts, actions, looks, or his effect on others. Chances are the author wants us to feel a certain way about a character based upon his or her description. Note direct and indirect character descriptions while reading.

**Symbols**
Symbols are objects that represent abstract ideas. For example, a flying bird may represent freedom, while a caged bird could symbolize bondage or oppression. Symbols often highlight recurring ideas or themes in literature. So, be sure to highlight descriptions of objects that stand out in some way.

**Setting descriptions**
Authors often have a reason for including longwinded setting details. Sometimes the setting is symbolic; other times it establishes mood. Mark setting particulars, even if you think they’re boring. They may be important.

**Thematic passages**
Are two characters having a philosophical conversation? Is the narrator sharing his opinion with no one in particular? Is one character giving advice to another? We can usually identify thematic passages in texts because they often stand apart from the book’s actual narrative or plotline. Mark thematic passages, even if they don’t make sense at first.

**Problems or conflicts**
Is a character facing a tough decision? Having relationship problems? Feeling at odds with society? Facing a double standard? Clashing with another character? Mark the conflict! Classic conflicts are: [x-ter = character]
- x-ter vs. x-ter
- x-ter vs. nature
- x-ter vs. society
- x-ter vs. supernatural (fate/technology/etc.)
- x-ter vs. self

**Confusing events or dialogue**
Not sure what the author is saying or what the reason is behind a particular action or event? Flag passages that feel confusing and write down your questions while you read. Sometimes the author confuses the reader on purpose, revealing the answers to questions elsewhere in the book. Other times questions lead to thematic interpretations. Got questions? Don’t be afraid to ask! Just remember to go back and answer them as the answers become clear. Questioning is divine; the answers are analysis!

**Step 2: Record your thoughts.**
Put on your thinking cap, and pick a method for keeping track of your brilliant ideas. Record your thoughts…

- **In a journal:** In a composition book, create a three column chart. In the left column, record the page number, in the middle column, record important passages and citations (otherwise known as textual evidence), and in the last column, record your thoughts using the seven suggested categories listed in step one.
- **In the margin:** If the book is yours, use a pen or pencil to comment on passages you highlight while reading. You may even want to use different colored highlighters, assigning a specific color to one of the seven suggested categories listed in step one.

**DO NOT USE STICKY NOTES IN YOUR NOVEL!!! THEY GET LOST AND ARE NOT EASY TO REVIEW!!!**
These study questions will help you focus on the important aspects of this novel such as themes and symbols. Keep in mind, you need to select one question from each chapter to answer more completely, typed, with textual evidence. Again, this means you will submit six total questions for grading. Please label each choice with the number and type the question you chose to answer as shown in the example below. The example is based on the novel Lord of the Flies. It shows the level of analysis and textual evidence that will earn you an “A” on this assignment. Please remember to use the editing and MLA checklist for this assignment!!!!

Sample Question from Lord of the Flies
Question 34: In chapter six, what is the irony of the dead parachutist landing on the mountain?
Answer: An adult parachutist landing on the island should provide some kind of hope to the boys, but the irony is readily apparent when Simon discovers what the boys have termed “the beast”: “The tangle of lines showed him the mechanics of this parody; he examined the white nasal bones, the teeth, the colors of corruption.” Rather than a symbol of hope and salvation from the outside world, the dead parachutist is arotting corpse, a horrific reminder of the world war that the adults are waging on each other. If they cannot find peace and serenity between themselves, what hope is there for the boys? (Note: there are no page numbers because I accessed an etext of Lord of the Flies that was available online: http://gv.pl/pdf/lord_of_the_flies.pdf)

Study Questions for Of Mice and Men
Chapter One—choose one question to answer

1. When George and Lennie approach the river, why does George warn Lennie not to drink too much water? What does this tell you about the relationship between George and Lennie?
2. What has George told Lennie that he always remembers, even when Lennie forgets everything else? What does this imply about their life experiences thus far?
3. Why does Lennie have a dead mouse in his pocket?
4. Why does George order Lennie not to talk when they arrive at the ranch?
5. What happened to all of the mice that Lennie’s Aunt Clara gave him? What does this tell you about Lennie?
6. Why have George and Lennie run away from Weed? What would have happened had they not run?
7. What does Lennie want to eat with his beans?
8. Why does George say migrant workers who travel from farm to farm are the loneliest people in the world?
9. What dream do George and Lennie share?
10. What does George tell Lennie to do if he gets in trouble at their new job site?
11. Examine the negative aspects of George and Lennie’s relationship. Despite the harshness of the language, what do you think is also true of these two men? Why do you think they stick together?

Chapter Two—choose one question to answer

12. Where do the ranch hands keep their personal belongings such as soap, razors and magazines? What does this tell the reader about their lives?
13. Candy, the old swamper who shows George and Lennie their bunks, is missing what part of a limb?
14. What evidence does the old swamper give that the ranch boss is a “pretty nice fellow?”
   What insight does this provide into the lives of the ranch hands?
15. What evidence is there that the boss is not a working man?
16. According to the old swamper, what is Curley good at?
17. According to the old swamper, why does Curley wear a work glove on his left hand?
18. If someone you don’t know well speaks negatively about a person who you have yet to meet, how do you react when you finally meet the person?
19. What is the general attitude toward Curley’s wife? Give examples from more than one character’s perspective.
20. Describe Slim, the jerkline skinner.
21. Why does Carlson suggest shooting Candy’s dog? How does this foreshadow Candy’s life?
22. What is the understood question that Lennie wants George to ask Slim?
23. Notice the pairs in this relationship: George and Lennie; Candy and his dog; Curley and Curley’s Wife. What is the basis for each relationship? What are the positive and negative aspects of each relationship?

Chapter Three—choose one question to answer

24. Why does George say Lennie would want to sleep in the barn that Friday night?
25. According to George, how did he end up traveling with Lennie?
26. What happened that made George stop playing tricks on Lennie? What does that tell the reader about George’s character?
27. Why did George and Lennie have to flee from Weed? What would have happened had they not left?
28. Who makes the final decision on whether or not Candy’s old dog should be shot? Why is this important to understanding the social climate of the ranch hands?
29. What is significant about the letter Whit reads from the Western magazine? What does it symbolize for the ranch hands?
30. Why does George agree to let Candy come with them to their dream farm?
31. Why does Curley attack Lennie in the bunk house?
32. Even though his hand is crushed, why does Curley agree not to report Lennie?
33. What punishment from George does Lennie fear he will get for hurting Curley?
34. What role does Candy play in helping George and Lennie achieve their dream? Why do you think Candy wants to be a part of the dream?

Chapter Four—choose one question to answer

35. Why has Crooks been able to accumulate more personal items than the other ranch hands?
36. What reason does Crooks first give for Lennie not being welcome in Crooks’s room?
37. According to Crooks, why does a person need a companion?
38. What is Crooks’s initial response to Candy’s account of the dream farm? What causes Crooks to become interested in joining?
39. Which holes in the American Dream do each of the men who want to participate in the utopian farm represent? What do each of them say about the validity of the American Dream?
40. According to Curley’s wife, why are the men afraid to talk to her when there is more than one present?
41. Why doesn’t Curley’s wife like talking to her husband? Clearly, she is meant to make the reader look at another section of society left out of the American Dream. What does her character say to the reader?

42. What reason does Candy give when he says that Crooks, Lennie, and he are no longer afraid that Curley’s wife will have them fired?

43. What motivates Crooks to confront Curley’s wife and tell her to leave his room?

44. How does Candy finally make Curley’s wife leave the barn?

45. What does George say about Candy and Lennie visiting with Crooks?

46. Crooks, Candy, Lennie, and Curley’s wife are lonely people with specific needs. Compare the four characters and evaluate what each one would need to end their particular kind of loneliness.

Chapter Five—choose one question to answer

47. What has happened to Lennie’s puppy and why?

48. What two pieces of information does Curley’s wife share with Lennie?

49. Why does Curley’s wife offer to let Lennie caress her hair?

50. How and why does Lennie kill Curley’s wife?

51. Why does George say that they cannot let Lennie escape to live on his own?

52. What is Candy’s greatest fear?

53. When George asks Slim about just trying to catch Lennie instead of killing him, what advice does Slim give George?

54. What makes the men think that Lennie is armed?

55. Where does Carlson plan to aim if he shoots Lennie?

56. Who stays with Curley’s wife as the others go off in pursuit of Lennie? Why is he chosen and what does it say about how societal values?

57. When Candy is left in the barn with Curley’s wife, he cries? Explain why he is so upset.

Chapter Six—choose one question to answer

58. What scene of Death does Steinbeck describe in the beginning of Chapter Six?

59. How does this chapter bring the book full circle?

60. What two imaginary visitors does Lennie have while sitting on the river bank?

61. What is the subject of the conversation Lennie has with his first visitor?

62. What does his second visitor tell Lennie that recalls an earlier conversation that Lennie had with Crooks?

63. How is George and Lennie’s conversation similar to the one they had by the pool in Chapter One? How is it different? What does it symbolize for Lennie? What does it reinforce as to the relationship between George and Lennie?

64. Where has George gotten the gun that he takes from his front pocket while sitting with Lennie on the river bank?

65. What evidence is there that George is having a terribly difficult time bringing himself to shoot Lennie?

66. What lie does George tell about the way Lennie dies?

67. What evidence is there that Slim understands what had really happened on the riverbank? What does this tell us about Slim’s character?

68. When George shoots Lennie, is this a sign of the strength of George’s love, or the weakness of his love for Lennie? Has George finally followed through on the threat to abandon Lennie? Why does George shoot Lennie in the middle of their imagining the farm one last time?
West Bloomfield High School  
American Literature Summer Reading 2015  
Assignment #2: Novel Choice

The texts on this list have been chosen to complement the novels, themes, and essential questions that you will cover in American Literature. The following questions will be discussed throughout the year. Consider them as you read this summer.

- How does literature teach us about rebellion and individual responsibility in a free society?
- In what ways are humans connected or not to the natural world?
- How does a work of literature function as a social commentary?
- What does the literature studied in this course suggest about what it means to be American? What is the "American Dream?"

A. Please select one of the following novels:
B. Choose one of the above bulleted questions to answer in an essay using the novel you chose. Remember, your claim or thesis statement should use your novel to answer the bulleted question above to which you are responding.
C. Please remember to use the editing and MLA checklist for this assignment!!!!

Choosing the right book for you:
Please note that some of the following texts may contain explicit language, sexual references, or mature subject matter. Thus, it is suggested that parents help their children make appropriate summer reading selections. To read descriptions and reviews of all the books go to www.goodreads.com/book/explore. If you are unhappy with your choice, feel free to make another selection from the list provided. As always, please use the email indicated for questions if you continue to have difficulty finding an appropriate novel.

The Grapes of Wrath by John Steinbeck
When The Grapes of Wrath was published in 1939, America, still recovering from the Great Depression, came face to face with itself in a startling, lyrical way. John Steinbeck gathered the country's recent shames and devastations--the Hoovers, the desperate, dirty children, the dissolution of kin, the oppressive labor conditions--in the Joad family. Then he set them down on a westward-running road, local dialect and all, for the world to acknowledge. For this marvel of observation and perception, he won the Pulitzer in 1940. – Amazon
**Native Son by Richard Wright**
Broken up into three parts, Wright's "Native Son" tells the story of Bigger Thomas, an angry and foolish young black man from 1940's Chicago. He is powerfully built, but weak-minded because he doesn’t have a proper education. He has big dreams of becoming an aviator, but lack of opportunity forces him to live in a rat-infested room with his mother and two siblings. He just wants to be left alone, but his suffocating world soon tortures him. He is one of many young black men like this during the age of evil prejudice, withheld freedoms, and spirit-breaking segregation. Packed with suspense, this gut-wrenching tale speaks to the modern world about a piece of American history we should never forget.

**Malcolm X: A Life of Reinvention by Manning Marable**
The late Manning Marable's acclaimed biography of Malcolm X finally does justice to one of the most influential and controversial figures of twentieth-century American history. Filled with startling new information and shocking revelations, Malcolm X unfolds a sweeping story of race and class in America. Reaching into Malcolm's troubled youth, it traces a path from his parents' activism as followers of Marcus Garvey through his own work with the Nation of Islam and rise in the world of black nationalism, and culminates in the never-before-told true story of his assassination.

**Our America: Life and Death on the South Side of Chicago by LeAlan Jones, Lloyd Newman**
These authors gained notoriety by telling personal stories of their life in the poor, violent, and desolate world of Chicago's Ida B. Wells Homes ghetto. This heartbreaking and inspiring book goes a long way toward fulfilling the wish one of its authors, LeAlan Jones, makes in his epigraph: "You must learn our America as we must learn your America, so that, maybe, someday, we can become one." Based on hours and hours of taped interviews that Jones and Lloyd Newman, these two high school students, conducted for two National Public Radio documentaries they prepared in 1993 and 1995, Our America is a no-holds-barred look at the devastatingly poor Chicago neighborhood in which they live.

**11/22/63 by Stephen King**
On November 22, 1963, three shots rang out in Dallas, President Kennedy died, and the world changed. What if you could change it back? Stephen King’s heart-stoppingly dramatic new novel is about a man who travels back in time to prevent the JFK assassination—a thousand page tour de force. King sweeps readers back in time to another moment—a real life moment—when everything went wrong: the JFK assassination. And he introduces readers to a character who has the power to change the course of history.

**Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand**
This is the inspiring true story of a man who lived through a series of catastrophes almost too incredible to be believed. In evocative, immediate descriptions, Hillenbrand unfurls the story of Louie Zamperini—a juvenile delinquent-turned-Olympic runner-turned-Army hero. During a routine search mission over the Pacific, Louie’s plane
crashed into the ocean, and what happened to him over the next three years of his life is an amazing story.

*The Immortal Life of Henrietta Lacks* by Rebecca Skloot
Henrietta Lacks was a mother of five in Baltimore, a poor African American migrant from the tobacco farms of Virginia, who died from a cruelly aggressive cancer at the age of 30 in 1951. A sample of her cancerous tissue, taken without her knowledge or consent, as was the custom then, turned out to provide one of the holy grails of mid-century biology: human cells that could survive—even thrive—in the lab. Known as HeLa cells, their stunning potency gave scientists a building block for countless breakthroughs, beginning with the cure for polio. Meanwhile, Henrietta's family continued to live in poverty and frequently poor health, and their discovery decades later of her unknowing contribution—and her cells' strange survival—left them full of pride, anger, and suspicion.

Have a great summer!

See you in the fall,

Your American Literature teachers
THE PLAN FOR A WELL-WRITTEN ESSAY

Any good essay begins with a careful reading of the materials needed for success. In this instance, that means following these steps to a successful essay.

Steps to follow:

1. Read (and probably annotate) your independent reading novel.

2. Read the essay question carefully. Be sure to have a clear idea of what the question is asking you to prove.

3. Write a thesis statement. Remember to make a claim (that means have a clear, arguable stance on what you will be saying. A good thesis statement includes both a topic and an arguable claim (stance).

4. After you write your thesis statement, reread the question. Does your thesis answer the question? If yes, go on to step 5. If not, go back to step 3.

5. Now that you know what you are going to prove, complete a prewrite.

6. Once you have successfully filled out your prewrite, you are ready to write!!!! Please look at the suggested outline after this document if you are having difficulty organizing your thoughts.

7. Once you have written, please reread, revise, and edit your essay. Use the editing checklist found after the suggested outline. You want your first American literature writing assignment to be a positive experience for both you and your teacher!

8. Once you are done, submit to turnitin.com according to your last name. It must be submitted by August 18, 2015 by midnight or you will accrue a late penalty of 10% a day it is late.
I. Independent Reading Novel Essay Outline Prewrite

A. Introduction (Hook and connection should be between 7-9 sentences)
   1. Hook
   2. Connection from hook to topic
   3. Thesis statement: (1 sentence)

B. Topic Sentence: *topic sentences need to support thesis and lead into evidence
   1. quote
   2. explanation of how quote supports topic sentence
   3. introduction of next piece of evidence for the paragraph
   4. quote
   5. explanation of how quote supports topic sentence
   6. concluding sentence should wrap up your paragraph’s idea
   7. transition to next paragraph’s topic

*****quotes should only be used for evidence. All other sentences should be yours.

C. Topic Sentence: *topic sentences need to support thesis and lead into evidence
   1. quote
   2. explanation of how quote supports topic sentence
   3. introduction of next piece of evidence for the paragraph
   4. quote
5. explanation of how quote supports topic sentence
6. concluding sentence should wrap up your paragraph’s idea
7. transition to next paragraph’s topic

****quotes should only be used for evidence. All other sentences should be yours.

D. Topic Sentence: *topic sentences need to support thesis and lead into evidence

1. quote
2. explanation of how quote supports topic sentence
3. introduction of next piece of evidence for the paragraph
4. quote
5. explanation of how quote supports topic sentence
6. concluding sentence should wrap up your paragraph’s idea
7. transition to next paragraph’s topic

****quotes should only be used for evidence. All other sentences should be yours.

E. Conclusion (paragraph should be 8-10 sentences)

1. Restate thesis in a new and exciting way. No cut and pasting from intro!!!
   a. Summarize main point from first body paragraph (B)
   b. Summarize main point from second body paragraph (C)
   c. Summarize main point from third body paragraph (D)
   d. End your essay on a strongly worded final thought.
Both of these checklists should be used as a final editing tool for both the questions as well as the essay!!!!!

General Editing Checklist:

- Have I read the entire paper aloud, one word at a time?
- Have I removed all first or second person personal pronouns: I, me, my, mine, we, our, us, you, yours?
- Have I identified and fixed sentence fragments?
- Have I identified and fixed run-on sentences?
- Have I eliminated unnecessary words?
- Have quotations been smoothly integrated into the text with my own sentence both before and after the quote?
- Have I named the author and work in my introduction?
- Do I refer to the writer by full name the first time and by last name thereafter?
- Does the paper have an original, meaningful title?
  - For example: The “Of Mice and Men” essay is not an acceptable title.
- Have I maintained consistent use of verb tense?
- Have I used strong verbs?
- Have I minimized the use of passive voice?
- Have I reviewed my use of diction? i.e. choose meaningful, appropriate words
- Have I avoided “fluff words”? i.e. very, thing, good, etc.
- Have I checked the grammar and punctuation of the paper thoroughly?
- Have I checked to be sure all contractions have been removed from my essay?
- Have I checked for spelling errors and typos (Especially homophones such as: to/too/two; their/there/they’re; your/you’re; its/it’s; past/passed; except/accept; effect/affect)?

MLA Editing Checklist:

- Formal Heading order and format (date???)
- 12 Font
- Times Roman
- Double Spaced
- Black ink only
- Documented quotations appropriately?
- Title of book is italicized
- Correctly formatted works cited page (see sample at OWL Purdue)