

# Summer Reading 2023- Grade 10 CP and Honors World Literature

You will be using your completed assignment to write your first essay in class, so I cannot stress enough how important it is to read the books and complete this assignment.

- **How To Edit this doc:** Click “File / Make A Copy”
- **Assignment Due Date:** By the first day of school, regardless of whether you have English first or second semester.
- **What to do:** Read through ALL of this document, get required books, and then complete the worksheet and submit.
- **Submitting the Assignment:** Once the assignment is complete, at the top right corner, click on the blue button that says “Share”. Type in **DMASophSummerWork23@gmail.com** and click “Enter”. Make sure that it says “Editor”--not “Viewer” or “Commenter”--next to the email. Then click “Share”.
- **Additional Notes:** \*DO NOT DELETE THIS FROM YOUR GOOGLE DOCS OR IT MAY BE DELETED BEFORE IT IS CHECKED.\*

## REQUIRED READING FOR ALL SOPHOMORES:

CHOOSE **ANY TWO** OF THE FOLLOWING MEMOIRS:

**1. *A Long Way Gone: Memoirs of a Boy Soldier*—by Ishmael Beah**

· In *A Long Way Gone: Memoirs of a Boy Soldier*, Beah, now 26 years old, tells a powerfully gripping story: At the age of 12, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By 13, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts. At 16, he was removed from fighting by UNICEF, and through the help of the staff at his rehabilitation center, he learned how to forgive himself, to regain his humanity, and, finally, to heal.

**2. *Chinese Cinderella*—by Adeline Yen Mah**

· A riveting memoir of a girl's painful coming-of-age in a wealthy Chinese family during the 1940s. A Chinese proverb says, "Falling leaves return to their roots." In *Chinese Cinderella*, Adeline Yen Mah returns to her roots to tell the story of her painful childhood and her ultimate triumph and courage in the face of despair.

**3. *Five Chimneys*—by Olga Lengyel**

· Having lost her husband, her parents, and her two young sons to the Nazi exterminators, Olga Lengyel had little to live for during her seven-month internment in Auschwitz. Only Lengyel's work in the prisoners' underground resistance and the need to tell this story kept her fighting for survival. She survived by her wit and incredible strength. Despite her horrifying closeness to the subject, *Five Chimneys* does not retreat into self-pity or sensationalism. This book is a stark reminder that the unspeakable can happen wherever and whenever ethnic hatreds, religious bigotries, and racial discriminations are permitted to exist.

**Please email your English teacher with any questions:**

[Brittany.Watkins@dma.k12.de.us](mailto:Brittany.Watkins@dma.k12.de.us)

**KEEP SCROLLING FOR ASSIGNMENT DIRECTIONS AND  
ASSIGNMENT SHEET**

## CP AND Honors World Literature ASSIGNMENT DIRECTIONS

Despite the fact that no two of these memoirs are alike, the authors all convey similar messages. Once you have read two of the three memoirs, fill out the questions below (next page). In preparation for a comparative analysis essay that we will write at the start of the semester, complete this assignment according to the following directions:

1. First, you must identify **three themes** (central messages / “takeaways”) conveyed by the authors of **both** memoirs.
  - a. **IMPORTANT:** Themes should **NOT** be one word, such as ‘loss’, ‘hope’ or ‘war’, for example. Instead, ask yourself, “*what is the author saying about ‘loss’, ‘hope’, or ‘war’?*” Themes should be universal **messages**, such as “finding yourself after **loss/grief**”, “never lose **hope**” or “**war** changes people for the worse”.
  - b. Make sure you’re wording the themes as MESSAGES. “Living in a harsh environment” would not be a message--that’s just something that *happens* to both authors; however, “Learning to adapt to harsh new surroundings” or something else related *to* the harsh environment (but worded as a message) would qualify as a theme.
2. Type the three themes you identified (that can be applied to both memoirs).
3. Fill the assignment sheet with textual evidence from each of the two books, always remaining consistent that your first memoir will be “Book One” and the second memoir will be “Book Two”. For example, if I read *Five Chimneys* and *Chinese Cinderella*, on my Google form, *Five Chimneys* will always be “Book One”, and *Chinese Cinderella* will always be “Book Two”.
  - a. **ALL of your examples should be direct quotes from the book**—this doesn’t mean that there have to be quotation marks around the original text, it just means that you will copy any part of the text VERBATIM (word for word) from the books, therefore you are “quoting” the authors. The quotes should be the best possible reflection of the themes you chose. They can range from 1-3 sentences of text. Be sure to label each quote with the page numbers from which they came.
  - b. Keep in mind that the quote should likely reflect the theme you’re illustrating, *even out of context*. This means that a reader of google document should be able to read each of your quotes, having not even read your summer reading books, and still be able to take a close guess as to which themes you are illustrating...**SO CHOOSE WISELY!**

**\*Make sure your assignment is YOUR assignment...you should not have the same google document submission as anyone else from this year or other years! Having the same themes/quotes as another cadet will result in a zero for the assignment.**

NAME **[insert full name here]**

**ASSIGNMENT SHEET - WORLD LITERATURE CP/HONORS SUMMER READING 2023**

**\*REPLACE EVERYTHING ON THIS PAGE THAT IS IN RED FONT\***

**THEME 1: [Type out the first shared “theme” / message here]**

<b>BOOK NAMES:</b>	<b>EVIDENCE OF THEME:</b>
<b>BOOK 1: [insert name of book 1]</b>	<b>IN BOOK 1: [insert supporting QUOTE from Book 1]</b>
<b>BOOK 2: [insert name of book 2]</b>	<b>IN BOOK 2: [insert supporting QUOTE from Book 2]</b>

<b>TEACHER FEEDBACK ON THEME 1</b> <b>(Cadet: do not fill out)</b>	<b>TEACHER FEEDBACK ON EVIDENCE</b> <b>(Cadet: do not fill out)</b>
<i>Teacher will type here after submission if necessary</i>	<i>Teacher will type here after submission if necessary</i>

**THEME 2: [Type out the second shared “theme” / message here]**

<b>BOOK NAMES:</b>	<b>EVIDENCE OF THEME:</b>
<b>BOOK 1: [insert name of book 1]</b>	<b>IN BOOK 1: [insert supporting QUOTE from Book 1]</b>
<b>BOOK 2: [insert name of book 2]</b>	<b>IN BOOK 2: [insert supporting QUOTE from Book 2]</b>

<b>TEACHER FEEDBACK ON THEME 2</b> <b>(Cadet: do not fill out)</b>	<b>TEACHER FEEDBACK ON EVIDENCE</b> <b>(Cadet: do not fill out)</b>
<i>Teacher will type here after submission if necessary</i>	<i>Teacher will type here after submission if necessary</i>

**THEME 3: [Type out the third shared “theme” / message here]**

<b>BOOK NAMES:</b>	<b>EVIDENCE OF THEME:</b>
<b>BOOK 1: [insert name of book 1]</b>	<b>IN BOOK 1: [insert supporting QUOTE from Book 1]</b>
<b>BOOK 2: [insert name of book 2]</b>	<b>IN BOOK 2: [insert supporting QUOTE from Book 2]</b>

<b>TEACHER FEEDBACK ON THEME 3</b> <b>(Cadet: do not fill out)</b>	<b>TEACHER FEEDBACK ON EVIDENCE</b> <b>(Cadet: do not fill out)</b>
<i>Teacher will type here after submission if necessary</i>	<i>Teacher will type here after submission if necessary</i>

