

**North Houston Early College High School**

**Freshman Summer Reading Assignment**

**2018 – 2019**

To All Incoming Freshman,

Welcome to NHECHS!

Here’s an interesting fact: “Students who read four or more books over the summer fare better on reading comprehension tests in the fall than their peers who read one or no books over the summer,” (Scholastic). Furthermore, students who read more during each summer go on to perform higher on their SATs, ACTs, End of Course, and AP exams!

For this reason, the NHECHS English program requires that all of our scholars complete Summer reading projects each summer of their tenure at our school.

The following is a summary of the assignment you should have completed before entering NHECHS in the fall:

* All scholars shall **read** Of Mice and Men, by John Steinbeck.
* While you are reading this summer, you will be required to complete **Dialectical Journal** entries for each chapter of the novel. The Journal entry pages are included in this packet. Be sure to cite the text (include the page number) for each quote. (see the example provided)
* Finally, scholars shall complete the **character charts** for two (2) characters of their choice from the novel Of Mice and Men.
* In addition to the above readings, all scholars are expected to read at least one (1) of the books from the suggested reading list included.
* NOTE: THERE WILL BE A SUMMER READING TEST THE FIRST WEEK OF SCHOOL. Those who complete their dialect journals will be able to use them on the test. If you complete more than required, you may use those on the test, too. 😊

*What is Of Mice and Men about?*

*Of Mice and Men is a novella written by author John Steinbeck in 1937 about characters George Milton and Lennie Small, two displaced migrant ranch workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States. The story tracks George’s efforts to care for himself and Lennie, whose mental handicap often finds more trouble than either of them need.*

*Visit the following links to learn about:*

**America During the 1930s** -- <http://xroads.virginia.edu/~1930s/front.html>

**How Mentally Handicap People Were Treated in the 1930s** -- <https://www.cbsnews.com/pictures/19th-and-20th-century-psychiatry-22-rare-photos/>

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dialectical Journals: Of Mice and Men**

**Directions:**

* **In the first column: Write down a direct quote from the text. You should have two (2) for each chapter; 10 total.**
* **In the second column: cite the page number**
* **In the third column: Make one of the following annotation responses IN COMPLETE SENTENCES!**

1. **Ask a question about the plot or characters**

Choose only one of these letter responses per entry!

1. **Identify one of the plot elements (setting, conflict, inciting incident, resolution, rising/falling action, point of view) and discuss its importance**
2. **Make a connection between something that already happened or something that was said previously in the novel**
3. **Relate the quote to a theme or topic (see the list below) commonly discussed in today’s world.**

Make sure to label the corresponding letter for your response!

**Example**

|  |  |  |
| --- | --- | --- |
| **Quotation from the Text** | **Page Number** | **Response** |
| *“You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it.”*  *--To Kill a Mockingbird, Harper Lee* | *p. 68* | *d. This quote illustrates why a person can never truly be “color-blind”. We will always see race. We will always see differences. And that’s okay. It’s a good thing to take notice of someone’s differences and try to understand them. We should all be trying to “climb inside” of someone else’s differences.*  **Example** |
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**Possible Themes/Topics to Use:**

*The Role of Nature/Environment*

*The Function of Racial or Gender Dynamics (Male/Female, Masculine/Feminine)*

*The Structures of Power (Economic and Social)*

*The Role of Violence*

*Collective Action v. Individual Action*

*Tone and Mood: Optimistic or Pessimistic?*

*The Notion of the Family and Family Dynamics*

*The Function of Agency/Autonomy (Free Will v. Determinism)*

*Romantic/Hopeful v. Realistic*

*Imagination v. Reality*

*“Judgement” of Characters by Author and/or Reader*

*Human Beings ← → Environment*

*The Role of Poverty*

*The Role of Labor*

*The Function of Youth and Youth Imagery*

In *Of Mice and Men*, characters make significant decisions. Identify three characters and discuss the decisions they make and the consequences of their decisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Character**: |  |  |  |
| **Decision Made by the Character:** |  | **Consequence of that Decision:** |  |
| **Evidence of that decision with page number**: Select textual evidence that illustrates the decision. | **Reasoning**: Explain the relevance of the textual evidence. (why) | **Evidence of that consequence with page number**: Select textual evidence that illustrates the consequence. | **Reasoning**: Explain the relevance of the textual evidence. (why) |
|  |  |  |  |

**In 5-7 sentences, discuss your opinion of this character. Be sure to use text evidence to support your opinion.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Character**: |  |  |  |
| **Decision Made by the Character:** |  | **Consequence of that Decision:** |  |
| **Evidence of that decision with page number**: Select textual evidence that illustrates the decision. | **Reasoning**: Explain the relevance of the textual evidence. (why) | **Evidence of that consequence with page number**: Select textual evidence that illustrates the consequence. | **Reasoning**: Explain the relevance of the textual evidence. (why) |
|  |  |  |  |

**In 5-7 sentences, discuss your opinion of this character. Be sure to use text evidence to support your opinion.**

**Suggested Reading List**

|  |  |  |
| --- | --- | --- |
| Book Title | Author | Summary |
|  |  |  |
| The Joy Luck Club | Amy Tan | In a series of sixteen vignettes that spans generations and continents, this adaptation of Amy Tan's bestselling novel explores cultural conflict and the often-turbulent relationships between four first-generation Chinese-American women |
| The Things They Carried | Tim O’Brien | They carried malaria tablets, love letters, 28-pound mine detectors, dope, illustrated bibles, each other. And if they made it home alive, they carried unrelenting images of a nightmarish war that history is only beginning to absorb. Since its first publication, The Things They Carried has become an unparalleled Vietnam testament, a classic work of American literature, and a profound study of men at war that illuminates the capacity, and the limits, of the human heart and soul. |
| Ender’s Game | Orson Scott Card | In the future, the world has been twice attacked by aliens called Buggers, and humanity almost perished. To prepare for the next battle, the world unites around the cause of collecting and training military geniuses from early childhood. Their one goal in life is to be the leaders of the army that defends Earth from the "Third Invasion." |
| The Secret Life of Bees | Sue Monk Kidd | Set in South Carolina in 1964, The Secret Life of Bees tells the story of Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted black "stand-in mother," Rosaleen, insults three of the deepest racists in town, Lily decides to spring them both free. This is a remarkable novel about divine female power, a story women will share and pass on to their daughters for years to come. |
| A Child Called It | Dave Pelzer | A Child Called It Summary. A Child Called It, by Dave Pelzer, is an autobiography of a young boy who is starved, beaten, and tortured by his mother. Despite this terrible beginning he manages to turn his life around. David uses his faith, a positive attitude, and determination to survive his mother's abuse. |
| The Audacity of Hope | Barack Obama | President Obama recounts his unique childhood and the insight that his racially mixed heritage and the experience of living in a number of exotic locales instilled in him. He also discusses in great detail virtually every major political issue facing the American electorate today, offering his opinion and possible strategies for reform. |