

# Pioneer High School

## English 5-6 Honors - Required Summer Assignment 2009

All students going into English 5-6 Honors for the 2009-2010 school year are required to read two novels and one poem and see two films during the summer. Students may borrow these books and films from a public library or purchase them from a bookstore. **Your Summer Assignment is due Tuesday, August 18. You will be tested on them.**

As you read, take notes for yourself on the characters, events in the plot and themes. In addition to reading the novels, you must also complete the following coursework. All work must be typed, double-spaced and contain well thought-out responses. Avoid plot summary! Be prepared to turn in this assignment on the second day of school. Submit one copy to Turnitin.com and a hard copy to your teacher. Additionally, you will be required to write an in-class response for each work.

### Novels

*Ender's Game* by Orson Scott Card

- What do you think the author is trying to say about the morality of war and using children as pawns? (One page or more)
- Does Ender's final position in life fit him? Why or why not? (One page)
- Do you think the ending fits the book? Explain. (One-two paragraphs)
- What is the author saying about power and the effect and their power has on people? (One page)
- How is this novel an allegory? (One page)

*One Flew Over the Cuckoo's Nest* by Ken Kesey

- Dialectical Journal – Create two columns in which you will write notes that dialogue with one another, thereby developing critical reading and reflective questioning. (Ten entries per column)
- Surrealism Portfolio – Create a small portfolio with examples of Surrealism in art, literature, and music. Be sure to include at least three definitions from different sources. Create a surreal self portrait collage using ideas found in your research. Include a works cited page.

### Poetry

- Read the "Love Song of J. Alfred Prufrock" by T.S. Eliot and complete the poem analysis sheet. Both the poem and the analysis sheet can be downloaded from the Pioneer website: [www.pioneerhigh.org](http://www.pioneerhigh.org).

### Films

*Breakfast at Tiffany's* (1961)

*Something Wicked This Way Comes* (1983)

- Watch each film and then write two separate reviews for each. Follow the "Guidelines for Movie Review Writers" adapted from the *Washington Post*. This can be found on the school's website as well.
- Additional credit will be given to students who read the novels and write a short (three paragraphs) essay that highlights and explains the differences in the novels and the movies. Please do not simply list inconsequential differences (such as the omission of minor characters or name changes). Think about *why* the director of the movie chose to leave out certain scenes, make new ones, change the ending, etc.

STUDENTS WHO DO NOT COMPLETE THIS ASSIGNMENT WILL LOSE A SIGNIFICANT AMOUNT OF POINTS AT THE BEGINNING OF THE SCHOOL YEAR!

**DO NOT ATTEMPT TO WATCH MOVIES IN PLACE OF READING THE NOVELS! The movies are VERY different and will not provide you with enough significant data to complete this assignment successfully. Responses to the literature must be turned in to TURNITIN.COM at the beginning of the school year.**

-----  
CUT OFF HERE AND RETURN

Students and parents, please sign to indicate that you understand the summer reading requirements for English 5-6 Honors. Please return this slip to your current English teacher by **Friday, May 29, 2009**.

\_\_\_\_\_  
Student's name (Print)

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's signature

\_\_\_\_\_  
Date

Below you will find a guide for writing your movie reviews.

1. Give your review a title.
2. In paragraph one:  
You will need to include the following: name of the film, prominent stars of the film, basic setting ( time and place), and type of film ( comedy, adventure, drama, etc.) Then, write a plot summary for the movie. Do not reveal the ending. Discuss at least 5 events and be sure to cover the entire scope of the movie, except the very end.
3. In paragraph two:  
Discuss one aspect of filmmaking. You may choose from acting, direction, editing, costume design, set design, photography, background music, or anything else you may think of. Be sure that you are specific and cite examples from the movie.
4. In paragraph three:  
Discuss another aspect of filmmaking. You may choose from acting, direction, editing, costume design, set design, photography, background music, or anything else you may think of, but obviously choose something different from what you discussed in the previous paragraph. Be sure that you are specific and cite examples from the movie.
5. In paragraph four:  
Give your overall reaction to the film as well as your opinion on the quality of the film. Also include your recommendations for potential viewers.
6. Remember to aim for about 400-600 words for the entire review.

(Reminder: Titles of movies are underlined or put into italics.)

Take a look at a sample movie critique for *Forrest Gump*:

“Life is like a box of chocolates. You never know what you’re gonna get.” However, when you watch *Forrest Gump* starring Tom Hanks as Forrest and Robin Wright as Jenny, you know you are going to get a lot of laughs and even a few tears. The screenplay for the 1994 movie was written by Eric Roth, based on the novel by Winston Groom. The story follows Forrest through 30 years of trials and tribulations, placing Forrest within historical moments of history, and in pursuit of his one dream—his “most special friend,” Jenny. According to the Washington Post, *Forrest Gump* won Oscar awards for Best Picture, Best Actor (Hanks), Best Director (Robert Zemeckis), Film Editing, Visual Effects and Adapted Screenplay. The movie was well deserving of these awards since the acting and the visual effects were extraordinary.

The films’ actors’ success in portraying their characters is a major factor in the film’s awards. Tom Hanks and Robin Wright worked well together, just like “peas and carrots.” The on-screen chemistry between the two was phenomenal. I felt a real connection between the two, finding myself mad at Jenny when she blew Forrest off and in tears when he told her that he was heading to Vietnam. Moku’s Movie Review states “Tom Hanks *IS* Forrest Gump...He breathes life into the guy and you will feel what Forrest feels” (1994, par 1). James Berardinelli states, “Robin Wright gives the best performance of her career, surpassing what she accomplished in *The Playboys*” (1994, par2). Another performance that stands out is that of Gary Sinise. Sinise plays the part of Lieutenant Dan Taylor, whose life is saved by Forrest during the Vietnam War. James Berardinelli writes, “In this movie, his Lieutenant Dan Taylor is riveting” (1994, par 3). I thought that Sinise was quite convincing with his emotions throughout the movie, as if he was really a disabled vet who had lost both legs in the war.

Just as good as the actors were those working behind the scenes with the special effects. Throughout *Forrest Gump* the special effects were incredible. During Lieutenant Taylor’s scenes, I was convinced that he really didn’t have legs. I was studying the scenes, looking for any signs of legs, trying to figure out how it was done. It turns out that each and every frame was painted over to give it the true to life values that it holds. Also bringing the movie more credibility was the ability to place Forrest in history making events. These events ranged from Forrest teaching Elvis how to swing his hips to meeting Presidents for various accomplishments. These television clips of Forrest were done with such finesse that they look real. Critic Brian Webster (2003) states, “This is handled virtually flawlessly; if you didn’t know better, you’d believe that a fellow named Gump really did tell President Lyndon Johnson that he had been shot in the rump while acting heroically in Vietnam” (par 2). Rolling Stone (2003) states, “The effects dazzle, though never at the expense of the story” (Travers, par 2).

This story, complete with the Oscar winning performances in both acting and special effects is perfect for those in need of a dose of goodness. My family enjoys watching *Forrest Gump* together for rejuvenation, to view someone with true values of honesty, friendship and family. Forrest, with his heart of gold and his low IQ, never gives up. He always looks for the best in every scenario. The movie opens with a feather floating down over the city, landing at Forrest’s feet. Near the end of the story, Forrest questions, “Do we each have a destiny - or do we just float around accidental, like on a breeze?” As you are contemplating this question, the feather reappears and floats through the countryside right up into the ending credits.

Read the work by T. S. Eliot and then answer the questions listed below. Be specific in your answers – answer each question carefully and fully.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>“The Love Song of J. Alfred Prufrock”</b>  <b>Lines for close analysis</b></p>	<p><b>GUIDING QUESTIONS</b></p>
<p>1. Lines 1-12</p>	<p>Who is the speaker of the poem and to whom is the poem addressed?</p>
<p>2. Lines 1-14</p>	<p>Where is the speaker? Describe the time of day, place, etc. What parts of the poem support your answer?</p>
<p>3. Lines 1-14</p>	<p>Identify two similes in the opening stanza. What do these similes suggest about what is being compared to something else?</p>
<p>4. Lines 13-14</p>	<p>What room is the speaker describing?</p>
<p>5. Lines 15-22</p>	<p>Identify the primary metaphor in this stanza. In other words, to what does the poet indirectly liken the yellow fog? Note specific elements/words from the poem to support your answer.</p>

6. Lines 23-34	What is the primary argument of this stanza? Sum up the argument in one sentence.
7. Lines 32-33	What does the speaker mean in lines 32-33? What does this argument have to do with what is “happening” in the poem?
8. Lines 37-48	What is the speaker’s emotional state at this point in the poem? What are his primary concerns?
9. Lines 45-48	Why do you think the speaker is stalling when it comes to socializing? Is this a speaker with whom you’d like to sit down and chat? Why or why not?
10. Line 51	What does the speaker mean in line 51?
11. Lines 49-69	Identify the poem’s use of repetition. What effect does repetition have on the poem’s meaning?
12. Lines 49-69	What is the speaker’s tone at this point in the poem?

13. Lines 62-66	Whom is the speaker describing?
14. Line 66	Re-read line 66. What stands out about the act of digressing?
15. Lines 75-86	Do you think the speaker himself is digressing? Identify parts of the poem to support your answer.
16. Lines 75-86	What is the primary argument of this stanza?
17. Line 85	Who/what is “the eternal Footman”?
18. Lines 87-98	How does this setting relate to the setting of the poem’s opening stanza?
19. Lines 90-98	Describe the speaker’s relationship to speaking itself. Is he effective at expressing himself and/or telling a story? Why or why not?

20. Line 104	What is your analysis of line 104?
21. Lines 111-119	What is the primary argument of this stanza?
22. Line 117	Define “obtuse”.
23. Lines 120-125	Has the speaker finally admitted his primary concern? What effect does “growing old” have on the speaker’s socializing?
24. Line 125	Re-read line 125. Why does the speaker think this?
25. Lines 129-131	What is the speaker’s final tone?
Notes/comments for class discussion	

