Honors English II Summer Reading 2018-2019 Due the first day of class

OVERVIEW:

In Honors English II we will explore an array of global literature—voices from around the world that speak profoundly to the cultural and historical perspectives they represent. These writings will explore a vast expanse of issues ranging from the abuse of power and the horrors of war, to the consequences of cultural conflict and the benefits and burdens of social change, to the search for truth and meaning and the transformational power of the hero's journey. This summer reading assignment (you must do PART I and PART II and PART III) will help you to enter the course with some background on the essential questions, ideas, and concepts we will be dealing with during the semester.

Copy the following statement at the end of each assignment (Part I and Part II). Then sign and date below the statement.

"I certify that no unauthorized assistance has been received or given in the completion of this work. All work shown is my own."

PART I: All the Light We Cannot See by Anthony Doerr (Bring the book to class)

A. *All the Light We Cannot See* by Anthony Doerr features a young French girl who becomes blind at a young age and a young German boy who is gifted with electronics. The novel is set prior to and in the midst of World War II.

Before you read the book, answer the following questions. Notice the size of the space provided.

1. Why do you think Anthony Doerr chose this title? This setting? And these protagonists?

2. Do you think the girl and boy will meet? Why/Why not? If they do, what do you predict will happen?

B. As you read *All the Light You Cannot See*, you will complete 14 Section Analyses (templates are attached). You may mark the information in your book and then record it at the end, but you might consider completing them as you go. You will notice the "time" at the start of each section is not chronological, so this practice might help you keep the timeline straight in your mind.

The following are the requirements/purposes for each section:

- The time: the time period is provided at the start of each section
- Character growth/plot: for the two main characters(Marie-Laure LeBlanc and Werner Pfennig), keep track of where they are, the problem(s) they face and the solutions they find for their problems.

FOR THE FOLLOWING, FIND A PASSAGE (not more than 3-4 sentences) FROM THE SECTIONS THAT ADDRESSES THE TOPIC. Be sure to include page numbers!

- Theme: One of the major themes of the novel is about hope, aspiration and destiny. To figure out the theme, keep track of references to or examples of these ideas.
- Imagery: We often forget that imagery is not just visual. Given that Marie-Laure is blind, this is especially important. Look for language that appeals to our other senses sound, touch, taste, smell.
- Title: The title mentions light we cannot see. To explore this, track references to or examples of light or lack of light in the text.

"Zero" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
"One" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
Choose one passage fro	om "Zero" or "One" for each category below
Example of	
hope/aspiration/destiny	
Powerful Non-Visual	
Image	
linuge	
Peference to light or	
Reference to light or the absence of light	

"Two" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
Solution.	Solution.
"Three" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
Choose one passage from "Two	" or "Three" for each category below
Example of	
hope/aspiration/destiny	
Powerful Non-Visual	
Image	
lindge	
Reference to light or	
the absence of light	

"Four"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
1100iciii(3).			11001011(3).	
Solution:			Solution:	
"Five"	Time:			
Marie-Laure			Werner	
Setting:			Setting:	
Problem(s):			Problem(s):	
Tioblem(s).			11001011(3).	
Solution:			Solution:	
	Choose	e one passage from "Fou	r" or "Five" i	for each category below
Example of				
hope/aspiration	on/destiny			
nope, aspirati	on/ destiny			
Powerful Nor	n-Visual			
Image				
U				
Reference to	light or			
the absence of	of light			

"Six" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
Solution.	Solution.
"Seven" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
bolution.	Solution.
Choose one passage from "Six'	' or "Seven" for each category below
Example of	
hope/aspiration/destiny	
Powerful Non-Visual	
Image	
linuge	
Reference to light or	
the absence of light	

"Eight" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
"Nine" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
Choose one passage from "Eigh	tt" or "Nine" for each category below
Example of	
hope/aspiration/destiny	
Powerful Non-Visual	
Image	
Reference to light or	
the absence of light	

"Ten"	Time:	
Marie-Laure		Werner
Setting:		Setting:
U		
Problem(s):		Problem(s):
Solution:		Solution:
"Eleven"	Time:	
Marie-Laure		Werner
Setting:		Setting:
C		
Problem(s):		Problem(s):
Solution:		Solution:
	Choose one passage from "Ter	n" or "Eleven" for each category below
Example of		
hope/aspirati	on/destiny	
nope/aspirati	on/destiny	
D CIN	X7' 1	
Powerful Nor	n-visual	
Image		
Reference to		
the absence of	of light	

"Twelve" Time:	
Marie-Laure	Werner
Setting:	Setting:
Problem(s):	Problem(s):
Solution:	Solution:
"Thirteen" Time:	
Marie-Laure	Werner
Setting:	Setting:
Setting.	betting.
Problem(s):	Problem(s):
Solution:	Solution:
Choose one passage from "Twelve	" or "Thirteen" for each category below
	8.
Example of	
hope/aspiration/destiny	
Powerful Non-Visual	
Image	
linuge	
Reference to light or	
the absence of light	

PART II: Kohlberg's Theory of Moral Development

Complete A on this sheet, Complete B on a blank sheet, posterboard, construction paper etc. or as a Google Doc, Google slide, etc., There are many other options for this online; just make sure you can turn it in.

A. Heinz's Dilemma – Read the story and answer the questions that follow.

Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist, and Heinz tried desperately to buy some, but the chemist was charging \$2,000, ten times the money it cost to make the drug, and this was much more than Heinz could afford.

Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later.

The chemist refused, saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug.

- 1. Should Heinz have stolen the drug? Why or why not?
- 2. Would it change anything if Heinz did not love his wife? Why or why not?
- 3. What if the person dying was a stranger? Would it make any difference? Why or why not?
- 4. Should the police arrest the chemist for murder if the woman died? Why or why not?

Now, go to http://www.simplypsychology.org/kohlberg.html --read about Kohlberg's theory and create a graphic organizer to represent the six stages of moral development described. DO NOT COPY THIS WORD FOR WORD – EXPLAIN IT IN YOUR OWN WORDS! Then, continue reading about the problems pointed out in Kohlberg's research and theory. List them and explain whether you agree with each objection or not. Finally, consider the novel. Place Marie-Laure LeBlanc, Daniel LeBlanc, Etienne LeBlanc, Reinhold Von Rumpel, Werner Pfennig, Jutta Pfennig, Frank Volkheimer, Dr. Hauptmann on the graphic organizer you created at the level that you think is indicative of their development and provide a reason for the decision.

PART III: Research on Radio – Complete on a separate sheet or in Google Docs.

Find an article/website about the importance of and/or advancements in radio technology leading up to and during World War II. Create a citation (NOT the http address) for it using the OSLIS MLA Citation Maker for high school (http://secondary.oslis.org/@@mla-secondary). If you cannot get back to your article through the information in your citation, you have not done it correctly.