

English II Pre-AP and World History Summer Reading List

Overview of Summer Reading:

Our theme for English II will be “The Danger of the Single Story”. The texts chosen for summer reading are meant to connect to that theme. With that in mind, you will not be completing a formal report for either of the assigned books. Instead, you will write ONE essay which references both texts and explains how you believe the books relate to our theme.

Specific guidelines for the essay will follow below.

The only “report” you will complete is a comparison between the novel and film versions of *The Great Gatsby*. That form is also attached below.

As you read over the summer, I will be re-reading with you, and I will post specific things I want you to notice or consider about each piece to a blog/discussion group I will maintain. The web address is:

<https://mrscookfwafasummerreading.blogspot.com/>

All students taking English II in the fall of 2018 must read/watch the following pieces this summer:

- “The Danger of the Single Story” by Chimamanda Ngozi Adichie (TEDTalk)
 - Watch this video to see what our theme for the year is all about:
https://www.youtube.com/watch?v=D9lhs241zeg&list=PLpuyqnlJzDCGwYUfv52zEJR-gQ_L24v
- The Great Gatsby by F. Scott Fitzgerald (fiction)
 - You will read this text and write an essay relating it to our theme “The Danger of the Single Story” (explanation attached).
- *The Great Gatsby* directed by Baz Luhrman (film)
 - You will watch this AFTER you have read the novel and complete the attached comparison assignment.
- The Fire Next Time by James Baldwin (non-fiction)
 - You will read this text and write an essay relating it to our theme of “The Danger of the Single Story”

All Students taking World History or AP World History in the fall of 2018 will read SELECTIONS from *King Leopold’s Ghost* by Adam Hochschild. The assignments are attached below, and WILL NOT be submitted to turnitin.com – see assignments for instructions.

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Summer 2018 Sophomore *FILM* Report Form

Your answers must be in complete sentences, and you should have diligently corrected any spelling, mechanical, and structural errors. Make your comments as long as you need, but be sure to be thorough, as longer, more thoughtful answers will be given higher marks than shorter answers that lack effort. Length suggestions and a rubric have been provided for you.

Take care to use your own words. Plagiarized reports will receive zeroes.

You must submit your TYPED responses to turnitin.com not later than 11:59 PM on August 19, 2018. This is not a “research” paper; any quotes will be from the novel and will be clearly marked by quotation marks.

The Great Gatsby

Directed by Baz Luhrmann

Identify three main differences between the novel and film versions (3 or more sentences each)

- 1.
- 2.
- 3.

Explain why you believe the screenwriters and director made these changes. Think about what they add to the film or what might have made the original version difficult to transfer to film. (3 or more sentences each)

- 1.
- 2.
- 3.

Discuss one thing about the film that was not technically different from the book, but that did not match your mental picture. Be sure to explain why. (3 or more sentences)

- 1.

The soundtrack for this film is all modern music, even though it is set in the 1920s. Explain why you think the director chose to do this **AND** give your opinion about the appropriateness of the choice. (3 or more sentences)

- 1.
- 2.

Below 70%	70-79%	80-89%	90% or higher
-grammar, spelling, mechanics, and/or sentence structure errors show weak control and impede comprehension. -more than one question is blank or incomplete. -directions are not	-grammar, spelling, mechanics, and/or sentence structure errors show limited control but do not impede comprehension. -no more than 1 question is blank or incomplete. -clear attempt to follow directions. -answers are	-grammar, spelling, mechanics, and sentence structure are mostly correct. -no questions are blank or incomplete. -answers make reference to the text and include detail	-grammar, spelling, mechanics, and sentence structure are strong with no pattern of error. -no questions are blank or incomplete. -clear attempt to follow directions. -answers include

Fort Worth Academy of Fine Arts
Summer 2018 Sophomore *BOOKS* Report Form

You will write one essay for both *The Great Gatsby* and *The Fire Next Time*. Your goal is to connect these two pieces of literature to the theme “The Danger of the Single Story” as explained in the TEDTalk you were assigned to watch.

Your essay should consist of four paragraphs – no more, no less.

The first paragraph should be an introduction which includes your personal explanation/interpretation of what Ndichie means by “The Danger of the Single Story”. It should also include a thesis statement which **briefly** explains how Fitzgerald and Baldwin reflect this theme in their works. You will expound on those connections in the body of your essay.

Your second paragraph should expand your thoughts on how *The Fire Next Time* is connected to the theme. You must specifically reference the text three times in this paragraph – no more, no less. You can reference it by paraphrasing or through direct quotation (remember that direct quotation requires quotation marks). You must put the page number of your reference in parentheses at the end of the sentence in which you use it, just like you would in a cited research paper. You must be sure to explain how each direct reference reflects the theme. In other words, don’t just quote the book and leave it. Tell me why you are quoting the book and how you think that section of the book reflects the theme.

Your third paragraph should expand your thoughts on how *The Great Gatsby* is connected to the theme. You must specifically reference the text three times in this paragraph – no more, no less. You can reference it by paraphrasing or through direct quotation (remember that direct quotation requires quotation marks). You must put the page number of your reference in parentheses at the end of the sentence in which you use it, just like you would in a cited research paper. You must be sure to explain how each direct reference reflects the theme. In other words, don’t just quote the book and leave it. Tell me why you are quoting the book and how you think that section of the book reflects the theme.

Your fourth and final paragraph should explain the “so what” of this assignment. In other words, why does this theme matter? Why do these books matter? Why are we talking about this theme and these books together?

You must submit your TYPED essay to turnitin.com no later than 11:59 PM on August 19, 2018.

Turnitin.com Login Information

Class Name: FWAFA21

Enrollment password: FWAFA21

Class ID 809734

Summer 2018 Assignment for World History and AP World History:

KING LEOPOLD'S GHOST PROJECT (REQUIRED)

Final Project Due Date August 20th: Students may choose their final assessment from the menu of activities. I have tried to create a variety of activities so that all students can find an activity that appeals to them. You will present and discuss your project to the class, and myself, in the beginning weeks of school. This will be a MAJOR GRADE (35%). *NOTE – it is not necessary to read the entire text. Even if you choose not to do the attached reading guide questions, which are offered as extra credit, please read through them to see which chapters of the book you are invited to skip.

Scrapbook or Memory Box: Create a scrapbook or memory box that might belong to TWO of the characters. It should have at least five pages or items. Be sure to give a detailed explanation of the significance of each.

In the News: Create the front page of a newspaper with TWO headline stories. Then, write an in-depth article on both of those pieces. Examples could be telling about major events, impacts, or characters from the book. (Just think of any newspaper for an example)

Design a Timeline & Map: Design a timeline of events from the novel with/on a corresponding map. The timeline should include at least 20 events. It should include pictures and a short explanation of each event.

Diorama: Create a diorama of TWO important scenes from the book. Include an in-depth explanation of the scene and reason for selecting it.

Radio Advertisement/Podcast: Write and perform a 5-minute radio advertisement persuading the public why they should read this book and TWO main events that highlight the book. This may be performed in class or recorded. Turn in a copy of the script. You could also do a Movie Trailer instead.

Or, you can do a 5-minute podcast discussing TWO major events that occurred in the book, and the long-lasting ramifications they had.

Soundtrack: Make a soundtrack for the book. It must include at least eight songs. Turn in a list of the songs with the reasons that you selected a particular song. How did this song relate to a part of the novel? Make sure the order of the songs follows the order of events in the book.

Art Piece: Create a piece of art relating the book to the real world. Include a detailed description of what you have created and how they are related.

Board or card game: Create a game out of the book. The game should include details about the setting, characters, and plot to show knowledge of the book. Make sure to include instructions about how to play.

Other: If you come up with another idea that is not listed, please email me and we can discuss if it will work!

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KING LEOPOLD'S GHOST READING QUESTIONS (OPTIONAL)

Below are some questions to help you understand the book. While these are not required, if you complete the guided questions and turn it in to me I will give you 20 bonus points to be used on an assignment in class. I will explain how bonus credits work in my class in the beginning weeks of school.

Directions: Answer the questions and complete the assignment as you read this novel. Write the question and answers digitally and turn in no later than AUGUST 19th, 2018, by MIDNIGHT. Email your completed assignment to ROY.ZAMORA@FWAFA.ORG.

You should be able to identify the following key people/events/terms from the book; in the case of people, you should be able to describe their character and perhaps recall some anecdotes about their origins and what made them the way they were:

Edmund Morel:

Henry Morton Stanley (John Rowlands): Leopold II, King of the Belgians: International Association of the Congo: General Sanford:

Berlin Conference, 1884: George Washington Williams: Force Publique:

William Sheppard: Hostage-taking:

Prologue: skim to find examples of pre-19th century interactions between Europeans and the Congo

Chapter 1:

Who is "John Rowlands"?

What factors made African explorers into celebrities in the 19th century?

Why were Europeans at that time becoming increasingly interested in Africa? What is significant about Stanley's search for Livingstone?

Chapter 2:

Describe Leopold II's character traits. What was his Belgium like?

Do you see a relationship between the nature of the Belgian nation-state and the reasons why Leopold became interested in colonization?

What steps did he take in pursuit of this goal? What justifications did he offer for his actions?

Chapter 3:

What sort of knowledge did Stanley convey about Africa in the books he wrote about his trips? What attracted Leopold to Belgium specifically?

Chapter 4:

What would Stanley do for Leopold?

The author talks about numerous "smokescreens" and "illusions" in these chapters meant to cover up Leopold's activities--what were some of these smokescreens? How did Stanley treat his African laborers?

How, specifically, did Stanley obtain land for Leopold (see especially pp. 70-72)?

What sort of societies inhabited the Congo, and what was their culture like?

Chapter 5:

Who was General Sanford, and why did he meet with President Arthur?

With what arguments did Sanford persuade Americans to approve of Leopold's plans for the Congo? You can skim over the sections on France and Germany, both of which also lent their approval.

Resume reading at page 84, and be able to explain why in general most nations agreed to let Leopold pursue his plans.

Chapter 6:

What new technologies aided Leopold's power over the Congo Free State? How would he pay for all this? What was the key role played by public opinion on the "Arab" slave trade here?

Chapter 7:

Who was George Washington Williams?

Why was he originally interested in the Congo Free State? What were the main charges in his "Open Letter"?

Chapter 8:

How was the Congo Free State administered, and how was this different from other European colonies?

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What was the role of royal decrees and concession companies?

Describe the ivory-hunting system. For what type of labor were Africans most in demand? What was the "chicotte"?

How does Hochschild explain the capacity of functionaries in Congo to exercise violence?

(pp. 120-122) In what ways did the Belgians get Africans to much of the violent and imperial work for them?

What was the Force Publique?

What attracted white Europeans like Leon Rom to work in the Congo?

Chapter 9:

You can skip this chapter, though if you have read Joseph Conrad's *Heart of Darkness*, you may find it interesting to see how Conrad based his novel on the Belgian Congo.

Chapter 10:

What is the "psychological fuel" that led some men, like Stanley, to become explorers and imperialists?

Who is William Sheppard?

Pay special attention to the "rubber boom": how did it affect the Congo Free State? Why was rubber so profitable?

How was the labor gathered?

What role did hostage-taking and the severing of hands play?

Chapter 11:

What public relations strategies did Leopold deploy in order to deflect criticism about what was going on in the Congo?

Chapter 12: skip

Chapter 13: skip

Chapter 14: skip, though note that Leopold's affair with a teenage prostitute severely damaged his approval rating in Belgium

Chapter 15:

Was the killing in Congo a genocide? What were the main causes of death?

Why did the killing go on for so long?

Chapter 16:

Get a sense of how both Morel and Leopold waged their public relations war in the press, pamphlets, with lobbyists, university professors, and even bribery

Chapter 17: skip

Chapter 18:

Focus on pages 275-283: did the reform movement do lasting good?

Was the killing in the Congo unique, or was it typical of other European colonies in Africa? Why did reformers choose to focus on the Congo, and not other areas?

Chapter 19:

What does Hochschild mean by titling this chapter "The Great Forgetting"?

BIG QUESTION: What were the main political, economic, and technological factors that created conditions in which the king of Belgium could establish an African empire? (bullet list will be fine)