Ferris High School Summer Reading

Sophomore Honors English

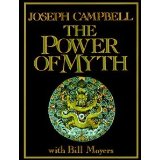
Part I: Spokane Public Schools Grade 10 Honors Summer Reading Assignment

Complete the attached High School Summer Packet for Lorraine Hansberry’s *A Raisin in the Sun.* Please see instructions on the pagew under “High School Reading Packet.”

Part II: Ferris High School Grade 10 Summer Reading Assignment

Complete the activities below for *The Power of Myth*.

***The Power of Myth* Assignment:**



*The Power of Myth*

By Joseph Campbell

Joseph Campbell and Bill Moyers offer a brilliant combination of wisdom and wit in conversations that range from modern marriage to virgin births, from saviors to heroes in *The Power of Myth*—a great summing up of Campbell’s works. Campbell’s work combines scholarship, Jungian depth psychology, and inspirational writing, and remains an immensely popular introduction. His approach reflects the continuing relevance of mythological symbols even in our secular, myth-less age. This extraordinary bestseller is a brilliant evocation of the noted scholar’s teachings on mythology.

**Reading Assignment:**

* Activity 1. Reading and Annotating the Text: **Read the Introduction and Chapter 1 only for summer reading.** Think critically and analyze the text using two-column notes and the Reading Response Notes Guide on the back of this sheet. **Complete 5 notes for the Introduction and 5 notes for Chapter 1 (for 10 notes total). Vary the types of notes responses you make.**
* Activity 2. In-Class Analysis Essay: Be prepared to compose a diagnostic essay in class when you return in September.

**Directions:**

1. Check out a book from the book room, library or purchase a copy of the book.
2. Read and analyze the text. Create two-column notes using the strategies found in the Reading Response Notes Guide to direct you.
3. Think about this BIG question as you read: “What does Campbell say about mythology's importance in one’s personal culture?”

**Reading Response Notes Guide**

Mr. Halstead

**Directions:** In your two-column notes, place text (excerpts or paraphrasing) from the written or visual work in the left-hand column. In your right-hand column, respond to the text using one of the following reading strategies below. Label the types of notes entry you create in the right-hand column. Endeavor to give a variety of response styles.

**Construct Meaning (label CM)**

* Give the meaning of the passage in your own words. Sometimes writing is so complex that a simple understanding of its content is a challenge. Save this for challenging passages.

**Make an Inference (label INF)**

* Through the use of dialogue or character description, authors frequently *imply* meaning. For example, if a fellow student were to enter a classroom and slam down a book, you would infer that this student was angry. Take a stab at inferring the intent or meaning of a passage.

**Make a Prediction (label PRED)**

* Authors use events or dialogue to foreshow future events. Good readers try and predict what’s to come. Mark down important text and tell us what predictions you can draw from it.
* If a prediction comes true for you, give us the passage and tell where it was foreshadowed.

**Text to Self Connection (label TEXT to SELF)**

* Compare (or contrast) this passage to something that has happened in your life.

**Text to Text Connection (label TEXT to TEXT)**

* Compare (or contrast) this passage with something you have read elsewhere, seen on television, heard on the radio, or seen in a movie.

**Text to World Connections (label TEXT to WORLD)**

* Compare (or contrast) this passage with something going in the world around you.

**Risk Taking (Label RISK)**

* Express opinions, judgments, and personal insights about the text.
* Thoughtfully challenge or support the assumptions the author may be making in the text.

**I Wonder (Label IW)**

* Things may come to mind after reading the text that makes you wonder about something. Place those thoughts here.