

Welcome to the world of adventure!!

Summer Reading for GT10 Students

Bailey/Kenney

Welcome to GT 10! This class is designed for students who have a true passion for literature. Through exploration of a variety of texts from different genres, time periods, and cultures, you will begin your journey in literature this summer in order to best prepare for critical analysis and writing.

The Books- Your option- choose 1:

1. *Siddhartha* by Herman Hesse: <https://philosophy.lander.edu/oriental/siddhartha.pdf>
2. *Macbeth* by William Shakespeare:
https://hibsenglish.weebly.com/uploads/7/2/3/6/7236232/macbeth_no_fear_script.pdf
3. *In the Time of the Butterflies* by Julia Alvarez: Please go to room 111 between the hours of 7:25-7:40 a.m. to sign out a book with Mrs. Haroth.
4. **How To:** Read about 10 pages a night 4-5 nights each week.

5. *Writing Requirements (3):

1. **Name each book and each chapter in each book.** Pick names that will enable you to remember what happened in the book and chapters.
2. **Take notes.** You may use a notebook or an enotebook. Sticky notes are helpful. You will be able to use the notes for assignments in our studies in the upcoming units. Plus, it is easier to review the material through notes than to reread the book.

Categories for Note taking:

- a. Character's mental health: causes and effects
 - Main Character's growth/development
 - Main Character's interactions and relationships
 - Point of views and perspectives
 - Philosophical Concepts:
 1. Nature of existence
 2. Schools of thought
 3. Extraordinary man
 - Connection to the real world
 - Author's style, including but not limited to how he/she creates suspense
 - Symbolism
 - Themes (topics and statements)

3. End Product: Choose 1 of the following products. Use your notes to help you:

- a. An Analytical Dialectical Journal: **20** typed entries in chronological order and spread throughout the book. Note the book, chapter and page numbers.

Sample Dialectical Journal from *The Chosen* by Chaim Potok:

Chapter 1: Passage / Page

"'Only two runs,' Mr. Galanter said, smashing his right fist into his left hand. 'And they hit us with all they had. Now we give them our heavy artillery. Now we barrage them!' . . . 'Fire away'" (26)

Response

This quote picks up on the coach's use a war **motif** during a high school baseball game at the end of WWII as he and the author's use **fighting diction**: "smashing," "fist," "hit," "artillery," "barrage." At first this seems to be a mere quirk in the coach's speech patterns, but upon closer inspection, it's apparent that this little high school ball game has indeed become a **metaphor** for a battle, a conflict of competing Jewish ideologies -- complete with jingoism and hatred. Potok also employs **situational irony** in that Mr. Galanter is not a soldier in the "real" war but coaches a battle in which his students are his soldiers, fighting the enemy baseball team.

- b. A Letter in the Character's Voice about one- two of the poignant issues in the text. Be creative.

The letter should be typed, double-spaced, Times New Roman 12 font.

Suggested length: **3- 4 pages**

- c. A Youtube clip- act out *and* explain the Psychological or Philosophical implications of the scene. There should be at least **two scenes**. 2 minutes each.

Last Note: There are interesting characters and philosophical study. Many people enjoy the discussions and explorations of the book after reading it. Even if you do not care for the book, you will get a lot out of participating in the analysis. You have to read in order to be able to do this effectively. There is a lot to think about with the book you choose!

Last, Last Note: Let the story unfold.

Consider the below schools of thought as you prepare to read and analyze the information and produce a final product: Psychological Approach & Philosophical Approach

Please view the next 2 pages



PSYCHOLOGICAL APPROACH

Analyzes literature by focusing on the psychology of the writer and characters. This approach evaluates the thoughts, motives, actions, development and subconscious of the characters.

Considers the following:

- motivating forces, emotions, and dimensions of the mind
- conscious and unconscious behaviors
- internal and external conflicts
- application of Freudian or other psychological theories
- tripartite self: id (basic desires), superego (morality), and ego (balance of id and superego)
- psychological disorders and dreams

PSYCHOLOGICAL APPROACH : QUESTIONS FOR LITERARY ANALYSIS



- What forces motivate the characters?
- Which behaviors or conflicts are conscious and unconscious?
- Given their backgrounds, how believable are the characters' behaviors?
- Are Freudian or other psychological theories applicable?
- Do any of the characters correspond to the tripartite self? (Id, ego, superego)
- What roles do psychological disorders and dreams play?
- What do the characters' emotions and behaviors reveal about their psychological states?
- How is the writer's personal psychology or unconscious dimensions of his/her mind reflected?

