

English 10H
Summer Reading 2011

Mrs. Daugherty and Mrs. Voight

English 10H is a difficult course designed to provide a solid foundation of classic literature and strong writing skills. Over the course of the year we will explore various strategies that will help to make a wide variety of classic texts more accessible to you. As each text offers different and unique opportunities for exploration and discussion, we will use these texts to practice and experiment with literary tools for a deeper analysis of language and literature. These tools will help you to unlock literature in an entirely new way.

Summer Reading: *A Tale of Two Cities* and *Lord of the Flies*.

A Tale of Two Cities is complex and difficult. Dickens was published in serial format (small magazines that were published regularly) and in each issue a segment of Dickens' story would appear. Many editions of *A Tale of Two Cities* contain these divisions for you to see! Dickens did not intend his writings to be "speed read" but rather provide hours of dynamic entertainment; therefore, his descriptions of people and places are long and lengthy so that his reading audience could regularly envision his creations and remember them clearly from publication to publication. Although his writing may seem tedious, the story of *A Tale of Two Cities* is exciting and is a timeless tale of hardship, devotion, sacrifice, and human nature during the French Revolution.

Summer Reading Assignment *A Tale of Two Cities*: Complete the attached assignment on the background of the French Revolution as well as the Study Questions. The assessment for TOTC will be on **Friday, August 26th** and will be multiple choice. If you have read the text and completed the study guide, you will be fine. This assessment will also contain comprehension questions on a passage.

Lord of the Flies is a more contemporary read. It is a story of a group of boys who have become stranded on an island and, in order to survive, have to create their own society. Because the children arrive as innocents and depart later as savages, *Lord of the Flies* is Golding's dark outlook and perception of what lies at the root of human nature. We will use *LOTF* to discuss symbolism, allegory, characterization, and theme.

Summer Reading Assignment *The Lord of the Flies*: Because the TOTC assignment is so detailed, all you need to do over the summer for *The Lord of the Flies* is read. You will be assessed on *The Lord of the Flies* on **Monday, August 29th**. The assessment will include one creative, written response (If you have read the book and processed the characters, you will do fine.), and a multiple choice exam that contains quote identification, basic information on plot and characters, and some questions on a passage.

Other texts we will read this year include:

"Beowulf": Anonymous—ancient tale of fate and heroism

"Oedipus Rex": Sophocles—ancient tale of fate and leadership

"Canterbury Tales": Chaucer—"slice" of life of Medieval England—first major work written in the vernacular (language of the people)

"Julius Caesar": Shakespeare—history of Caesar—friendship, leadership, and betrayal

Brave New World: Huxley—Dystopia

1984: Orwell—Dystopia

These are our major novels. We **strongly** encourage you to purchase your own copies of these novels (namely *A Tale of Two Cities*, *1984*, and *Brave New World*). If you have your own copy, you can write in the margins, take notes in the cover, and underline important concepts: these are all good things to do!! They can be bought used on Amazon.com or at Half Price Books for a lower cost than you'll find at most stores.

PLEASE contact us with any questions you have over the summer. Our email addresses are Daugherty.Jacqueline@rrcs.org and Voight.Erin@rrcs.org



Honors Sophomore English

Summer Reading 2011:

A Tale of Two Cities

A TALE OF TWO CITIES

Of all the texts we read over the course of the year, *A Tale of Two Cities* is one of the most difficult. The language is tough, but the story is timeless, and every year it ends up being a favorite book amongst students. Over the summer, you will be required to **read the text** (for plot comprehension only) and **complete the study guide** that follows. Take your time with this difficult text. It will probably take you at least a few weeks to read it well—and it is not possible to enjoy (or comprehend) the work if you rush the process.

When we return to school, you will be tested on your comprehension of *A Tale of Two Cities*—if you thoughtfully complete all questions on the study guide you will be fine. We will **not** be rereading this text again in its entirety once we return to school but will instead be studying TOTC to learn about symbol, motif, character development, and how Dickens used his work to communicate his social agenda. Because the unit will last a few weeks, the notes you take and the study guide you complete will be very helpful for you in placing the small segments you reread into the appropriate context. The test will be administered on **August 26th**. The study guide will be collected at this time as well.

While conversations with your peers about the text are encouraged, the study guide is to be completed independently. **Please don't deviate on this rule.**

CLASS DISCUSSION PREPARATION GUIDE

You must complete this, in your notes (which can either be a notebook or notebook paper in your binder), prior to the start of the school year. They will be collected on August 26th.

Note-taking is a very important skill that is essential to master during the course of 10H. Your notes will be collected and/or checked at the end of each literary unit, and you will occasionally be able to use your notes on in-class assignments and assessments. The better notes you take, the more valuable they will be. Trust us, in college, good notes will be your greatest asset.

I. Research the French Revolution. Take 2-3 pages of hand-written notes on the war.

Things to be sure you include:

- Kings and Queens during the revolution
- Causes of the Revolution
- Major Revolutionary figures
- Time frame
- The Bastille
- The role of the aristocracy
- The Enlightenment vs. The Age of Reason

II. Read the following information taken from Norton's website www.wwnorton.com on the Victorian time period. Dickens was, in many ways, the penultimate writer of the Victorian period and an understanding of his era will help you to comprehend many aspects of the novel itself. Read this information carefully, and be ready to discuss its implications in early September.

In 1897 Mark Twain was visiting London during the Diamond Jubilee celebrations honoring the sixtieth anniversary of Queen Victoria's coming to the throne. "British history is two thousand years old," Twain observed, "and yet in a good many ways the world has moved farther ahead since the Queen was born than it moved in all the rest of the two thousand put together." Twain's comment captures the sense of dizzying change that characterized the Victorian period. Perhaps most important was the shift from a way of life based on ownership of land to a modern urban economy based on trade and manufacturing. By the beginning of the Victorian period, the Industrial Revolution, as this shift was called, had created profound economic and social changes, including a mass migration of workers to industrial towns, where they lived in new urban slums. But the changes arising out of the Industrial Revolution were just one subset of the radical changes taking place in mid- and late-nineteenth-century Britain — among others were the democratization resulting from extension of the franchise; challenges to religious faith, in part based on the advances of scientific knowledge, particularly of evolution; and changes in the role of women.

All of these issues, and the controversies attending them, informed Victorian literature. In part because of the expansion of newspapers and the periodical press, debate about political and social issues played an important role in the experience of the reading public. The Victorian novel, with its emphasis on the realistic portrayal of social life, represented many Victorian issues in the stories of its characters. Moreover, debates about political representation involved in expansion both of the franchise and of the rights of women affected literary representation, as writers gave voice to those who had been voiceless.

The debates on both industrialization and women's roles in society reflected profound social change: the formation of a new class of workers — men, women, and children — who had migrated to cities, particularly in the industrial North, in huge numbers, to take jobs in factories, and the growing demand for expanded liberties for women. The changes were related; the hardships that the Industrial Revolution and all its attendant social developments created put women into roles that challenged traditional ideas about women's nature. Moreover, the rate of change the Victorians experienced, caused to a large degree by advances in manufacturing, created new opportunities and challenges for women. They became writers, teachers, and social reformers, and they claimed an expanded set of rights.

In the debates about industrialism and about the Woman Question, voices came into print that had not been heard before. Not only did women writers play a major role in shaping the terms of the debate about the Woman Question, but also women from the working classes found opportunities to describe the conditions of their lives. Similarly, factory workers described their working and living conditions, in reports to parliamentary commissions, in the encyclopedic set of interviews journalist Henry Mayhew later collected as *London Labor and the London Poor*, and in letters to the editor that workers themselves wrote. The world of print became more inclusive and democratic. At the same time, novelists and even poets sought ways of representing these new voices. The novelist Elizabeth Gaskell wrote her first novel, *Mary Barton*, in order to give voice to Manchester's poor, and Elizabeth Barrett Browning tried to find ways in poetry of giving voice to the poor and oppressed.

Britain's identity as an imperial power with considerable global influence is explored more comprehensively in the fourth topic section. For Britain, the Victorian period witnessed a renewed interest in the empire's overseas holdings. British opinions on the methods and justification of imperialist missions overseas varied, with some like author Joseph Conrad throwing into sharp relief the brutal tactics and cold calculations involved in these missions, while others like politician Joseph Chamberlain considered the British to be the "great governing race" with a moral obligation to expand its influence around the globe. Social evolutionists, such as Benjamin Kidd, likewise supported the British dominion through their beliefs about the inherent developmental inferiority of the subject peoples, thus suggesting that Europeans had a greater capacity for ruling—a suggestion that many took as complete justification of British actions overseas. Regardless of dissenting voices, British expansion pushed forward at an unprecedented rate, ushering in a new era of cultural exchange that irreversibly altered the British worldview.

III. Study Questions for TOTC

This study guide is pretty lengthy. All of the questions will help you both to comprehend this very difficult text better and to do better on the summer reading test when you return. The answers to these questions should also appear in your notebook and should be in complete sentences. (Another option is to print them out off the website and place the study guide itself in your notes—you may write the answers underneath the questions if you change the spacing and you won't need to be as detailed in your sentence construction). Take your time with these questions. Spread out your reading. The questions that are here are worth answering. **Many questions have multiple parts—be sure you answer all of them.**

Book I "sets the stage" and introduces most of the major characters. Many questions will remain unanswered at the end of this section, and that's okay. Dickens published in serial format (as chapters in magazines), and at the end of each segment he incorporated some sort of "cliffhanger." You should spend more time reading Book I than you spend on any other segment; it's the most difficult to comprehend, and it's very dense in terms of content. Take your time; be patient, the rest is easier. If you don't know an answer to a question, make note of your confusions in the space in your notes where the answer should be.

BOOK ONE "Recalled to Life"

Chapter 1 "The Period"

1. Read the paragraph that describes life in France. What type of life are the poor people leading? How is that different for people of other classes?
2. What details (and injustices) does Dickens describe regarding life in England?

Chapter 2 "The Mail"

3. What feelings seem to dominate this travel experience? Look to Dickens's description of the setting for clues. How does this connect to what you learned about England in Chapter 1?
4. What brief message is passed from Lorry to Jerry?
5. Take notes on all the names given. Everyone is important—even if you don't yet understand his/her role.

Chapter 3 "The Night Shadows"—No questions, but: Not that much of this chapter is Mr. Lorry moving in and out of sleep. The "picture" created is meant to be a little confusing.

Chapter 4 "The Preparation"

6. Who is the Doctor of Beauvais and what happened to him?
7. Take notes and write short descriptions of all new characters.
8. Who is the “wild-looking woman”?

Chapter 5 “The Wine Shop”

9. Keep track of all characters’ names and include short descriptions.

Chapter 6 “The Shoemaker”—No questions, but: Manette’s physical and mental condition is the result of a man kept in solitary confinement for 18 years. Notice the most poignant details of his depiction.

BOOK TWO “The Golden Thread”

Chapter 1 “Five Years Later”

10. What does Jerry Cruncher’s wife do to make him angry?
11. Jerry refers to himself as a/an...? This becomes Jerry’s “epithet”—define epithet in your notes.

Chapter 2 “A Sight”

12. Who is on trial, and what is the charge against him?

Chapter 3 “The Disappointment”

13. Who are John Barsad and Roger Cly?
14. What important role does Carton, “the wigged gentleman” play in the trial?
15. What is the “disappointment” referred to in the title? What do you think about the fact that this is a disappointment?

Chapter 4 “Congratulatory”

16. Lucie is described as the “golden thread.” (Ohhh...that’s the name of Book Two!) In what ways is Lucie a “thread”?
17. Why does Carton hate Darnay? (Didn’t they just meet?)

Chapter 5 “The Jackal”

18. What task does Carton complete for Stryver?
19. Dickens provides a great amount of insight into Carton’s character in the exchange between Carton and Stryver. List some of the details. At this point, how do you feel about Carton and why?

Chapter 6 “Hundreds of People”

20. What habit does Dr. Manette continue each night?
21. What story does Darnay tell Dr. Manette? This story has a profound, although only temporary, effect on Dr. Manette.

Chapter 7 “Monseigneur in Town”

22. Monseigneur has four servants do what for him? What comments is Dickens making about the aristocracy?
23. What tragedy occurs as Monseigneur travels through the city in his carriage, and what is his reaction to this event?
24. Briefly research the mythological reference to knitting and fate. With whom is this allusion associated?

Chapter 8 “Monseigneur in the Country”—No Questions! Just read and understand.

Chapter 9 “The Gorgon’s Head”

25. Who visits the Monseigneur, and what is his/her relationship to Monseigneur? This visitor makes a bold proclamation. What is it?
26. What happens to Monseigneur at the end of the chapter, and who is responsible?

Chapter 10 “Two Promises”

(One year has passed.)

27. Charles reveals his love of Lucie to Dr. Manette. What two promises are made following this declaration? What effect does this conversation with Charles have on Manette?

Chapter 11 “A Companion Picture”

28. What does Stryver reveal in his conversation with Carton? What is Carton’s reaction and why?

Chapter 12 “The Fellow of Delicacy”

29. What are Stryver’s true feelings toward Lucie? Provide evidence to support your answer.

Chapter 13 “The Fellow of No Delicacy”

30. Carton has a very important conversation with Lucie. What promise does he make her? These words are hugely important. Remember them! And write them down.
31. Re-read the chapter titles for chapters 12 and 13. To whom does each refer? Are these titles accurate? What was Dickens’s intention when he wrote these chapter titles?

Chapter 14 “An Honest Tradesman”

32. What public event breaks out in a riot? What does this foreshadow?
33. What is Jerry really doing when he goes “fishing” at night? With this knowledge, what do you think about the title of the chapter?

Chapter 15 “Knitting”

34. What story does the Mender of Roads tell at the wine shop?
35. What is Madame Defarge knitting?

Chapter 16 “Still Knitting”

36. Who is the new spy in town? Summarize his conversation with Madame Defarge.
37. Why does Madame Defarge put a rose in her hair?

Chapter 17 “One Night”—Not a question, but: This is the first time Dr. Manette has discussed with Lucie his time in prison. Take note of the motif of prisons used through the rest of Book Two.

Chapter 18 “Nine Days”

38. On the morning of his wedding to Lucie, what information does Charles reveal to Dr. Manette? What is Manette’s reaction?
39. What does the title mean? Nine days of what?

Chapter 19 “An Opinion”

40. Why does Mr. Lorry tell Dr. Manette the story about the blacksmith and his forge?
41. What “crime” do Lorry and Miss Pross commit at the end of the chapter? Why does Dickens refer to their actions as a crime?

Chapter 20 “A Plea”

42. Carton requests what of Darnay? Lucie requests what of Darnay? What do these requests reveal about each person’s character?

Chapter 21 “Echoing Footsteps”

43. Why is Tellson’s bank so busy?
44. At the end of the chapter, Dickens tells readers that seven prisoners were liberated from the prison. Why does he repeat this number? What comment is Dickens trying to make about the Revolution?

Chapter 22 “The Sea Still Rises”

45. Who is The Vengeance?
46. Look up the mythological allusion the Furies a.k.a. Erinyes. What do they have to do with the Revolutionaries?
47. Why does the mob go after the aristocrat Foulon? Be specific in what they do and why.

Chapter 23 “Fire Rises”

48. Who is Gabelle?

Chapter 24 “Drawn to the Loadstone Rock”

(Three years have passed.)

49. Look up the definition of “loadstone.” Revisit this definition at the end of the chapter. Why does this chapter have the title that it does?
50. Why is Lorry going to Paris? Why does Charles go to Paris?
51. Who is the Marquis St. Evremonde?

BOOK THREE “The Track of a Storm”

Chapter 1 “In Secret”

52. How are aristocrat prisoners described?
53. To what does the title of this chapter refer?

Chapter 2 “The Grindstone”

54. What is Manette’s reputation in France?
55. What happens at the grindstone? What does Dickens’s description of what happens at the grindstone reveal about his feelings toward the revolution?

Chapter 3 “The Shadow”

56. M. Defarge, Mme. Defarge and the Vengeance go to see Lucie and Little Lucie. Why do they say they need to see Lucie/Little Lucie?
57. What or who is “The Shadow”?

Chapter 4 “Calm in Storm”

58. Dr. Manette and Lucie have switched roles. Explain.
59. What is Dr. Manette’s new job?
60. What is ironic about the behavior of the Tribunal?

Chapter 5 “The Wood Sawyer”

61. What does Lucie do each day between the hours of 2-4 p.m.?

62. What is the Carmagnole? How does its description add to Dickens's commentary on the Revolution?

Chapter 6 "A Triumph"—No Questions: But, pay attention to the crowd's response to "the triumph" and what the crowd's reaction tells you about the nature of mobs.

Chapter 7 "A Knock at the Door"—No questions: But, pay attention to how Dickens builds suspense at the close of this chapter.

Chapter 8 "A Hand at Cards"

63. Who is Solomon?

64. Carton reveals his "cards" to Solomon. List Carton's "cards." After his conversation with Carton, what does Solomon agree to do?

Chapter 9 "The Game Made"

65. What special privilege does Carton receive regarding Darnay? How does Lorry feel about this privilege?

66. What does Carton purchase from the chemist's shop?

67. What does the reader learn at the morning Tribunal about Charles's accusers?

Chapter 10 "The Substance of the Shadow"

68. Dr. Manette's letter is read at the Tribunal. What does this letter reveal? What is the Tribunal's decision after hearing the letter?

Chapter 11 "Dusk"

69. What are Carton's final words to Lucie? When did you hear these words before?

Chapter 12 "Darkness"

70. What does the reader learn about Mme. Defarge's family?

71. What preparations does Carton make for Lorry and the Manette family?

Chapter 13 "Fifty-Two"

72. When Carton enters Charles's cell, he immediately orders Charles to do what?

73. Carton requests that Charles write a letter. What is the gist of it?

Chapter 14 "The Knitting Done"

74. What two promises does Jerry make? He asks Miss Pross to be a witness to these promises.

75. What occurs between Miss Pross and Mme. Defarge and why? What is the final outcome? What does this have to do with the title of the chapter?

Chapter 15 "The Footsteps Die Out Forever"—No Questions—Just finish the book!