

SUMMER READING

Modern World History—Honors

Mr. Pepperd

2018

The purpose of history class is to make us more aware of the trials and tribulations, achievements and failures, cultural norms and deviances through time, and especially the decisions that people made in the past that affect us today. While history involves the analysis of these past events of significance, and history texts will indeed provide many of the details, the historians who wrote the text provide much of the analysis already. Reading the words of people who lived in the times described leaves the reader to do their own analysis, and thus become the “historian” themselves. Works of excellent historical fiction can help transport the reader to the period under study, but be careful your judgements of the occurrences in the plot lines are done with respect to the morality of the time, not ours today. With this in mind, you are required to read the following work written in 1759, reflective of the new intellectual and cultural zeitgeist (the defining spirit or mood of a particular period of history as shown by the ideas and beliefs of the time) of the 18th century in Europe:

Candide—Voltaire

Assessment:

The grade you earn on your summer reading assignment includes:

1. the **at-home assignment** (described on page two, and due the second day of class--- make sure you read the assignment prior to starting the book!) **and**
2. your **in-class assessment** (an essay, short answer and/or multiple choice test in the first two or three weeks of September)

In total, your summer reading will count for approximately **15% of your first quarter grade**. This means that if you do not do a satisfactory job on this summer reading assignment you are unlikely to earn better than a C in history Honors on your first quarter report card.

Be sure to read the forwards, editor’s notes(if any), author’s introduction, and especially any informational footnotes/endnotes you may encounter. Failure to do so may have you incorrectly take things out of proper historical context, and you will be much less likely to grasp the true story/analysis.

READ ALL OF THE DIRECTIONS PRIOR TO READING THE BOOK!

Directions for the at-home summer reading assignment:

Make sure you read this thoroughly before starting the book...you need to do it at the same time as you are reading or it will be VERY difficult once you finish the book.

1. In proper **MLA form**, begin with a formal **bibliographical entry** for your book. Use easybib.com or bibme.org if you do not know how to format it correctly.

2. Choose your book's **three major characters**

- **describe** each one briefly (one or two sentences each) in your own words, and
 - write the **one quote from the book** which best demonstrates **each** of these characters' individual **personality traits**. The quote should be at least three lines long. (This means you'll be writing a total of three quotes for this section.)
- Include the **page number of the book** from which the quote came in a **parenthetical citation** immediately following the quote. That means put the author's last name and the page number like this: **(Dickens 162)**
- Be sure your selected quote describes the person, not their actions!

3. Choose **three events** that cause major plot changes

- **Describe** each event briefly (two to three sentences each) and
- write the **one quote** which best demonstrates the importance of each event (a total of three quotes). This should be about two lines long.
- Include the **page number of the book** from which the quote came in a **parenthetical citation** immediately following the quote.

4. Choose what you believe is the **major theme** of the book(control, coming of age...) other than the often subtitled "Optimism"

- **Describe briefly** (two to three sentences each) how your book exemplifies this theme, and write the **one quote** which best supports your choice. This should not be a repeat of a quote previously used, nor should it come from the author's or editor's note, preface or addendum.
- Include the **page number of the book** from which the quote came in a **parenthetical citation** immediately following the quote.

5. What questions (at least two) would you ask the characters about themselves or their actions, that were not answered in the novel?

- Write questions you feel need answering to justify an action or a thought on the part of a major character. Do NOT ask the mundane or obvious!
- These may be questions of the same or different characters.

6. What advice(at least 2 pieces of...) do you feel you need to give to a character, to either help or repudiate them?

Read the book! Any evidence of plagiarism from any of the on-line "cheat" sources (Sparknotes, Freeessays etc...) or use of reviews(from Amazon, NY Times or other) will result in a zero on the project. I am interested in your interpretation of what you read.

Should you have any questions over the summer feel free to email me at donald.pepperd@scituateschoolsri.net. Please give yourself a few days from sending the email to getting a response—I will not be checking email often as I have a full summer schedule ahead of me and very, very limited internet access.