

SUMMER READING ASSIGNMENT

I. REQUIRED READING

East of Eden by John Steinbeck was first published in 1952. Set in the Salinas Valley of California, the novel explores such broad issues as the nature of evil and the nature of the human spirit. It's also an entertaining story that you will enjoy. The plot follows two families across three generations – the fictional Trask family and the historical Hamilton/Steinbeck family – and contains several lengthy sections of direct address from Steinbeck to his readers. In typical Steinbeck fashion, symbols and metaphors are built not only on physical objects but are also built into the setting, the characters, the plot, and the dialogue.

You need to read Parts I and II (chapters 1-22) over the summer and come back *very* familiar with that content and able to enter knowledgably into discussion. There will be a 100 point objective test on Parts I and II during the first few days of school. Please pace yourself thoughtfully through your first reading and then review before school begins. We will finish the novel together in the first weeks of the semester. APEL requires that you step up your reading technique to notice, examine, and evaluate detail that the author uses to establish his or her point. Use this assignment to begin reading beyond plot to the author's message and the methods employed to drive it home.

Suggested Enrichment Readings: *Frankenstein* (Shelley) and *Lord of the Flies* (Golding) will add depth to your thematic discussion of *East of Eden* and will strengthen your “reading muscles.”

II. READING PROCESS AND DIALECTICAL NOTE-TAKING ASSIGNMENT

While reading the novel for plot and character development, you also want to absorb as much of the author's meaning as possible. In AP Language, we are always looking for answers to such questions as these:

- What is the authors' purpose?
- What is he saying about the characters and their actions?
- How does he use the novel to express ideas about people, human nature and the meaning of our existence?
- What techniques or devices does he use to create his meaning?

As you read East of Eden consider how Steinbeck uses literary devices such as these to create his meaning:

- Point of view (Who is telling the story—Steinbeck himself, or some omniscient narrator? Does the point of view change?)
- Biblical Allusions (How does he use these references to create meaning?)
Note: at some point you will need to read the first four chapters of Genesis in the Bible in understand the allusions.
- Patterns and repetition of ideas or images (such as using A for some character names and C for others.)
- Setting (Why does he take such great care in developing the setting at the start? How is the setting symbolic?)
- Symbolism (What places or things have symbolic meaning? What do characters and certain events stand for?)
- Character development (What types of characters is Steinbeck interested in? Which characters evolve—which do not?)
- Irony (What events or circumstances conflict with our expectations?)

Writing Assignment: When you come to school in the fall have the following assignment completed. Using the format shown below, make a dialectical journal with important quotes from the reading on one side and your comments and questions on the other. Make a total of 12-14 notes, about one every two chapters or so. Spread out, and don't make more than three or four notes on one side of a page. Type your notes so that they can be uploaded to our anti-plagiarism website later.

As much as possible, choose important quotes that relate to the literary devices shown above. Choose passages that raise important questions or seem to reveal meaning. Don't do the selection of passages all at once. Select as you read, and type later. If possible buy your own book and mark the text—or use post-its. In your comments, don't just summarize or review the obvious. Reflect on the passages—make connections, ask questions, and speculate about meaning.

<p>Left Side:</p> <p>Key passages that make you stop, connect, infer or ask as question. Passages should be substantial (3 lines or more). Give direct address passages special attention. Must include page numbers.</p>	<p>Right side:</p> <p>Your response to the passage, question or comment. Record why this passage seems important, what it makes you think, or a question it raises. Consider literary devices shown above.</p>
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III. OTHER PREPARATION

Grammar: Please check out *Language Network* and review basic grammar. This will be useful in your own writing and in literature analysis as authors may deliberately use a grammatical sequence to achieve their purpose. *You should know:* the review chapter on parts of speech (including being able to label the types of pronouns), chapter one on parts of a sentence, chapter two on phrases, chapter three on clauses, and chapters nine and ten on how to properly punctuate a sentence. (Pay special attention to commas!!)

Helpful websites: <http://englishgrammar101.com/> (Click on Individual Study tab.)
<http://grammar.ccc.commnet.edu/grammar/> (Google for other websites.)

Literary Terms: Some add primarily to the beauty of language, some to the meaning, & some to both. At the beginning of year you would be expected to know the following terms from your previous study. During the year we will add new techniques.

(Beauty): Alliteration, assonance, diction, imagery, onomatopoeia, repetition, rhyme, rhythm, syntax.

(Meaning): Analogy, allegory, allusion, diction, hyperbole, imagery, irony, metaphor, oxymoron, parallel structure, sarcasm, satire, simile, and repetition. (Complete list on school website.)

Helpful website: <http://www.wordsmyth.net/> (Choose the Glossary Maker tab.)