

May 2017

Dear Rising IB Juniors,

Congratulations! You have made an important decision to continue the IB curriculum and I welcome the opportunity to work with you. Please be ready to step up to the challenge as next year's literature is more rigorous and we do proceed more quickly through our units.

For the summer, students need to read Hemingway's novel *The Sun Also Rises* ISBN-13: 978-0743297332. Please see the attached information regarding the written assignments. You will turn in summer assignments associated with the reading on **the first day of class**. You will also be tested during the first week (perhaps even the first day if time permits). Make sure you arrive the first day of school with your assigned novel. You may purchase yours on line, in book stores, or you may obtain them from older students.

In addition to *The Sun Also Rises*, you will need a variety of other of literature not included in an English text book. Your complete list of works we will study this year is listed below to enable you to **secure your copies ahead of time:**

Fall Purchase – Need in September

The Great Gatsby, Fitzgerald- ISBN-13: 9780743273565

The Sound and the Fury, Faulkner– ISBN 13: 9780679732242

A Long Way Gone, Beah – ISBN 10: 0-374-53126-9

Winter Purchase – Need in early January

A Doll's House, Ibsen – ISBN -13: 9780486270623

The Stranger, Camus- ISBN-13: 9780679720201 (please make sure it is the Matthew Ward translation)

Chronicle of a Death Foretold, Marquez ISBN-13: 9781400034710

The Glass Castle, Walls-ISBN-13: 978-0743247535

Again, it is important that you have the edition indicated by the ISBN because in our study, we will refer to passages by page numbers and you will need to cite accordingly.

If you have questions about the program or your summer assignment, you may reach me by email Kimmj@leeschools.net.

I look forward to a wonderful year with you!

Sincerely,

Mrs. Jones

Assignment #1 –

Watch the video on the link provided (it is VR, so move your mouse...It's pretty cool! ☺), and research other articles you find on the Running of the Bulls and the San Fermin Festival. It is held this summer, July 5th-15th. Then, based on your findings, create the front page of a newspaper. Remember, you are not cutting and pasting actual articles. You need to write your own based on your research.

<http://www.cnn.com/2017/03/05/vr/bullfighting-pamplona-spain-matador-toro-bravo-vr/>

Your page must include at least 5 items:

- One **historical** article - Describe an actual event from past festivals--preferably something that can be related to the novel. **The information must be cited parenthetically and on an attached bibliography.** The article must be written as an actual newspaper story of the event and must be at least 250 words long.
- Two **personal interest** articles - Tell about a personal interest story associated with the festival. Examples might include injuries/deaths; where (which farms) the bulls originate; tourists from the US; the good, the bad, and the ugly of trying to attend the festival; ...
- One article describing **protests/objections** to the festivities or bullfighting and reactions to said protests. (Peta attends every year and they are quite creative in their protests.)
- One **graphic** - photo/picture/cartoon from the festival. You must include a caption which explains the graphic and **cites the source of the graphic.** You may obtain this from the internet.

Assignment # 2: Carefully read the novel *The Sun Also Rises* and answer the following study questions on another sheet of paper. Be prepared for a **test over all chapters.** **Answers MUST be handwritten. Typed answers will not be accepted.**

Book 1 - (two spring days)

Chapters 1-2

1. Hemingway begins the novel with two quotations, one from Gertrude Stein and the other from Ecclesiastes. Stein's is an historical observation. What does it mean?
2. What is the connection of the Ecclesiastes quotation with the novel? Why does the author focus on the rising rather than the setting sun in his title?
3. As the novel opens, what is its point of view? What do we learn about the narrator? How would you describe the narrator's tone?
4. What is the setting of the novel?
5. What biographical facts do we learn about Robert Cohn? Be specific.
6. The narrator tells us about Cohn: "The lady had him? (13). How does the narrator feel about Frances and her relationship with Cohn?
7. Make a list of differences between Cohn and Jake.
8. Explain the implication of Jake's statement, "I have a rotten habit of picturing the bedroom scenes of my friends" (21).

9. What technique does Hemingway employ most: narration, description, or dialogue?
10. How is the theme of waste or emptiness developed so far?

Chapters 3-5

11. How is Jake different from the others?
12. Make a list of examples of verbal irony. Indicate the pages where you found them. Be sure to include page 30.
13. What is your first impression of Georgette? What is her profession?
14. What kind of sickness do they (she and Jake) have?
15. In the nightclub scene, what do Jake's friends think of Georgette?
16. Describe the friends Brett comes in with. What do Brett's friends think of Georgette?
17. Why does Jake get mad and leave?
18. What are our first impressions of Brett?
19. From the conversation between Brett and Jake when they are alone, what is the principle conflict in their relationship?
20. Why does Jake exclaim, "To hell with you, Lady Ashley"? (38).
21. When Jake reflects on his "mala fortuna," he tells us how he deals with the fact of his war wound: "I never used to realize it ... The Catholic Church had an awfully good way of handling all that. Not to think about it" (39). What is his tone here?
22. Explain: "It is awfully easy to be hard-boiled about everything in the daytime, but at night it is another thing" (42).
23. What more do we learn about Brett and Jake's feelings for her from his conversation with Cohn in Chapter 5?
24. How do the hors d'oeuvres parallel Cohn?
25. Discuss Cohn's spectacles (symbolism).

Chapter 6-7

26. How does Jake feel about Paris?
27. When Cohn is asked to state what he would rather do if he could do anything he wanted, he replies, "I don't know" (51). What does this suggest about these expatriates?
28. When Jake observes that Cohn had "a funny sort of undergraduate quality about him," (52) what is he trying to say?
29. What is he saying later when he observes that "Externally he had been formed at Princeton. Internally he had been molded by the two women who had trained him"? (52).
30. When Jake expresses a desire to live with Brett, why does she refuse?
31. What kind of individual is the Count?
32. When the Count asks why Jake and Brett do not get married, what clichés do they answer?
33. What happens when Jake and Brett dance together?

Book 2 - Chapters 8-12

34. Discuss the symbol of Brett's bathing.

35. Discuss the pilgrims on the train.
36. Characterize Mike. (How does Hemingway use the language to do this?)
37. What is Jake's reaction to the news that Brett went to San Sebastian with Robert Cohn?
38. What is Bill's attitude toward Cohn? Is Bill anti-semitic?
39. What is Jake's attitude toward religion?
40. Has Brett become like Georgette?
41. As Jake moves out into the Spanish countryside, how does the natural beauty affect him? How does the isolation?
42. When Bill and Jake are alone, they engage in friendly banter. What does it tell us about the two?
43. How does Bill explain the expatriate?
44. The conversation almost becomes serious in Chapter 12, but it doesn't. Why?

Chapters 13-14

45. During the course of their fishing excursion, Bill and Jake encounter an Englishman, Wilson-Harris. What information do we have about Wilson-Harris' character? Why is he in the novel?
46. Describe Jake's relationship with Montoya.
47. The relationship between the steer and the bull and the steer's function provide an image of human relationships and behavior. Is Cohn a steer? Is Jake? (Leave plenty of room here to answer).
48. Explain: "It was like certain dinners I remember from the war. There was much wine, and ignored tension, and a feeling of things coming that you would not prevent happening. Under the wine I lost the disgusted feeling and was happy. It seemed they were all such nice people" (150).
49. As Jake reflects on Mike's behavior toward Cohn, he feels disgusted with himself and concludes, "That was morality; things that made you disgusted afterward" (152). What immorality has he done?

Chapters 15-17

50. Describe the Festival of San Fermin. P. 156.
51. Discuss the symbolism of Brett being denied entrance to the church, p. 159.
52. Why do the Spanish men dance around Brett?
53. What happens to Cohn during this time? Significance?
54. Discuss the significance of Jake watching from above, p. 164.
55. How does the bullfight affect Cohn?
56. Describe Romero. How does Montoya distinguish him from the other matadors?
57. What is Jake's attitude toward Romero? Is Jake playing the role of steer with Romero?
58. How is the weather a foreshadowing device? How is it symbolic?
59. What does Brett mean when she says, "...I'm a goner...I've got to do something I really want to do. I've lost my self-respect"? (187)
60. Cohn accuses Jake of being a pimp. Is she? Why does he bring Romero to Brett?

61. Explain what is happening to Jake after he is knocked out by Cohn. What is the thing about the suitcase?
62. In the running of the bulls, one man is badly gored; he dies. Is this an image of what has happened to Cohn?
63. How does the reader hear about Cohn's fight with Romero?
64. In Cohn's fight with Romero, why does Romero behave as he does?
65. What happens after the fight?

Chapter 18

66. Why does she insist on going into a church with Jake to pray – and they have to leave almost immediately? Contrast her attitude toward prayer with Jake's.
67. At the bullfight, what is the function of the ritual? Is there a connection between the ritual and death?
68. How is Romero's style of fighting different from Belmonte's?
69. Why does Jake feel so bad?

Book III

Chapter 19

70. Describe how Mike, Bill, and Jake part company? What sown of emotion is there? Where does each of them go?
71. Explain: "Send a girl off with one man. Introduce her to another to go off with him. Now go and bring her back. And sign the wire with love" (243).
72. What account does Brett give Jake of her affair with Romero? p. 247
73. What is the tone of the ending: "Isn't it pretty to think so?" (251).
74. Relate the ending to Ecclesiastes. (Epigraph, before 1st chapter).

Sun vocabulary (to assist you with your reading)

1. apertif – alcoholic drink taken before a meal to stimulate appetite.
2. pernod – A particular brand of anis. A drink.
3. absinthe – a type of drink made of wormwood oil or its substitute.
4. poule – slang for prostitute
5. patrone – proprietor
6. cobbles – stones used for paving
7. armoire – a large, usually ornate, cupboard or clothespress
8. cardon – cord; string
9. brioche – a light, rich roll, made with flour, egg, butter, and yeast.
10. platonic – love between a man and woman which is purely spiritual or intellectual (without sex)
11. Lourdes – place in France where the Virgin Mary appeared to Bernadette. People now go for healing.
12. gentille – showing good taste or refinement
13. daunt – To make afraid or discouraged; intimidate
14. chateaux – French feudal castle; large country house and estate
15. pelota – a ball
16. archivist – a person having charge of public records.
17. posada – in Spanish speaking countries – an inn

18. simian – ape-like
19. aficionado – devoted follower
20. taut – tightly stretched
21. picador – any of the horsemen who weaken the neck muscles of the bull by pricking with a lance.
22. paseo – a walk or stroll
23. smock – a loose shirt-like outer garment worn to protect the clothing.
24. banderillero – a man whose job it is to stick banderillas into the neck and shoulders of the bull.
25. lorgnon – single or double eyeglass, such as a monocle or pince-nez
26. torero – matador – master bullfighter.
27. proselyting – trying to convert into a religion.
28. muletas – a red flannel cloth draped over a stick and manipulated by the matador.
29. percale – closely woven cotton cloth.
30. fistula – an abnormal passage from an abscess to the skin.
31. consignee – a person or dealer to whom something is consigned (placed in care of).
32. kiosque – a small structure open at one or more sides.

Assignment #3:

Mind Map Assignment – Sun Also Rises

Objective: Create a Mind Map representing one of the characters in the novel.

Definition of Mind Mapping: Mind mapping is an organizational thinking strategy used to literally “map out” your thoughts; think of it as a creative alternative to note-taking. The process is simple—as you think about information you’re gathering, you map out instant associations using key words, pictures, symbols, and icons. Mind mapping is both easy and effective because your brain works by association; it naturally likes to link things together.

How to Complete This Assignment: First, review the mind mapping steps (below). View the sample. Then, keep notes as you read on one particular character that you choose. After reading, create an effective mind map that represents his/her life.

Grading Criteria: Mind map must accurately and completely capture the character via a minimum of three first-level branches and 5 additional branches (20 points), be visually stimulating and appealing (20 points), and be accompanied by a “key” on the reverse of the map that explains in bullet list format the meaning behind the symbols, drawings, and icons on the map (10 points).

Mind Mapping Guide

Step 1 – Creating your central idea

Create your central idea as the theme (“center”) of your Mind Map. The center of your map should ideally be/include an image related to your central idea, as images help you imagine and remember information.

Step 2 – Adding your ideas

You next need to add your ideas and thoughts to your Mind Map. You can do this by adding branches for each of your ideas. Curved, natural branches are the most effective as they reflect how your brain thinks. Straight lines don’t excite your mind, which means that you aren’t soaking up so much information. Curved lines create variety and excitement for your eyes, making the information they hold easier to remember! Give your main ideas thicker branches to show their importance. Your branches should become less and less thick as you add your second and third level ideas.

Step 3 – Using color

A very important part of Mind Mapping is color. Colors are as exciting to your brain as images. They add extra interest and life to your Mind Map and give energy to your creative thinking.

Step 4 – Using key words

Once you have created a branch for your idea, you can add a word to describe this idea. It is important that you try and only use single words (or, at most, short key phrases) rather than long descriptions. This is because an isolated word will allow you to create many more connections than two or more words. This allows your mind to have the freedom to spark off new ideas and thoughts.

Step 5 – Using images

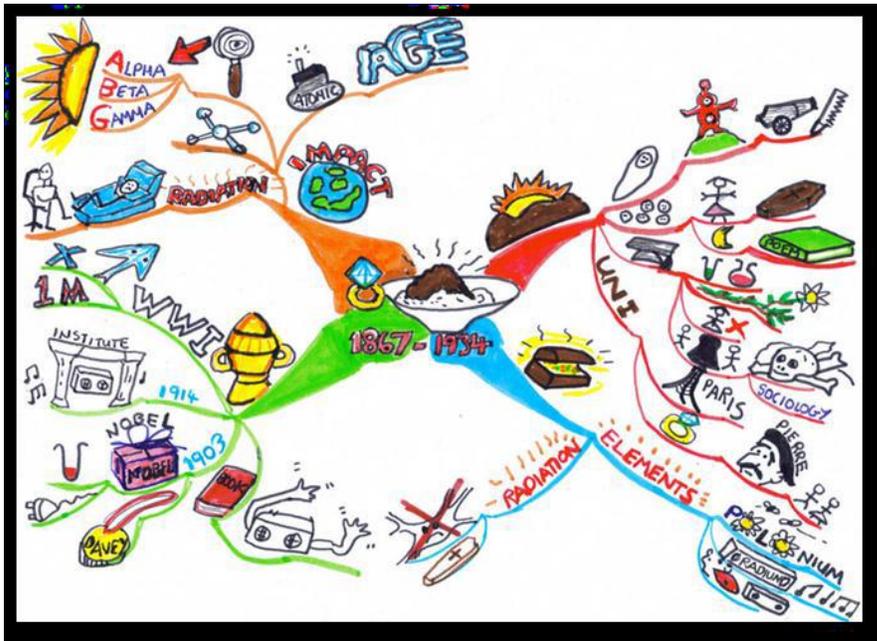
Attach visual images to your branch. Images have a lot of power on your brain; the more you use, the better! Images can, and sometimes should, even take the place of words on your branches.

Step 6 – Making connections and associations

Carry on creating your Mind Map! Make connections from your first idea to other ideas, and let your brain start making associations with other thoughts you have. These connections will start forming the rest of your main branches and then your second level branches and then third level branches. For each new idea, create a branch from the branch you were thinking about. If you connect branches and, therefore, ideas, you will understand and remember information a lot more easily.

Adapted from imindmap.com

Sample for Marie Curie:



Sample for William Shakespeare:

