

Honors English 10 – Summer Assignment

*Carefully read all included information.

Ms. Krystal Schulte, kschulte@bwschools.net

Description: Over the summer, students are to read *The Old Man and the Sea*, by Ernest Hemingway, and complete a journal assignment explained on the following pages. A digital version of the text with page numbers noted is located on this website:

https://drive.google.com/file/d/1al-j_suQK-BymVAFJ72e9CDhml4cTdyJ/view?usp=sharing

Objectives:

1. The student will create a double-entry journal to evaluate, analyze, and connect with the book.
 - The double-entry journal is due on the second day of school and will be forty points.
 2. The student will demonstrate understanding of the plot by completing a quiz on the book.
 - The quiz will take place the second day of school and will be thirty points.
 3. The student will compose an in-class, multi-paragraph timed essay modeled after Advanced Placement Literature Exam essays analyzing the book.
 - The essay will take place after discussion of the book in class and will be forty points.
-

Background: *The Old Man and the Sea* – by Ernest Hemingway

Why Study *The Old Man and the Sea*? - *The Old Man and the Sea*, first published in its entirety in *Life* magazine in the fall of 1952, was immediately proclaimed both a masterpiece and a classic. Within forty-eight hours, over five million copies were sold and the book itself had advance sales of 50,000 copies. The book was awarded the 1953 Pulitzer Prize and is considered by many to be Hemingway's finest work.

The Genesis: *The Old Man and the Sea* is an expansion of a Hemingway short story published in the April 1936 issue of *Esquire*. The story, entitled "On the Blue Water," resulted from an account a friend gave Hemingway about an actual incident in which an old fisherman battled a giant marlin for three days and nights. In preparation for expanding the story, Hemingway went to Cuba a few years later to sail out in a boat himself. However, he began writing *For Whom the Bell Tolls* (another famous Hemingway book) instead and did not begin to rework his story about the old fisherman until late in 1951.

The Structure: Hemingway uses none of the typical stylistic devices, such as chapters or even additional spacing to indicate changes of action or scene in *The Old Man and the Sea*. Therefore, for the sake of reading and then later for discussing the book in class, eight "sections" will be delineated.

1. Section #1: From the beginning of the novel *through* Manolin's departure ("Sleep well old man."), prior to Santiago's retiring for the night.
2. Section #2: From Santiago's preparation for going to sleep *through* his determination that it is all right for him to talk aloud.
3. Section #3: From Santiago's realization that he must concentrate all his thoughts and efforts on fishing *through* his remark to the fish, "I'll stay with you until I am dead."
4. Section #4: From the beginning of the second day *through* the late afternoon and Santiago's comment, "If you're not tired, fish...you must be very strange."
5. Section #5: From the approach of the second night *through* Santiago's first sleep while, "the fish pulled on steadily and the boat moved into the tunnel of clouds."
6. Section #6: From Santiago's awakening to the jerking of his right fist *through* his plan to "bind him [the marlin] to the skiff."
7. Section #7: From Santiago's order to himself to get to work *through* his killing of the sharks and bringing "the skiff onto her course."
8. Section #8: From Santiago's concern about the meat the sharks have taken *through* the end of the book.

Vocabulary: The book is set in a Cuban village near Havana and on the ocean during a fishing voyage. Hence, in order to create a realistic style, Hemingway incorporates various Spanish terms into his writing as well as terms associated with ocean fishing. The words below are in the order they appear in the text. You are expected to look up definitions as you read (dictionary.com on your cell phone is convenient) for any other words you do not understand.

Section 1:

- Skiff – a small, light sailing boat
- Gaff – a handled hook for holding or lifting heavy fish
- Harpoon – a large spear or javelin used in hunting large fish or whales
- Mast – a long pole rising from the deck of a ship and supporting the yards (poles tapered toward the end to support and spread the heads of square sails), booms (long poles used to extend the feet of sails), and rigging (the shapes, numbers, and arrangements of sails and masts of ships)
- Thwart – a rower's seat extending athwart (across) a boat
- Bodega – Spanish for warehouse

Section 2:

- Roadstead – a place less enclosed than a harbor where ships may ride at anchor
- Bonito – medium-sized tunas, intermediate between the smaller mackerels and the larger tunas
- Albacore – a large oceanic tuna with long pectoral fins that is the source of most canned tuna
- Fathoms – units of length equal to six feet used for measuring depths of water
- Shank – the part of a fishhook between the eye and the bend
- Plummets – plumbs; lead weights attached to lines used to indicate a vertical direction
- Stern – the rear of a boat
- Plankton – the tiny passively floating or weakly swimming plant and animal life of a body of water
- Loggerhead – any of various very large marine turtles
- Smacks – sailing ships used chiefly in coasting and fishing

Section 3:

- Bight – a loop, especially in a rope
- Marlin – a large, oceanic sport fish related to sailfishes and spearfishes
- Bitt – a post fixed on the deck of a ship for securing lines
- Scythe – a hand-held mowing implement with a long, curved blade fastened at an angle to a long handle
- Rapier – a straight, two-edged sword with a narrow, pointed blade
- Gunwale – the upper edge of a boat's side

Section 4:

- Ptomaine – food poisoning caused by bacteria or bacterial products
- Calambre – Spanish for cramp or spasm

Section 5:

- Juegos – Spanish for games
- Dorado – Spanish for golden
- Rigel – a first magnitude star in the left foot of the constellation Orion
- Leprous – scaly; scurfy; flaky

Section 6:

- Dorsal – relating to or situated near the back, especially of an animal or one of its parts

Section 7:

- Periscope – a tubular optical instrument containing lenses and mirrors by which an observer obtains an otherwise obstructed field of view
- Tiller – a lever used to turn the rudder (the steering mechanism) of a boat from side to side
- Dentuso – Spanish colloquialism meaning “toothy” or having large teeth
- Broadside – the side of a ship above the waterline

Section 8:

- Brisa – Spanish for breeze

Double-Entry Journal Assignment

Rationale: A double-entry reading journal is one way to interact with what we read, increase critical thinking skills, and create a meaningful, better understanding of what we read. The main idea behind double-entry journals is that we retain more, and we learn more deeply when we reflect on our thinking.

Explanation: A double-entry journal allows us to record excerpts from the text on one side of the page (left) and to use the other side to comment on those excerpts (right). The initial side of the journal allows us to get text details down quickly, just as they occur. The other side of the journal allows us to step back from the text and consider implications, connections, and reflections.

Journal Entry Requirements:

- The journal components must be typed into the chart provided at the end of this packet to prepare for digital submission on the second day of school.
- For each of the eight sections of the book (see “The Structure” section on the first page of this handout), you must have two excerpts from the book. Each excerpt must include a page number (page numbers are listed on the digital version of the text).
- Your commentary sections must be fifty to one hundred words each. Also, your journal entries must be composed in a formal writing style, following the rules for correct grammar and punctuation.
- All work must be done independently. Collaboration on any part of the assignment is prohibited and will result in “zero” points for all students involved.

Ideas to Consider: You are not limited to these ideas, however, all information written in the chart needs to be school appropriate or will receive no credit.

- Evaluations: Excerpts that...
 - Make you consider the author’s purpose
 - Cause you to consider the purpose of style (repetition, short/choppy sentences vs. long/complex sentences, dialogue)
 - Cause you to consider the purpose of word choice (words that create feelings, appeal to the senses, and/or have multiple meanings)
- Analysis: Excerpts that...
 - Demonstrate literary techniques (such as symbolism, characterization, conflict, irony, and/or imagery)
 - Cause you to have insights into understanding the book beyond a literal level
 - Reveal overall meanings of the book
- Connections: Excerpts that...
 - You are able to relate to your life experiences
 - You are able to relate to global issues
 - You are able to relate to other books you have read

Example from *Animal Farm*, by George Orwell

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|----------------------------|------------------|---|
| "The four pigs waited, trembling with guilt written on every line of their countenances...they confessed that they had been secretly in touch with Snowball...in destroying the windmill...that they had entered into an agreement with him to hand over Animal Farm to Mr. Frederick...The dogs promptly tore their throats out...confessions and executions went on, until there was a pile of corpses...and the air was heavy with the smell of blood." | Chapter 7 | 75 | Connection: This scene reminds me of events that I learned about in history class during Joseph Stalin's reign of terror over the Soviet Union in the mid-1930's. Stalin conducted purges, which led to more than two-thirds of the governing class being murdered. As a result of mass hysteria, apparently innocent people confessed to crimes against the state, literally committing suicide. Orwell makes this connection to emphasize the dangers of corrupt leaders with too much control. <i>(FYI – This explanation is 75 words.)</i> |

The Old Man and the Sea – Double-Entry Journal Rubric

| Your Score | Grade | Explanation |
|------------|-------|--|
| 40-36 | A | <p>A journal receiving this score...</p> <ul style="list-style-type: none"> Includes highly significant excerpts/quotes from the book that reveal unique, meaningful understandings of the book rather than simple recollection of plot events Includes entries that insightfully respond to the chosen excerpts/quotes and demonstrate outstanding critical thinking and thoroughly developed responses Includes entries that are well organized and clearly focused, demonstrating clear coherence and smooth progression of ideas Includes entries that are written in formal, standard English and free of most errors in grammar, usage, and mechanics |
| 35-32 | B | <p>A journal receiving this score...</p> <ul style="list-style-type: none"> Includes important excerpts/quotes from the book that reveal meaningful understandings of the book rather than simple recollection of plot events Includes entries that insightfully respond to the chosen excerpts/quotes and demonstrate strong critical thinking and generally developed responses Includes entries that are generally organized and focused, demonstrating coherence and progression of ideas Includes entries that are generally written in formal, standard English and generally free of most errors in grammar, usage, and mechanics |
| 31-28 | C | <p>A journal receiving this score...</p> <ul style="list-style-type: none"> Includes excerpts/quotes from the book that reveal understandings of the book rather than simple recollection of plot events Includes entries that respond to the chosen excerpts/quotes and demonstrate competent critical thinking and adequately developed responses Includes entries that are generally organized and focused, demonstrating some coherence and progression of ideas Includes some entries that are not written in formal, standard English and have some errors in grammar, usage, and mechanics |
| 27-24 | D | <p>A journal receiving this score...</p> <ul style="list-style-type: none"> Includes some excerpts/quotes from the book that reveal understandings of the book rather than simple recollection of plot events Includes entries that respond to the chosen excerpts/quotes but demonstrate inconsistent critical thinking and inadequately developed responses Includes entries that are limited in their organization and focus, or may demonstrate lapses in coherence and progression of ideas Includes many entries written in an informal style and entries with an accumulation of errors in grammar, usage, and mechanics |
| 23-0 | F | <p>A journal receiving this score...</p> <ul style="list-style-type: none"> Includes a limited number of excerpts/quotes from the book that reveal understandings of the book rather than simple recollection of plot events Includes entries that respond to the chosen excerpts/quotes but demonstrate weak critical thinking and seriously limited development of responses Includes entries that are poorly organized and/or focused, or demonstrate serious problems with coherence and progression of ideas Includes entries where the informal style and accumulated errors in grammar, usage, and mechanics are so serious that meaning is somewhat obscured |

**2.5 points will be deducted from the total score for every journal entry that is missing.

**A score of zero will be earned for any students with shared responses.

/ 40
points

The Old Man and the Sea – Double-Entry Journal Assignment

Make a digital copy of this chart to type your responses in for submission the second day of school.

| Student Name: _____ | | | |
|--|--|----------------|--|
| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #s | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
| | #1 The beginning of the novel <i>through</i> Manolin's departure ("Sleep well old man."), prior to Santiago's retiring for the night. | | |
| | #1 | | |

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|--|--------------|--|
| | #2 Santiago's preparation for going to sleep <i>through</i> his determination that it is all right for him to talk aloud. | | |
| | #2 | | |

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|---|--|-----------|---|
| | #3 Santiago's realization that he must concentrate all his thoughts and efforts on fishing <i>through</i> his remark to the fish, "I'll stay with you until I am dead." | | |

| | | | |
|--|----|--|--|
| | #3 | | |
|--|----|--|--|

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|------------------------|--------------|--|
|--|------------------------|--------------|--|

| | | | |
|--|---|--|--|
| | #4 The beginning of the second day <i>through</i> the late afternoon and Santiago's comment, "If you're not tired, fish...you must be very strange." | | |
| | #4 | | |

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|--|--------------|--|
| | #5 The approach of the second night through Santiago's first sleep while, "the fish pulled on steadily and the boat moved into the tunnel of clouds." | | |
| | #5 | | |

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|--|------------------|---|
| | #6 Santiago's awakening to the jerking of his right fist <i>through</i> his plan to "bind him [the marlin] to the skiff." | | |
| | #6 | | |

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|--|--------------|--|
| | <p>#7</p> <p>Santiago's order to himself to get to work <i>through</i> his killing of the sharks and bringing "the skiff onto her course."</p> | | |

| | | | |
|--|----|--|--|
| | #7 | | |
|--|----|--|--|

| Excerpt from Book (Surround each quote with quotation marks) | Section of the Book | Page #(s) | Explanation of Your: Evaluations, Analysis, and/or Connections (each entry must be 50-100 words) |
|--|------------------------|--------------|--|
|--|------------------------|--------------|--|

| | | | |
|--|---|--|--|
| | #8 Santiago's concern about the meat the sharks have taken <i>through</i> the end of the book. | | |
| | #8 | | |