

Honors English 10: Summer Assignment

Mr. Dolak- jdolak@bwschools.net

Ms. Tambellini- btambellini@bwschools.net

Description

Over the summer, students will read Ernest Hemingway's *The Old Man and the Sea* and complete journal entries for various sections of the text. Click [HERE](#) for the digital version of the text.

Objectives

1. Students will create a double-entry journal to evaluate and analyze the text. (**Due: 11:59pm on Tuesday, August 29, 2023**)
2. Students will demonstrate an understanding of the plot by completing a quiz on the book.
3. Students will compose an in-class, multi-paragraph, timed essay modeled after Advanced Placement Literature Exam essays analyzing the book.

The Old Man and the Sea Background

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.

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, four "sections" will be delineated.

1. Section #1: From the beginning of the novel to Santiago's statement, "And the rich have radios to talk to them in their boats and to bring them the baseball."
2. Section #2: From Santiago's realization that he must concentrate all his thoughts and efforts on fishing to the late afternoon and Santiago's comment, "If you're not tired, fish...you must be very strange."
3. Section #3: From the approach of the second night to his plan to "bind him [the marlin] to the skiff."
4. Section #4: From Santiago's comment to himself, "Get to work old man," to 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 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
- 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 or various very large marine turtles
- Smacks- sailing ships used chiefly in coasting and fishing

Section 2:

- Bight- a loop, especially in a rope
- Marlin- a large, oceanic sport fish related to sailfishes and spearfishers
- 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
- Ptomaine- food poisoning caused by bacteria or bacterial products
- Calambre- Spanish for cramp or spasm

Section 3:

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

Section 4:

- 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
- 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 note 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 four sections of the book (see “The Structure” section on the first page of this handout), you must have **three quotes from the book**. Each excerpt must include a page number (page numbers are indicated on the bottom of each PDF page – for the sake of this assignment, ignore the numbers in brackets which appear throughout the text).
- For each section, you must create an **evaluation, analysis, and connection** for one quotation (**three different quotations total per section**).
- Your commentary sections must be **fifty to one hundred words each**. Additionally, 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:

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 entry journal from George Orwell's *Animal Farm*

<p style="text-align: center;">Excerpt from Book</p> <p>Surround each quote with quotation marks and include your parenthetical citation.</p>	<p style="text-align: center;">Section of the Book</p>	<p style="text-align: center;">Responses</p>
<p>"And remember, comrades, your resolution must never falter. No argument must lead you astray. Never listen when they tell you that Man and the animals have a common interest, that the prosperity of the one is the prosperity of the others. It is all lies. Man serves the interests of no creature except himself. And among us animals let there be perfect unity, perfect comradeship in the struggle. All men are enemies. All animals are comrades" (7).</p>	<p>Chapter 1</p>	<p>Evaluation: In this opening scene, Old Major explains his vision of a human-free land to the other animals using direct language. These choppy sentences limit the reader to make inferences about the text, paralleling the animals' society and that these "human-free" terms are non-negotiable. Additionally, the repetition of "and" shows that while these guidelines are extensive, they are necessary to create a desired society.</p> <p>Word count: 61</p>
<p>"If Napoleon says it, it must be right" (44).</p>	<p>Chapter 5</p>	<p>Analysis: Once Boxer becomes a strong follower of Napoleon, Napoleon cancels the regular Sunday meetings. Even though other animals share their disagreements, Boxer continues to reinforce the idea that anything Napoleon says is the correct way, displaying his loyalty to Napoleon. Moreover, as Boxer's loyalty to Napoleon grows, the others follow this example, demonstrating an instance of how Napoleon gained more power over the animals.</p> <p>Word count: 58</p>
<p>"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...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..." (75).</p>	<p>Chapter 7</p>	<p>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.</p> <p>Word count: 75</p>

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

*3 points will be deducted for each missing journal entry.
 *A score of zero will be entered for any students with shared responses. Students will **not** be able to resubmit the assignment.

/40 points

The Double-Entry Journal organizer that you will complete for this assignment begins on the next page. Once you have completed the assignment, delete this page and all pages above before submitting. You will only submit the organizer.

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

Excerpt from the Book	Section of the Book	Responses
	#1	Evaluation:
	#1	Analysis:
	#1	Connection:

Excerpt from the Book	Section of the Book	Responses
	#2	Evaluation:
	#2	Analysis:
	#2	Connection:

Excerpt from the Book	Section of the Book	Responses
	#3	Evaluation:
	#3	Analysis:
	#3	Connection:

Excerpt from the Book	Section of the Book	Responses
	#4	Evaluation:
	#4	Analysis:
	#4	Connection: