

Cookeville High School 2019 Honors English I **Summer Reading Assignment**

Welcome to Honors English I! All students planning to take Honors English I are expected to read excerpts from Edith Hamilton's *Mythology* and complete the corresponding assignments prior to the first day of school. Students are expected to submit all corresponding assignments to the Honors English I Google Classroom in the appropriate places by **July 30, 2019, at 8:00 a.m.** Furthermore, students are responsible for understanding the material when school begins as we will have class discussions and assignments the first week of school including but not limited to students a Socratic Seminar on the second day of class and an in-class essay assignment by the end of the week. Plagiarism: Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment and his/her parents will be contacted. Google Classroom submissions are a requirement. All assignment components should be **submitted to Google classroom in one document.** Cite all evidence in MLA format when applicable. Questions about Google Classroom or the summer assignment may be directed to Mrs. Allison Mahan at allison.mahan@pcsstn.com or Ms. Ciara Pittman at ciara.pittman@pcsstn.com.

Text & Materials

Edith Hamilton's *Mythology*

ISBN-13: 978-0316223331

ISBN-10: 0316223336

Publisher: Back Bay Books

C xa: April 2013

(You may purchase or borrow a paperback or use the PDF in Google Classroom)

Internet & Computer Access for Google Classroom

Join Google Classroom!

Code: **9ibsxtz**

Why read Edith Hamilton's Mythology?

This course serves as a foundation to develop the core skills and practices of honors students at Cookeville High School through the examination of classical literature. Through such works as *Mythology*, *The Odyssey*, *Fahrenheit 451*, and *Romeo and Juliet*, students will learn to think metacognitively and critically, while cultivating the skills need to complete a variety of oral and written tasks including Socratic Seminars and multimedia projects. In addition, Greek Mythology is one of the most alluded to topics in all of literature. In order to have a better understanding of the literature read in this course and beyond (as well as an appreciation for the multitude of mythological references in popular culture today), students need to have an awareness of Greek stories and characters. Finally, the study of Greek mythology will allow students to recognize universal archetypes and gain an appreciation for the beauty and complexity of the English language. Read this interesting article for more information: <https://owlcation.com/humanities/Why-Ancient-Greek-Mythology-is-Still-Relevant-Today>

Focus Standards

Reading:

9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.

Speaking and Listening:

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th-grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Writing:

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

Tasks

- Annotation Charts** (Complete over the summer & Submit to Google Classroom by July 30, 2019, at 8:00 a.m.).
- Comprehension Guide** (Use the Comprehension Guide Document to keep up with your answers as you read over the summer. and submit to Google Classroom by July 30, 2019, at 8:00 a.m. Use textual evidence and cite in MLA).
- Socratic Seminar Questions** (complete over the summer & submit in Google Classroom by July 30, 2019, at 8:00 a.m.).
- Socratic Seminar** (First week of school)
- Essay** (First week of school)

Optional Study Tools

1. An interactive website that provides background on ancient Greece:
http://ancientgreece.com/s/Main_Page/
2. An interactive website that provides information about the hero's journey:
<http://www.readwritethink.org/files/resources/interactives/herosjourney/>
3. Easy MLA Guide:
<http://www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-parentetical-citations-mla/>

Join Google Classroom

Code: **9ibsxtz**



Student Quick Guide to Google Classroom

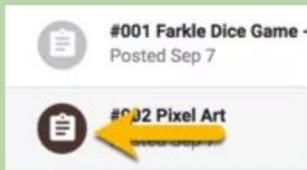
Join at classroom.google.com



Go to Classwork Tab



Uncompleted work has a dark icon. Completed work is greyed.



Click on assignment stripe with dark icon to expand assignment preview.

Click on View Assignment

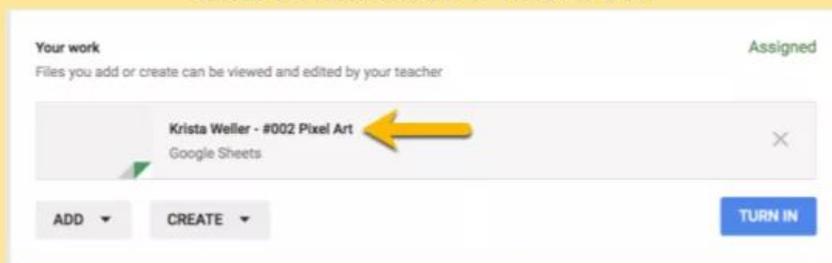
VIEW ASSIGNMENT

Add or Create Work

ADD ▾

CREATE ▾

Click on Attachment Title to Edit



Mark as Done or Turn In

MARK AS DONE

TURN IN

View Your Work

 VIEW YOUR WORK

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Reading Schedule and Assignment Checklist

Part	Chapter	Questions & Tasks	Due Date
Intro	Introduction to Classical Mythology (Omit section on Greek and Roman Writers)	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for the Introduction to Classical Mythology <input type="checkbox"/> Socratic Seminar Questions 1-2	 <p style="text-align: center; color: red; font-weight: bold; margin-top: 20px;"><u>Submit all parts of the assignment in one document to Google Classroom by 8:00 a.m. on July 30, 2019.</u></p> <div style="display: flex; flex-direction: column; align-items: center; gap: 10px;"> <input type="checkbox"/> Comprehension Guide <input type="checkbox"/> Socratic Seminar Questions <input type="checkbox"/> Annotation Charts </div>
Part One	Chapter 1: The Gods	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 1 <input type="checkbox"/> Socratic Seminar Questions 3-4	
	Chapter 3: How the World and Mankind Were Created & Chapter 4: The Earliest Heroes	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 3 & 4 <input type="checkbox"/> Socratic Seminar Questions 5-7	
Part Two	Chapter 5: Cupid and Psyche & Chapter 6: Eight Brief Tales of Lovers (Only read Pyramus and Thisbe)	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 5 & 6 <input type="checkbox"/> Socratic Seminar Questions 8-10	
	Chapter 7: The Quest of The Golden Fleece & Chapter 8: The Four Great Adventures	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 7 & 8 <input type="checkbox"/> Socratic Seminar Questions 11-13	
Part Four	Chapter 13: The Trojan War & Chapter 14: The Fall of Troy	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 13 & 14 <input type="checkbox"/> Socratic Seminar Questions 14-16	
	Chapter 15: The Adventures of Odysseus	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 15 <input type="checkbox"/> Socratic Seminar Questions 17-18	
Part Five	Chapter 18: The Royal House of Thebes	<input type="checkbox"/> Annotation Chart <input type="checkbox"/> Comprehension Guide Questions for Chapter 18 <input type="checkbox"/> Socratic Seminar Questions 19-20	

Annotation Chart One

STEP 1: Please read all the stories in order to become familiar with the significant characters, adventures, and literary elements required for understanding world literature.

STEP 2: As you complete each section, complete the activities for that section as well. Use the checklist to ensure that you are completing all of your work.

*** Complete the chart for the major gods and goddesses and review before answering the Comprehension Guide Google Form.**

Olympian	Roman Name	Symbol	Realm or Powers	Miscellaneous
Zeus				
Poseidon				
Hades				
Hestia				
Hera				
Ares				
Athena				
Apollo				
Aphrodite				
Hermes				
Artemis				
Hephaestus				

Annotation Chart Two

Complete this chart for each of the myths listed below. This chart must be typed in 12 point font with your name and date on the first page. The chart must be completed using brief statements (bullet points). This work should be completed individually and should be your OWN writing and not that of sources found on the internet or elsewhere.

Myths: (Chart MUST be completed for the myths mentioned below only. Although, you are reading the entire book the chart is solely for the myths identified).

- *Zeus*
- *Psyche*
- *Jason*
- *Prometheus*
- *Pyramus*
- *Odysseus*
- *Cupid*
- *Thisbe*

Title of Myth	Page to page	Main Characters	Conflicts	Purpose of Myth	Themes and Central Ideas in Myth
		<i>Give characters' name and a brief description of the physical traits, character traits, motives, family line, etc...</i>	<i>Write who the conflict is between and describe the type of conflict. *Man vs. Man *Man vs. Self *Man vs. Society *Man vs. Nature *Man vs. Super-Natural *Man vs. Technology</i>	<i>Why do you think this myth was told? Why is this myth important?</i>	<i>Provide themes that you find in the myth and give a BRIEF description.</i>
<i>How the World and Mankind Were Created</i>	76-93	<i>Zeus - *anger *fury *powerful *in charge of everything *had many lovers *He is the father of: Athena & Poseidon *Zeus' parents were: Cronus and Rhea</i>	<i>Zeus vs. Crocus man vs. man</i>	<i>This myth shows the importance of being honest regardless of the outcome. It is important because you cannot run away from fate.</i>	<i>The power of fate. The Greek Gods felt that everything that surrounded them or occurred was all a result of fate. They felt that fate controlled everything in the universe, and that no one had any control over what happens.</i>

Edith Hamilton's Mythology Comprehension Guide Questions Document

Fill in the answers to these questions as you read to gauge your comprehension of the text. Submit these answers as part of this document at the end of the summer project. Cite all evidence in MLA format when applicable.

Introduction to Classical Mythology

1. What is the purpose of Greek and Roman mythology?
2. What is the first written record of Greece called, and who was the author?
3. What happened to the portrayal of Zeus over the years?
4. Mythos have elements of what three things?
5. What is the miracle of Greek mythology?

Chapter 1

1. What did the Greeks believe about the origins of the gods and the universe?
2. Who were the first parents?
3. Which is the only god whose name is the same in both Greek and Roman mythology?
4. What was the relationship between Zeus and Hera?
5. What were the Elysian Fields?

Chapter 3 & 4

1. What did the Greeks think was at the very beginning of things?
2. What did Love create?
3. What did Prometheus give men to protect them?
4. How did Zeus punish Prometheus?
5. How did Zeus carry off Europa?

Chapter 5 & 6

1. Why was Venus angry at Psyche?
2. Was Venus' plan for revenge successful? Why or why not?
3. What happens to Psyche in Olympus?
4. Which lovers arranged a tryst, mistakenly thought the other had been killed and killed themselves?
5. Why is the fruit of the mulberry tree red?

Chapter 7 & 8

1. Why was Jason's journey significant?
2. Why did Jason undertake the search for the Golden Fleece?
3. Who were the warrior-daughters of Harmony and Ares?
4. What tasks did Jason perform for King Aeetes in order to get the Golden Fleece?
5. How did Daedalus and Icarus escape the labyrinth?

Chapter 13 & 14

1. What was the revenge of Eris?
2. Why were Aphrodite, Hera, and Pallas Athena willing to accept the judgment of a mortal man, Paris?
3. What was the cause of the Trojan War?
4. What did Diomedes steal from the city of Troy?
5. Which of the Trojans escaped, and who helped them?

Chapter 15

1. From which mythology source did Edith Hamilton take the adventures of Odysseus?
2. What caused Athena to become angry at the Greeks?
3. How did Poseidon avenge Athena?
4. Who turned the men into swine, then released them and treated them as her guests?
5. What happened when Odysseus returned home?

Chapter 16

1. Name the source and the author for the adventures of Aeneas.
2. Why did Aeneas go on a journey?
3. Who is Dido?
4. Where did Aeneas go when he left Carthage?
5. What happens as a result of the war in Italy?

Creating strong discussion questions

A good question is both a question that your fellow students can answer and a question that requires analysis, synthesis, interpretation, and critical thinking in order to answer it.

Your questions based on a particular passage should both encourage and challenge us to articulate and uncover meaning in the text.

You don't necessarily have to have an answer to your question (indeed the most interesting questions often don't have a definitive answer), but you should think in advance about the kinds of answers your question may elicit in class.



Creating Good Discussion Questions

Questions using...	Question stems....	Example...
Analysis	Questions beginning with "Why..." "How would you explain..." "What is the importance of..." "What is the meaning of"	What is the importance of the novel <i>Gone with the Wind</i> to Johnny?
Compare and Contrast	"Compare..." "Contrast..." "What is the difference between..." "What is the similarity between..."	What is the similarity between Ponyboy and Johnny?
Cause and Effect	"What are the causes/results of..." "What connection is there between..."	What connection is there between Johnny and Dallas?
Clarification	"What is meant by..." "Explain how..."	Explain how Johnny, Ponyboy, and Dallas become heroes.



Types of Questions to Avoid...

Simple Yes or No
Produces little discussion and encourages guessing.

Does Darry really love Ponyboy and Sodapop?

Elliptical

Too vague; it is not clear what is being asked.

Do you think Dally is a troublemaker?

Leading

Conveys the expected answer

Shouldn't Dally have been punished for robbing the store?



Edith Hamilton's Mythology Socratic Seminar Questions Document

Answer the following questions on this document as you read each section. Create and answer your own socratic question for each section using the guide above. Cite all evidence in MLA format when applicable.

Introduction to Classical Mythology

1. While describing the ancient Greeks in the introduction, Hamilton claims that “[n]othing we learn about them is alien to ourselves” (14). Explain what Hamilton means by this quote and how the quote applies to people today.
2. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 1: The Gods

3. Myths often show the relationship between humans and the divine world. Most myths teach what the gods will do to those who are so arrogant as to treat the gods disrespectfully, either in word or deed. By referring to at least three (3) different Greek myths in the book, analyze the relationship between humans and the gods. How do the characteristics of each (humans and gods) affect the way they interact with each other?
4. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 3: How the World and Mankind Were Created & Chapter 4: The Earliest Heroes

5. Women are portrayed as powerful creatures in Greek mythology. This power can be either positive or negative. By referring to at least three (3) different women/myths in the book, analyze the roles women play in the world of Greek mythology. How do the actions of women affect the world in which they live? (Identify the roles that women play, and provide 3 ways in which this is supported) (mothers, daughters, goddesses/protectors)
6. Write a brief synopsis of Zeus's role in each story (“Prometheus and Io,” “Europa,” “The Cyclops Polyphemus,” and “Flower-Myths: Narcissus, Hyacinth, Adonis”). Explain how Zeus's actions reflect greek expectations and values?
7. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 5: Cupid and Psyche & Chapter 6: Eight Brief Tales of Lovers

8. What similarities do you notice between these stories and specific modern-day love stories (either from literature, movies, or television – include the titles)? Compare and Contrast these modern stories with the ancient Greek tales of lovers?.

9. What do these stories reveal about life and love? Be sure to include specific examples.
10. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 7: The Quest of The Golden Fleece & Chapter 8: The Four Great Adventures

11. What morals or lessons are presented in the stories of these adventurers? Be sure to explain your choices with specific examples from the text.
12. A common theme in Greek mythology involves punishment that befalls those who try to see themselves as equal to the gods. Discuss the sin/punishment element in each of The Four Great Adventures and the lesson that all four put forth.
13. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 13: The Trojan War & Chapter 14: The Fall of Troy

14. Are the heroes of the Trojan War victims of fate or victims of their own decisions? Choose two or three characters, take a stance in this debate, and support your answer with evidence.
15. Many of the heroes who fought in the Trojan War make questionable choices, yet they are each included as heroes. What characteristics make these men heroic? Provide evidence for your answer.
16. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 15: The Adventures of Odysseus

17. Odysseus and his men are at the mercy of the gods; however, the gods often illustrate human character flaws. Why might ancient Greeks create gods with human characteristics and what effect does this have on the story of Odysseus?
18. [Write your own Socratic Seminar question for the Introduction and answer it here]

Chapter 18: The Royal House of Thebes

19. The idea that humans fail because of their actions is fundamental to Greek tragedy, yet much of what happens to these characters is foretold. Choose two characters and discuss how fate was in part caused by the character's actions and in part caused by the will of the gods.
20. [Write your own Socratic Seminar question for the Introduction and answer it here]