

North Plainfield School District

**SUMMER
READING
2015**



Jonathan Livingston Seagull
By Richard Bach

Summer Reading at a Glance

ALL NPHS STUDENTS Grade 9, Grade 10, Grade 11, Grade 12 are required to read *Jonathan Livingston Seagull* by Richard Bach and use the questions on pages 4 and 5 as a study guide in preparation for the test that will be administered when they return to school.

ENGLISH LANGUAGE LEARNERS enrolled in any ELL class, regardless of grade, are required to read *Jonathan Livingston Seagull*.

HONORS STUDENTS enrolled in any Honors level English class are required to complete their grade specific assignments in addition to reading *Jonathan Livingston Seagull* by Richard Bach. Students are also expected to prepare for the test that will be administered upon their return to school.

AP STUDENTS enrolled in AP English Language and Composition or AP English Literature and Composition are required to complete the AP assignments as a prerequisite for the course.

**** PLEASE NOTE: Students will be tested on their understanding of *Jonathan Livingston Seagull* upon their return to school in September. This test will become a significant grade for the first Marking Period. If the student's course (ex. an Honors course) is also assigned a written assignment to be completed over the summer, the assignment will also be due upon his or her return to school in September. All books borrowed from the public library must be returned to the library by September 12. ****

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Students entering grades 9-12

Students enrolled in Grade 9, Grade 10, Grade 11, and Grade 12 English classes are required to read the novel, *Jonathan Livingston Seagull* by Richard Bach and use the guided reading questions to prepare for a TEST that will be administered upon their return to school in September.

The book is available from several sources:

- 1) The North Plainfield Library has a limited number of copies. You will need a library card to take out the book.**
- 2) Online PDF link:**
<http://csermelyblog.tehetsegpont.hu/sites/default/files/angol%20sir%C3%A1ly.pdf>
- 3) Online Audio book link:**
<https://www.youtube.com/watch?v=8C0t1n3jDqA&feature=youtu.be>
- 4) The book is available for purchase at bookstores or online.**
- 5) There is a good assortment of material on the book on various websites.**

IMPORTANT NOTE: If a student obtains or buys a copy of the newest version of *Jonathan Livingston Seagull*, which includes a newly discovered **Part Four**, they are NOT required to read **Part Four**.

Background on the novel *Jonathan Livingston Seagull* by Richard Bach: (from Bookrags—copyright 2015)

Jonathan Livingston Seagull is concerned with a young seagull's efforts to rise above the ordinary. In a flock where individuality is frowned upon, Jonathan finds himself a loner and an outcast.

After performing feats of tremendous courage and skill, Jonathan is expelled from the flock. This gives him the freedom to develop his skills, and in so doing he reaches a higher plane of achievement, a heaven of sorts. The lessons that Jonathan learns in his travels reflect both a greater peace of mind and a freedom to be himself. Jonathan continues the cycle, by returning to the flock and teaching its ambitious members the lessons that he has learned from Sullivan Seagull and Chiang, the Elder Gull.

****** YOU WILL BE TESTED ON YOUR UNDERSTANDING OF THE NOVEL
UPON YOUR RETURN TO SCHOOL IN SEPTEMBER. ******

**USE THE QUESTIONS BELOW TO GUIDE YOU THROUGH YOUR
PREPARATION FOR THE TEST. SOME OF THESE QUESTIONS MAY APPEAR
ON THE TEST.**

SHORT ANSWER STUDY GUIDE QUESTIONS – *Jonathan Livingston Seagull*

As you read, answer the following questions in complete sentences on a separate sheet of paper in order to check for your understanding of the basic plot of the novel. (Bookrags-Copyright 2015)

1. What is the name of the Flock that hunts for food in the morning?
2. How many birds are in the group mentioned in question #1?
3. What is the middle name of the gull who likes to practice flying all by himself?
4. How far up in the sky is Jonathan at first when he is practicing his flying?
5. Who was dismayed with Jonathan for his unique way of living?
6. At 1000 feet, what does Jonathan climb to attempt during one of his many flying excursions?
7. What kind of dive has been resulting in Jonathan rolling violently and tumbling?
8. What does Jonathan's mother call him?
9. What is Jonathan beginning during his fast dive when he loses control?
10. When does Jonathan regain consciousness?
11. What does Jonathan wish he could do as a result of his last dive attempt?
12. What does Jonathan do as a result of hearing the voice in his head?
13. What does Jonathan drop on purpose when he realizes he just wants to fly and it was pointless for him to try to be like other birds?
14. How does Jonathan feel after breaking his promise to become like other gulls?
15. When does Jonathan attempt his dives again?
16. What seems to make Jonathan want to try his flights at even higher heights?
17. What smiles the morning that Jonathan almost hits the gulls and the boat?

18. What does Jonathan fly through, without killing anyone?
19. After Jonathan's brush with death, again, he attempts what at 8000 feet?
20. What is NOT one of the techniques that Jonathan learns?
21. Of what does the Council say that Jonathan has violated the dignity and the tradition?
22. What does Jonathan become as a result of the Council's decision?
23. Where is Jonathan banished to as a result of his actions?
24. What does Jonathan learn to do which allows him to cover 100 miles overnight?
25. What does NOT shorten gulls' lives, as Jonathan learns?
26. How many gulls join Jonathan in his exile?
27. What are the gulls coming to Jonathan to do?
28. What does Jonathan do as he gives one last look around and flies into a perfect dark sky?
29. What is the goal Jonathan sets for himself in relation to speed and performance?
30. What is the actual speed that Jonathan reaches when he is trying to reach his new goal?
31. Is Jonathan disappointed that he didn't reach his goal?
32. What memories are fading for Jonathan as he spends more time in this new land?
33. What does Jonathan apparently not need in order to learn the lessons he's learned?
34. Some gulls need how many lives in order to find that life is about more than eating?
35. Who is the Elder Gull?
36. What is the Elder Gull said to soon be moving beyond?
37. What fills Jonathan's eyes when he tells the Elder Gull he wants to conquer another unknown?
38. What does the Elder Gull tell Jonathan to forget about as he is learning to transport himself?
39. What does Jonathan do for the first time since leaving Earth when he finally transports himself?
40. What is the only thing the Elder Gull still thinks Jonathan needs to work on?
41. What does the Elder Gull tell Jonathan to keep working on right before the Elder Gull vanishes?
42. What does Jonathan feel he was born to do?
43. Who is skeptical of Jonathan's ideas and plans for his future?
44. How far are the gulls on Earth from Heaven?
45. Who is the seagull that feels he has been too harshly and unjustly treated by the Flock?
46. What does Jonathan want Fletcher to begin with as he takes him as a student?
47. How many other students does Jonathan attract when he is teaching Fletcher how to fly?
48. After how long a period of time does Jonathan tell the gulls they must try to return to the Flock?
49. In what kind of formation do the gulls fly as they return to the Flock, soaring over the beach?
50. Where does Jonathan continue to hold his practice sessions, ignoring those who would ignore him and his students?
51. What happens to the gull who first asks to learn how to fly?
52. Who attracts the attention of nearly 1000 birds at sunrise?
53. How far away does Jonathan take Fletcher in order to keep him safe?
54. What does Jonathan think Fletcher was building for himself when he was an Outcast in the Far Cliffs?
55. What do the students want to hear from Fletcher?

ENGLISH LANGUAGE LEARNERS

All ELL students in grades 9-12 will be required to read *Jonathan Livingston Seagull* by Richard Bach and be able to answer the above study guide questions. The North Plainfield Public Library will have copies of the novel.

ENGLISH 9 HONORS

Students enrolled in English 9 Honors are required to read *The Learning Tree* by Gordon Parks. As you read the novel, consider the questions below as a guide. You should take notes in order to answer the questions below. Students are also required to read *Jonathan Livingston Seagull* by Richard Bach. Keep in mind that you will be discussing and writing about the books when you return to school.

1. Institutional racism is a term that describes the way the government and other public and private institutions systematically afford white people social, political and economic advantages while marginalizing and putting at a disadvantage African Americans and other people of color. Racial prejudice, on the other hand, is a personally held negative attitude or belief that is based on perceived difference and generalized toward a group of people. Discuss incidents of both institutional racism and racial prejudice in the novel. How are the results of these incidents the same or different?
2. The town of Cherokee Flats is geographically segregated, with most whites on one side of the railroad tracks and all of the African Americans on the other. Nevertheless, there are many instances in the book where racial lines are blurred and/or crossed. Discuss how these instances make things better or worse for those involved, depending on the situation and whether they are white or African American.
3. Discuss Newt's fear of death, and his novel way of overcoming it.
4. Sarah Winger says, "Schoolin's more powerful than guns or money in the end..."(p.72), and it is she who leads the protest when the school board bars African American students from the white high school. In what ways does the novel illustrate the difficulties African Americans faced to get an education? Why do you think integrated schooling was such a contentious issue between white and black Americans?
5. Marcus rejects the prayers of the Reverend Broadnap and the others who visit him in the reformatory, claiming that they are praying to a white God. Read the Reverend's prayer on page 95. What message does the imagery in the prayer impart?
6. Newt is initially afraid to tell what he knows about the murder because he fears that revealing the information will result in *race trouble*. Why might he feel this way? How might the murder trial have ended had Booker Savage not committed suicide?
7. Sarah Winger tells her son, "[Cherokee Flats] ain't a all-good place and it ain't a all bad place. But you can learn just as much here about people and things as you can learn any place else...let it be your learnin' tree..."(p.35-36). What does Newt learn in the course of the novel? How does he change?
8. After growing up in Fort Scott, Gordon Parks went on to become a well-respected photographer, author, poet, filmmaker, musician and social commentator. What signs can we see in the character of Parks' alter ego, Newt, that point to a bright future? Assuming that Newt is indeed Parks, what factors or influences in his life while he was growing up allowed him to overcome his early disadvantages and succeed?
9. Although *The Learning Tree* is set in the 1920s, it was published in 1963. What might Parks' intentions have been in writing this book when he did? Did Newt's (and therefore Park's own) childhood experiences still have relevance during the 1960s? Do they today?

ENGLISH 10 HONORS

Read *A Farewell to Arms* by Ernest Hemingway and *The Adventures of Huckleberry Finn* by Mark Twain. As you read each novel, consider the questions below as a guide. You should take notes in order to answer the questions below. Students are also required to read *Jonathan Livingston Seagull* by Richard Bach. Keep in mind that you will be discussing and writing about the books when you return to school.

***A Farewell to Arms* by Ernest Hemingway:**

1. Pay attention to the vivid description of World War I. (Do not focus only on the combat scenes.) In what ways is World War I portrayed? Which aspects of the World War I descriptions do you feel are accurate? Consider the troop movement in Chapter One, the attack on Henry's dugout, and the retreat.
2. What do you think were Hemingway's feelings about the war? Use quotes to support.
3. Many of Hemingway's characters are heroes. Those who have studied his works have analyzed the characters' behavior and have noted that the hero follows a set of rules that have become known as the "code." Therefore, the true Hemingway hero is known as the "code hero." The following are characteristics of a "code hero": a man's man—a risk taker, drinker, lover, adventurer, skilled, courageous; a believer in this life, here and now; a man of action rather than a man of thought; the hero's opponent must be a worthy one; strong self-discipline and endurance; a stoic (one who shows no emotion); a demonstration of "grace under pressure" (keeps "cool" when physically, emotionally, mentally, or morally tested), especially in the face of death—the ultimate test. Cite examples from the text that show Henry is a true Hemingway Code Hero. Note page numbers.
4. Analyze the relationship between Henry and Barkley.
5. What is the significance of the title?
6. Write down significant quotations with page numbers that relate to theme, symbols, motifs, or author's purpose.
7. What is Hemingway's writing style? How does he structure his sentences? What effects do his descriptions provide for the reader? Note examples.

***The Adventures of Huckleberry Finn* by Mark Twain:**

1. The novel is episodic. An episode is a portion of a narrative that relates to an event or series of connected events and forms a coherent story in itself. What episodes are the most memorable? Why? Which episodes do you think are the most central to the story? Why?
2. In what ways is Huck a "survivor"? What skills help him? What skills is he lacking? What would happen to Huck in today's world?
3. What is Twain saying about social classes in this story? What is he saying about religion? About government?
4. What is Twain's opinion of slavery? How can you determine this? What is Huck's initial opinion of slavery and how does it change throughout the novel?
5. Reread the "Notice" Mark Twain put on the page facing the opening page. What does he mean? Why did he write us this notice?

ENGLISH 11 HONORS

Students enrolled in English 11 Honors are required to read *Cry, the Beloved Country* by Alan Paton and complete the following assignment. Students are also required to read *Jonathan Livingston Seagull* by Richard Bach.

Read and annotate Alan Paton's *Cry, the Beloved Country*. SEE INFORMATION SHEET FOR WHAT YOU SHOULD BE LOOKING FOR AS YOU ANNOTATE. This assignment will be graded based on the neatness, thoroughness, and frequency of your annotations. Annotate the text using post-it notes, and be prepared to compose an in-class essay upon your return. The annotations should encompass the following elements: Action, Characterization, Setting, and Theme. Please remember when annotating to analyze (explain) the element, don't just summarize the element.

Please be advised that this novel is quite lengthy, thus you should begin reading it early in the summer in order to fully appreciate the intricacies of the plot.

FOR THIS ASSIGNMENT YOU WILL NEED:

- ✓ A copy of the text
- ✓ Sticky notes (post-its)

Purchasing colored sticky notes help you to organize your annotations. If you opt for sticky notes that are all the same color, you will have to label each sticky note. If you purchased your own copy of the text, you may choose to annotate in the margins and use the sticky notes as place holders to make it easier to organize your annotations.

EACH STICKY NOTE YOU MAKE MUST INCLUDE:

- ✓ Identification of each level (see next page) for which you are annotating. If you are using colored sticky notes, this will mean being consistent with the colors you assign to each strand (literary element). If you are not using colored sticky notes, this will mean labeling each note you make with the name of the strand.
- ✓ Analysis of the highlighted quote/passage. This is where you explain the connections you are making between the text and the strand you identified, revealing the substance of the marked passages. "Substance"=what type of device did you find and how does it function, or what key idea does this passage pertain to, or what question do you have about the highlighted part?

ENGLISH 11 HONORS ANNOTATION RESOURCE GUIDE

Annotating is NOT JUST highlighting; it requires identifying important descriptions, phrases, or passages AND writing marginal notes to explain the significance of those selections as you are reading in order to have a dialogue with the text. It is NOT ENOUGH to underline random passages within your text. Anything that is emphasized MUST have a written marginal note to explain it. (You will NOT receive credit for merely underlining or highlighting portions of the text!)

- **Level 1: Action-** simple summary/ paraphrasing and writing down explanations of predictions about, or reactions to the story's events; analysis of conflicts (character vs. some specific antagonist), identified as either internal (man v. self) or external (man vs. man, society, machine, nature). If you can identify a point during which the conflict is resolved, you should mark that in your text as well. Also keep in mind that the "resolution" does not necessarily mean that the character gets what he wants in the end.
- **Level 2: Characterization-** direct characterization (what the author directly *tells* you) and indirect characterization (what the author *shows* you – STEAL: speech, thoughts, effects on others, actions, and looks)
- **Level 3: Setting-** significance of time/place, geographic, historic, physical, religious, economic, philosophical and psychological landscape; influence on the character, action, and emergence of themes
- **Level 4: Theme-** identification of universal ideas
- **Level 5: Connection-** links to the author's life, historical events, and similarities between characters and events in the story and your own feelings or experiences
- **Level 6: Style-** analysis of symbols, diction, imagery, sentence and paragraph structure, point of view, figurative language (metaphor, simile, personification, etc.), etc.
- **Vocabulary-** define any unfamiliar words you come across as you read. This will enhance your understanding of the text and allow for a more sophisticated analysis. This is also a great way to enhance your vocabulary in preparation for any future reading or writing, and for the SAT! Remember, an author's choice of words is deliberate and purposeful! Go a step further and turn your vocabulary annotation into a level 6 diction annotation by *analyzing* the author's word choice (looking at how/why it is used in the context of the passage/ text).

NOTE: Annotations should be made **as you read**. If you wait until after you have read to return to the text and make notes, you may forget important things that arose while you read. This is an active reading strategy; therefore, it must be completed **while the reading is taking place!**

Be thorough and accurate in your annotations.
This will be an invaluable tool when we begin our literary analyses.

ENGLISH 12 HONORS

Students enrolled in English 12 Honors are required to read *Night Shift* by Stephen King and *Jonathan Livingston Seagull* by Richard Bach.

Please complete the following assignment:

1. For *both novels*, annotate each text using post-it notes, and be prepared to compose an in-class essay upon your return. The annotations should encompass the following elements: Action, Characterization, Setting, and Theme. Please remember when annotating to analyze (explain) the element; don't just summarize the element.

AP ENGLISH Language and Composition

Students enrolled in the Advanced Placement English Language and Composition course are required to complete the assignments as provided by the AP teacher.

For summer reading, AP English Language and Composition students are required to read and complete the required assignments:

- *A Memoir of your Choice.*
 - Please annotate using the SOAPSTone technique, citing evidence from the memoir to answer these questions in your reader response journal:
 1. Who is the Speaker—the voice that tells the story.
 2. What is the Occasion—the reason that author wrote the story.
 3. Who is the Audience—the group to whom the piece is directed.
 4. What is the Purpose—the reason behind the text, the author’s message.
 5. What is the Subject—the author’s thesis for the story.
 6. What is the Tone—the author’s attitude towards the subject.

- Find a speech and prepare your reading of it so that you are able to recite it upon your return to school. You do not have to memorize it; you must be familiar enough with it so that you can deliver comfortably from notecards.

- Bring in a poem of your choice that you will memorize during the first marking period. Pay special attention to diction, word choice or structure.

AP ENGLISH Literature and Composition

Students enrolled in the Advanced Placement English Literature and Composition course are required to complete the assignments as provided by the AP teacher.

For summer reading, AP English Literature and Composition students are required to read the following texts and complete the required assignments:

1. *Things Fall Apart* by Chinua Achebe
2. *Beloved* by Toni Morrison
3. *Richard III* by William Shakespeare

- Please annotate each text with sticky notes. While characterization and plot progression are useful, please use higher level analysis strands such as the author's purpose, theme, rhetorical/stylistic devices, literary devices such as, but not limited to, extended imagery or metaphor, symbols, and archetypes. You may include stylistic devices such as author's craft in the design of the text. Setting is also a useful analysis.
- **Additionally**, create an "annotation log" that catalogues annotations into Strands and page numbers. **Required:** 5 Strands with 20 references per Strand. Include page number for each of the 20 references supporting that Strand. For example: Strand 1: (Theme: loss of power) page 22. Your analysis can be on a sticky note on the page or, if you prefer, keep a separate loose-leaf sheet for each Strand and pertinent annotation analysis.
- Collect 10 poems from 10 poets of literary merit. Poems should be 12 lines minimum. Choose poets from across a wide swath of time periods and countries. MLA works cited for all ten is required. These poems will be analyzed upon return to school.