Honors World Literature Summer Reading

Option #1: The Sound of Waves by Yukio Mishima
Set in a remote fishing village in Japan, The Sound of Waves is a timeless story of first love. It tells of Shinji, a young fisherman and Hatsue, the beautiful daughter of the wealthiest man in the village. Shinji is entranced at the sight of Hatsue in the twilight on the beach and they fall in love. When the villagers' gossip threatens to divide them, Shinji must risk his life to prove his worth.

Option #2: Nectar in a Sieve by Kamala Markandaya
Married as a child bride to a tenant farmer she never met, Rukmani works side by side in the field with her husband to wrest a living from a land ravaged by droughts, monsoons, and insects. With remarkable fortitude and courage, she meets changing times and fights poverty and disaster. Nectar in a Sieve tells of a simple peasant woman in a primitive village in India whose whole life is a gallant and persistent battle to care for those she loves.

How It Works:
- Check out one novel from Mrs. Guymon (5/14 to 5/17 before or after school or during 1st, 2nd, or 5th hours) or the WGHS library (week of 5/20 and on) before leaving for summer break. (It is not necessary to purchase your own copy.)
- Read the novel over the summer and prepare to spend the first two weeks of Honors World Literature working with it in some capacity.
- As you read, consider writing double-entry journals to help track your thinking over a long period of time. Instructions are on the other side of this handout. While this is an optional assignment, students who complete this handwritten work will be allowed to use it on the writing assessment.

Happy reading!
Ms. Sarah Gray (Room 226), Mrs. Katie Guymon (Room 208), and Mrs. Chloe Telle (Room 220)
Double-Entry Journals
As you work to understand your summer reading novel, you can respond to the text in a double-entry journal. Think of your journal as a series of conversations with your book—after all, powerful readers must critically think about what they read while they read. Use your journal to record your personal responses to the text.

Procedure:
- As you read, choose lines and passages and record them in the left-hand column on the provided chart. Look for direct quotes that seem significant, powerful, thought-provoking, or puzzling. (If a quote gets too long, write its introductory lines.) In the right column, write your response to the text (see below list for possible response types).

- What thoughts or wonderings pop up while you read?
  - Define unknown vocabulary.
  - Comment on lines you think are especially powerful or meaningful.
  - Make meaningful connections to previous scenes in the text; to other texts, films, and current events; or to personal experiences.
  - Ask and/or answer questions.
  - Make predictions on what will happen next.
  - Restate or summarize difficult sentences, paragraphs, or ideas. (Putting it in your own words demonstrates your understanding.)
  - Comment on emerging themes and/or motifs and symbols.

Sample Journal Entry:

<table>
<thead>
<tr>
<th>Ch.</th>
<th>Text (use internal citations)</th>
<th>Response</th>
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<tbody>
<tr>
<td>Ch. 1</td>
<td>&quot;Maman died today. Or yesterday maybe, I don't know. I got a telegram from the home: 'Mother deceased. Funeral tomorrow. Faithfully yours.' That doesn't mean anything. Maybe it was yesterday&quot; (Camus 1).</td>
<td>The first lines of the novel are shocking because they are so blunt. Since I've never taken a French class, I had to look up what 'maman' meant. The closest English translation is 'mom'. Referring to one's mother as 'mom' shows a softer, closer relationship than the formal connotation of 'mother' that is used in the telegram. But, the son doesn't know for sure which day his mom died-some might think that is careless or even cruel.</td>
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