

English 300 Honors

Summer Reading Assignment

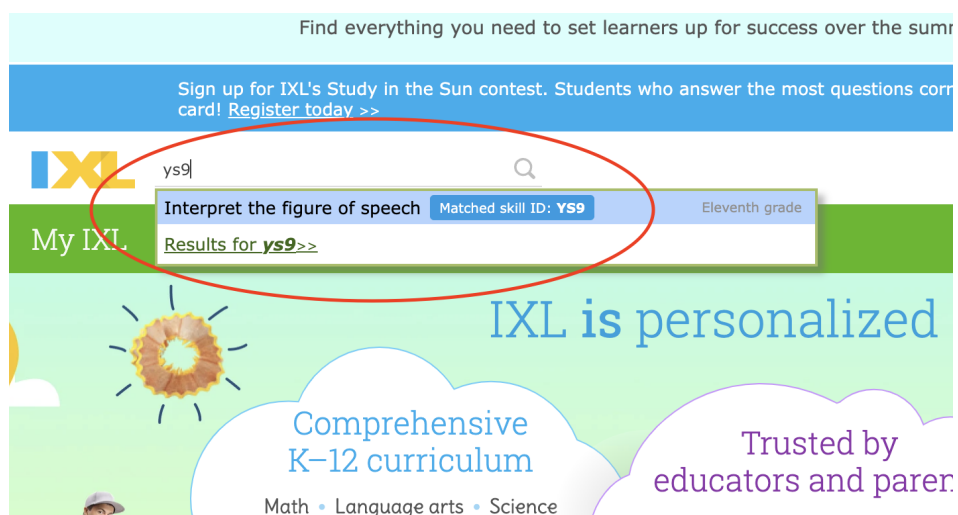
Mr. Brian Ersalesi

All items are due on Monday, September 11, 2023 and will constitute three grades.

Part I: **IXL - Scores will be averaged for ONE quiz grade**

Score at least an 80 on these IXL Grade 11 skills. [Login to IXL](#) and complete the following:

Type the three letter code into the search box to get to the correct skill. See diagram below:



- YS9 Interpret the figure of speech
- FAU Classify the figure of speech: euphemism, hyperbole, oxymoron, paradox
- Q6L Classify the figure of speech: anaphora, antithesis, apostrophe, assonance, chiasmus, understatement
- 83R Classify the figure of speech: review
- YAZ Analyze the effects of figures of speech on meaning and tone
- YJY Use the correct frequently confused word
- PSE Identify and correct errors with frequently confused words
- BSS Identify elements of poetry
- LA7 Analogies
- PW8 Analogies: challenge

Part II: **Poetry and Literary Devices - Scores will be averaged for ONE test grade**

In this document you will find three poems. Read and answer the multiple choice and open ended questions to:

- "On Turning Ten" by Billy Collins
- "If" by Rudyard Kipling

- “Growing Down” by Shel Silverstein

All answers must be handwritten. It is suggested that you print the document out; however, if you do not have a printer, you can handwrite your work on a separate piece of paper. There will also be printed packets available in the English office up until June 23, 2023. Typed work will NOT be accepted.

Part III: *Spoon River Anthology* - Notes will be scored as ONE participation grade

The first text we will read together when school begins in September is called *Spoon River Anthology* by Edgar Lee Masters. It is a collection of 245 poems that act as epitaphs for the former residents of a fictional town of Spoon River. Prior to class, you are expected to watch [Selections from The Spoon River Anthology](#) by performers in the Annapolis Shakespeare Company. As you watch, take notes on the different epitaphs presented. Each epitaph describes the life of a different person; yet they are all bound together. What do you notice about the different stories? Are different groups/demographics (men/women/old/young) represented? How do the songs between each epitaph enhance the performance? Be ready to discuss your thoughts on this video and the different epitaphs presented when we begin this text during the first week of class.

Questions? Email Mr. Ersalesi - bersalesi@rutherfordschools.org

Name: _____

Class: _____

On Turning Ten

By Billy Collins

1995

Billy Collins (b. 1941) is an award-winning American poet who writes about everyday occurrences to express the deeper meaning of life. In this poem, the speaker reflects on his youth. As you read "On Turning Ten," identify the figurative language that the speaker uses to describe being young and growing up.

[1] The whole idea of it makes me feel
like I'm coming down with something,
something worse than any stomach ache
or the headaches I get from reading in bad
light--

[5] a kind of measles of the spirit,
a mumps of the psyche,¹
a disfiguring² chicken pox of the soul.

You tell me it is too early to be looking back,
but that is because you have forgotten
[10] the perfect simplicity of being one
and the beautiful complexity introduced by
two.

But I can lie on my bed and remember every digit
At four I was an Arabian wizard.

I could make myself invisible

[15] by drinking a glass of milk a certain way.
At seven I was a soldier, at nine a prince.

But now I am mostly at the window
watching the late afternoon light.

Back then it never fell so solemnly³

[20] against the side of my tree house,
and my bicycle never leaned against the garage
as it does today,



"Untitled" by Richard Burlton is licensed under CC0.

1. the mind of a person or group

2. **Disfigure (verb)** to spoil or damage the appearance of something

3. **Solemn (adjective)** serious; not cheerful

all the dark blue speed drained out of it.

[25] This is the beginning of sadness, I say to myself,
as I walk through the universe in my sneakers.
It is time to say good-bye to my imaginary friends,
time to turn the first big number.

[30] It seems only yesterday I used to believe
there was nothing under my skin but light.
If you cut me I could shine.
But now when I fall upon the sidewalks of life,
I skin my knees. I bleed.

"On Turning Ten" from The Art of Drowning, © 1995, University of Pittsburgh Press. Reprinted with permission, all rights reserved.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best summarizes a theme of the poem?
 - A. Imagination is constrained by age.
 - B. Nature reflects the human cycle of life.
 - C. Growing up means letting go of the carefree innocence of childhood.
 - D. Growing old is a universal fear, even though it feels unique to the individual.

2. How does turning ten affect the speaker?
 - A. He wishes that he were already an adult.
 - B. He feels like the best part of his life is over.
 - C. He is looking forward to becoming a teenager.
 - D. He feels excited that he is turning the first big number.

3. Reread lines 5-7: "a kind of measles of the spirit, / a mumps of the psyche, / a disfiguring chicken pox of the soul." What does this description reveal about the speaker's attitude towards aging?
 - A. The speaker feels physically nauseated by age and older people.
 - B. The speaker fears aging because he associates it with sickness and dying.
 - C. The speaker likens aging to sickness, believing it to be a physically arduous process.
 - D. The speaker compares his feelings about growing up to sickness, suggesting that he does not have a positive outlook on it.

4. Which of the following best describes the tone of stanza 3?
 - A. anxious
 - B. hopeful
 - C. humorous
 - D. sullen

5. Which detail contributes to the solemn mood of the poem?
 - A. "But I can lie on my bed and remember every digit" (Line 12)
 - B. "At four I was an Arabian wizard." (Line 13)
 - C. "This is the beginning of sadness, I say to myself" (Line 24)
 - D. "If you cut me I could shine " (Line 30)

6. Consider the final stanza of the poem. How does the conclusion contribute to the theme of the poem?

**Write at least
three full
paragraphs.
Work must be
handwritten.
Typed work is
not acceptable.**

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If

By Rudyard Kipling

1910

Rudyard Kipling (1865-1939) was an English short story writer, poet, and novelist, best known for The Jungle Book. Kipling wrote in Victorian England, and the following poem is considered representative of the ideal qualities of a proper Englishman during that time. As you read, take notes on the advice the speaker offers.

- [1] If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt
you,
But make allowance for their doubting too;
[5] If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:



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- If you can dream — and not make dreams
your master;
[10] If you can think — and not make thoughts
your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves¹ to make a trap for fools,
[15] Or watch the things you gave your life to, broken,
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
[20] And never breathe a word about your loss;
If you can force your heart and nerve and sinew²
To serve your turn long after they are gone,

1. dishonest people

2. tissue connecting muscle to bone; something that binds together

And so hold on when there is nothing in you
Except the Will which says to them: 'Hold on!'

- [25] If you can talk with crowds and keep your virtue,³
Or walk with Kings — nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
[30] With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And — which is more — you'll be a Man, my son!

"If" by Rudyard Kipling (1910) is in the public domain.

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3. **Virtue** (*noun*) morally good behavior or character

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best describes the main theme of the poem?
 - A. It is better to grow up alone than with friends.
 - B. Children are often reluctant to accept their parents' advice.
 - C. Parents should encourage their children to follow their dreams.
 - D. To become an adult requires mental strength and belief in one's self.

2. Which statement best summarizes the following quotation from the poem? "Or being lied about, don't deal in lies, / Or being hated, don't give way to hating." (Lines 6-7)
 - A. Confront people when they lie or treat you unfairly.
 - B. Be honest and kind to others, even if they are not to you.
 - C. Encourage other people to practice honesty and kindness.
 - D. Show disrespect to only those who have wronged you first.

3. How does the repetition of "if" most contribute to the poem's overall meaning?
 - A. It highlights how fearful the speaker is about his son's future.
 - B. It highlights how unlikely it is that the speaker's son will become a proper adult.
 - C. It emphasizes how much the speaker's son must do in order to become a man.
 - D. It suggests that the speaker's advice is not necessary for his son to become a man.

4. Which word best identifies the speaker's tone toward his son?
 - A. argumentative
 - B. authoritative
 - C. cautious
 - D. mournful

5. What do the details of this poem reveal about the poet's point of view towards being a grown man? Cite evidence to support your answer.

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three full
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Growing Down

By Shel Silverstein

2011

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. His books have sold over 20 million copies. In the following poem, a speaker tells an adult that he should try "growing down" rather than growing up. As you read, take notes on what it means to grow up and to "grow down."

- [1] Mix a grunt and a grumble, a sneer and a frown,
And what do you have? Why old Mr. Brown,
The crabbiest man in our whole darn town.
We all called him Grow-Up Brown:
- [5] For years each girl and boy and pup
Heard "Grow up, grow up, grow up."
He'd say, "Why don't you be polite?
Why must you shout and fuss and fight?
Why can't you keep dirt off your clothes?
Why can't you remember to wipe your nose?
Why must you always make such noise?
Why don't you go pick up your toys?
Why do you hate to wash your hands?
Why are your shoes all filled with sand?
- [15] Why must you shout when I'm lying down?
Why don't you grow up?" grumped Grow-Up Brown.



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- One day we said to Grow-Up Brown,
"Hey, why don't you try growing down?
Why don't you crawl on your knees?
- [20] Why don't you try climbing trees?
Why don't you bang on a tin-can drum?
Why don't you chew some bubble gum?
Why don't you play kick-the-can?
Why don't you not wash your hands?
- [25] Why don't you join the baseball team?
Why don't you yell and jump and scream?
Why don't you try skipping stones?
Why don't you eat ice cream cones?
Why don't you cry when you feel sad?
- [30] Why don't you cuddle with your dad?

- Why don't you have weenie roasts?
Why don't you believe in ghosts?
Why don't you have pillow fights?
Why don't you sleep with your teddy at night?
- [35] Why don't you swing from monkey bars?
Why don't you wish on falling stars?
Why don't you run in three-legged races?
Why don't you make weirdie faces?
Why don't you smile, Grow-Up Brown?
- [40] Why don't you try growing down?"
Then Grow-Up Brown, he scrunched and frowned
And scratched his head and walked around,
And finally he said with a helpless sound,
"Maybe I will try growing down."
- [45] So Grow-Up Brown began to sing
And started doing silly things:
He started making weirdie faces
And came in first in three-legged races.
All day he swung from monkey bars,
- [50] All night he'd lie and count the stars.
He tooted horns, he banged on drums,
He spent twenty bucks on chewing gum,
He went to all the weenie roasts
And once he thought he saw a ghost.
- [55] He got to be great at pillow fights
And went to sleep with his teddy at night.
He flew a kite, he kicked a can,
He rubbed some dirt upon his hands.
He drew some pictures, threw some stones,
- [60] Ate forty-seven ice cream cones.
He got some sand between his toes,
Got a loose tooth and a bloody nose.
He got a dog, they rolled in mud.
He imitated Elmer Fudd.¹
- [65] He climbed a roof (though no one asked),
He broke his wrist — he wore a cast.
He rolled down hills, he climbed up trees,
He scuffed his elbows, skinned his knees,
He tried to join the baseball team;

1. a fictional cartoon character

[70] When they said no, he spit and screamed.
He cried when he was feeling sad
And went and cuddled with his dad.
He wore a hat that didn't fit,
He learned just how far he could spit,
[75] He learned to wrestle and get tickled,
Sucked his thumb, he belched and giggled.
He got his trousers torn and stained,
He ran out barefoot in the rain,
Shouting to all the folks in town,
[80] "It's much more fun, this growin' down."

"Growing Down" from EVERY THING ON IT by Shel Silverstein. © 2011 Evil Eye, LLC. Published by HarperCollins Children's Books. ALL RIGHTS RESERVED. Used by permission.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which of the following best describes the main theme of the poem?
 - A. Adults refuse to understand the joy that children get from life.
 - B. Children often forget their responsibilities in favor of having fun.
 - C. All children lose their sense of fun and adventure when they grow up.
 - D. Children have a more carefree approach to life that adults could learn from.

2. Which detail from the poem best shows how the children want Grow-Up Brown to behave?
 - A. "For years each girl and boy and pup / Heard 'Grow up, grow up, grow up.'" (Lines 5-6)
 - B. "Why must you shout and fuss and fight? / Why can't you keep dirt off your clothes?" (Lines 8-9)
 - C. "'Why don't you smile, Grow-Up Brown? / Why don't you try growing down?'" (Lines 39-40)
 - D. "'Then Grow-Up Brown, he scrunched and frowned / And scratched his head and walked around'" (Lines 41-42)

3. What does it mean when the speaker suggests Grow-Up Brown "try growing down" in line 18?
 - A. to be nicer
 - B. to act younger
 - C. to stop aging
 - D. to be less responsible

4. Which statement best describes the main difference between the speaker and Grow-Up Brown?
 - A. The speaker is a child who embraces life, while Grow-Up Brown is an adult who originally does not.
 - B. The speaker is a happy child who enjoys life, while Grow-Up Brown is an unhappy child.
 - C. The speaker is an adult who embraces life, while Grow-Up Brown is an unhappy adult who has no fun.
 - D. The speaker is a child trying to grow up, while Grow-Up Brown is trying to "grow down."

5. How does stanza 3 contribute to the overall theme of the poem?

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three full
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