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Welcome to Accelerated Foundation Literature. This course is designed to provide you with a solid background in “foundation” literature (i.e., mythology, *The Odyssey*, *The Bible* as Literature, Shakespeare, etc.). In addition, during this course you will strive to strengthen your skills in reading, writing, analyzing, interpreting, and responding to literature. Overall, expectations are high and you will be challenged. Therefore, you should be commended for making the commitment to working hard and challenging yourself.

In preparation for the coming year, you are expected to complete the following:

1. *The Iliad* (Lattimore verse translation)
2. Harper Lee’s *To Kill A Mockingbird*

Upon your return in August you will be tested on *The Iliad* (both objective and essay). Following the initial test, we will analyze and discuss *The Iliad* during the first few weeks of class. You will also write an in-depth, analytical essay on *To Kill A Mockingbird*. Because you are encouraged to write in and highlight passages of the book, it is preferable for you to purchase the books on your own. If you cannot afford or object to buying your own copy, please contact me before school is out, and we will make arrangements for the summer.

In order to assist your transition to Accelerated Foundation Literature, the first two assignments are enclosed. **When you come to class on the first day of school, the assignment entitled, “*The Iliad: Characterization and Reaction*” must be completed.** I will check to make sure you have fulfilled your responsibilities by examining your notes, outlines, paragraphs, etc.

The second assignment, “*To Kill A Mockingbird* Novel Analysis,” is not due on the first day of class. **Please do not feel overwhelmed by getting two assignments because this assignment is NOT due on the first day of class. This essay will be due at the end of the second week of class.** I have enclosed it here to give you an idea of what will be expected of you in English

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128. This also gives you the chance to get started on your essay (bringing in first drafts is encouraged) or to seek clarification and ask questions on the first day of class.

I am also including the **Bellows Free Academy: Honor Code Acknowledgement**. Please sign and return this form with the *Iliad* assignments on the first day of school.

If you have any questions or concerns, please email me at narchambault@fcsuvt.org during the summer, or, preferably, see me in person before the end of the school year. Enjoy the summer, and I look forward to seeing you next year.

Sincerely,

Mr. Nate Archambault
English Department

The Iliad: Characterization and Reaction

As you are aware, expectations for Accelerated Foundation English are high, therefore we will begin our discussion/ examination of *The Iliad* on the first day of class. In order to begin discussing and analyzing *The Iliad* effectively, we must comprehend the general plot and be familiar with the major characters. Thus, you are expected to come to class prepared (notes, marginal references, etc.) to discuss plot and characterization. Keeping a reading journal would be most helpful. A reading journal should be used to keep book summaries and any personal reactions that you may have. This will not be collected, but will aid you in your detailed discussion.

Characterization

In order to analyze *The Iliad*, we must examine the “major” characters in detail. We are interested in how they are described, how they act, what they believe, and what motivates them to act in certain ways. Thus, in as much detail as possible and using **TEXTUAL EVIDENCE**¹, characterize each of the following using at least three quotes.

Mortals

Greeks/ Achaians

Achilleus (Achilles)

Agamemnon

Odysseus

Aias (Telemonian Aias, aka Ajax)

Menelaos

Kalchas (Calchas)

Patroklos

Helen

Diomedes

Nestor (Gerenian)

Trojans

Hektor (Hector)

Paris (Alexandros)

Priam

- After completing the characterization for each character, choose three (3) characters and compare each to someone in the 20th or the 21st century that demonstrates the same qualities. These comparisons will be written in complete, detailed paragraphs. Make sure to provide substantial reasoning; using textual evidence will greatly support your theory.

Reaction

In order to analyze the roles of the Gods and Goddesses in *The Iliad*, you must look at the characteristics and actions of the deities. Because the Achaians and the Trojans put great trust in these Gods and Goddesses, their roles are pivotal in the mortals’ lives. In a minimum of one page, react to the following question using textual evidence: Explain which of the Gods/Goddesses has the greatest influence on the actions of mortals.

¹ Always make a note of book and line numbers when citing textual evidence (e.g., IV, 452-456)

Foundations Literature-- Summer Work Essay

Choose from the topics below to write an essay on *To Kill A Mockingbird*.

- 1.) In literature, as in life, things are not as they appear to be. From one of the novels that you've read in class this year, identify an instance where this is true. In a well-developed composition, select one event, scene, or episode and explain what the situation appears to be and what the situation really is.
- 2.) Most literature contains a "climactic point," an event that changes the life of a main character forever. Identify the climactic moment. In a well-developed composition, explain the significance of that moment and how it changed the life of a main character in the story.
- 3.) Many authors concern themselves with the role fate plays in our lives. Choose an instance that involves fate. In a well-developed composition, explain the role fate played in the story's outcome.
- 4.) A frequent theme in literature is the conflict between the individual and society. Select a character who struggles with society. In a well-developed composition, identify the character and explain why this character's conflict with society is important.
- 5.) Many literary works contain both a protagonist, a heroic character, and an antagonist, a villainous character. Compare and contrast the protagonist and the antagonist, discuss the effects that each of the two characters has on the other, and explain how the tension between the two characters advances the plot.
- 6.) Often in works of literature, there are characters-other than the main character-whose presence in the work is essential. Select a character, other than the main character, who plays a key role. In a well-developed composition, identify the character and explain why this character is important.
- 7.) In many works of literature, a character must adjust to life in a new environment. Select a character who must adjust to life in a new environment. In a well-developed composition, identify the character, describe how the character adjusts to life in a new environment, and explain how the character's adjustment relates to the work as a whole.

Bellows Free Academy: Honor Code Acknowledgement

I understand that *Cliff's Notes*, *Monarch Notes*, *Classic Notes*, *Spark Notes*, *Pink Monkey Notes*, *Wikipedia* and all other such items, both electronic and hard copy, which offer summaries and analyses of literature are not to be used as a substitute for the literature itself. Nor are they to be quoted or copied for Responses to Literature (Literary Analysis) or research papers. To do so would be considered a violation of the Bellows Free Academy mission, and shall be subject to disciplinary actions from the course instructor and/or the administration. Furthermore, a second offense will result in an automatic failure to earn credit for the course, though you must continue to attend class.

I further understand that "borrowing" someone else's work and presenting it as my own is also considered a violation of the school's honor code and may be subject to disciplinary action as well.

The use of outside assistance (any thing or person other than yourself), without permission, for completion of an assignment, quiz, test, or paper may be considered a violation of the honor code and may be subject to disciplinary action.

By signing this statement I am acknowledging that I have been informed of the policies regarding academic honesty and guidelines for conducting academic research, and that I understand the consequences for such potential behavior.

Signed: _____

Date: _____