

English 2 Summer Reading Directions – 2021 – “A Tale of Two Santiagos”

Hi there, Sophomores-to-Be!

Who am I? Why am I here? What am I supposed to do?

The above questions are ones we all ask ourselves at many points in our lives, and their answers can form the crux of our individual identities. During English 2 in the 2021-2022 school year, our literature will focus primarily on these questions of personal identity and how our backgrounds, beliefs, and experiences help to shape who we are.

I know what you may be thinking upon reading the above paragraph: *Whoa, Mr. Carroll, that sounds wicked heavy!* And if that is indeed what you’re thinking: you’re right! But engaging with storytelling – whether in the form of a book, a film, a TV show, or anything else that gives us some sort of story – is one action that helps us to grapple with big, seemingly unanswerable questions.

Over the summer, we will begin to tackle these themes of identity by reading the following two novels:

- *The Alchemist*, by Paulo Coelho
- *The Old Man and the Sea*, by Ernest Hemingway

Each of the above novels focuses on a protagonist named Santiago (same name, two different characters) who goes on a significant physical and emotional journey in pursuit of his heart’s greatest desire. I recommend reading *The Alchemist* first so that you can get a grasp of that novel’s concept of “Personal Legend” and apply it to what you read in *The Old Man and the Sea*. Take close notes on each novel as you read.

After you read, you will need to tend to the following two tasks for the beginning of the school year:

1. For **Friday, August 20**, please compose a typed outline addressing the following prompt: “What do *The Alchemist* and *The Old Man and the Sea* tell readers about the process of pursuing one’s dreams?”
 - a. I have attached an outline template that you are welcome to use for reference (see next page). For the body paragraphs, you are welcome to either write about three separate ideas that appear in both of the novels, do a body paragraph on each novel individually and then a body paragraph comparing/contrasting their ideas, or take any other approach that balances evidence from the novels and focuses on analysis of meaning rather than just plot summary.
 - b. Please write in complete sentences, but do not write a full essay – just give me a solidly detailed outline. We will use your outlines as the basis for some in-class writing exercises within the first two weeks.
 - c. Bring a printed copy of your outline to class on the first day of school.
2. We will also have a test over these two novels in class on the first block day of the school year. We will take time to discuss and review them in class early in our first full week.

Need Help as You Read? Or as You Write?

I am available over email any time at acarroll@lasalleyakima.org. I will also be on campus for much of the summer if you would like to meet in person. Feel free to reach out with any questions you have about expectations for the assignment, content in the two novels, or whether you are on the right track in assembling your outline.

Honors – One Extra Reading

If you are interested in doing Honors English 2, please also read one additional book of your choosing this summer. It can be anything you want, provided that it is something you have not read before, it is a reasonably challenging book for a high school sophomore, and it is not something you are also reading for Honors Biology. YA Lit is fair game if it fits those criteria. Please let me know what you will be reading no later than Friday, July 30 (you can email me as soon as you have a book in mind), and finish reading it by our first Honors meeting: Monday, August 30 at lunch.

General Outline Template

Prompt: What do *The Alchemist* and *The Old Man and the Sea* tell readers about the process of pursuing one's dreams?

I. Introduction

Attention-Grabbing Opening Sentence: _____

Relevant Background on Topic: _____

Thesis Statement: _____

II. Body Paragraph 1

Topic Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Detail 3: _____

Concluding/Transition Sentence: _____

III. Body Paragraph 2

Topic Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Detail 3: _____

Concluding/Transition Sentence: _____

IV. Body Paragraph 3

Topic Sentence: _____

Supporting Detail 1: _____

Supporting Detail 2: _____

Supporting Detail 3: _____

Concluding/Transition Sentence: _____

V. Conclusion

Rephrasing of Thesis Statement: _____

Summary of Major Ideas: _____

Concluding Statement (should add something intriguing to what you have written): _____

* Please note that all Supporting Details should be examples you can state and analyze for deeper significance.