

Incoming Senior Honors
Summer Reading Requirements 2018

There are two reading requirements for incoming seniors taking Honors World Literature. One is Geraldine Brooks' *People of the Book*; the second is Mitch Albom's *Tuesdays With Morrie*. You **must** purchase paper copies of the texts for use in class when we return in August. Please do not rely on borrowing from the library or purchasing or borrowing an e-book. In the following document, there are various required assignments. Please read all directions carefully.

All work will be handed in on or before August 27, 2018. All work must be typed using Times New Roman text, 12 pt. font and double spacing. A heading should appear at the top of the first page and be formatted as indicated below. A title should follow, centered on the next line and contain the information necessary to determine which activity follows.

Student first and last name

Mrs. Euclide

Honors World Literature 142-01

27 August 2018

On August 27, you should have:

Two texts:

People of the Book (This should have at least 5 post it notes marking passages.)

Tuesdays With Morrie

Extended paragraph- *People of the Book*

Three Summaries- *Tuesdays With Morrie*

Three Teacher Poems- *Tuesdays With Morrie*

People of the Book

Geraldine Brooks

Hanna Heath Sharansky is a rare book expert from Australia, and she is summoned in the Spring of 1996 to Sarajevo to analyze and repair a very rare book—and ancient Jewish Haggadah. She finds tiny artifacts in the book that lead her to discover the history and the route the book took on its journey to its final home in Sarajevo.

This story is based on true events when a Muslim librarian at the National Museum rescued the real Sarajevo Haggadah during shelling and hid it in a bank vault. Brooks took that nugget and the fact that this amazing illustrated ancient Jewish text had been saved on more than one occasion by a Muslim, and she then spun a wonderful tale that tells of the importance of preserving our histories through books and the importance of keeping those books safe—no

matter the cost (Marshall. "Books Tell Their Own Stories." *Norfolk Daily News*, 17 July 2013, <http://norfolkdailynews.com/blogs/books-tell-their-own-stories>.)

Before Reading: In order to fully understand the meaning of this text, it is helpful to have some background information. There is a brief introduction followed by a Glossary of some terms you may encounter as well as page references from the text. (These are obviously approximate depending on the text that you purchase.)

Introduction: Brooks' novel tells two stories, one of a rare book expert as she cares for a 500-year old manuscript, and the other of the book's journey from its creation to the present. The book has two timelines. One moves forward as the contemporary expert discovers more information about the Haggadah. The other takes readers further back in time to meet the people of its past. Along the way, Brooks invents stories about the people who have left clues about their lives (an insect wing, a wine stain, a grain of salt, a cat hair) inside the pages of the book.

The story is one of inter-group cooperation and conflict. It begins in Sarajevo, Yugoslavia, in 1996. Though a multi-ethnic city for generations, Sarajevo experienced four years of war between nationalist groups in the early 1990s. Thousands died, and many more were wounded or displaced. The war took people by surprise. As Ozren says, "How could you possibly have an ethnic war in a city where every second person is the product of a mixed marriage?...a religious war in a city where no one ever goes to church?...Not here. Not in our precious Sarajevo, not in our idealistic Olympic city." (p. 28-9)

Because this text includes a diverse range of cultures, times, and places, much of it may be unfamiliar to you. Take the time to look up unfamiliar terms and practices as you read; consult the map at the book's beginning. Use the sources provided in the glossary at the back of this packet.

Further resources can be found in *A Sourcebook for People of the Book & The Sarajevo Haggadah* which was compiled and published by The Board of Rabbis of Southern California of The Jewish Federation of Greater Los Angeles. This is an online resource that can be downloaded.

During Reading: Mark with a post-it the passages that contain nuggets of meaning for you as a reader. You may want to jot down the reason for your marking the specific passages as you read so that you don't forget when we get to discussion in August.

After Reading: Books can tell more than just the stories that are written within their pages; they can also tell the stories of the people who have made them, treasured them, read them, carried them, and preserved them. And for this reason, books have great value and should be protected.

Choose one book that best defines you, whether it is full of your underlining or your post it notes; maybe it tells your story, if not literally, then figuratively. What does this book say about you. I am going to assume that you likely have a copy of this book, but if you don't, seek it out. This is not a "save the book" project, but rather one of self-definition.

Once you choose your book, write an extended paragraph (or more!) that defines how your book defines you.

Tuesdays With Morrie

Mitch Albom

Maybe it was a grandparent, or a teacher, or a colleague. Someone older, patient and wise, who understood you when you were young and searching, helped you see the world as a more profound place, gave you sound advice to help you make your way through it.

For Mitch Albom, that person was Morrie Schwartz, his college professor from nearly twenty years ago.

Maybe, like Mitch, you lost track of this mentor as you made your way, and the insights faded, and the world seemed colder. Wouldn't you like to see that person again, ask the bigger questions that still haunt you, receive wisdom for your busy life today the way you once did when you were younger?

Mitch Albom had that second chance. He rediscovered Morrie in the last months of the older man's life. Knowing he was dying, Morrie visited with Mitch in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final "class": lessons in how to live.

Tuesdays with Morrie is a magical chronicle of their time together, through which Mitch shares Morrie's lasting gift with the world.

After Reading:

Reflections on *Morrie*

Your task is to choose three (3) Tuesday lessons and to write a reflection for each one which will contain two parts.

1. You need to summarize the lesson presented in that particular chapter.
2. You need to reflect on your personal "Morrie," someone you have known (teachers, relatives, coaches, mentors) who has exhibited the lesson Morrie was teaching Mitch on that particular Tuesday.

Dear Teachers:

Write a poem of tribute to three (3) teachers/coaches/mentors to whom you are thankful. These are poems and should follow the format below.

To [name of specific person]

My [role the person played]

Who [describe the person's influence...this line should be repeated 5-6 times citing different examples]

I say [what you would say to the person now]

Example:

Dear Teachers

To Sr. Pat Marnien.

My senior English teacher.

Who was patient when I did not understand how to write an introduction.

Who spent countless hours with me before and after school.

Who encouraged me when it seemed like I would never figure out how to write a paper.

Who never let me give up on myself.

Who, in the end, made sure that I understood that writing wasn't the only thing that I was to learn in high school.

I say you are the reason that I can write a paper today.

I say you taught me that believing in myself is half the battle!

On the due date, all materials for each text should be stapled in two separate packets.

People of the Book

Glossary:

Here are some nuggets of background information. Also included are links to more extensive information should you want it.

1. Carnivale—the festival, or “carnival,” celebrated in many cultures just before the beginning of Lent. It is a time of celebration, often including costumes, music, parties, parades and indulgence in food and drink.

www.britannica.com/topic/Carnival-pre-lent-festival

2. Converso—a person who converted from Judaism to Christianity in Spain or Portugal in the late Middle Ages. Some converted voluntarily, but many others were coerced into becoming Catholic by violence or threats of violence. During the Inquisition, many conversos were subject to physical torture by officers of the Church and the Spanish government because they were suspected of holding onto their Jewish beliefs and practices.

In the novel, the Ben Soushan family becomes entangled with the Inquisition.

Though Ruti's brother took the name Renato del Salvador when he converted to Catholicism, his inquisitors call him by his original Jewish name, symbolizing their belief that he was merely pretending to have abandoned the faith of his childhood.

www.pbs.org/inquieistion/conversos.html

swja.arizona.edu/content/descendants-conversos-comparative-discussion-practices-melissa-i-amado

3. Convivencia—a period of Spanish history, from the 8th century until the late 15th century, during which Christian, Jews, and Muslims lived in proximity on the Iberian Peninsula. There was cultural exchange and rivalry between groups, resulting in progress in philosophy, architecture, and the art. Religious minorities enjoyed relative tolerance. The period came to an end at the end of the 15th century after Christian forces defeated Muslim forces at Granada.

The “Saltwater chapter of the novel is set at the close of the Convivencia period in 1492 when Ferdinand and Isabella ordered the expulsion of the Jews from Spain.”

Lowney, Chris. *A Vanished World: Muslims, Christian and Jews in Medieval Spain*, Oxford University Press, 2006.

4. Ghetto—the limited areas within cities where Jews were allowed to live. Jewish residents of Venice and many other European cities in the 16th and 17th centuries were segregated into ghettos. Such segregation was part of a larger set of restrictions on Jewish life, along with curfews, required clothing and limitation on professions. During the 20th century, the Nazis brought back the idea of confining Jews to ghettos before transporting them to concentration camps.

In the novel, Rabbi Judah Aryeh lives with his family in the “Getto” of Venice. The Rabbi is forced to dress in costume and evade curfew when he leaves the getto at night.

www.npr.org/sections/codeswitch/2014/04/27/306829915/segregated-from-its-history-how-ghetto-lost-its-meaning

5. Hajj—a religious pilgrimage, one of the five pillars of Islam. Adult Muslims who are physically and financially able are required to make a pilgrimage to Mecca once in their lifetimes. The Hajj includes ritual clothing, prayers, sacrifices, and ceremonies. It takes place over five days, beginning in Mecca in Saudi Arabia, continuing through the desert of Mina, and back again to Mecca, ending with seven circles around the sacred Kibba stone inside the Great Mosque. The Hajj is only open to Muslims. Men and women are not separated during the Hajj, and women are not allowed to cover their faces while on the journey.

In the novel, Zahra and her father are attempting to make the hajj when their caravan is attacked and she is kidnapped by Berber bandits.

www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml

6. Iconoclast—a destroyer of images. At different points in history, Christians, Jews, and Muslims have viewed the display of religious images as violating divine command.

In the novel, Zahra meets Hakim, an illustrator who had been an iconoclast. Hakim defaced the paintings of human figures in protest, believing that human artists who paint human images are usurping the power of God by trying to “create as God creates” (284).

www.khanacademy.org/humanities/medieval-world/byzantine1/beginners-guide-byzantine/a/iconoclastic-controversies

7. Redact—to edit or combine documents to prepare them for publication, often for the purpose of removing sensitive information. Military censors sometimes redact information from soldiers' letters based on security concerns.

In the novel, Father Vistorini reviews documents to see if they are acceptable under Church doctrine. He consigns some to the fire, but modifies others to bring them into conformity with Church teachings.

8. Shivah—a Jewish mourning ritual. Jewish tradition provides for a seven day period of mourning during which the close family members of the deceased set aside their regular routines to come together to honor the dead and deal with their grief. A prayer quorum, called a minyan, gathers from the community with the family to recite Kaddish, the prayer for the dead. Candles are lit in memory of the deceased and mirrors are often covered.

In the novel, David ben Shoushan had his family sit shivah for his son Reuben. Although Reuben was not physically dead, his father viewed his conversion to Christianity as a spiritual death (p. 227, 248).

www.judaica-guide.com/sitting_shiva/

9. Spectrometer—a device that identifies atoms or molecules by shining light on a specimen which is the computer analyzed to determine how the light interacts with the specimen. Since every atom has its own pattern of interaction with light, the spectrometer's readings are used to identify the composition of substances.

In the novel, Hanna's friend Raz uses a spectrometer to investigate one of the samples from the Haggadah, producing a series of colored lines that reveals the stain to be composed of wine and blood (p. 142-4).

www.boundless.com/physics/textbooks/624/wave-optics-26/application-of-wave-optics-177/the-spectrometer-647-6066/

Further resources can be found in *A Sourcebook for People of the Book & The Sarajevo Haggadah* which was compiled and published by The Board of Rabbis of Southern California of The Jewish Federation of Greater Los Angeles. This is an online resource that can be downloaded.