

**Live Oak High School**  
**2017-18**  
**Advanced English 10 Summer Reading Assignment**

Welcome to Advanced English 10! Your teachers have selected a novel for you to read and annotate. Your summer assignments are due on the first Monday back to school, August 21st. You will also be taking a test over the novel that day. During the year, we will be referring to recurring themes and ideas from William Golding's *The Lord of the Flies*. This assignment and back to school test over the novel is **worth 5% of your first semester grade, so please do not disregard this assignment and begin the school year already behind.**

**What?**

As part of the course you must:

- 1.) Read William Golding's novel, *Lord Of The Flies*
  - complete a dialectical journal for the novel
- 2.) Read one of the two nonfiction texts: William Golding's "**Why Boys Become Vicious**", and Lawrence Kohlberg's "**Stages of Moral Development**".
- 3.) Write a precis for one of the nonfiction article
  - Print out your precis to turn in with your printed annotated articles

You may either borrow the novel from the public library or the Live Oak High School library, or buy it at from a bookstore such as Booksmart. The articles may be found on the web or attached below.

**Why?**

You will spend your sophomore year reading about the nature of humanity, society, and government. Consider these *essential questions* as you read:

1. What is the responsibility of an individual who comes face to face with injustice?
2. What are the consequences of listening to or not listening to one's conscience?
3. How does human nature and society both help and hinder one's ability to respond to injustice?
4. How does an individual affect his society and government?

**When?**

Dialectical journals for the novel, annotations and precis for the nonfiction pieces will be due **August 21st, 2017**. You will also take a *Lord of the Flies* exam on that Monday the 21st.

## How?

**Task 1: Dialectical Journal** We expect you to complete the dialectical journal for the novel as you read. The format of the notes will be as follows:

1. You will choose **two quotes** from each **topic** below for the novel (length: minimum 4 sentences for each quote) to write on the left side of your paper. (Remember to write the page number in parenthesis after the quote!) Choose quotes that you feel reveal the importance of each topic. You may also choose a metaphor or symbol that deepens your understanding of the story. These passages can be chunks of text that you find important, interesting, well-written, and/or confusing and thereby worthy of a discussion. **Note: A quote does not need to be dialogue; it is comprised of any words from the story.** Remember to focus on some of the topics in *Lord Of The Flies*: power, civilization versus savagery, loss of identity, innocence, and fear.

2. You will explain in a short paragraph of at least 4 sentences of analysis explaining why you think this moment is or these words are important. Does it foreshadow something? Does it connect to something that has already happened? Does it show a character's personality, or how a character is changing? Does it help to explain the deeper significance of what's happening in the story? Does it reveal the theme of the novel? What does it say about the topics listed? You can ask questions or make connections to other pieces of literature you've read. **Your analysis should not summarize the novel!! These analyses will prove useful to you as you are creating a themebook as your first assignment in your Sophomore English class.**

### Dialectical Journal example:

Topics	Two Quotes per each topic	Analysis (4 to 8 sentences)
Loss of Innocence		
Civilization vs. Savagery		
Fear		
Power		
Identity		

Some sentence frames you can use to analyze your quotes:

- This quote suggest \_\_\_\_\_
- At this point, the reader realizes \_\_\_\_\_
- This passage demonstrates that \_\_\_\_\_
- The reader realizes that \_\_\_\_\_

- The quote clearly demonstrates that \_\_\_\_\_

## Task 2: Annotating Nonfiction Texts

**Directions.** Read **one** of the two articles and follow the guidelines below to write a rhetorical precis for one of the articles.

### “Why Boys Become Vicious”

by William Golding

\*special to The Examiner\*

Pick any of the great saints or moral leaders of Western civilization – Jesus, St. Francis, Mother Teresa – and the characteristic that stands out is their simplicity. If it is true, as it seems to be, that there is a simplicity about human goodness, then it is just as true that there is a corresponding complexity about human evil.

Hitler, Stalin and Idi Amin – to name just a few in the 20th century catalog of evil – were far from being simple men. At times they were childish, at times mad, at times pathetic. But their deeds were the twisted deeds of tangled and contorted souls.

So there is nothing the slightest bit simple about what happened to 2-year old James Bulger after he was led out of a Liverpool area shopping center by two older boys.

We are told that he was beaten and then dumped in the path of a train so that his injuries would be disguised. To contemplate that deed, as we must if we are to live in the real world and not little worlds of our own making, is to face a peculiarly stark form of horror. And the cruelty behind it is nothing if not complex.

It was nearly 40 years ago when I wrote about the cruelty boys can inflict on each other in Lord of the Flies. It was, of course, not the first time that I had thought about human cruelty and its various manifestations. Since then, too, I have had plenty of reason and opportunity to think about it more.

Are men and women born with cruelty as a deep component of their nature? Is civilization largely a heroic struggle to build layer upon layer of varnish upon the rough and splintered raw material of humankind?

Or does it make a truer picture if we imagine the newborn child as a blank slate upon which the harshness of experience soon prints its indelible and frightening patterns?

I believe all attempts to answer these great questions are doomed to end in doubt and confusion. I leave them to psychologists and prophets. I can only speak as a man who has lived long.

But there are certain things about cruelty – and especially the cruelty of boys – which I believe may be true and from which we can learn: though I also believe in the end we can

never completely banish the kind of concentrated horror that has brought to us in the story of James Bulger.

There are, for instance, *conditions* in which cruelty seems to flourish, which is different from saying that it has clear causes. What are these conditions? **Chaos is one, fear is another.**

In Russia after the First World War, there were, I believe, gangs of children who had lost their parents. Dispossessed, without anywhere to live or anything to live on, they roamed the country attacking and killing out of sheer cruelty.

There was, at that time, social chaos in many countries, and, left to themselves, these children found a kind of elemental cohesion in their viciousness.

We are told that in some parts of Britain today there are new gangs of children – offspring of an underclass that seems to reject conventional parenting. Without the support of mothers and fathers such children have nothing but the fruits of what they can beg and steal.

It would not surprise me if in these conditions, where the orders and patterns of society cease to matter, gangs begin to find cohesion merely in the joint fulfillment of their darkest instincts.

Add to this heady cocktail the other element – fear – and you get a mixture that is more than doubly terrifying. When people are afraid they discover the violence within them and when they are afraid *together* they discover that the violence within them can be almost bottomless.

I do not think it is too unlikely to suppose that children living without adult protection are often frightened. Add to that the sudden fear or capture or prosecution – or simple fear of what they had unthinkingly done – and one can see how horrors come about.

Is it also true that the capacity of the young male to maim and torture is somehow connected to his long-forgotten beginning as a hunter and killer – a beginning that is very different from the female's hearth?

The truth must be that both components are of equal importance. We are born with evil in us and cruelty is part of this. (Though there is also a capacity for selflessness and love: otherwise we are denying part of our human nature.)

But what must be true is that we can be twisted and distorted beyond recognition by the guidance – or lack of it – that we absorb directly from our families.

If there is no one around to guide children, then they go wrong. The people who guide children are their fathers and mothers. Children need both and in the later part of this century they often have neither.

And when children go wrong they can often go wrong with a vengeance. There is such energy in children; they are more powerful than any bomb.

Many modern childhoods must be sheer horror, though I do not believe this is necessarily anything new – history has been full of horror and children have always suffered their share of it.

If parents are absent, if fathers do not provide strength and mothers do not provide love, then children will plumb the depths of their nature.

Old men perhaps are hard to surprise. If this is what happened in the case of the killers or James Bulger we should not be surprised. But we can be shocked into recognizing evil when we see it. The poor child's pains are over. God help us all.

article retrieved from  
[http://www.mvhs.fuhsd.org/evyenia\\_ene/Why%20Boys%20Become%20V](http://www.mvhs.fuhsd.org/evyenia_ene/Why%20Boys%20Become%20V)

### **Kohlberg's Stages of Moral Development**

by [Saul McLeod](#)  published 2011, updated 2013

Lawrence Kohlberg (1958) agreed with [Piaget's \(1932\) theory of moral development](#) in principle but wanted to develop his ideas further. He used Piaget's storytelling technique to tell people stories involving moral dilemmas. In each case he presented a choice to be considered, for example, between the rights of some authority and the needs of some deserving individual who is being unfairly treated. One of the best known of Kohlberg's (1958) stories concerns a man called Heinz who lived somewhere in Europe.

- *Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist and the Heinz tried desperately to buy some, but the chemist was charging ten times the money it cost to make the drug and this was much more than the Heinz could afford.*
- *Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later. The chemist refused, saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug:*
- *Kohlberg asked a series of questions such as:*
  - *Should Heinz have stolen the drug?*
  - *Would it change anything if Heinz did not love his wife?*
  - *What if the person dying was a stranger, would it make any difference?*
  - *Should the police arrest the chemist for murder if the woman died?*

By studying the answers from children of different ages to these questions Kohlberg hoped to discover the ways in which moral reasoning changed as people grew older. The sample comprised 72 Chicago boys aged 10–16 years, 58 of whom were followed up at three-yearly intervals for 20 years (Kohlberg, 1984). Each boy was given a 2-hour interview based on the ten dilemmas. What Kohlberg was mainly interested in was not whether the boys judged the action right or wrong, but the reasons given for the decision. He found that these reasons tended to change as the children got older. He identified three distinct levels of moral reasoning each with two sub stages. People can only pass through these levels in the order listed. Each new stage replaces the reasoning typical of the earlier stage. Not everyone achieves all the stage.

### **Kohlberg's Stages of Moral Development**

#### **Level 1- Preconventional morality**

At the preconventional level (most nine-year-olds and younger, some over nine), we don't have a personal code of morality. Instead, our moral code is shaped by the standards of adults and the consequences of following or breaking their rules.

Authority is outside the individual and reasoning is based on the physical consequences of actions.

- **Stage 1. Obedience and Punishment Orientation.** The child/individual is good in order to avoid being punished. If a person is punished, they must have done wrong.
- **Stage 2. Individualism and Exchange.** At this stage children recognize that there is not just one right view that is handed down by the authorities. Different individuals have different viewpoints.

#### **Level 2 - Conventional morality**

At the conventional level (most adolescents and adults), we begin to internalize the moral standards of valued adult role models.

Authority is internalized but not questioned and reasoning is based on the norms of the group to which the person belongs.

- **Stage 3. Good Interpersonal Relationships.** The child/individual is good in order to be seen as being a good person by others. Therefore, answers relate to the approval of others.
- **Stage 4. Maintaining the Social Order.** The child/individual becomes aware of the wider rules of

society so judgments concern obeying the rules in order to uphold the law and to avoid guilt.

### Level 3 - Postconventional morality

Individual judgment is based on self-chosen principles, and moral reasoning is based on individual rights and justice. According to Kohlberg this level of moral reasoning is as far as most people get. Only 10-15% are capable of the kind of abstract thinking necessary for stage 5 or 6 (post-conventional morality). That is to say most people take their moral views from those around them and only a minority think through ethical principles for themselves.

- **Stage 5. Social Contract and Individual Rights.** The child/individual becomes aware that while rules/laws might exist for the good of the greatest number, there are times when they will work against the interest of particular individuals. The issues are not always clear cut. For example, in Heinz's dilemma the protection of life is more important than breaking the law against stealing.

- **Stage 6. Universal Principles.** People at this stage have developed their own set of moral guidelines which may or may not fit the law. The principles apply to everyone. E.g. human rights, justice and equality. The person will be prepared to act to defend these principles even if it means going against the rest of society in the process and having to pay the consequences of disapproval and or imprisonment. Kohlberg doubted few people reached this stage.

#### Precis

#### Four-Sentence Frame for informational-text

Title of Selection \_\_\_\_\_

(Sent. #1 Who/What?) \_\_\_\_\_, in the \_\_\_\_\_,

(author's full name)

(A-noun

, that \_\_\_\_\_

B-Verb)

(Sent #2 How?) \_\_\_\_\_, supports his/her \_\_\_\_\_

(author's last name)

by \_\_\_\_\_

(B-noun)

(C-verb/ used as a gerund "ing")

\_\_\_\_\_.

(Sent #3 Why?)The author’s purpose is to \_\_\_\_\_  
 (D-verb/used as an infinitive)  
 \_\_\_\_\_ in order to/so that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Sent #4 To Whom?) The author writes/speaks/conducts interviews/in a \_\_\_\_\_  
 (E-adj)  
 \_\_\_\_\_ style for \_\_\_\_\_  
 (his/her audience/the readers of)  
 And others interested in the topic of \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Word Bank: you may use an entirely different set of words.....or use these if you are in a rut.

A-genre	B	C	D	E
News article, Magazine article, Journal article Book review Editorial First hand report Personal or biographical essay Movie Research report	analyzes/analysis argues/argument asserts/assertion discusses/discussion Focuses on/focus explains/explanation	comparing/contrasting Retelling, explaining, Illustrating, defending, Demonstrating, defining, Describing, Listing, arguing, justifying, Relating, Reporting,noting, Emphasizing, pointing out, Highlighting the fact,	Argue Call attention to, Deny Show Point out, Prove Suggest Inform Persuade Disclose Report convince	register/language) Formal, impersonal Casual, informal _____ Tone: Humorous Emotional Friendly Reasoned Logical exaggerated

