

Literary Arts Department Grade 11 Summer Assignment 2021-2022

Workshop 11 (contact Mrs. Liemberger at kliemberger@charterarts.org with any questions)

This year in Writing Workshop, you will be responsible for creating your own assignments. I want you to use the summer to work out ideas for your first assignment by journaling at least once a week. These journals can document research that you have done about any ideas that interest you. They can sketch out characters or try to capture a character's voice. They can be drafts of poems or scenes that you might want to use in a final project. Your journals will all look a bit different, but **you must have at least 10 entries by the first day of class.**

In addition to these entries, you must write a reflection at the end of each month of summer that comments on the journals that you completed that month and addresses how happy you are with the progress that you made that month and goals that you have for the next month. You should also use these reflections to talk about factors that influenced your writing both positively and negatively that month. **You must have a total of 3 reflections by the first day of class.** I will be conferencing with each of you about your journal entries and reflections, and you will be sharing some of your summer writing with your classmates in feedback groups.

Children's Literature (contact Mrs. Liemberger at kliemberger@charterarts.org with any questions)

- Read *The Little Prince* by Antoine de Saint-Exupery. You can find a free PDF here: https://andonovicmilica.files.wordpress.com/2018/07/the_little_prince.pdf Along with the book, read the following article: <https://lithub.com/how-a-beloved-childrens-book-was-born-of-despair/>
- In the dedication to *The Little Prince*, de Saint Exupery asks children for forgiveness for dedicating his book to a grown up, but says that he is his best friend in the whole world and that he is dedicating it to him "when he was a boy." This sets the stage for a major theme of the book, which is the importance of keeping the "child inside the grown up." The article you read along with this book talks about how de Saint-Exupery is constantly trying to preserve the child within himself, especially during one of the darkest periods of his life. It is widely believed that both the pilot and The Little Prince are de Saint-Exupery himself. **As you read, I want you to take notes on the way the world of the grown ups and the world of the child interact with each other and what you believe de Saint-Exupery is trying to say about childhood in this book. Please reference the article in your notes.** I will ask you to upload your notes the first week of classes
- You guys are a bit closer to your childhood than de-Saint Exupery was, but I'm sure it still feels far away. In order to get back in touch with the younger version

of yourself, I want you to first read this article, <https://www.theatlantic.com/education/archive/2018/07/what-rereading-childhood-books-teaches-adults-about-themselves/566261/>. Then, I want you to re-read your favorite chapter book from elementary school. Finally, answer the following questions, making sure to reference at least one specific point from the article for both:

- Why was this book so special to you as a child? What purpose did it serve, and what childhood memories are attached to it?
- What was the experience of rereading this book like? Did it live up to your memories of it? Was it therapeutic? Problematic/disillusioning? A little of both? You will upload this response the first week of classes.

Both of these summer assignments will serve as the foundation for much of the work we do and discussions we have in Children's Literature this year. I think you will actually enjoy these assignments and get a lot out of them, but this will definitely be compromised if you leave them until the very end of summer. If you have any questions, contact kliemberger@charterarts.org. I would love to discuss *The Little Prince* with you over the summer. It is one of my favorite books. I am also happy to serve as a sounding board for your experience rereading your favorite childhood chapter book. Send me a Hangout:)

Screenwriting

(contact Mr. Mensher at hmensher@charterarts.org with any questions)

Please complete these - with your name at the top - on a Google Doc that can be uploaded to Google Classroom on the first day of school. Can't wait to read them!

Mr. Mensher

- **PERSONIFICATION FREEWRITE** (5-10 minutes, anything goes. GO!)

Choose an inanimate object _ a chair, a pen, a piece of lint. Tell a story through the "eyes" of that inanimate object. It could be an animation, or you could interview the object like it's a documentary, or it can be a totally abstract interpretation. The goal is to see how much you can personify an everyday object so that we feel it is a living, breathing, emotional thing.

(5-10 minutes, anything goes. GO!)

- **SEVEN-SENTENCE SKETCH**

Sketch out a preliminary story treatment *in seven sentences*. You're just mapping out the beginning, middle, and end of your story at this point, and it's not set in stone.

Try to focus on Conflict, Cause-and-Effect, Climax, and Change.

Here's a general sense of how you might approach this task:

Introduce the main character(s) and the setting.

Introduce the central conflict (the "inciting incident").

Cause-and-effect = Rising Tension.

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What's the climax?

Give the story a sense of closure and resolution. How does the main character change?

- SITUATION FREEWRITE

"A police dog makes friends with a drug pusher's dog."

(5-10 minutes, anything goes. GO!)

- SETTING FREEWRITE

Choose one:

A house with no windows

The last stop on the subway line

A hidden temple in the jungles of Cambodia

A quiet lake surrounded by pine trees and cute houses

(5-10 minutes, anything goes. GO!)

- CHARACTER FREEWRITE

Choose one:

A man convinced his cat is the reincarnation of a famous Artist

A rogue cop turned librarian

A duck who thinks he's a penguin

An Olympic swimmer who's afraid of the ocean

(5-10 minutes, anything goes. GO!)