

Summer Reading – 2018 Rising IB Seniors

Dear IB Seniors c/o 2019,

We are gearing up for next year and are eagerly awaiting your arrival!

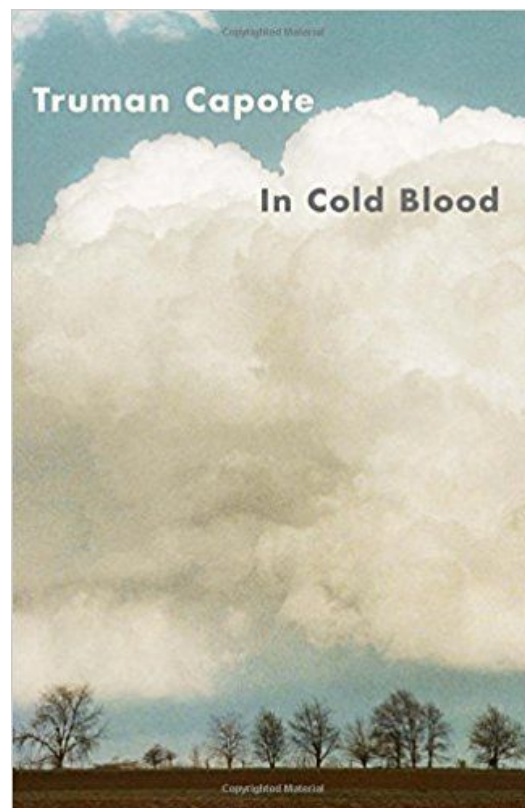
In order to come prepared for IB English IV in August, you will need to complete the following summer reading project:

Read the intriguing nonfiction novel *In Cold Blood* by Truman Capote (ISBN 978-0-679-74558-7) and complete the three (3) assignments available on the school website

<http://fmh.leeschools.net/summer-assignments> .

- ❖ The first two assignments should be completed AS YOU READ:
 - Assignment one is a character chart (**worth 70 points**) that will assist your comprehension of those involved with or impacted by the Clutter murders.
 - Assignment two is a study guide (**worth 160 points**). Answers to all of the questions **must be handwritten** in the space provided and **complete sentences must** be used unless otherwise indicated. Textual evidence/parenthetical citations **must** be provided for all responses.
- ❖ The third assignment (**20 points**) involves creating a mind-map of Truman Capote's life (you may recall his connection to another favored author read during your Pre-IB studies.)

As a whole, this project is worth **250 points**.



You will be required to submit your work and will be tested on all of the above during your first English class of the year. Thus, make sure that you arrive on the first day of class with this completed packet, creative mind-map, and your copy of *In Cold Blood*. Should you lose this packet, you may access this assignment through the school website.

Additionally, IB English IV requires several pieces of literature that do not appear in your school-issued literature textbook. You will be provided a complete list of works when you arrive in August. The only work you should be focused on obtaining and analyzing this summer is Capote's.

We are looking forward to a great year! Please contact one of us if you have any questions, but be patient for our reply; we may not check email consistently throughout the summer months.

Sincerely,

Ms. Holzinger (erikakh@leeschools.net)

Miss Millage (emilyjmi@leeschools.net)

Mrs. Tomlinson (jenniferlt@leeschools.net)

In Cold Blood

Truman Capote (ISBN #978-0-679-74558-7)

As you read: Preview this study packet by section, and then *hand write* your answers to the questions as you read. Though your chart descriptions do not need to be in complete sentences, the rest of your work (the answers to all of the actual questions) *must be written in complete sentences on this study guide* and *each answer should include textual evidence*. Where multiple questions are posed, please be sure to address all of them in your answer. You may not type your answers; all work must be legible to earn a grade.

Who's Who in Truman Capote's *In Cold Blood* (70pts.)

- ❖ Due to the length & breadth of this work (and its relevance to a particularly important assessment at the end of first semester) you will read it thoroughly this summer, with an additional reading in the late fall. As such, the third column of the chart below ***will not be completed*** until that second read. *For this summer assignment, you are only required to complete the second column (titled "First impression".)*

Complete the second column of the chart citing descriptions and page numbers for quick reference.

You are provided with 29 characters below; the final 6 spaces are for you to choose additional, unlisted characters

(there are several & some may appeal to you more than they do to other students.)

You must have all 35 spaces completed.

Name	First impression (first read) Physical/Personal characteristics and relevance to case (role, testimony, actions, etc.)	Second impression (second read) Additional insights regarding physical/personal characteristics and relevance to case (role, testimony, actions, etc.)
Mrs. Hideo Ashida		
Mrs. Archibald William Warren Brown		
Myrtle Clare		

Cookie		
Alvin Dewey		
Marie Dewey		
Paul & Alvin Dewey, Jr.		
Mr. Ewalt		
Nancy Ewalt		
Logan Green		
The Hartmans		

Mrs. Helm		
Paul Helm		
Larry Hendricks		
Vic Isrick		
Willie-Jay		
Bob Johnson		
Bob Jones		
Jolene Katz		

Susan Kidwell		
Josie Meier		
Wendle Meier		
Harold Nye		
Otto		
Bobby Rupp		
Alfred Stocklein		
Mother Truitt		

Gerald Van Fleet		
Floyd Wells		
30)		
31)		
32)		
33)		
34)		
35)		

In Cold Blood

Truman Capote (ISBN #978-0-679-74558-7)

As you read: Remember your work *must be hand written in complete sentences on this study guide* and *each answer should include textual evidence*. Where multiple questions are posed, please be sure to address **all** of them in your answer. You may not type your answers; all work must be legibly handwritten to earn a grade.

After each part is an extended response that should be a minimum of 250 words and must be legible, handwritten, and include supporting justification from the reading.

Part I: “The Last to See Them Alive” (40 pts.)

1) The French epigraph at the beginning of the book from Francois Villon’s “Ballade des Pendus” translates to:

*Human brothers who live after us,
Do not have (your) hearts hardened against us,
For, if you take pity on us poor (fellows),
God will sooner have mercy on you.*

Readers often skip through the opening pages of a book prior to reading; however, there’s always intent in what’s provided.

Prior to reading the novel, comment on what you think Capote **foreshadows** by using this as the epigraph.

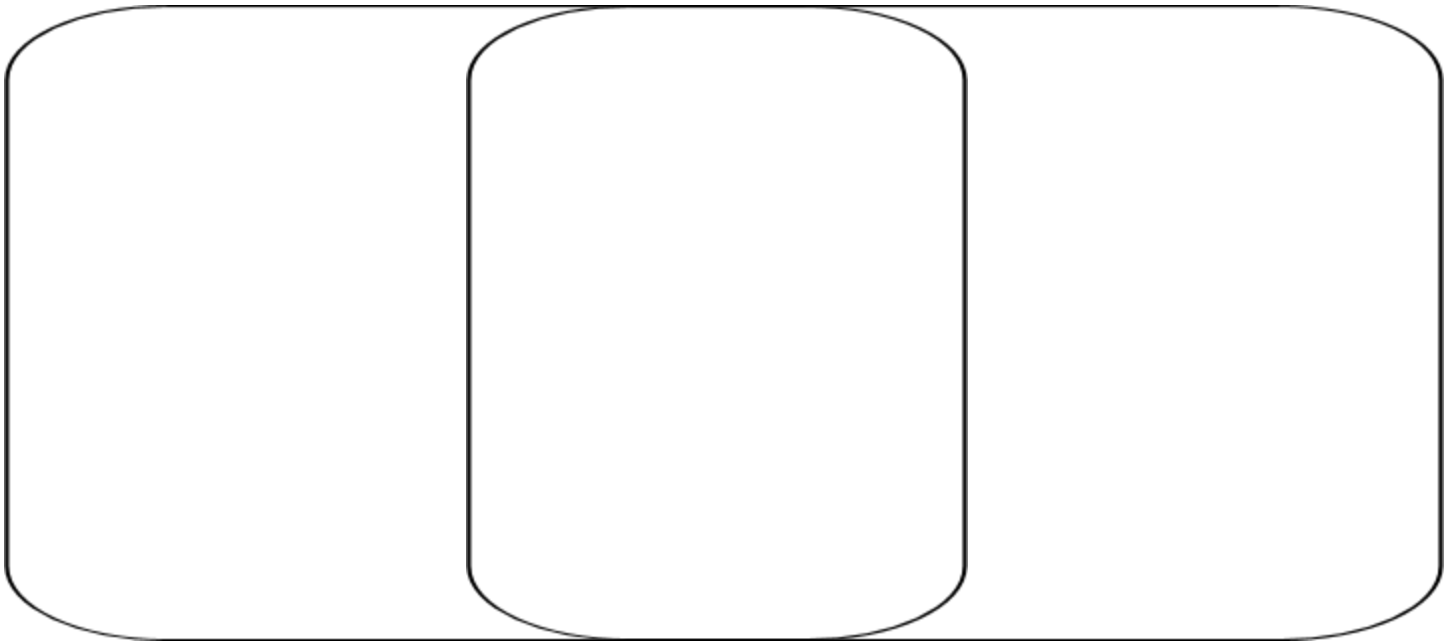
2) Describe in detail the novel’s **setting**, the village of Holcomb, including the year & time of year in which the novel takes place.

3) Outline the details of “the score” as it is conceived by Dick and Perry.

4) You will most likely choose to add Dick and Perry to the character chart. Here, though, detail at least 4 *initial* similarities *and* 4 differences between the two:

Dick Hickock

Perry Smith



At this point in the novel, would you qualify these two as *foil* or *parallel characters*? Explain.

(14 total points for item #4.)

5) Herb Clutter and Bob Johnson make a business deal on the very same day that Herb is killed. How does this deal provide a potential motive for the murder of the Clutters? (Note the *irony*.)

6) What is the last stop made by the two travelers before they visit the Clutter household? What is the bad omen (*foreshadowing*) Perry perceives while they are there?

7) Detail *specific methods* Capote uses to build suspense or tension in the novel's opening part (*common literary techniques used to achieve this effect are ambiguity/mystery, irony, foreshadowing, characterization, or internal/external conflict.*)

Part III: "Answer" (40 pts.)

1) Explain the connection Floyd Wells has to the Clutter murders (*include the reasons behind his reluctance to come forward & what eventually changes his mind.*)

2) Why don't Perry and Dick kill Mr. Bell? Explain the *irony* in this brief yet tense episode.

3) What insight does Barbara Johnson provide? Consider Capote's *purpose* here and to what extent you believe he's successful.

4) By this point in the book, Capote has provided great insight to Dick and Perry's criminal relationship and friendship together. Describe their relationship. How does each character seem to fulfill a need for the other character? Do you infer or recognize a particular *authorial bias* towards either one of them? Explain. (*You may want to refer back to the Venn Diagram you completed in Part I, elaborating on how similarities/differences have been furthered and whether or not they are in fact parallels or foils -- or in a relational category all their own.*) (5pts.)

5) Capote provides conversations between Nancy and Perry and Nancy and Dick from the night of the murder. What are the effects of this *juxtaposition* on *characterization, foreshadowing, suspense, irony*? Choose one other moment from that night that sticks out to you and wasn't mentioned in Part I.

6) Explain "Garden City's gray tomcat" *metaphor* (246).

7) After having read the Part III, evaluate its title, *inferring* its significance and methods of development throughout the section, as well as *authorial intent* (include specific, pertinent details from pages 159-248.) (5pts.)

Part IV: "The Corner" (40 pts.)

- 1) Infer why, despite Dick's betrayal, Perry misses his companionship? (*irony*)

- 2) Judge Roland H. Tate is described as "the kind of person who might see the human side" (264). Evaluate the humanity in each of the murderers -- just how much of your opinion is dependent upon Capote's depiction and/or investigation of them?

- 3) Explain the *irony* surrounding the timing of the Clutter estate auction and what it *foreshadows*.

- 4) Compare & contrast Dr. Jones' evaluations of the murderers.

- 5) In an interview, Capote once said young writers, including himself "learned and borrowed from the visual, structural side of movie technique." Specifically describe how throughout *In Cold Blood* Capote uses *cinematic techniques*. Also consider the fact that this is a *nonfiction novel*, meaning the real people are depicted as "characters" and actual events as the "plot". To what degree do either of these structures (*cinematic & nonfiction*) impact the reading? (5pts.)

- 6) Record & explain your reaction to each of the murderer's *last* words.

- 7) Having completed this nonfiction novel, discern author Capote's *reliability*. Give detailed, insightful justifications for your answer. (*view this video for some additional insight: <http://www.dailymotion.com/video/x2zetc5>*) (5pts.)

In Cold Blood

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Mind Map – Truman Capote (20pts.)

Mind mapping is an organizational thinking strategy used to literally “map out” your thoughts; think of it as a creative alternative to note-taking. The process is simple — as you think about information you’re gathering, you map out instant associations using key words, pictures, symbols, and icons. Mind mapping is both easy and effective because your brain works by association; it naturally links elements together.

How to Complete This Assignment: First, review the mind mapping steps (below). View the samples (and view more examples online, if needed.) Then, research Truman Capote’s life by reading the biographical information on these websites: <https://www.biography.com/people/truman-capote-9237547> & <https://archive.nytimes.com/www.nytimes.com/books/97/12/28/home/capote-biography.html?mcubz=1> (Obviously additional research is never discouraged.)

As you/after you read about Truman Capote, create an effective mind map that represents his life.

Grading Criteria: This mind map must accurately and completely capture biographical information about Truman Capote via a minimum of five first-level branches and 20 additional branches (10 points), be visually stimulating and appealing (5 points), and be accompanied by a “key” on the reverse of the map that explains in bullet list format the meaning behind the symbols, drawings, and icons on the map (5 points). ***This must be completed by hand & fill a piece of 8 ½ x 11 computer or construction paper.***

Mind Mapping Guide

Step 1 – Creating your central idea

Create your central idea as the theme (“center”) of your Mind Map. The center of your map should ideally be/include an image related to your central idea, as images help you imagine and remember information.

Step 2 – Adding your ideas

You next need to add your ideas and thoughts to your Mind Map. You can do this by adding branches for each of your ideas. Curved, natural branches are the most effective as they reflect how you brain thinks. Give your main ideas thicker branches to show their importance. Your branches should become less and less thick as you add your second and third level ideas.

Step 3 – Using color

A very important part of Mind Mapping is color. Colors are as stimulating to your brain as images. They add extra interest and life to your Mind Map and give energy to your creative thinking.

Step 4 – Using keywords

Once you have created a branch for your idea, you can add a word to describe this idea. It is important that you try and only use single words (or, at most, short key phrases) rather than long sentences or descriptions. This is because an isolated word will allow you to create many more connections than two or more words.

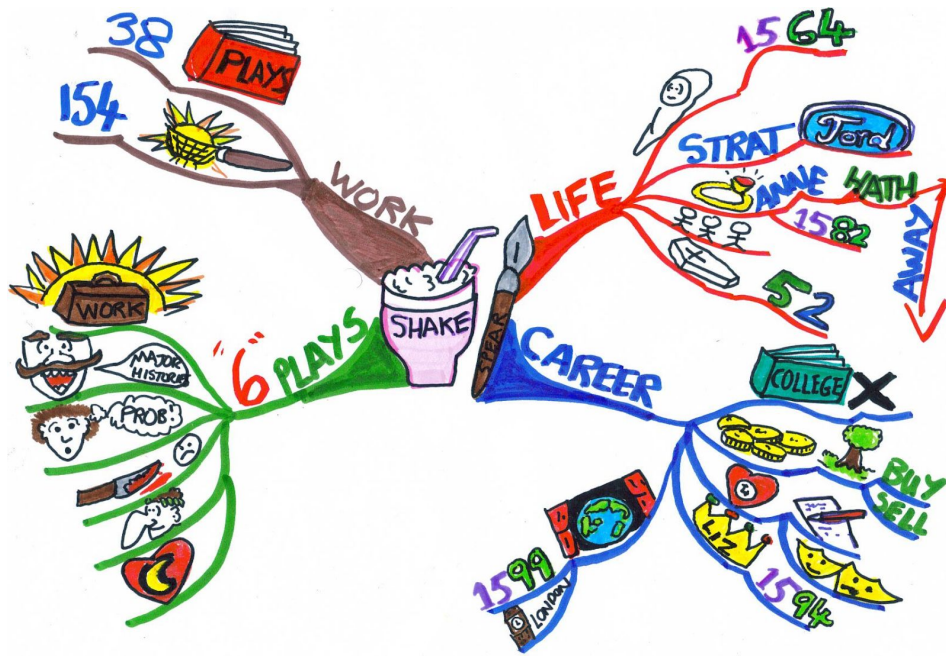
Step 5 – Using images

Attach visual images to your branch. Images have a lot of power on your brain; the more you use, the better. Images can, and sometimes should, even take the place of words on your branches.

Step 6 – Making connections and associations

Elaborate and extend by making connections from your first idea to other ideas, and let your brain start making associations with other thoughts you have. These connections will start forming the rest of your main branches and then your second level branches and then third level branches. For each new idea, create a branch from the branch you were thinking about. If you connect branches and, therefore, ideas, you will understand and remember information a lot more easily.

Sample Mind Map: William Shakespeare



Sample Mind Map: Marie Curie

