

North Haven High School
Summer Reading English 9 L3
***The Once and Future King* by T.H. White**

T.H. White's *The Once and Future King* follows in a long tradition of retellings, interpretations, and appropriations of the legendary King Arthur tales. As such, as you read this novel, you are entering into a centuries-old tradition of storytelling which runs from Sir Thomas Malory's 1485 collection to Alfred, Lord Tennyson's mid-nineteenth century *Idylls of the King* poems to the more recent Monty Python and Disney adaptations.

Thus, as you read, you should be aware of the choices T.H. White makes in order to tell these tales (i.e. what he chooses to tell us, when and how he tells us, and any other aspects of style that you perceive as you read).

This novel has been hailed "the world's greatest fantasy classic," so it is our sincere hope that you will enjoy your reading this summer. However, it is our most basic expectation that you will read actively and critically, paying particular attention to the larger ideas of each of the four "books." Plan to read early enough to have time to enjoy it, but not so early that you will not recall details when school begins.

ASSIGNMENT: You are asked to carefully read the first three books of this novel (*The Sword in the Stone*, *The Queen of Air and Darkness*, and *The Ill-Made Knight*). We will read the fourth (*The Candle in the Wind*) as a class once the school year has begun.

As you read, you are strongly encouraged to take notes (see the back of this page for guidelines and tips regarding note-taking). Keep in mind that these notes will help you, as we will begin discussing the novel via the following four topics:

- The nature and importance of **education** in *The Sword in the Stone*.
- The pitfalls of family and clan **loyalty** in *The Queen of Air and Darkness*.
- The tribulations and foibles of the **hero** in *The Ill-Made Knight*.
- (The challenges of establishing **justice** in *The Candle in the Wind*.)

Although they will not be graded, you will be allowed to use your notes during some portions of our work once school begins. Any notes found to have been influenced by unattributed outside sources, such as Internet websites like SparkNotes.com, will automatically receive a zero.

DUE DATE: You should have notes and your books on the first day of class with reading completed in full.



Notice & Note <i>Signposts</i> Bookmark	Notice & Note <i>Signposts</i> Bookmark
Name _____ Book _____	<i>Record page numbers and brief responses to the signposts you see. Try to find two good examples for each signpost.</i>
<i>Signpost Descriptions</i>	
<i>Contrasts and Contradictions</i> When a character does something that contrasts with what you'd expect or contradicts his earlier acts or statements STOP and ask, "Why is the character doing that?"	<i>Contrasts and Contradictions</i>
<i>AHA Moment</i> When a character realizes, understands, or finally figures out something STOP and ask yourself, "How might this change things?"	<i>AHA Moment</i>
<i>Tough Questions</i> When a character asks him or herself a very difficult question, STOP and ask yourself, "What does this question make me wonder about?"	<i>Tough Questions</i>
<i>Words of the Wiser</i> When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, "What's the point of the lesson and how might it affect the character?"	<i>Words of the Wiser</i>
<i>Again & Again</i> When you notice a word, phrase, or situation mentioned over and over, STOP and ask yourself, "Why does this keep happening over and over again?"	<i>Again & Again</i>
<i>Memory Moment</i> When and author interrupts the action to tell you about a memory, STOP and ask yourself, "Why or how might this memory be important?"	<i>Memory Moment</i>