

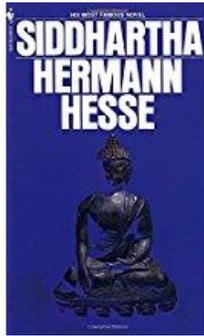
SUMMER READING 2018-2019

Cathedral High School – Twelfth Grade

English IV: World Literature and Composition

Herman Hesse's

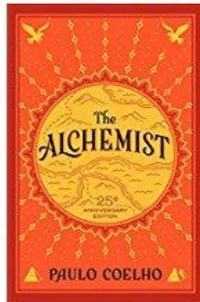
Siddhartha



AND

Paulo Coelho's

The Alchemist



REQUIRED TEXT

***Siddhartha* by Herman Hesse (translated by Hilda Rosner) (Bantam Publisher)**

AND

***The Alchemist* by Paulo Coelho (Anniversary Edition) (Harper One Publisher)**

****You may acquire un-annotated copies of these required texts on Amazon or elsewhere.**

NAME: _____

DUE DATE: MONDAY, AUGUST 6, 2018

I am delighted to have you in English IV, World Literature and Composition for the 2018-2019 school year! Across America, students are preparing for their upcoming English classes by reading during the summer to prevent the dreaded “summer slide” that happens when young minds sit idle for two to three months. Summer reading is assigned based around the belief that it encourages students to read year-round which is a key element in developing life-long learners.

This year’s summer reading assignment involves two novels: ***Siddhartha* by Herman Hesse and *The Alchemist* by Paulo Coelho**. The editions and publishers can be found on the cover page. **It is imperative that you purchase the correct edition to aid in locating information for class discussions.**

Once you download your summer reading assignment, please read all preliminary information carefully before you start reading your assigned texts. **The annotated reading/novel of your assigned novel is due the first day of class, Monday, August 6, 2018.** You are only required to annotate *Siddhartha*. This annotation will be holistically assessed and count as twenty percent of the Unit Test on this text. Also, you should annotate your summer-reading packet’s background information and complete the entire packet to **prepare you both for the class discussion of each book and its Unit Test and Unit Essay that follow.** The time and effort you put into its comprehension and completion are preparation for your performance on the Unit Test and Unit Essay.

For your information and convenience in preparing for this class, I have included below the supply list for this course. These items are due the first day of classes—Monday, August 6, 2018. You may want to acquire some of these supplies prior to beginning your summer reading.

Enjoy your summer!

Mrs. Robin Branton

Supply List

1 – 3 inch three-ring binder	loose-leaf paper
black pens and colored pens	calendar-style assignment book, already dated
3 GB flash drive	1 bottle of hand sanitizer for classroom use
1 package binder dividers (at least 6)	thesaurus and dictionary for use at home
Post-it type sticky notes & book tabs	2 pocket folders (1 green and 1 black)
1 composition book	1 box of “Kleenex”
Colored pencils	1 dictionary and thesaurus for at home use

INSTRUCTIONS FOR SUMMER READING - PACKET PREPARATION

- **Annotation of Novel (You are only required to annotate *Siddhartha*):** Annotate the pages of your novel as you read, creating your own system or key to react to the story and to note unfamiliar vocabulary, figurative language, literary elements of irony, foreshadowing, symbolism, repeated imagery/motifs, point of view (and shifts therein), dates, setting and setting changes, plot line, and narrative techniques (flashbacks, satire, use of dialogue, frame, in medias res, stream of consciousness, etc.). See sample annotation in this packet. Be sure to note in writing or symbols in your text evidence of possible thematic topics, and be aware that any vocabulary in your books is fair game for testing. Also, note any information that relates to your worksheets and study questions for easy recall. **Mere underlining and/or highlighting is NOT ACCEPTABLE ANNOTATING.** **Annotating may be done in any color or many colors. Your annotated novel is due on the first day of school—August 6, 2018.** Its holistic evaluation represents twenty percent of the Unit Test assessment on this novel.
- **Vocabulary Enrichment:** A list of vocabulary words does not appear in this unit. However, as high school students, you already know to consult a dictionary regarding unfamiliar words so you can fully comprehend the reading. **Any word or words in your reading assignment are fair game for inclusion on a quiz or test.** I suggest making a list of the words you do not know and becoming very familiar with them.
- **Background Information, Worksheets, Study and Discussion/Essay Questions:** To best prepare yourself for our class discussion of your text and for its ensuing Unit Test/Essay evaluations, be sure to (1) annotate all background information (in any color or many colors) and (2) complete any packet worksheets and Study/Discussion Questions.
- **DUE DATE: Your annotated novel is due the first day of class, Monday, August 6, 2018.** Again, its holistic evaluation represents twenty percent of the Unit Test assessment on this novel.
Remember → Your first Unit Test grade and first Unit Essay grade may depend on your diligent and thorough completion of all the Summer-Reading Packet assignment.
- **PREPARATION:** You should thoroughly read both books, not just one of the many summaries that are widely available. You should do **your own work** on the summer assignments. Copying another student's work or using material that is available on the internet is considered plagiarism and will result in consequences. You may discuss the novels with classmates but **should not work in groups** to complete assignments. One purpose of the summer assignments is for the teacher to get a sense of each student's personal voice and writing style.
- Each part of the assignments should be answered or written in complete sentences. You should use your best organizational and writing skills. Make sure you proofread carefully for grammatical and spelling errors.

>>If you do not understand any portion of this assignment or if you have any questions about it, email me at robin.branton@cathedralgreenwave.com. I will respond within about 24 hours. "I didn't understand it" is NEVER is a valid excuse for failure to complete an assignment.

How to Annotate

Annotating is the act of taking notes within the text (marginal or post it notes) as you read. It involves marking the text with substantive commentary regarding the author's content and/or style. When completing an annotation, there needs to be a clear purpose to the annotations reflective of the goals of the reading. Annotation should not be limited to identifying an element; annotation should explain the significance of the technique or element and its contribution to the unit's focus.

Suggested areas of focus:

- Characterization
- Thematic development
- Literary devices such as symbolism, motifs, foreshadowing
- Genre conventions such as those for comedy, epic, novel, short story
- Critical perspectives such as historical, psychoanalytic, feminist, postcolonial
- How the ending appropriately concludes the work
- All methods must be consistent and contain written explanations of annotated areas.
- At AP/Honors level: diction, detail, syntax, point of view, organization of selected passages

Students may use any of the following methods:

- Brackets
- Highlighting
- Underlining
- Post its

Annotating a Text

1. Read everything at least twice.
 - The first time read quickly to get a sense of what the text is about.
 - The second and subsequent times read carefully.
2. Mark anything that you think is
 - confusing
 - interesting
 - surprising
 - important
3. Mark anything that is unfamiliar and keep going.
4. Begin to annotate.
 - Circle, underline, or stick on a post-it for important ideas and explain their significance.
 - Mark repetitions or rhetorical signals.
 - Circle confusing words or phrases. Define from context or dictionary if possible.
 - Note passages that seem inconsistent.
 - Note passages that generate a strong positive or negative response.
5. Write questions where you made annotations.
6. These questions can be the following:
 - for the instructor to answer,
 - for the class to discuss,
 - for you to use in future writing assignments,
 - for you to keep as a reminder of what you were thinking.
7. Think about the connections between this text and other texts you have read, information from other classes, and personal experiences.

ANNOTATION MODEL

A PASSAGE FROM J AMES JOYCE'S SHORT STORY "EVELINE"

"He is in Melbourne now." *image of someone who has escaped*

Go

she works hard slave labor?

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

Stay

leave horrible working conditions etc

"Miss Hill, don't you see these ladies are waiting?"

"Look lively, Miss Hill, please."

- she has a better job

She would not cry many tears at leaving the Stores.

issue of mother's life would she fall into same trap as her mother???

married change in life respect not like mother VIOLENCE

But in her new home, in a distant unknown country, it would not be like that. Then she would be married -- she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father's violence. She knew it was that that had given her the palpitations. When they were growing up he had never gone for her like he used to go for Harry and Ernest, because she was a girl but latterly he had begun to threaten her and say what he would do to her only for her dead mother's sake. And now she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably.

Father's violence? Did he beat her mother? intimidate?

he beat brother threatening her

She always gave her entire wages -- seven shillings -- and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn't going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday's dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work -- a hard life -- but now that she was about to leave it she did not find it a wholly undesirable life.

money - she gives all her wages economic slavery

Father - poor image of daughter + money

DRUNK

she is burdened w/ household

housework childcare - children depend on her

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her

Frank kind - diff. from father

Who are these children? How did she become responsible for them?

She hasn't known him long. How well does she really know him?

Name: _____

Siddhartha by Herman Hesse Summer Reading Packet

YOU MAY TYPE OR HANDWRITE THE ASSIGNMENT; HOWEVER, IT MUST BE NEAT AND EASY TO READ, OR IT WILL NOT BE ACCEPTED!

Hindu and Buddhist Concepts and Terms

samsara: endless cycle of rebirth

karma: “bank” of good and bad deeds, affects one’s reincarnated role in the next life

Brahman: Hindu supreme god, unity of all reality

Atman: Hindu concept, a piece of the divine Brahman inside each person and thing created. A “soul.”

Nirvana: literally means “cessation,” to no longer struggle, aspire, or suffer. A state of perfection, free from samsara. Hindus believe it is a return to Brahman, also, only reachable once you are a Brahmin.

Om: syllable which represents Brahman, all that exists and all that is unknown.

8-Fold Path: Buddhist way to Nirvana, anyone can attempt it.

caste system: Abolished by law in 1949. In Hinduism, each follower was born into a certain group. One socialized/married within this group.

The five castes are:

Brahmins: priests, academics

Kshatriyas: rulers, military

Vaishyas: farmers, landlords, merchants

Sudras: peasants, servants, workers in non-polluting jobs

Dalit: untouchables. Worked in polluting jobs. Highly discriminated against.

Dharma: Hindu concept, doing what must be done to live happily and rightly. Buddha’s dharma was his teachings. A student’s dharma is to study.

Maya: Hindu concept that the world is covered with illusion, that these distractions pull us away from what’s important.

Bodhisattva: Buddhist idea of one who discovers Nirvana but sacrifices truly attaining it in order to lead others to it first.

Vow of a Bodhisattva:

Beings are infinite in number, I vow to save them all;

The obstructive passions are endless in number, I vow to end them all;

*The teachings for saving others are countless, I vow to learn them all;
Buddha-hood is the supreme achievement, I vow to attain it.*

Buddhism & Hinduism Notes

Hinduism: 3rd largest religion, approx. 13% of world or 850 mil. Arose sometime between 1500 BC-6000 BC

Buddhism: 4th largest, approx. 6% of world or 350 million. Grew as a division from Hinduism, around 563 BC.

The name “Buddhism” comes from “**budhi**” which means “to awaken.”

Both religions believe in karma, the idea that a “record” of sorts is kept of one’s good and bad deeds. Both also believe in a cycle of reincarnation; that after death, one’s next life is shaped by one’s karma.

To achieve Nirvana in Buddhism, one must follow a certain way of living: cease desire and attachment to the self (4 Noble Truths and 8-Fold Path).

In Hinduism, Nirvana can only be achieved once one has been born into the highest caste (societal rank). It is also thought of as a reunion with Brahman.

Buddhism began approx. 563 BC, when Siddhartha Gotama, later known as “The Buddha,” was awakened (enlightened) at age 35 next to a Bodhi tree. His first name means “one who has achieved his aim.”

Siddhartha was born into a royal family. Wealth and social status did not make him happy. Left wife, family, and child behind to live as an ascetic (acceptable practice at this time).

Spent 6 years searching different theologies for enlightenment until he found his own path, often called “The Middle Way.”

Hesse’s Siddhartha parallels the life of Gotama in the beginning, but then diverges from historic and literary accounts.

Buddhist Teachings: The Four Noble Truths

1) Life is suffering (dukkha). Pain, disease, old age, death are part of life. Loneliness, fear, anger, frustration, disappointment, etc.

2) Suffering is caused by craving. By desiring things, people to like or love us, etc. This leads to an endless cycle of rebirth. One must let go of desire.

3) Suffering can be overcome (and true happiness, or Nirvana, attained). Cease craving/expectations.

4) The Noble Eightfold Path leads to overcoming suffering: Right view, right intention, right speech, right action, right livelihood, right effort, right mindfulness, and right concentration. Mental state achieved through meditation.

Five Buddhist Precepts (like the Ten Commandments):

1) Do not kill (sometimes thought as “not harming”).

2) Do not steal (generally includes fraud, exploitation)

3) Do not lie (often includes gossiping, name calling)

4) Do not misuse sex (no sex for monks/clergy, no adultery for all others). Note that consensual premarital sex in a committed relationship was not discussed by Buddha.

5) Do not consume alcohol or other drugs (idea being that they cloud the mind).

***Siddhartha* Study Questions**

Complete each question as you read and annotate the novel. Make sure you answer each part of the questions to ensure your understanding of the plot, characters, figurative language, etc. It is imperative that you complete this to guide you in strengthening your knowledge for the unit test.

“The Brahmin’s Son,” p. 3

1. What does Govinda (and indirectly, the author) criticize as some of the typical corruptions of “ordinary” Brahmin? (4)
2. What is Govinda’s ambition? (4-5)
3. Why is Siddhartha discontent? (5)
4. What, in Siddhartha’s internal musings, is revealed about Atman? (6-7)
5. Evaluate the quote on p. 8, beginning with “Om is the bow, the arrow the soul...” Explain these components of the metaphor: Om, the soul, and Brahman?
6. What is significant in how Siddhartha looks at Govinda after making his decision to become a Samana? (9) What about his remark about wasting words? (10)
7. How does Siddhartha show deference to his father in making his decision to leave? What ultimately makes Siddhartha’s father give into his request? (10-12)

“With the Samanas,” p. 13

8. What negative effects, besides the physical, occur in Siddhartha as a result of the harsh life of an ascetic? (13-14) What Noble Truth does this resemble?
9. What goal does Siddhartha hope to achieve through self-denial? (14) Name at least three things he is able to achieve (14-15).
10. Why is Govinda compared to a shadow? (16)
11. How does Siddhartha compare what he has learned with the Samanas to what he could have learned in a brothel’s den, or among gamblers? (16-17)
12. What “truth” does Siddhartha learn from his experiences among Brahmin and Samana? Why might he as well been trying to use chimpanzee and rhinoceros as his teachers? (18-19)
13. What are some miracles ascribed to the Buddha? (21)

“Gotama,” p. 25

14. What is remarkable about the Buddha’s physical description? (27-28)
15. How does Govinda demonstrate his growth beyond simply childhood friend of Siddhartha? (29-30)
16. What are some of the sacrifices involved in swearing allegiance to the Buddha? (30)
17. How does Siddhartha explain to the Buddha why he cannot be his disciple? (32-34)

18. How has the Buddha both taken and given something to Siddhartha? (35-36)

“Awakening,” p. 37

19. What signifies the turning point in Siddhartha’s life? What has he left behind? (37-38)

20. Why did his previous attempts to discover Atman fail? What new frame of thinking spurs Siddhartha’s journey forward? (39)

21. What metaphorical “snake” (dangerous obstacle) causes Siddhartha to pause in his resolution? Why can’t he return to his father? (40-42)

“Kamala,” p. 45

22. Sum up Siddhartha’s new view of Maya, since leaving the Samanas (45-46).

23. What is the significance of Siddhartha’s strange dream? (48)

24. What does the ferryman foreshadow for Siddhartha? (49) What negative thought does Siddhartha leave with, about the ferryman?

25. Why is Siddhartha’s inward voice able to make the “magic” of the woman by the brook disappear? (49-50)

26. How can Siddhartha’s three talents be considered advantages? (56)

27. Why won’t Siddhartha consume the rice cake he begged for? (58) Where does this alteration of thinking place him in terms of Buddha’s teachings?

28. Why does Kamala insist Siddhartha not be “too modest” when dealing with Kamaswami? (59)

29. What does Siddhartha’s analogy of a stone dropping through water say about the power of the 8-Fold Path, of thinking and meditation? (60)

“Among the People,” p. 63

30. How does Siddhartha counter Kamaswami’s comments that not only is Siddhartha someone in need, but he parasitically (this is inferred) feeds off the possessions of others? (63-64)

31. How is Siddhartha Kamaswami’s superior in business? (67)

32. Considering Siddhartha’s three strengths, how do one or more of them make his “failed” business trip to the village a success? (67-68)

33. Explain the meaning of Siddhartha’s comment: “It would be better suited if you had learned that [thinking] from me.” (69)

34. Why does Siddhartha allow others to swindle him? (70)

35. What does Siddhartha say that distinguishes Kamala and himself from other people? (70-71)

36. Why is “repulsed” included in the list of sensations Siddhartha experiences with Kamala? (72)

37. Why can’t Siddhartha, and supposedly Kamala, love someone? (73)

“Samsara,” p. 75

38. What happens to Siddhartha as his senses become more enlivened? (76-77)
39. What is the soul sickness of the rich, which infects Siddhartha? (78)
40. Why does Siddhartha begin to obsessively play dice? (79-80) How does this pursuit echo samsara?
41. Explain both the significance of Siddhartha's dream and Kamala's action at the end of this chapter (82-85).

"By the River," p. 87

42. Why is Siddhartha so determined to end his life? (87-88)
43. Earlier in the text, Siddhartha refers to "what fools... think is caused by demons" and that there are no demons (60), yet here he wishes for demons to devour him (89). In what specific way(s) has Siddhartha become one of the "fools" he referred to?
44. Why does the hearing of Om, the sound of universal harmony, trigger at first a reaction of horror in Siddhartha? (89)
45. To what does Siddhartha attribute as the main reason for his previous state of illness? (94)
46. Why does Siddhartha think his recent moral failures were a necessity on his journey towards enlightenment? (96-98)
47. What does Siddhartha realize has died within him, and been reborn a child? (99)

"The Ferryman," p. 101

48. How is the river both the same and new at all moments? (102)
49. What are some things that distinguish Vasudeva's power of listening? (104)
50. What part of Siddhartha's story especially commands Vasudeva's attention? Why? (104-105)
51. What's another secret that Siddhartha learns from the river? How does this help preserve one's equanimity in face of sorrow? (106-107)
52. What does Kamala wish to tell Siddhartha, that the poison from her injury prevents her from communicating? (113)

"The Son," p. 117

53. How, according to Vasudeva, does Siddhartha punish his son without realizing it? (120)
54. What, ultimately, does Vasudeva tell Siddhartha about his desire to spare his son from Samsara? (121)
55. What final "message" does the son leave to indicate his desire to be apart from his father? (125)

"Om," p. 129

56. What does Siddhartha understand now, among people, that he couldn't fully appreciate before?
57. What one thing truly separates the masses from men like Siddhartha and Vasudeva? (130-131)
58. How is seeing his father's face in the river's reflection significant to Siddhartha? (132)

59. What constitutes “Om?” (135-136)
60. Where is Vasudeva going? How is his behavior similar to a Bodhisavetta? (137, notes)
“Govinda,” p. 139
61. How does seeking, according to Siddhartha, preclude finding? (140)
62. What does Siddhartha mean when he says, “The wisdom which a wise man tries to communicate always sounds foolish”? (142)
63. What does Siddhartha mean when he says, “The sinner... is not on his way to a Buddha-like state; he is not evolving...”? (143)
64. What realization comes over Govinda, after kissing his former friend, and new mentor, on the forehead? (150-152)

The Alchemist by Paulo Coelho

Summer Reading Packet

YOU MAY TYPE OR HANDWRITE THE ASSIGNMENT; HOWEVER, IT MUST BE NEAT AND EASY TO READ, OR IT WILL NOT BE ACCEPTED!

Preliminary Notes about the Novel:

The Alchemist is written in a fable format. **Fables** use recognizable, simple characters and settings to illustrate a simple truth about life or human nature.

The novel integrates ideas and philosophies of many faiths and historical periods. Many of these ideas concern the pursuit of truth, one's intended destiny and the attainment of personal happiness. Coelho refers to these combined elements as one's "**Personal Legend.**" He tells the story of Santiago to teach us how we may find and live out our own Personal Legends. These ideas, though, have been explored since ancient times in one form or another by countless faiths and peoples. Hinduism, Buddhism, Islam, Taoism, Christianity, Judaism, countless tribal cultures, in addition to ancient and modern philosophers, all attempt to define the idea of one's Personal Legend (though they may call it by different names), and all subscribe paths to achieving personal fulfillment. Thus, although the legend is about no faith or philosophy in particular, it is about *all* faiths and philosophies.

Alchemy is the medieval "science" of transforming rocks into gold. Alchemy plays an important part in the plot (literal level) of the story, but it also becomes a symbol, or *allegorical device*. In the legend Coelho is really using characters, events and symbols as tools to show us how to achieve *spiritual alchemy*. In other words, how do we find or recognize the "gold," -- our Personal Legend -- in the "rocks" of the everyday, ordinary, simple details of our lives?

In *The Alchemist*, each character, place, and idea has a meaning beyond the regular "**literal**" (actual) meaning in the story. Each also has a "**figurative**" meaning (a comparison that seems dissimilar but actually relates to a real-world experience). As Santiago discovers, his treasure of "gold" is not literally "gold" and not far away, not glittery, not exotic, and not complicated, but it may require a journey of courage, faith and perseverance to discover what it is and where it is hidden. The reader can relate the literal meaning of "gold" in the novel to his own "figurative" gold in the real world which is achieving one's own dreams, whatever they may be.

In an **allegorical novel**, the characters and events are all symbolic and your job in reading this novel is to figure out how, even the simplest objects, places, and people, represent importance beyond what they represent in the novel.

Glossary of Terms

Alchemy - The occult science which claims to be able to turn any common metal into gold.

Bedouin - Nomadic tribes that live in the African desert.

Breastplate - Large metal plate worn on the chest as part of a suit of armor. It is used for self-defense but can also be decorative.

Caravan - A group which travels through the desert. Travelers band together for mutual protection.

Language of the Universe - Omens, coincidences and dreams are how the universe seeks to communicate. By remaining open to these omens, Santiago is able to learn more about the world and about himself.

Levanter - The name of the wind that blows from Africa into Spain. So called because it comes from "the Levant." It is related to the conquest of Spain by the Moors. Santiago thinks that it brings the scent of exotic women and adventure.

Maktub - An Arabic word meaning "written." The shopkeeper uses it to refer to those things preordained, or written, by Allah.

Moor - Spanish and European name for the Arabs that ruled the Iberian Peninsula for almost 500 years.

Personal Legend - A Personal Legend is a true desire, which comes from the Soul of the Universe. This is different from other selfish desires in that the universe conspires to help you realize your personal legend. The story of *The Alchemist* is the story of Santiago realizing his Personal Legend.

Sacristy - Room where the vestments of the church are kept.

Sahara - The desert that runs across the width of the African continent. Known for its size and its harshness.

Scarab - A type of desert beetle which was sacred to the Ancient Egyptians. They believed that it symbolized the Sun and spiritual rebirth.

Soul of the World - A term which comes up repeatedly in the text, the Soul of the World is sometimes equated with God. It is a spiritual force that binds all of us together and governs all things and that speaks with us in the language of signs or omens.

The Elixir of Life - The Elixir of Life is the liquid portion of the Master Work, the goal of all alchemists. The Elixir of Life heals diseases and grants long life when ingested. The Alchemist carries some in a flask through the desert.

The Master Work - The Master Work is a term which refers, in alchemy, to the Elixir of Life and the Philosopher's Stone as a whole. The Master Work is the goal of all alchemists; the Alchemist has achieved it, but the Englishman is still seeking it.

The Philosophers Stone - The Philosophers Stone is the solid portion of the Master Work. The Philosopher's Stone can turn any metal into gold, an ability which the Alchemist uses to generate gold at the Coptic monastery in Egypt before taking his leave of Santiago.

Uimim and Thummim - Two stones given to Santiago by Melchizedek. Melchizedek instructs Santiago to use them when he cannot read the omens of the world. These stones are drawn from a bag, with one signifying no and the other one signifying yes.

Dialectical Journals

Assignment: As you read, consider the background you just read and consider journey the main character takes and the challenges, obstacles, and people he encounters along the way. Think about how his personal legend relates to you and where you are in your life and what your personal legend may be. Complete a dialectical journal that charts your thinking as you read.

- Complete your journal independently. Be sure your reasoning is unique and original.
- Journals will be collected the first day of school

What is a Dialectical Journal?

The term “dialectic” means the practice of arriving at the truth by using conversation involving question and answer. Think of your dialectical journal as a series of conversations with the text. The process is meant to help you develop a better understanding of the text you are reading. Use your journal to incorporate your personal responses and connections to the text and your ideas about the themes covered in the novel. You will find that it is a useful way to process what you are reading, prepare yourself for group discuss, and gather textual evidence for a future assignment.

PROCEDURE:

- Create a chart like the one below. As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page numbers). This may be completed on a word document or in a composition book. **Your journal should include at least 15 quotes as evidence paired with coded reasoning (see below). The quotes (evidence) must span the entire book.** For example, all 15 quotes cannot be from the first three chapters. They need to represent the beginning, middle, and end of the book.
- In the right-hand column, write your response to the text (how you connect with the text, ideas/insights, questions, reflections, and comments on each passage).
- You must label your responses using the following codes:
 - (Q) Question – ask something in the passage that is unclear
 - (P) Predict – anticipate what will occur based on what’s in the passage
 - (C) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusion can you draw about the world, about human nature, or about just the way things work?
 - (E) Evaluate – make a judgment about what the author is trying to say

Sample Dialectical Journal entry: “Beyond the Yellow Highlighter”:

Evidence (Quotes)	Page #/¶	Reasoning (Code and Explanation)
1. “The yellow marks in my college textbooks...did not help me very much.”	p. 82/1	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. “Annotations do make me read a lot slower and I wish I didn’t have to do them. It is so much harder to fake read if you have to annotate like we do now. So now I actually read, because it’s too hard to fake annotate.”	p. 87/2	(C) It is harder to fake annotate – it almost takes more time. (R) People are prone to find the easy way to do something. Since there’s really no easy way to annotate – fake or real – it makes sense to really read and think about the text. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?