

## SUMMER READING ASSIGNMENTS 2018

GRADE/CLASS	NOVEL(S)	AUTHOR
<p>Please note that for books not listing a specific assignment you will have classwork, vocabulary, projects, and/or exams to complete upon your return. Do not begin your school year with poor grades because you chose not to read. Some assignments will span over a nine-week period. Teachers will check assignments as early as <b>day two</b>, unless otherwise specified.</p>		
<b>9th Regular</b>	<i>Fahrenheit 451</i>	Ray Bradbury
<b>9th Honors, Gifted Honors, and Pre-IB</b>	<i>Secret Life of Bees</i>	Sue Monk Kidd
<b>10th Grade Regular and Honors</b>	<i>Salt to the Sea</i>	Ruta Sepetys
<b>11th Grade Regular and Honors</b>	<i>The Immortal Life of Henrietta Lacks</i>	Rebecca Skloot
<b>10th Grade Pre-IB and 11th Grade AP Language</b>	<i>Thank You for Arguing, Third Edition</i>	Jay Heinrichs

\*With thanks to Paul Laurence Dunbar High School

AP Language Summer Assignment for ALL students taking an AP Language and Composition course, regardless of grade level:

### Annotating Summer Reading Book

Read and annotate the book assigned for summer reading before school starts. This **assignment will be due the second day our English class meets**. When students return to school in the fall, we will begin an in-depth discussion and analysis of the required reading, aided by insights from the recommended text.

However, to prepare students for the text based tasks they will perform during the first weeks of school, students are required to annotate (take notes in) the text while they read this summer.

If a student is unable to purchase a copy of the text and is, instead, using a library copy he or she may complete the following requirements with removable post it notes.

\*Continued on next page.

**Requirements:**

- Be sure to spread your annotations out evenly across the book.
- Divide the pages in your book by 50 (the minimum expected number of annotations); the result is how many pages between annotations (example: 200 page book/50 annotations = one annotation every 4 pages).
- Make sure you use **ALL** of the following types of annotations. Don't overuse the same type of annotation.

**Types of Annotations:**

1. Write comments in the margin, especially to ask questions, make connections to your own life, explain the effects of syntax, tone, diction, point of view, figurative language and other techniques on the text.
2. Star passages that are very important: events, decisions, or cause and effect relationships.
3. Underline sentences that made you think or appealed to you.
4. Circle/highlight words that are unfamiliar.
5. Bracket areas that you were confused about or did not fully understand.
6. At the end of each chapter or section write a bulleted list of key ideas.

**Rubric:**

	Novice (D)	Apprentice (C)	Proficient (B)	Distinguished (A)
Quality of Annotations	Quality of Annotations are random and show little understanding of the novel.	Annotations are mostly at the surface level. The commentary shows some deeper thought but not throughout the text.	Annotations demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections.	Annotations demonstrate analysis and interpretation – thinking beyond the surface level of the text. Thoughtful connections made to other texts, or other events throughout the novel.
Thoroughness of Annotations	Less than 30 annotations	At least 30 annotations	At least 40 annotations At least 50 annotations	At least 50 annotations
Variety of Annotations	Annotations only ask brief questions or only have one-word comments.	Annotations contain a mixture of brief questions, comments, and observations.	Annotations contain a mixture of reasonable questions, observations, comments and reflections.	Annotations contain a thorough mixture of significant questions, observations, comments, and reflections.

\*AP Language continued on next page.

## Examples of Good Annotations

Note: You are not expected to write this many annotations per page. These examples are just meant to show you a variety of things you might record in your annotations. See the rubric for number of annotations that are expected.

OF MICE AND MEN 39

thing," Slim repeated. "Say, you sure  
him. Maybe he ain't bright, but I never  
ker. He damn near killed his partner  
There ain't nobody can keep up with  
ity I never seen such a strong guy."  
proudly. "Jus' tell Lennie what to  
if it don't take no figuring. He can't  
to do himself, but he sure can take

lang of horseshoe on iron stake out-  
beer of voices.

ck slightly so the light was not on his

face. "Funny how you an' him string along together."  
It was Slim's calm invitation to confidence.

"What's funny about it?" George demanded defen-  
sively.

"Oh, I dunno. Hardly none of the guys ever travel  
together. I hardly never seen two guys travel together.  
You know how the hands are, they just come in and  
get their bunk and work a month, and then they quit  
and go out alone. Never seem to give a damn about  
nobody. It jus' seems kinda funny a cuckoo like him  
and a smart little guy like you travelin' together."

"He ain't no cuckoo," said George. "He's dumb as  
hell, but he ain't crazy. An' I ain't so bright neither, or I  
wouldn't be buckin' barley for my fifty and found. If I  
was bright, if I was even a little bit smart, I'd have my  
own little place, an' I'd be bringin' in my own crops,  
'stead of doin' all the work and not getting what comes  
up outta the ground." George fell silent. He wanted to  
talk. Slim neither encouraged nor discouraged him. He  
just sat back quiet and receptive.

"It ain't so funny, him an' me goin' aroun' together,"

Why  
"defensively?"

Reminds me  
of my  
brother  
who wants  
to be his  
own boss.

more light  
and sound  
imagery

Kind of  
like the two  
guys in the  
movie Due Date

foreshadowing?

\*Continued on next page.

NOT Earn Credit for this assignment)

ALTHOUGH THERE WAS evening brightness showing through the windows of the bunkhouse, inside it was dusk. Through the open door came the thuds and occasional clangs of a horseshoe game, and now and then the sound of voices raised in approval or derision.

Huh?

fun!

Slim and George came into the darkening bunkhouse together. Slim reached up over the card table and turned on the tin-shaded electric light. Instantly the table was brilliant with light, and the cone of the shade threw its brightness straight downward, leaving the corners of the bunkhouse still in dusk. Slim sat down on a box and George took his place opposite.

why?

→ why?

Slim is dumb.

"It wasn't nothing," said Slim. "I would of had to drowned most of 'em anyways. No need to thank me about that."

George said, "It wasn't much to you, maybe, but it was a hell of a lot to him. Jesus Christ, I don't know how we're gonna get him to sleep in here. He'll want to sleep right out in the barn with 'em. We'll have trouble keepin' him from getting right in the box with them pups."

→ IDC



<b>IB AP Literature and Composition (11<sup>th</sup> Grade)</b>	<i>Zorba the Greek</i>	Nikos Kazantzakis
<p><b>Grade 11 IB/AP English Literature</b></p> <p>For your first letter grade, you must have your 3000+ word Extended Essay, complete with analysis, sources, counterargument (where applicable), and parenthetical citations in MLA or APA form, typed and ready for your supervisor's feedback. This assignment will be collected on the <b>first day</b> of school in August and will count as part of your grade for Language Arts.</p> <p><i>Zorba the Greek</i> by Nikos Kazantzakis Annotate your paperback, marking:</p> <ul style="list-style-type: none"> <li>• Characterization of the main characters (<i>Zorba</i> and the narrator)</li> <li>• Figurative language</li> <li>• Setting-era (holidays and historical events)</li> <li>• Setting- location</li> </ul> <p>Be prepared to explain your <i>system</i> of annotation (marking of the text) and to create a chart of your findings.</p> <p><b>The following 2 assignments are due on our second class together and should be typed.</b></p> <p><b>Assignment 1:</b> Write a total of five journal entries (include at least one from the beginning, middle, and end of the book). Each entry should include the following:</p> <ul style="list-style-type: none"> <li>• a quote from the book, utilizing the author's exact words, which inspired your comments.</li> <li>• the page number on which the quotation appears</li> <li>• a five-seven sentence summary reaction explaining why you selected this quote.</li> </ul> <p><b>Assignment 2: Choose ONE to complete</b></p> <ul style="list-style-type: none"> <li>• Compare and/or contrast one of the major characters to another character from another book you have read</li> <li>• Write a prequel and/or sequel to the book</li> <li>• Write a response of three to five paragraphs in which you state and then support why this book should (or should not) be read by students in your class.</li> <li>• Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Draw a map and write four descriptions of the homes of your characters or places where important events took place.</li> <li>• Create an advice column (formerly Dear Abby) and give at least 3 characters in the story advice on how to handle their problems or resolve a conflict.</li> </ul> <p>*Regardless of what you choose, Assignment 2 should be about 2-pages typed, double-spaced</p>		
<b>12th Regular</b>	1984	George Orwell
<b>12th Honors</b>	<i>Black Boy</i>	Richard Wright

## AP Literature and Composition

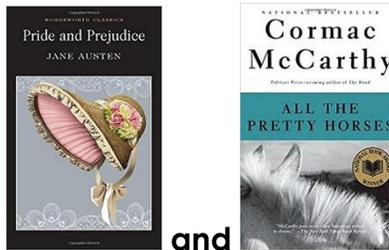
Read BOTH:  
*All the Pretty Horses*  
*Pride and Prejudice*

Cormac McCarthy  
Jane Austen

Welcome to AP Literature and Composition!

Read, highlight, annotate:

### Cormac McCarthy's *All the Pretty Horses* & Jane Austen's *Pride and Prejudice*



YOU **MUST HAVE A HARD COPY** OF **THESE EDITIONS**:  
Wordsworth Classics and Vintage Books

You will be ASSESSED on these books on DAY ONE and DAY TWO of class.  
We hope you will enjoy both:

the British, female authored novel with a female protagonist and  
the American, male authored book with a male protagonist.

#### **HIGHLIGHTED books will be checked DAY ONE.**

Your success will depend on your EARLY reading and RE-READING and on your highlighting, identifying and later **discussing** these novels **orally and in writing**.  
Highlight using the color patterns below:

**GREEN:** Description of setting: a ranch, manor, garden, etc.

**PINK:** Elements of literature: Figurative language (metaphor, simile, personification, hyperbole, symbolism, motif, repetition, sound devices, etc.)

**YELLOW:** Significant quotes or "important language" that drives the plot forward  
\*In other words, the quotes that strike you as being important or memorable in some way.

**ORANGE:** Introduction or description of characters & how they change or reveal themselves as the plot progresses.

**BLUE:** Critical scenes or turning points for characters or the plot. Catalysts and conflicts and consequences.

\*Continued on next page.

Do the following when annotating:

- A. Circle, underline, or stick on a post-it for important moments; explain their significance.
- B. Circle confusing words or phrases. **Define** from context or dictionary on notebook paper.
- C. Note passages that generate a strong positive or negative response.

Write questions as you annotate: They may be for class discussion, writing assignments, or stylistic analysis.

Although you will not turn in a *written* assignment for summer reading, *thorough knowledge* (NOT Spark Notes knowledge) of these two books is crucial to passing the first nine-weeks. **We WILL NOT re-read in class.**

These typify the type and length of works we will read OUTSIDE of class throughout the year; be sure you are up for a fun and challenging curriculum!

\*Finally, note that you will need a hardcover binder (with a clear view front) and five *store bought* dividers on day one. Take advantage of summer sales and be prepared.



12 <sup>th</sup> IB English	<i>Jane Eyre</i>	Charlotte Bronte
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## JANE EYRE STUDY GUIDE

### IB English HL – Literature 2018-2019

I advise doing this work AS you're reading the book – or at least, highlighting and marking the things you'll be putting into your charts. Otherwise you will be making double work for yourself.

Assignments are due by the end of the first week of school.  
Extra Credit will be awarded to students who submit the assignments on the first day.

Purchase a composition or a single subject spiral to use as your IB Study Guide for the year. Label the first section *Jane Eyre*.

You will make 5 charts. You may print out formats for these charts and paste them into your notebook, but all of the work must be handwritten.

\*Continued on next page.

### Chart 1: Character Chart

You will chart information for Jane, Rochester, and three characters of your choosing. Put at least one concept in each box. Complete sentences are not necessary. Quotes are encouraged.

Name	Appearance	Thoughts/Feelings	What they Say	What others say about them
Jane				
Rochester				

### Chart 2: Chapter Map

Write a ONE SENTENCE summary of what happens in each chapter as you read. (Perhaps write this in your book as you go, and then copy it into chart later. This will help you be able to find things later on.)

Chapter	Summary
1.	
2.	

### Chart 3: Style and Voice

Find 40 sentences that you find beautiful, unique, or interesting. (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Sentence	Chapter	Why you liked it	Devices (if any) used
1.			
2.			

### Chart 4: Vocabulary

Find 100 words in the book that are new to you. (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Word	Chapter	Definition that fits the usage you found.
1.		
2.		

### Chart 5: Allusions

Find at least 10 allusions to history, literature, art, or The Bible. Look up the reference. NUMBER THEM.

Allusion	Chapter	Reference
1.		
2.		

If you have any questions, email me at [swoolleylarrea@coralreefhigh.org](mailto:swoolleylarrea@coralreefhigh.org)  
Ms. Woolley

