Complete the assignment for the English class you are registered to enter next year.

Regular and/or ESOL Level (pg. 2)
Honors Level (pg. 3)
AP English Literature (pg. 4-8)
IB English pg. (9-10)

ASSIGNMENTS WILL BE COLLECTED THE SECOND WEEK OF SCHOOL.
Grade 12-Regular and/or ESOL – 2 books

I. Read Whirligig by Paul Fleischman.

A. Write a total of 5 journal/reader’s log entries (include at least one from the beginning, middle, and end of the book). Each journal entry should include the following:
   1. a quotation from the book that inspires your response
   2. the page where the quotation appears
   3. a 3-5 sentence reaction to the quotation showing why the quotation is significant

B. Illustrate one important scene from the same book
   1. Include the page number where this scene appears.
   2. You may draw, cut out pictures, and/or use computer art.
   3. You might want to design a collage.
   4. Write a caption that explains what the illustration is about.

II. Read a book of your choosing. Complete one of the activities listed below. Type and double space all written activities.

   1. Compare and/or contrast one of the major characters to a character in another book that you have read.
   2. Write a poem/song that was inspired by the book.
   3. Write a prequel and/or sequel to the book (what do you think happened before and after the events in the book).
   4. Write 3-5 paragraphs in which you state and then support your opinion of whether this book should (not) be read by students in your class.
   5. 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 3-4 descriptions of the homes of your characters or the places where important events in the book took place. Be creative!
   6. Imagine that the book you are reading has been challenged by a special interest group. Write a letter defending the book, using specific evidence from the book to support your ideas.
   7. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stone, old toy pieces, or any other object to create your sculpture. Then write an explanation of how this character fits into the book.
   8. Design an advertising campaign to promote the sale of the book you read. Include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, and a button.
   9. Draw a portrait of the main character and write an explanation to accompany your sketch.
   10. You are the reporter. Write a front page news story or a report live from the scene Create an advice column (Dear Abby) and give the characters in the story advice on how to handle their problems/dilemmas.
   11. As a literary agent, write a letter to the publishing company designed to persuade them to publish this book.

Enjoy reading your books and thinking about what they mean to you.

You are encouraged to read as many books as you can in addition to the required basic reading.

Have a great summer!
<table>
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<tr>
<th>Read one book of choice – either a novel or a non-fiction work</th>
<th>Read one of the following biographical works</th>
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<tbody>
<tr>
<td>1. Write 5 journal entries in the voice of one of the characters</td>
<td>1- <em>Death Be Not Proud</em> by John Gunther</td>
</tr>
<tr>
<td>2. Illustrate and caption three important scenes from the story</td>
<td>2- <em>Farewell to Manzanar</em> by Jeanne Wakatsuki Houston</td>
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<td>3- <em>Black Boy</em> by Richard Wright</td>
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<td>4- <em>Dreams from My Father: A story of race and inheritance</em> by Barack Obama</td>
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<td>5- <em>Brian Piccolo: A Short Season</em> by Jeannie Morris</td>
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<td>6- <em>Memoirs of a Geisha</em> by Arthur Golden</td>
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<td>7- <em>Forgotten Fire</em> by Adam Bagdasarian</td>
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<td></td>
<td>8- <em>Kaffir Boy</em> by Mark Mathabane</td>
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<td></td>
<td>9- <em>Please Don’t Kill the Freshman: A Memoir</em> by Zoe Trope</td>
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<td>10- <em>Funny in Farsi- A Memoir of Growing up Iranian in America</em> by Firoozeh Dumas</td>
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<td>11- <em>The Soloist</em> by Steven Lopez</td>
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**Do Both Activities below**

1. Write 5 journal entries in the voice of one of the characters
2. Illustrate and caption three important scenes from the story

**Write a critique based following these instructions:**

1. Compose an argument of 3-5 paragraphs
2. Make a claim supporting your position on whether or not this book should be read by high school seniors.
3. Elaborate by using specific content references.

- **Introduction**
  - Did you enjoy reading this biography?
  - Briefly explain why reading this book, was or was not, a positive experience for you.

- **Body**
  - You should pick two of the following four questions
  - Develop each of these selected topics into a full, rich paragraph.

  1- What elements were interesting and believable? Did you have a favorite? Did the author do a good job of creating realism?
  2- Was the author able to hold your interest throughout the entire narrative? How did he or she manage to do this?
  3- Which were your favorite recollections in this work? Explain why you enjoyed them.
  4- What changes, if any, would you have made to this book?

- **Conclusion**
  - You should pick two or three of the following questions.
  - Develop each of these into a full conclusion.

  1- What did you learn from reading this biographical work? Did it inspire you? Or teach you anything about the human predicament?
  2- Is this a book you would recommend to your friends? Why or why not?
  3- Should this be a book on everyone’s reading list? Or at least as a required book for a high school English class?
#1 - Directions: In the first half of the summer read any of the following plays, and type a three-page essay answering **one of the AP prompts**.

- *All My Sons* - by Arthur Miller
- *Clybourne Park* - by Bruce Norris
- *For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf* - by Ntozake Shange
- *Fences* - by August Wilson
- *Hedda Gabler* - by Henrik Ibsen
- *The Heidi Chronicles* - by Wendi Wasserstein

**AP Prompts for SOCIAL COMMENTARY Drama Essay**

**CHOICE 1**: Choose a character from the play you read and write an essay in which you (a) briefly describe the standards of the fictional society in which the character exists and (b) show how the character is affected by and responds to those standards. In your essay do not merely summarize the plot.

**CHOICE 2**: An effective literary work does not merely stop or cease; it concludes. In the view of some critics, a work that does not provide the pleasure of significant "closure" has terminated with an artistic fault. A satisfactory ending is not, however, always conclusive in every sense; significant closure may require the reader to abide with or adjust to ambiguity and uncertainty. In an essay, discuss the ending of the play. Explain precisely how and why the ending appropriately or inappropriately concludes the work. Do not merely summarize the plot.

**CHOICE 3**: In some novels and plays certain parallel or recurring events prove to be significant. In an essay, describe the major similarities and differences in a sequence of parallel or recurring events in the play and discuss the significance of such events. Do not merely summarize the plot.

**CHOICE 4**: Choose a complex and important character in the play who might--on the basis of the character's actions alone--be considered evil or immoral. In a well-organized essay, explain both how and why the full presentation of the character in the work makes us react more sympathetically than we otherwise might. Avoid plot summary.

**CHOICE 5**: A critic has said that one important measure of a superior work of literature is its ability to produce in the reader a healthy confusion of pleasure and disquietude. Examine the play for this "healthy confusion." Write an essay in which you explain the sources of the "pleasure and disquietude" experienced by the readers of the play.

**CHOICE 6**: Some novels and plays seem to advocate changes in social and political attitudes or in traditions. For the play, note briefly the particular attitudes or traditions that the author apparently wishes to modify. Then analyze the techniques the author uses to influence the reader's or audience's views. Avoid plot summary.
#2 - Directions: In the second half of the summer read *Wuthering Heights* by Emily Bronte and complete the MAJOR WORKS CHART.

Please bring *Wuthering Heights* by Bronte to class with you starting the FIRST day of school. Your teacher may assess your reading. During the SECOND week of school, the chart (below) will be handed in as you participate in a Socratic Seminar on your reading. You will also complete an essay on this British, nineteenth century novel to highlight your comprehension during the THIRD week of class. **This will be the first novel of the AP course.**
12 AP ENGLISH LITERATURE SUMMER READING - Major Works Data Sheet

<table>
<thead>
<tr>
<th>Title:</th>
<th>Biographical information about the author</th>
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<tr>
<td>Author:</td>
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<td>Date of Publication:</td>
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<td>Genre:</td>
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**Historical information about period of publication**

**Characteristics of genre**

**Plot summary (Fit it all here; choose what’s most important).**
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<tr>
<th>Describe the author's style (tone, diction, narrative voice, sentence, paragraph, chapter structure)</th>
<th>Examples that demonstrate this style</th>
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**MEMORABLE QUOTES:**

<table>
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<tr>
<th>Quote (Fully stated, with name of speaker)</th>
<th>Significance of the Quote:</th>
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Main Characters: Discuss as many as your book has.

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<tr>
<th>Name</th>
<th>Role in story</th>
<th>Significance</th>
<th>Adjectives to describe the character:</th>
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### MAJOR WORKS DATA SHEET CONTINUES...

<table>
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<tr>
<th>Settings:</th>
<th>Significance of the opening scene</th>
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<th>Symbols and their significance</th>
<th>Significance of the ending/closing scene</th>
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### Two Possible Theme Statements & Three Open Questions (Give Brief Phrase from Question)

1. 

2. 

3. 

4. 

5. 

6. 

7.
TEXT: *Pride and Prejudice* by Jane Austen (Any paper or electronic version)

The following assignment **IS DUE THE SECOND WEEK OF SCHOOL.**

Please be aware that *reading* this novel is not merely a summer assignment, but an important requirement for Part 2 of the IB English A1 HL syllabus. KNOW THE TEXT! Throughout the first quarter, expect quizzes, essays, and Socratic seminars on this novel. Also, it is one of the works that will be assessed on your Oral Internal Assessment in February, 2016.

The purpose of the assignment below is to make sure everyone is totally familiar with the novel, so that we can study it at a level appropriate for 12 IB English.

**Pride & Prejudice: Journal Assignment**

**PART ONE:**

Purchase a composition book. In a double entry journal format, you will examine the following literary and thematic elements in *Pride and Prejudice* and record them in the journal.

- Complete **10** double entries based on **10** selected passages from the novel.
- On the **left side of each page** in your journal attach a 15-20 line passage that interests you. You may print these out from on-line text – cut and paste. Indicate chapter and pages.
- On the **right side of the page**, write a 1-2 paragraph response to your selected passage as it relates to a Theme or Element of Fiction/Literary Device as shown in the list below.
- Select a **different** Theme or Element of Fiction/Literary Device for each passage you choose and analyze.
- Responses on the right side pages MUST BE HANDWRITTEN.

**Themes:**

1. Class distinction in society - what are its implications
2. The role of wealth/money - how it can determine someone's future?
3. Human nature remains constant, no matter how different the time or customs.
4. First impressions can be deceiving.
5. Pride can be destructive or positive, depending on its focus.
6. Prejudice can destroy the possibility of healthy relationships and personal growth.
7. Defining and truly knowing oneself can be challenging.
8. Money, personal appearance and marriage do not necessarily equal happiness.
9. Humor can help one deal with difficult people and circumstances.
10. Parenting skills, or their absence, can significantly influence children.
11. Maturation involves giving up preconceived ideas and admitting error.
Elements of Fiction/Literary Devices -

1. Irony: verbal, situational, dramatic
2. Narration
3. Point of view
4. Plot development, suspense
5. Social customs/conventions
6. Conflicts – internal, external with society, laws, family members etc.
7. Appearance/reality conflicts
8. Characterization – direct and indirect – family life/couples/marriage/compatibility
9. Character foils
10. Contrasting settings/setting as reflection of character
11. Correspondence/letters as a plot device
12. Humor/Satire

PART TWO:

In your journal, you will include a visual analysis.

• Select a character, scene or memorable quotation from the novel and present it visually – paint, draw, cut/paste etc. You may also use a cartoon or other media image which relates to the novel. DO NOT INCLUDE OVERUSED IMAGES FROM FILM OR TV VERSIONS OF THE NOVEL.
• In your journal, present the visual on the left page and write an analysis of its significance on the right page. Include why you chose the visual and what aspects of the book are best represented in it. (Be creative in this part!)

REMINDER: DO NOT FORGET TO DATE YOUR JOURNAL ENTRIES AND INCLUDE PAGE/CHAPTER #’s.

To get started, here is a link to some introductory information for Pride and Prejudice –

http://www.pemberley.com/janeinfo/pptopic2.html