

Pre-AP and Advanced Placement Summer Reading 2016

English I Pre-AP Students should read *Animal Farm* (Orwell) **AND** *Anthem* (Rand)

English II Pre-AP students should read ***The Good Earth*** (Buck) **AND** *Lord of the Flies* (Golding)

English III AP students will read ***Black Boy*** by (Wright) **AND** *Nickle and Dimed* (**Ehrenreich**)

English IV AP students should read *Jane Eyre* (Bronte) or *Wuthering Heights* (Bronte) or *Native Son* (Wright) **AND** *How to Read Literature Like a Professor* (Foster)

All students enrolled in this course will select **ONE** of the selected readings to complete the project. The preferred text for a particular course is in bold where applicable.

Completed work is due Monday September 12, 2016 and must be submitted on turnitin.com, which means it must be typed and saved in electronic format.

Please use the login information for turnitin.com in your syllabus and upload your completed assignment by the beginning of your class period on the due date.

(updated 5/31/16)

Summer Reading Assignment Project Sheet

WHS 2016

As you read your summer reading book, please complete the following four-part assignment, typed, and precisely modeled after the examples presented below.

Part I — Précis

A précis (pray-see) is a careful, concise summary. The **seven sentences** of a literary précis are as follows:

1. Genre, setting, time, place, title, and author.
2. Main characters, typically the protagonist and antagonist.
3. Conflict
4. Plot
5. Climax
6. Outcome
7. Thematic statement — What is the overriding theme of this text?

Example:

William Golding's *Lord of the Flies* is a symbolic, post-WWII novel set on a wild desert island. The main characters are two adolescent boys: Ralph, the protagonist, and Jack, the antagonist. The conflict occurs because Ralph symbolizes an orderly civilization, while Jack epitomizes savage anarchy. As a result of a plane crash, a group of English school boys are stranded on an island without adult supervision. Ralph is elected leader and holds the conch, used to establish law and order; however, Jack revolts and forms his own tribe, which regresses to savage barbarism. Eventually, the boys are rescued by the officers of an allied army vessel. Golding's novel explores the human potential for savagery when the rules of civilization are eliminated.

Grading Criteria:

Each sentence should be an accurate, well-written, and concise sentence that includes all of the information stated above.

Partial credit will NOT be given.

Either the sentence earns full credit, or it does not earn any credit.

PART II – Essay Questions

Write three essay style questions about the work. This is the most important measure of the depth of thought given by the reader to the text. You only have to write the questions, not the answers. **Do not write questions that can be answered with a few words, phrases, or sentences. Consider “how,” “why,” “discuss,” and “explain” questions. You may also present a passage and ask for a thematic or rhetorical analysis.**

Examples:

1. Discuss the ways John Steinbeck presents dreams as futile in *Of Mice and Men*.
2. At the beginning of *My Ántonia*, when Jim is just starting to settle into his new life in Nebraska, he finds comfort as he sits in the Burden family garden. He writes: “I was something that lay under the sun and felt it, like the pumpkins, and I did not want to be anything more. I was entirely happy. Perhaps we feel like that when we die and become a part of something entire, whether it is sun and air, or goodness and knowledge. At any rate, that is happiness; to be dissolved into something complete and great” (23).
3. By the end of the novel, in what way does Ántonia have this kind of happiness? What is the something “complete and great” she has found for herself?

Grading Criteria:

Each essay question should closely follow all the directions given above.

Partial credit will NOT be given.

Either the essay question earns full credit, or it does not earn any credit.

PART III – Characterization

All of the novels offered include a dynamic protagonist. Compose an analysis paragraph discussing a transformation of the main character throughout the novel. Choose a passage (or two) that exemplifies the character prior to the change, and a passage (or two) that illustrates the character after the alteration. Begin with a topic sentence which clearly states the work, the author, and your assertion. Embed your textual evidence with your commentary to create the paragraph as shown below. Complete your paragraph with a concluding sentence.

Example (from To the Lighthouse):

In Virginia Woolf's *To the Lighthouse*, Mrs. Ramsey, the main character, changes her opinion of Mr. Tansley, a minor character. When first introduced to Mr. Tansley, Mrs. Ramsey pities Mr. Tansley, as shown when he mentions that no one is going to the lighthouse. The author asserts, "she pitied men always as if they lacked something . . ." (Woolf 85). Then later, during the gathering, pity turns to empathy as she realizes that Mr. Tansley must feel inferior. He must know, Mrs. Ramsey thinks, that "no woman would look at him with Paul Rayley in the room" (106). Finally, by the end of the dinner scene, she feels some attraction to Mr. Tansley and also a new respect: Woolf explains, "She liked his laugh. . . . She liked his awkwardness. There was a lot in that man after all" (110). In observing this evolution in her attitude, we realize Woolf implies the character's gained a capacity for understanding both the frailty and complexity of human beings.

Grading Criteria:

This paragraph must:

Focus on some sort of change in the main character

Begin with a topic sentence that includes the work, the author, and your assertion

Embed textual evidence correctly (at least two quotations) with your own commentary

End with a concluding statement

Include correct MLA citation

Contain only well written, carefully proofread sentences

Part IV – Style Analysis

Choose a passage (a few sentences up to a lengthy paragraph) that **best illustrates** the writer's style, and type that passage out. Write a one paragraph style analysis discussing the choices the author made as a writer. This will require you to discuss at least three literary devices in use in that passage, and their overall effect on the author's purpose. Consider tone, diction, grammar, sentence type, figurative language, detail, and symbolism.

Example (from Fahrenheit 451): "Books bombarded his shoulders, his arms, and his upturned face. A book lit, almost obediently, like a white pigeon, in his hands, wings fluttering. In the dim, wavering light, a page hung open and it was like a snowy feather, the words delicately painted thereon. In all the rush and fervor, Montag had only an instant to read the line, but it blazed in his mind for the next minute as if stamped there with fiery steel. "Time has fallen asleep in the afternoon sunshine." He dropped the book. Immediately, another fell into his arms" (Bradbury 37).

Bradbury's poetic style is evident in this excerpt from early in the novel. Bradbury's uses two similes ("like a white pigeon" "like a snowy feather") to compare the burning pages and books to birds, which symbolize freedom. The books also have "wings fluttering", which adds to the metaphor of the books being compared to birds. The figurative language used to describe the burning books directly contrasts the diction used when the topic switches to Montag himself. Words like "rush and fervor", "blazed", and "fiery steel" are all an example of light and dark duality which reminds the reader that the books are delicate and pure, while Montag, in this instance, is machine like and is acting with thought.

Bradbury also uses an allusion by alluding to a collection of essays by Alexander Smith, a lacemaker from Glasgow. "Time has fallen asleep in the afternoon sunshine", is a line from a poem Smith wrote for his collection, implying that unless we can physically hold a book, we cannot fully experience it.

Bradbury's syntax is purposeful as well. He uses long sentences with several clauses until the end of the paragraph, where he adds the short, simple sentence "He dropped the book". This abrupt switch encourages the reader to pause, and that increases the effect of the sentence. Finally, Bradbury's tone here is hopeless, as the books yearn for unachieved freedom and Montag is trapped in a miserable situation, wanting to save the books, but also wanting to carry out his job as ordered. **(This sample paragraph discusses more than three literary devices. You are only responsible for analyzing three.)**

Grading Criteria:

This paragraph must:

Include both a cited passage and an analysis paragraph

Analyze at least three literary devices from the choice above

Embed textual evidence correctly with your analysis

Include correct MLA citation (cited passage only)

Contain only well-written, carefully proofread sentences

CAUTION: Do NOT use SparkNotes or any other study aid to complete ANY PART of this assignment. You are completing this project independently. The work you present should be original. If you use study aids, your work may end up being echoed by the work of others who have used the same study aid. Moreover, we should not see matching essay questions, characterization assertions or quotations, matching literary devices, etc. Plagiarism of any sort from any online study aid, web site or classmate will result in a zero on this assignment.

Summer Reading Assignment Project Rubric

WHS 2016

	Meets Expectations 8.33	Somewhat Meets Expectations 4.25	Does Not Meet Expectations 0
Part I—Precis (35%)			Criteria was not met.
1. Genre, setting, time, place, title, and author	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
2. Main characters, typically the protagonist and antagonist.	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
3. Conflict	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
4. Plot	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
5. Climax	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
6. Outcome	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
7. Thematic statement—What is the overriding theme of this text?	Each sentence should be accurate, well-written, and concise sentence that includes all of the information listed on the project sheet.		Criteria was not met.
Part II—Essay Questions (15%)			Criteria was not met.
Essay Question #1	Each essay question should closely follow all the directions listed on the project sheet.		Criteria was not met.
Essay Question #2	Each essay question should closely follow all the directions listed on the project sheet.		Criteria was not met.
Essay Question #3	Each essay question should closely follow all the directions listed on the project sheet.		Criteria was not met.
Part III—Characterization (25%)	This paragraph includes ALL of the components listed on the project sheet.	This paragraph is missing one or two of the components listed on the project sheet.	This paragraph is missing more than two of the components listed on the project sheet.
Part IV—Style Analysis (25%)	This paragraph includes ALL of the components listed on the project sheet.	This paragraph is missing one or two of the components listed on the project sheet.	This paragraph is missing more than two of the components listed on the project sheet.