English II-PreAP Summer Reading Assignment

2017 – 2018 – Ms. Sumers

You may e-mail me if you have any questions this summer:

[lsumers@lcisd.org](mailto:lsumers@lcisd.org)

1. Student will demonstrate the ability to read independently and critically.
2. Student will demonstrate a commitment to the rigor of the Pre-AP program by completing the Summer Reading Assignment.
3. The student will demonstrate a basic knowledge of common literary devices.
4. The student will demonstrate the ability to follow directions and adhere to detail.
5. The annotations and written responses will provide a written record of reading done outside of class.

English II-Pre-AP Summer Reading: A Separate Peace by John Knowles

A History of the World in 6 Glasses by Tom Standage

Both novels must be read in their entirety. Study guides and Internet sources can be used to aid the student’s comprehension, but must not be used as the primary source of knowledge. You must read the books! You will be expected to discuss the novels in class the second day of school. You will have a comprehensive test over each of the novels within the first 2 weeks of school.

I will be placing an order for these books before the end of school, but they are also available at local bookstores and online. If you foresee having any problem getting your books, please come see me in room B128 so that I can make arrangements for you to get books. You need to do this before the end of school!

I hope you have a wonderful summer, and I look forward to having a wonderful year in

English II-PAP next year. Once again, if you have any questions or concerns, e-mail me during the summer.

Lorey Sumers

Lorey Sumers

A Separate Peace by John Knowles

1. Annotate the book. Write in it . . . a lot! Your annotation will be graded for completeness and taken as a grade within the first week of school.
2. As you read, come up with a title for every third page of the book. Record your title on the attached page. This activity helps with several skills:

* It keeps you focused and helps to prevent the mind from wandering. How often have you finished a page of reading and cannot remember what happened on that page? By doing titles, you have purpose for reading. Your title should help you remember what happened on that page.
* It encourages you to keep a main idea in mind as you read. Recording a main idea or the most important event at the top of each page keeps you looking for the main idea or most important event. That in itself will increase your reading comprehension.
* It produces a basic plot outline. When you have finished a chapter, flip back and review the titles at the top of each page. You will find that it is a very efficient way of keeping up with plot developments and quickly reviewing what you have read.

1. Complete the attached characterization sketch form for Finny, Gene, and Leper.
2. Highlight or underline any use of the following literary terms: simile, personification, metaphor, characterization, irony, setting, and foreshadowing. Be ready to comment on the effect of the literary term on the reader in terms of his or her understanding of the passage or novel as a whole. In other words, how does the use of this device make the novel more vivid, interesting, or intriguing? What does the literary device reveal about the character plot, and/or theme? How does the literary device further plot development? How does the literary device make the novel memorable?

A History of the World in 6 Glasses by Tom Standage

Here are some ideas to look for when annotating a nonfiction text. Once again, your annotation will be evaluated and taken as a grade within the first week of school.

1. Look for the THESIS and highlight it. Highlight all the information that supports it in the same color. Try to figure out the author’s main point. Everything else in the book is connected to that. Remember that really, really good writers don’t always make their thesis explicit; it might be implicit.
2. Look for the major TOPICS of support. IF you can identify these, the littler details often have something to hold onto in your brain. Draw lines between these “chunks” for a visual reminder.
3. Look at BEGINNINGS and ENDINGS. Pay attention to the information that the author puts at the beginning and end of the book and each chapter. It’s important.
4. Look for REPETITION OF IDEAS and mark them in a consistent way. Authors repeat things that are important, even in nonfiction. Sometimes the repetition may not be exact, more like an echo of an earlier idea, but the principle is the same.
5. Pay attention to what SURPRISES you and mark it in some way. Think about why the author might be trying to surprise you and what the author wants you to see as a result of your being surprised.
6. Ask yourself about the author’s PURPOSE in writing. ASSUME THE AUTHOR IS A SMART PERSON WITH GOOD REASONS FOR WRITING WHAT YOU’RE READING. Ask yourself, “Why is this here? What is this accomplishing? If I were the author, what might I be trying to communicate by including this?” Write the questions you ask in the margins.

A Separate Peace Title Assignment Page

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| Page Number | Page Title | Page Number | Page Title |
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There are eight methods through which most authors characterize their subjects. They are:

* Physical description
* What the character says
* What the character does
* What the character thinks
* What others say to or about the character
* What others do to the character
* The setting which the character is most often found, and
* What the character is like.

In the following charts, in the left-hand column describe the characterization method listed in your own words and in the right-hand column support your characterization using a direct quotation (3 – 8 words using quotation marks and a page number) from the book.

|  |  |  |
| --- | --- | --- |
| **Characterization Method**  **Finny** | **In Your Own Words** | **With a Direct Quotation** |
| **Physical Description** |  |  |
| **What the Character Says** |  |  |
| **What the Character Does** |  |  |
| **What the Character Thinks** |  |  |
| **What Other Say to or About the Character** |  |  |
| **What Others Do to the Character** |  |  |
| **The Setting in Which the Character is Most Often Found** |  |  |
| **What the Character is Like (In Your Opinion)** |  |  |

|  |  |  |
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| **Characterization Method**  **Gene** | **In Your Own Words** | **With a Direct Quotation** |
| **Physical Description** |  |  |
| **What the Character Says** |  |  |
| **What the Character Does** |  |  |
| **What the Character Thinks** |  |  |
| **What Other Say to or About the Character** |  |  |
| **What Others Do to the Character** |  |  |
| **The Setting in Which the Character is Most Often Found** |  |  |
| **What the Character is Like (In Your Opinion)** |  |  |

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| --- | --- | --- |
| **Characterization Method**  **Leper** | **In Your Own Words** | **With a Direct Quotation** |
| **Physical Description** |  |  |
| **What the Character Says** |  |  |
| **What the Character Does** |  |  |
| **What the Character Thinks** |  |  |
| **What Other Say to or About the Character** |  |  |
| **What Others Do to the Character** |  |  |
| **The Setting in Which the Character is Most Often Found** |  |  |
| **What the Character is Like (In Your Opinion)** |  |  |