

## Students Enrolled in 11<sup>th</sup> AP English,

### Preparation for Entering English III AP

To begin, AP English is a fantastic place for you to learn critical thinking skills you will use for life and to grow into mature and confident young people. The skills you will develop in this course are skills you will own; they are skills that will carry you through the toughest assignments in your future and give you a self-confidence that no one can take away. The first thing you need to know is that this course is not Pre-Advanced Placement (Pre-AP). It is the actual college level course. As such, you will be required to complete college-level work and maintain a college-level work ethic. Don't let this intimidate you. I will prepare you for these expectations, and it all begins with the first assignment you have for me: your summer reading. The three books you are required to read before the first day of the school year are as follows:

(Don't let the amount of instruction below intimidate you about the assignment. I just have the tendency to be overly thorough to help clarify the assignments as much as possible.)

1. *The Great Gatsby* by F. Scott Fitzgerald

**and**

2. *Outliers* by Malcolm Gladwell

**and**

3. Choose from one of the following

*The Things They Carried* by Tim O'Brien (This work has some mature language and violence.)

**or**

*Beloved* by Toni Morrison (This work confronts difficult subjects rather intensely. It also has some disturbing violent scenes.)

**or**

*In the Time of Butterflies* by Julia Alvarez

It is highly recommended that you have your own copies in order to complete your first annotation assignments. You will turn in your annotated books to me on the 2<sup>nd</sup> day of school. Each book's annotation will count as a daily grade. Please let me know by June 1st if this creates a financial burden so we can get you set up with books. Options for how to turn annotations in:

- Buy your own book and write in it.
- Write on sticky notes and put them in the book.
- Write on paper your thoughts and the page number.

Suggested places to get books:

Amazon.com

Barnes and Noble (online or in the store)

Katy Budget Books (used books)

Half Price Books

iBooks

Overdrive app through libraries if you have a library card (Fort Bend or Houston public libraries)

You will have a test over the summer reading books the first week of school. The next paragraphs detail the annotation you are expected to do with your summer reading. I cannot express strongly enough the direct correlation in my course between poor grades and not completing the critical reading assignments. Make sure you start off the year the best you can!

\*Note: anywhere I instruct you to highlight, you may use a system of symbols instead of highlighting if you'd rather.

The following link provides a sample of what good annotations look like:

<http://www.cod.edu/people/faculty/fitchf/readlit/wcw1.htm>

**Annotation Requirements for fiction-*The Great Gatsby*: (This is the most time consuming of the 3 assignments. I will use this work for examples throughout the year.)**

-Each numbered category is worth 20 points.

**1. Main Idea**

You must write one sentence on the first page of each chapter that summarizes the main idea after completing the reading for the chapter.

**2. Setting**

Annotate all passages that pertain to setting. Pay special attention to the first time each setting is introduced. In the beginning of each chapter, questions, descriptions, and comments about setting should be in the margins.

**3. Characters**

As you read, annotate passages directly and indirectly characterizing the main characters. Make a list of the characters in the front inside cover and tell whom the character is; list page numbers where noteworthy moments in the character's life or development occur. In the margin directly beside the passage, write the name (or abbreviation of the name) of the character about whom you are annotating. Noteworthy passages relating to character include the following information:

- The first time a character is introduced
  - Character description (a particular dominant trait or several characteristics)
  - The character's values, motives, goals, and beliefs
  - How the character interacts with other characters
  - How the character compares to other characters
  - The character's thoughts and actions
  - Contradictions in the character's thoughts, words, or actions
- (These are the prompts you should answer in the margins)

After completing the book, inside the front cover, write a character list of the main characters along with a short character description. Include at least two page references to key scenes or moments of character development.

**4. Vocabulary**

As you read, locate unfamiliar words. Circle these unfamiliar words in the text. As good reading practice, look the words up as you read. You might write a definition or synonym in the margin to help you learn the words.

Last inside the back cover, write five quotations that indicate the author's tone. Also, circle this list and then put one word that describes the tone below it.

**5. Questions/Comments**

Mark passages that intrigue, please, displease, or confuse you.

Ask questions in the margins, make comments—talk back to the text. Since you are reading the novel over the summer, these questions will be of special value during class discussion. These questions and comments need not be limited to the text. Successful readers make text-to-world connections, text-to-text connections, and text-to-self connections as they read. If a character reminds you of your Uncle Fred, it is perfectly acceptable to write in the margin, "Uncle Fred." If you are reminded of another book, movie, or television show, write the connection in the margin. If you think of something going on in the news or the world or have a question about how a passage may relate to the world, put that in the margin, as well.

In Brief:

- Inside Front Cover: Character list with character summary and page references
- Inside Back Cover: Tone
- Side Margins: Character and setting notes, questions, remarks, and connections should be written in the margins.
- Beginning of Each Chapter: Main idea sentence
- End of Each Chapter: Questions—write one open-ended question—a question that cannot be answered with a simple “yes” or “no” at the end of each chapter. What are you left thinking about?

**Annotation Requirements for *Outliers*** (requirements are different because it is a non-fiction work)

-Each numbered category is worth 25 points.

1. Highlight the claims the author makes, and write in the margin whether he uses ethos, logos, and/or pathos for the evidence for those claims.

2. Vocabulary

-As you read, locate unfamiliar words. Circle these unfamiliar words in the text. As good reading practice, look the words up as you read. You might write a definition or synonym in the margin to help you learn the words.

-Last inside the back cover, write five quotations that indicate the author’s tone, and write the page number the words occur. Also, circle this list and then put one word that describes the tone below it.

3. Main Idea

You must write one sentence next to the title of each chapter that summarizes the main idea of the chapter after you complete reading it.

4. Questions—write one open-ended question—a question that cannot be answered with a simple “yes” or “no” at the end of each chapter. What are you left thinking about?

**Annotation requirements for *The Things They Carried*** (This is fiction, but it has many similar elements to nonfiction since it is semi-autobiographical of O’Brien’s service in the Vietnam War.)

-Each numbered category is worth 20 points.

1. Characters

For each of the following, annotate for characterization:

Jimmy Cross

Henry Dobbins

Dave Jensen

Ted Lavender

Mitchell Sanders

Norman Bowker

Rat Kiley

Kiowa

Lee Strunk

Tim O’Brien

Make sure to mark where it is stated in the book the military specialty (i.e. platoon leader) if provided, what they physically carried, and what they carried emotionally. Also, include the following list as applicable.

- Character description (a particular dominant trait or several characteristics)
- The character’s values, motives, goals, and beliefs
- How the character interacts with other characters

- How the character compares to other characters
- The character's thoughts and actions
- Contradictions in the character's thoughts, words, or actions

## 2. Main Idea

You must write one sentence next to the title of each chapter that summarizes the main idea.

## 3. Questions/Comments

Mark passages that intrigue, please, displease, or confuse you.

Ask questions in the margins, make comments—talk back to the text. Make connections personally, to movies, books, television, or real life.

4. Reflect on each chapter after reading. What are your thoughts, questions, and insights? Write these down at the end of each chapter (at least one sentence). Consider such things as what impressions each man's story made on you, what the nature of war creates in a man, and what implications there are for society and the individual.

5. Themes: The themes listed below are all found in this book. For each of the themes listed, find several (at least 3) examples in the book. Write which theme you are identifying next to the lines in the book.

- 1- Guilt and shame
- 2- Loyalty
- 3- Courage and Heroism
- 4- Loneliness

### **Annotation requirements for *Beloved* (This is a contemporary work that has characteristics of a mystery and historical fiction.)**

1. Highlight how Sethe, Baby Suggs, Paul D, Denver, and Beloved are characterized throughout the book, but also highlight how the setting is characterized throughout the book.

## 2. Main Idea

You must write one sentence next to the title of each chapter that summarizes the main idea.

## 3. Questions/Comments

Mark passages that intrigue, please, displease, or confuse you.

Ask questions in the margins, make comments—talk back to the text. Make connections personally, to movies, books, television, or real life.

4. Reflect on each chapter after reading. What are your thoughts, questions, and insights? Write these down at the end of each chapter (at least one sentence). Consider such things as what impressions the story made, what the author's view is of the human mind and its inner workings, what the role of tradition is, and what it means to be free.

5. Themes: The themes listed below are all found in this book. For each of the themes listed, find several (at least 3) examples in the book. Write which theme you are identifying next to the lines in the book.

- 1-Guilt and shame
- 2-Family
- 3-Racism
- 4-Motherhood

### **Annotation Requirements for *In the Time of Butterflies* (This is historical fiction. It was inspired by a real life murder story.)**

1. Highlight the characteristics of the four sisters and Trujillo throughout the book.

## 2. Main Idea

You must write one sentence next to the title of each chapter that summarizes the main idea.

### 3. Questions/Comments

Mark passages that intrigue, please, displease, or confuse you.

Ask questions in the margins, make comments—talk back to the text. Make connections personally, to movies, books, television, or real life.

4. Reflect on each chapter after reading. What are your thoughts, questions, and insights? Write these down at the end of each chapter (at least one sentence). Consider such things as what impressions the story made, what the nature of violence is, how personal commitments and feelings can complicate the commitment to political activism, and what implications there are for society and the individual.

5. Themes: The themes listed below are all found in this book. For each of the themes listed, find several (at least 3) examples in the book. Write which theme you are identifying next to the lines in the book.

1-Courage and Heroism

2-Memories

3-Grief

4-Tradition

The summer reading assignment will truly give you the foundation to help you achieve great success in the course. I hope you all enjoy the summer, and I look forward to meeting you soon. Please contact me with any questions you may have at [jmccain@lcisd.org](mailto:jmccain@lcisd.org).

Sincerely,

Julie McCain

11<sup>th</sup> and 12<sup>th</sup> AP English teacher

English Department Chair

### Diction definitions

monosyllabic- words with one syllable

polysyllabic- words with multiple syllables

connotative- emotional implications and associations words may carry

denotative, basic meaning of words (dictionary meaning), independent of emotional coloration or associations

formal- use of dignified words, a large vocabulary, and correct grammar

informal/standard/colloquial- conversational, typically used for everyday language, simpler language, everyday words, imprecise grammar, sometimes slang terms

euphonious- pleasing sounding words

cacophonous- harsh, unpleasant sounding words

clichéd- expressions used so often that their freshness and clarity have worn off

slang- vernacular speech (everyday language), not accepted as suitable for highly formal usage, though much used in conversation

pedantic- language which attempts to use words that will improve their importance through the use of phrases that end up sounding pompous, affected, or stilted

vulgar-offensive, coarse, base language; language deficient in taste and refinement

hyperbolic- exaggerated words

understated- the literal sense of what is said falls detectably short of the magnitude of what is being talked about

pedestrian-language of the common person, dull, boring, tedious, monotonous, routine

concrete- specific and tangible referencing of facts and specific people, places, objects, or acts

abstract- conceptual and philosophical; refers to ideas, qualities, conditions, categories and/or relationships

active- this kind of sentence will convey action; the person who performed the action will function as the

subject of the sentence

passive- this kind of sentence will focus on the result more than the action; the subject will come after the verb

literal- free from figurative language

figurative- impressions created with language; devices such as metaphors, personification, imagery, etc. are often used

objective- impersonal, unemotional, unbiased

subjective- emotional, biased sentiment

### **Vocabulary List for Reference for *The Things They Carried***

Jargon, Slang, and Acronyms for *The Things They Carried*

AO area(s) of operation

A&W fast food franchise

AWOL absent without leave

ARVIN army of Viet Nam

C rations box lunch for in the field

CID criminal investigation division

Claymore a mine packed with steel pellets

CO status conscientious objector status

CS tear gas

Dustoff medical evacuation or medivac, also any helicopter pickup

E-6 non-commissioned officer, 6th level, sergeant (army)

EM enlisted man

GI Government Issue; another name for a soldier

HE high explosive rounds

KIA killed in action

LBJ Lyndon Baines Johnson, US President from 1963-1969

LP listening post

LSA (oil) oil used on rifles and light machinery

Lt Lieutenant

LZ Gator landing zone named Gator

M&Ms comic slang for medical supplies

MIA missing in action

MP military police

MPC military payment certificates, payment instead of dollars

P38 small can opener which can be put on a key chain

PF popular force, So. Vietnamese militiamen

PFC private 1st class, a rank

PRC 25 portable radio-telephone

Psy Ops psychological warfare operations

R & R rest and recreation

RF regional force, So. Vietnamese regional force

RPGs rocket propelled grenade

RTO radiotelephone operator

SEATO Southeast Asia Treaty Organization

Sin Loi Vietnamese for "sorry about that"

SOP standard operating procedure

USO Uniformed Services Organization, entertained the troops

VC Viet Cong, a south Vietnamese who collaborated with the north