
June 2017

Dear Parents and Students:

Once again this year CMIT Academy will continue its literacy initiative at the high school level by requiring all students entering Honors to read one or two specific books as part of their summer reading. In an effort to improve literacy at all grade levels students entering Honors English will be required to read TWO or more text.

Students will be asked to locate their specific titles either in public libraries or purchase them at bookstores. The required reading lists have been distributed to Borders, Barnes and Nobles, The Book House, and Public Libraries.

In addition to the required reading, students will also be responsible for completing a project that reflects their knowledge of the book(s). Project options will be distributed and explained to students by their current English teacher. In the fall, English teachers will assess the projects and give students a grade to be averaged into their first quarter marking period.

Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country. Your encouragement and support for continued reading throughout the summer will assist in our efforts to improve literacy at all grade levels.

Thank you and enjoy your summer!

Academically yours,

Ms. Underwood
Secondary ELA Teacher

Grade 10H

READ BOTH BOOKS:

Bury My Heart at Wounded Knee by Dee Brown
Their Eyes Were Watching God by Zora Neale Hurston

Things to ponder

"There is not a novel to be tossed aside lightly. It should be thrown with great force." Dorothy Parker

"All Books are either dreams or swords. You can cut, or you can drug, with swords." Amy Lowell

"Books must be read as deliberately and reservedly as they were written."
Henry David Thoreau

Tasks to Complete

1. Read your assigned novel. We will discuss the novel in class when school resumes in September.
2. Based on your reading, complete the tasks (you may split them between the two books). You are advised to use separate sheets of paper to record your responses to each heading provided (in **boldface**). Your response may be typed or handwritten.

Things to Remember

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| <ol style="list-style-type: none">1. You are strongly recommended to complete this assignment. It will definitely help make your Quarter 1 GPA "sing" should you complete the assignment successfully.2. Literary techniques vary from writers to writers (see page 2). Discuss the ones that are found in your reading. |
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Guidelines: Be sure to

- Provide a valid interpretation of the critical lens that clearly establishes the criteria for analysis.
- Indicate whether you agree or disagree with the statement as you have interpreted it.
- Use the **two** works you have read this summer that best support your opinion.
- Avoid plot summary
- Organize your ideas in a unified and coherent manner.

- Specify the authors and titles.
- Follow the conventions of standard written English.

Good luck.

Task 1:

YOUR NAME	
TITLE	Please underline the title of your novel.
AUTHOR	
GENRE	Type of literature
SYNOPSIS	A summary or a shortened version of a story. Write a synopsis of the work of literature.

PLOT		
THEMES IN LITERATURE		
PROTAGONIST PROTAGONIST is the one facing a problem or an obstacle (person or thing) that needs to be solved/overcome Decide who/what is the PROTAGONIST and describe him/her/it using the guidelines below.		
ANTAGONIST ANTAGONIST is the one who get in the protagonist's way making it difficult for the protagonist to get what he/she wants. Who or what is the ANTAGONIST?		
SETTING SETTING of a work of literature includes its time period, location, and general atmosphere.		
CLIMAX CLIMAX is the most exciting point of a story.		
CONFLICT CONFLICT refers to struggles between opposing sides. CONFLICT includes internal and external conflicts.		
RESOLUTION RESOLUTION is the solution to a problem or the ending of a struggle. It finishes or draws a work of literature to its conclusion.		
POINT OF VIEW POINT OF VIEW refers to angles from which the story is told. It includes First-Person Point of View, Second-Person Point of View, Third-Person Objective Point of View, Third-Person Limited Point of View, Third-Person Omniscient Point of View, and Stream of Consciousness		
	Significance	
Your MOST and LEAST Favorite Parts	What does your choice remind you of? (i.e. Home, friend, school, past experience, and/or another work of literature) read previously? Describe all that apply.	
LITERARY TECHNIQUES Literary techniques vary from writers to writers. Literary techniques are used to convey themes in works of literature. Choose the ones found in the reading		
Literary Technique	Evidence	Significance
Allusion A familiar reference in a work of literature to a character, place, or situation from history or another work of literature, music, art		

Colloquialism Regionalism, slang		
Diction Choice of words		
Flashback Retrospection		
Foil A character who represents characteristics, values, ideas, etc., which are directly opposed to those of another character, most likely the protagonist		
Foreshadowing The author's use of clues to hint at what the outcome is		
Imagery Descriptive words appeal to one or more of the senses: sight, taste, touch, smell, hear		
Irony (Verbal, situational, and dramatic) Irony is used to discuss the contrast between reality and expectation. Verbal irony is used when what one says is not what he means. Dramatic Irony refers to information distribution where the readers (we) know what the outcome of the story is; the characters in the work have no clue as what the outcome brings.		
Metaphor A figure of speech that makes a direct comparison between two unlike things		
Motif A recurring theme that helps convey the message of the work.		
Oxymoron A combination of contradictory terms		
Paradox A statement that seems contradictory but is nonetheless true		
Structure The organization of the work of literature; the manner in which the various elements of a story are assembled		

Style The way of writing		
Symbolism Something that is of itself but represents something else, usually abstract, as well		
Tone The attitude of the write towards the subject matter		

Task 2. Annotate-As-You-Go:

Keep track of important information about characters and events by recording notes. This could take the form of a journal, if you wish. Record favorite scenes or excerpts or perhaps ask questions that you hope to answer as you continue reading. There should be a minimum of ten entries. Be thorough in your entries.

Task 3. Chapter Check:

At the end of each chapter summarize important information about characters and events. Be sure to highlight specific page numbers of memorable scenes and quotes. Explain why you thought the scenes were memorable or what was memorable about the quote you noted. If the book you are reading is not a chapter book, make a summary entry after each 20 pages.

Task 4. Look-Back List:

Create a page-number-organized list of important information about characters and events. Perhaps employ a chart or color system to facilitate quick and easy reference. Your list/chart should reflect a reading of the entire book.

Task 5. How are the characters depicted in the story?

For each of the main characters in the book you choose, picture the characters in your book. What specific locations and places come to your mind? Choose one such location for each of the main characters and create a detailed illustration - whether in the form of a single portrait or a multi-frame comic strip - that depicts the essential personality of the characters you choose. Include dialogue (speech bubbles) or captions to provide more insight into who your characters are. Explain the choice of the location you place your character in with a paragraph to accompany your depiction.

Task 6. Critical Reading Questions

Write critical reading questions that show that you have read the entire book. Write at least two questions that address the **beginning** of the book, two questions that address the **middle** of the book, and two questions that address the **end** of the book, with a total number of questions being **ten**. Provide answers to the questions as you learn more about the characters and the events that are happening to them.

Include **specific references** (i.e., specific names, events, scenes, settings, etc.) to the novel in your questions, proving that you read it?

- ③ Too vague: What is your favorite part of the novel? Who is your favorite character?
- ③ Specific: How would you have reacted if Korean soldiers burst into your house and ransacked your belongings? Would you have handled the situation differently than Little One in the novel? If so, how?

Task 7. Reading Journals

While reading, compose a "Reader's Journal" chronicling your thoughts about the selected book. Journal entry frequency may vary, but the number of journal entries should be no fewer than ten (10) and they must be made each time the student reads in order to record reactions to the text while their thoughts are fresh. Journal entries should reflect honest reactions to text, record relevant quotations from the book, and include some essential questions that will facilitate discussion of the selected book and its themes. The English department has a list of possible questions, but you are not limited to them

Do not worry about grammar or organization as you write these; just try to think and show evidence of your thought as you respond to what you read. Please write in paragraphs rather than bulleted lists, however.

There are no right or wrong answers for these, so take some intellectual risks and be honest. Write about what you like or dislike, what confuses you, or anything that is unusual to you.

Tell what you think something means. Look for examples of writing you really like or dislike and talk about them. Make predictions about what might happen later. Relate your own experiences that connect with plot, characters or setting. The key is to engage the text!

If you are stuck for ideas in your reading journals, consider using one or more of the following sentence starters. Just remember that these are not about plot summary but about what you think and feel as you read. Just give enough plot summary to make clear what you are writing about.

Possible sentence lead-ins:

- ◆ I wonder what this means...
- ◆ I really don't understand this part because...
- ◆ I really like/dislike this idea because...
- ◆ This character reminds me of...
- ◆ This character is like (name of character) in (name of work) because...
- ◆ I think the setting here is important because...
- ◆ This scene reminds me of a similar scene in...
- ◆ This part is very realistic/unrealistic because...
- ◆ I like/dislike this work because...
- ◆ This section makes me think about/because...

- ◆ I think the relationship between _____ and _____ is interesting because...
- ◆ The ideas here remind me of the ideas in _____ because...
- ◆ I like/dislike (name of character) because...
- ◆ This situation reminds me of a similar situation that happened to me when...
- ◆ The character I most admire is _____ because...
- ◆ If I were (name of character) at this point, I would...

Task 8. LITERARY TECHNIQUES

Choose **10** different examples of literary techniques used throughout the book. Write the quote from the book and identify the technique. Then tell how the use of this technique enhanced the telling of that situation or the description of that scene or character. Pick from the following techniques:

Simile - comparing of two unlike things using like or as (Mary was as sly as a cat).

Metaphor - comparing two unlike things without the use of like or as (The grass was green velvet.)

Personification - giving human qualities to non-human things (The trees marched in straight lines.)

Imagery - creating a mental image; painting a picture in the reader's mind (the tiny white cottage was nestled in between the tall pine trees.)

Alliteration - repetition of the same consonant sound at the beginning of two or more words. (slippery slimy slope)

Example Entry: **Simile** -

It was like being swept under a bird's wing, and that's how we stayed for a while, rocking back and forth with me tucked under there.

The use of this simile lets the reader know how safe and secure the character felt with this woman's arms around her. She was giving her the comfort of a mother.

Task 9. POETRY WRITING

Write poems that reflect the book you read. You should choose no less than 4 main characters and write a poem for each.

Each poem should be at least 6 lines or longer. You should incorporate the use of some poetic techniques, such as simile, metaphor, alliteration, etc. Your poem may rhyme, if you choose, or it need not rhyme.

Task 10.. My Book in a Container

- Choose an item that is to be used as a container to hold other items significant to your book. This item should also be significant to your book. Decorate this container to convey some of the major details, elements, or themes found in the book.
- Choose **five** objects that would either be found in the book or would relate to the book in some way. Be prepared to discuss the significance of these items to your book
- Choose **three** literary elements found in your book. Be prepared to discuss the use of these elements in your book.
- In an oral presentation podcast, recording, commercial, prezi etc..., explain the connection of the container to the story. Create a show and tell of your objects and literary elements that reveals the details of your book.
- Lastly, provide your recommendation of this book to your classmates.