

## English I Summer Reading Project for 2018

### Part One: *Novel Assignment* - 100 points

Students are responsible for acquiring the text from the Charlotte-Mecklenburg library, a local bookstore, Amazon, or the school. Follow ***ALL*** the step below to complete the assignment. It is due on August 30, 2018 or if you have English in the Fall or on January 26, 2019 if you have English in the spring. **Please turn in the completed assignment in a folder decorated to express the student's interests and personality. This is a formal grade. Any assignment submitted late will lose 10% off the grade per day to a maximum of a 50 points.**

### Step One: Select one of the following books

<ul style="list-style-type: none"><li>• <i>Of Mice and Men</i> by John Steinbeck</li><li>• <i>Tears of a Tiger</i> by Sharon Draper</li><li>• <i>Copper Sun</i> by Sharon Draper</li><li>• <i>Looking for Alaska</i> by John Green</li></ul>	<ul style="list-style-type: none"><li>• <i>I Know Why The Caged Bird Sings</i> by Maya Angelou</li><li>• <i>A Raisin in the Sun</i> by Lorraine Hansberry</li><li>• <i>Queen of Water</i> by Laura Resau</li></ul>
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### Step Two: Complete the following before reading the book (20 points)

1. Make the first page a title page and write the title of your book large enough to fill the page.
2. Read the back and front covers of the book. Write a prediction of what you think will happen in the book (1 paragraph).
3. Do some research on the author of your novel. Write down 10 things you learned about him/her and write down where you got the information from.

### Step Three: Complete the following tasks while reading the book (30 points)

1. Write down 10 meaningful quotes from various parts of the book. For **each** quote:
  - a. Write three (3) sentences summarizing what was happening during the quote and why you chose the quote.
  - b. Write three (3) sentences about why you chose the quote.
2. Annotate in the book if it is your copy you have purchased. If you are borrowing the book, you can use sticky notes and put your thoughts down and put them in the book. When you annotate, you make notes and/or comments about the reading for clarity.

### Step Four: Complete ONE of the following options after reading the book (50 points)

1. Based on your impression of your novel, create a detailed sketch, poster, cartoon, a collage, an original poem, spoken word, track, or YouTube video. This part will be graded in three categories: appearance, relationship to the text, and creativity. (1 page).
- OR**
2. Write a 350-400 word reflection about what you took away from the book. What did it teach you or how did you connect to it? What did it teach you about storytelling and the individual? This part will be graded in three categories: writing stylistics (grammar, word choice, etc.); reflects the text; meaningful response.

## ENGLISH II 2018 SUMMER READING PHILLIP O. BERRY

The English II Team at Phillip O. Berry Academy of Technology extend a warm welcome to you as you reflect on your freshmen year of high school and prepare meaningfully for the upcoming school year. In the spirit of resilience, growth, and perseverance, we have chosen a novel that will serve as an anchor throughout our course. All students enrolled in **English II** for the upcoming school year are expected to read the novel *The Immortal Life of Henriette Lacks* by Rebecca Skloot and complete the subsequent assignment.

It is the student's responsibility to obtain a copy of the assigned text(s). The works can be accessed through the public library or through local bookstores, which have been notified of these selections. FOR ALL LEVELS: Accountability for the reading will take place during the 2017-2018 academic year in conjunction with individual teacher syllabi.

**Tenth Grade English:** *The Immortal Life of Henriette Lacks* by Rebecca Skloot (ISBN: 1400052181).

It is strongly recommended and imperative that all rising sophomores (English II and Honors English II) purchase this novel and read it over the summer.

Remember: Summer Reading is REQUIRED for all English courses. Below you can see the accompanying assignment with the novel.

**Essay Assignment:** Please complete the following questions either in a spiral notebook, composition notebook, or your responses may be typed. Please adhere to proper MLA format as you complete your work and do your best thinking—submission of your assignment is expected on the first day of the semester when you return from the summer holiday. Happy Reading Ladies and Gentlemen!

**Guiding Questions:** NOTE: This is NOT a summary of the book. This is YOUR analysis of the situations presented by the author. (Analysis is basically "taking something apart," in order to understanding it better by considering its component parts separately as well as together.)

1. In a review for the New York Times, Dwight Garner writes, "Ms. Skloot is a memorable character herself. She never intrudes on the narrative, but she takes us along with her on her reporting." How would the story have been different if she had not been a part of it? What do you think would have happened to scenes like the faith healing on page 289? Are there other scenes you can think of where her presence made a difference? Why do you think she decided to include herself in the story? Be sure to refer to specific scenes to support your assertions, and included proper citations for your quotes or paraphrased scenes.

2. This is a story with many layers. Though it's not told chronologically, it is divided into three sections. Discuss the significance of the titles given to each part: Life, Death, and Immortality. How would the story have been different if it were told chronologically?

3. Analyze the ways in which Skloot's style exemplifies the writer's rule of "show, don't tell" as she develops the characters of Henrietta, Deborah, George Gey, or other key figures in

the book. Address TWO characters in your answer. In your analysis, include at least two specific textual references (direct quotes) with proper citations to support your assertions.

4. As a journalist, Skloot is careful to present the encounter between the Lacks family and the world of medicine without taking sides. Since readers bring their own experiences and opinions to the text, some may feel she took the scientists' side, while others may feel she took the family's side. What is your conclusion regarding which "side" she is on? Do you perceive that she falls on one side or the other, or somewhere in the middle? Include at least two specific textual references (direct quotes) with proper citations to support your assertions. Additionally, Deborah says, "But I always have thought it was strange, if our mother cells done so much for medicine, how come her family can't afford to see no doctors? Don't make no sense" (9). Should the family be financially compensated for the HeLa cells? If so, whom do you believe that money should come from? Do you feel the Lacks's deserve health insurance even though they can't afford it?

5. Reflect upon Henrietta's life: What challenges did she and her family face? What do you think their greatest strengths were? Consider the progression of Henrietta's cancer in the last eight months between her diagnosis and death. How did she face death? What do you think that says about the type of person she was? Include at least two specific textual references (direct quotes) with proper citations to support your assertions. English 12 Summer Reading Assignment 3 The Immortal Life of Henrietta Lacks

6. Skloot begins the book with the following quote from Elie Wiesel: "We must not see any person as an abstraction. Instead, we must see in every person a universe with its own secrets, with its own treasures, with its own sources of anguish, and with some measure of triumph." Analyze the book in light of this quote. Explain the various ways in which both the scientific community and the media are guilty of having viewed Henrietta and her family as abstractions. What are the consequences of this perspective? How is Skloot's different perspective evident in the way she conducted her research and wrote the book? Include at least two specific textual references (direct quotes) with proper citations to support your assertions.

## Honors English III course 2018 Summer Reading Novel and Assignment

Read ***A Dog's Purpose*** by Bruce Cameron. Complete the following assignments below:

1. Note 10 meaningful quote from various parts of the book. For each quote write a summary of the quote and why you selected the quote. There is no minimum length for the quote, however your explanation of the why you chose the quote must be at least 5 sentences.
2. Write a 400 word reflection about what you took away from the book. What did it teach you or how did you connect to it? What did it teach you about storytelling and the individual?
3. Create something that fits on one page that is a response to the book. It can be a collage, poetry, a detailed sketch, a cartoon, or something else that you develop. All three assignments are due on September 13<sup>th</sup> and September 14<sup>th</sup>.

Each assignment is worth 100 points each. Read the directions carefully and be sure to answer all components of each assignments. Work that is plagiarized will result in a zero which cannot be substituted with another assignment.

**ANY assignment that is submitted after the due date will only earn a MAXIMUM grade of a 50.**

## Phillip O. Berry Academy of Technology

### Honors English IV: Literature and Composition Instructors for 2017-2018 School Year:

#### Course Information

Honors English IV will cover British Literature and the culminating assignments of the Graduation Project. Senior year can be very demanding, and as a result, we want you to jump start your senior year by working on your college essay. During the summer, you will have two assignments to complete. If you have any questions about the assignment during the summer, please do not hesitate to contact your English teacher.

#### Assignment #1: College Essay

**The draft of the college essay is due emailed to your English IV teacher by 11:59 on Friday, August 31. Essays can be emailed to us during the summer for feedback and early submission. Essays will only be accepted electronically.**

Before you begin your essay, please read the article 10 Tips for Writing the College Application Essay by Jeremy S. Hyman and Lynn F. Jacobs. The article can be found at the following link: <http://bit.ly/N68pQ1>. Also, you may want to visit John Hopkins University website on College Essays that work to read examples of essays and comments from admission officers on what stands out about a college essay. <https://apply.jhu.edu/apply/essays-that-worked/>

Once you have read the article and visited John Hopkins University site, select a topic from the list below or you may use a topic from a specific college application that you are interested in applying. Essays should be at least 550-650 words on a topic of your choice or on an essay from a college application (word count should be indicated on the essay). If you are using a topic from a college application, please type the prompt at the top of the document and indicate the college. If you are using a prompt from below, indicate the prompt number. Essays should be emailed to your teacher. (Note: these essays come from the Common Application essay prompts.)

1. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
2. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
3. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
4. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others. [Revised]
5. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
6. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
7. Prompt from a college application.

#### Assignment #2: Novel

**The draft of the college essay is due emailed to your English IV teacher by 11:59 on Tuesday, September 4, 2018. Essays can be emailed to your English teacher during the summer for feedback and early submission. Essays will only be accepted electronically.**

Choose ONE of the following books to read and complete the writing assignment below.

1. *A Lesson Before Dying* by Ernest Gaines
2. *1984* by George Orwell
  - Pdf of the text  
<https://docs.google.com/file/d/0B4HO5r4WOpdzTFZtT3k3NXRCdnM/edit>

After reading your book of choice, choose **four excerpts** (should be a separate excerpt for each prompt) from the novel that focus on the following four narrative elements: setting, character, conflict, and theme. Then, respond to each of the following questions. Your responses should be at least 8 sentences in length and they should fully answer all parts of the question. Remember, each prompt should use a separate excerpt.

1. How does the author use the setting to impact the events of the plot? In your response be sure to address the following:
  1. Summary of the setting used in the excerpt.
  2. Explanation of how the setting contributes to the events that take place in the excerpt and the overall novel.
2. How does the author develop a character in the selected excerpt? In your response be sure to address the following:
  1. What type of character are discussed in the excerpt? (round, flat, dynamic, static, etc.)
  2. What information (directly and indirectly) are we given on the character?
  3. How is the information about the character revealed?
3. What is the main conflict in the novel and how can we see this in the excerpt you provided? In your response be sure to include the following:
  1. Is the conflict internal or external?
  2. How are the characters in the text impacted by the conflict?
  3. Why is this conflict important to the development of the text?
4. What is the main theme expressed in the novel that can be seen in the excerpt you selected? \*Remember that theme is an overall meaning (moral/value) that can be seen outside of a text. In your response be sure to include the following:
  1. What is the author telling us about life?
  2. What evidence from the text helped you to determine this was the theme of the

#### **Directions for Submission**

- All work must be typed, 12 font, Times New Roman, double space.
- Answers should identify the page numbers for the excerpt you are discussing or a copy of the excerpt embedded in the document.
- All work will be submitted to Turnitin.com at a later date to verify that the work submitted is original.
- This assignment will count as a **formal grade** in your English class.

During this school year, we will be exploring British Literature from early Anglo-Saxon time period to Modern times. The below readings are some of the material that will be covered during the semester:

#### **Short Stories:**

"A Haunted House" by Virginia Woolf  
"Shooting an Elephant" by George Orwell  
"Stone Mattress" by Margaret Atwood  
"Araby" by James Joyce

#### **Novels/ Plays:**

*Beowulf* by the Beowulf poet  
*The Canterbury Tales* by Geoffrey Chaucer  
*Macbeth* by Shakespeare  
*Othello* by Shakespeare

## **SERVICE LEARNING**

What is the difference between a Service Learning Experience and a Product?

1. **Service Learning (SLE):** It is an experience (whether job shadowing, volunteering, interning, teaching or developing a program to meet a community need) in which the student is learning while serving others.
2. **Product:** Is a tangible creation based on the research topic that impacts a targeted audience in some way. It is not created in isolation but is strategically formulated in order to meet a need in one's community, whether at a student's class, school, neighborhood, city or globally.

When considering picking a Service Learning Project, students should think about the following:

- What skills, connections and opportunities do I already have to make an impact on others?
- What do I enjoy doing? Where could I do this?
- What organizations, businesses and entities are already working to address my topic and how can I help them?

**SLE must relate to your JUNIOR EXIT PAPER topic!**

## **TYPES OF SLE**

1. Physical experiences – build or make something; such as a computer program, a special engine or prototype for temporary housing.
2. Written product – write advertisements for volunteer opportunities, write a proposal to limit waste production for a specific company, write a petition to solicit public response and send it to the government.
3. Performance – Mentor a performance with disabled actors, create a show that incorporates the community issue and perform to build public awareness.
4. Conduct a teaching or leadership experience – teach a middle school or elementary class a series of lessons or a skill; for example, tutor a math skill, read for a class or coach a little league team. Teach elders how to use the internet, Skype, etc. Establish a community garden, and teach people how to tend it.
5. Physical experience- Teach someone how to exercise, work with a buddy to prepare for Special Olympics, or lead a group on an ecological tour of the community and map resources.
6. Career-related project – complete a service learning experience in a professional area that you wish to pursue; for example, volunteer your time at a local office or hospital, shelter, park, historic site, or science center.

## **WHAT SHOULD I DO IF I WANT TO BEGIN MY PRODUCT OVER THE SUMMER?**

- Email an English IV teacher if you have any questions.
- Keep a detailed time log of your volunteer/work hours including: date, time, detailed description of what you did, and a witness' signature.
- If you volunteer get a supervisor to sign copy of a letter detailing what you did and when.
- Additionally save any and all evidence of your work as documentation. Documentation includes: pictures, sketches, lists, samples, emails, receipts, written reflections, videos etc. •

**Phillip O. Berry Academy of Technology AP English IV: Literature and Composition  
Summer Reading: The Sky is the Limit!**

**AP English IV: Literature and Composition Instructors for 2018-2019 School Year:**

- **Tricia Barnes-Parkins:** [tricia.parkins@cms.k12.nc.us](mailto:tricia.parkins@cms.k12.nc.us)
- **Melissa Downing:** [melissar.downing@cms.k12.nc.us](mailto:melissar.downing@cms.k12.nc.us)

**Google Classroom**

- All completed summer assignment should be submitted to the Google Classroom. Please use the codes provided to enroll in your assigned classroom. Refer to student schedule for teacher assignment.
- Please feel free to explore the Google Classroom for additional course information and resources.
- New Google Classrooms will be created at the start of the year to differentiate by block.

Teacher	Google Classroom Code
Mrs. Barnes Parkins	sae83ix
Mrs. Downing	x8nx0q3

**Course Information**

Hello, Mrs. Barnes-Parkins or Ms. Downing or will be your teacher for the 2018-2019 school year, and we are excited about your approaching senior year. AP English Literature and Composition will be a demanding college-level course. To get acclimated to the course, visit the College Board Advanced Placement Program website and then look for information on this course. During the summer, you will have three assignments to complete. If you have any questions about the assignment of the text during the summer, please do not hesitate to contact either one of us. We will be available all summer to answer questions.

**Course Materials- Please note the different materials per teacher**

- Mrs. Barnes-Parkins Students: 3 Section spiral notebook with pocket dividers - This can be substituted with a composition notebook or binder that has dividers
  - Sections will be as followed for a 3 Section Notebook/ Binder:
    - 1) Prose/ Terms and Vocabulary 2) Poetry/ Writing, 3) Major Literary Works/ Drama
- Downing Students: 1 in binder with dividers.
  - Sections will be as followed for a 3 Section Notebook/ Binder:
    - 1) Major Literary Works/ Drama, 2) Prose/Poetry, 3) Terms and Vocabulary and Writing Skills/ AP Practice.
- Pens/ Pencils/ Highlighters/ Post-it Notes (for annotating school texts)
- Composition notebook (for poetry journal) - Both teachers

**Assignment #1: College Essay: Informal**

**Due Date- A Day: Monday, August 27 by 11:59/ B Day: Tuesday, August 28 by 11:59**

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher's class that matches your schedule.

Before you begin your essay, please read the article 10 Tips for Writing the College Application Essay by Jeremy S. Hyman and Lynn F. Jacobs. The article can be found at the following link: <http://bit.ly/N68pQ1>. Also, you may want to visit John Hopkins University website on College Essays that work to read examples of essays and comments from admission officers on what stands out about a college essay. <https://apply.jhu.edu/apply/essays-that-worked/>

Once you have read the article and visited John Hopkins University site, select a topic from the list below or you may use a topic from a specific college application that you are interested in applying. Essays should be at least 550-650 words on a topic of your choice or on an essay from a college application (word count should be indicated on the essay). If you are using a topic from a college application, please type the prompt at the top of the document and indicate the college. If you are using a prompt from below, indicate the prompt number. (Note: these essays come from the Common Application essay prompts.)



1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.
8. Prompt from another college application.

### Assignment #2 Literary Terms Review: Informal

**Due Date- A Day: Wednesday, August 29/ B Day: Thursday, August 30**

Please review the terms and ensure that you know each definition and can identify an example of the terms. Definitions of the terms that you are unfamiliar with should be **hand written** in the Terms and Vocabulary section of your **AP binder or notebook**.

#### Narrative Terms

##### **Point of View**

- First person narration
- Third-person narration
  - Limited
  - Objective
- Omniscient narration
- Limited omniscient narration
- Free indirect discourse
- Objective Narrator
- Unreliable narrator
- Stream-of-consciousness narration

##### **Character**

- Protagonist
- Hero/Heroine
- Antagonist
- Stock character
- Dynamic character
- Flat character
- Round Character
- Foil
- Confidant/Confidante
- Mentor

##### **Characterization**

- Direct characterization
- Indirect characterization

#### Elements of Style

##### **Figures of Speech**

- Alliteration
- Apostrophe
- Assonance
- Cacophony
- Cliché
- Enjambment
- Euphemism
- Hyperbole
- Metaphor
- Mixed Metaphor

- Metonymy
- Onomatopoeia
- Oxymoron
- Paradox
- Personification
- Synecdoche

##### **Literary Techniques**

- Antithesis
- Allusion
- Foreshadowing

### **SUMMER READING TEXTS**

**Mandatory Text 1:** *Kindred* by Octavia Butler.

**Mandatory Text 2:** *How to Read Literature Like a Professor* by Thomas Foster

**Mandatory Text 3:** *A Lesson Before Dying* by Ernest Gaines

- These novels are available at your local bookstore, library, used bookstores, and limited copies are at Phillip O. Berry.
- PDF Versions have been linked for some of the texts above.
- Students can see Ms. Barnes-Parkins or the secretaries in the main office to check out a text.
- *A Lesson Before Dying* by Ernest Gaines will be covered during the first month of school. You may want to get a head start on reading this text.

### **Assignment #3: Reading Activities: Formal**

**Mandatory Text 2:** *How to Read Literature Like a Professor* by Thomas Foster

**Due Date - A Day: Wednesday, September 5 / B Day: Thursday, September 6**

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher's class that matches your schedule. Based on your reading of *How to Read Literature Like a Professor*, answer the **Introduction Response Questions** and **one** assignment **from each** of the 3 groups listed below. Each of the 4 questions that you select needs to be typed on separate documents and submitted to google classroom. There will be an assessment on the whole text, so make sure to keep notes. Notes can be placed in the Major Literary Section.

#### **Introduction Response Questions:**

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Has there ever been a time when your appreciation of a literary work was enhanced by understanding symbol or pattern? (25 points)

#### **Group #1**

*Select 1 question from Group #1 to respond to in a typed essay. (25 points)*

**Chapter 1:** Consider the five aspects of a QUEST and then apply them to something you have read (or viewed). Use the list on p.4-5 to structure your response.

**Chapter 2:** Choose a meal scene from a literary work (or film) and apply the ideas that were discussed in Chapter 2.

**Chapter 3:** Explain what Foster means when he says, "ghosts and vampires are never only about ghosts and vampires."

**Chapter 5:** Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

**Chapter 7:** Think of a work of literature that reflects a fairy tale. Discuss the parallels. Explain how the work creates irony or deepens appreciation.

#### **Group #2**

*Select 1 question from Group #2 to respond to in a typed essay. (25 points)*

**Chapter 8:** Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class.

**Chapter 9:** Discuss the importance of weather in a specific literary work, not in terms of plot. Discuss the role that the weather plays in the story.

**Chapter 11:** Present examples of two kinds of violence found in literature. Show how the effects are different.

**Chapter 13:** Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you in the last three years is political.

**Chapter 18:** Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

#### **Group #3**

Select 1 question from Group #3 to respond to in a typed essay. (25 points)

**Chapter 19:** Discuss at least two different aspects of a specific literary work that Foster would classify under "geography."

**Chapter 20:** Find a poem that mentions a specific season. Then, discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Attach a copy of the poem.)

**Assignment #4: Dialect Journal for Mandatory Text: *Kindred* by Octavia Butler**  
**\*for use on in class Assessment**

**ASSESSMENT DATE- A Day: Tuesday, September 11/ B: Day -Wednesday, September 12**

**Assignment for mandatory texts- *Kindred* by Octavia Butler and *A Lesson Before Dying* by Ernest Gaines**

Read and create a dialectic journal. Dialect journals should be kept in the Major Literary Work section of your AP Notebook. **DO NOT purchase a journal for this assignment.** Assignment should be handwritten- Do Not Type.

- You will be able to use your dialect journals on the assessment.
- A total of 15 entries is expected for your dialect journal.
  - 2 Entries should connect to the central conflict.
  - 2 Entries should connect to the theme.

**Dialectic Journal**

- The purpose of a dialectic journal is to have a meaningful conversation or dialogue with a piece of text in order to foster real learning. A good dialectical journal is one in which you have found a way to connect with the reading on a personal level. Real learning happens when you build connections between new ideas and older ones. So, when a piece of literature or an essay can get tied to one of your memories or beliefs, you are much more likely to have an authentic and lasting learning experience. Examples and images of a dialect journal can be found online (search dialectic journal).
  - <https://bit.ly/2xHAQjY>

**Assignment #5: Essay - Formal**  
**Mandatory Text: *Kindred* by Octavia Butler**

**Due Date - A Day: Thursday, September 17 / B Day: Friday, September 18**

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher's class that matches your schedule.

**Essay Response for *Kindred* by Octavia Butler**

After reading *Kindred* by Octavia Butler, choose one of the following AP essay prompts located to address. Responses between 600-700 words should be typed, double-spaced, 12-point Times New Roman font. Please choose one of the following **AP Prompts** to construct your essay on. Avoid plot summary:

- **1982 AP Prompt:** In great literature, no scene of violence exists for its own sake. Using *Kindred* by Octavia Butler, readers and audience are confronted with a scene or scenes of violence. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary.
- **2012 AP Prompt:** "And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency." Pauline Hopkins, *Contending Forces* *Kindred* by Octavia Butler has cultural, physical, or geographical surroundings that shape psychological or moral traits in a character. Write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.
- **2018 AP Prompt:** Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet, this gift is often also a burden or a handicap. Select a character from *Kindred* by Octavia Butler who has been given a gift that is both an advantage and a problem. Then write a well-developed essay analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole.

**AP LANGUAGE AND COMPOSITION: Summer Reading Assignment 2018 - 2019**

**Ms. Collins-Small**

**Email: [mp.collins-small@cms.k12.nc.us](mailto:mp.collins-small@cms.k12.nc.us)**

**Google Classroom: [pinh8](#)**

AP Language and Composition is a course designed to teach students critical reading and writing skills that will prepare them for college and the world beyond school. Students will read works from various authors, time periods and subject matters to examine author's purpose and effectiveness. The ultimate goal of this course is for students to become engaged critical thinkers. The skills covered include rhetorical analysis, synthesis and argumentation and all of these are measured by the AP exam given in May. This course is assessed as a college level course, and students are expected to act as if they are in a college course. To prepare students for this, summer reading and writing are required. Read all of the directions below and complete all assignments by the due date.

**Part I:** You will read the following 2 essays. Both essays are available online and can be accessed via the links below. It is highly recommended that you PRINT out the essays and read them as a hard copy. After reading, complete the assignment that follows and submit to the Google Classroom given at the top of the page.

**Essay 1: Elie Wiesel: "Why I Write"**-Elie Wiesel is the author of Night, a book about his traumatic experience during the Holocaust. He is a lauded speaker and writer who frequently speaks on the horrors of abuse and discrimination. In his essay, he explains why he must always write and the purpose it serves in his life. Essay can be found and downloaded from: [www.litjunkies.com/Why%20I%20Write.doc](http://www.litjunkies.com/Why%20I%20Write.doc)

**Essay 2: George Orwell: "Why I Write"**-George Orwell is a famous British author. His works include *Animal Farm* and *1984*. These novels were written after World War II devastated Europe and left many fearful of the rise of dictatorships that would trample on the rights of individuals. This essay outlines the perspectives of Orwell and explains the reason that one must write for the sake of themselves and society as a whole. Essay can be found and downloaded from: [http://orwell.ru/library/essays/wiw/english/e\\_wiw](http://orwell.ru/library/essays/wiw/english/e_wiw)

**Assignment for Essay 1 and 2:**

After reading both Orwell's and Wiesel's essays on why they write, write a well-crafted essay that addresses the following prompt: **Which essay is more effective in explaining and convincing why people should write? How is it more effective? Use direct quotes to illustrate and explain your response.** Your essay should be 400 - 500 words in length. *Assignment will be due on August 27 (A-Day) /August 28 (B-Day).*

**Part II:** Read *The Tipping Point* by Malcolm Gladwell. Complete the following 2 assignments below:

**1. Dialect Journal:** Please type this journal using the same format shown here. (NO HANDWRITTEN JOURNALS WILL BE ACCEPTED) Simply construct a two column table. Journal should be done in Times New Roman, 12-point font, single spaced. Each of your 15 response entries should be a minimum

of 25-50 words. You may choose from the responses below. Of the 15 entries, you must have at least 3 entries that relate to the theme of the text and 2 that connect to the author's purpose. *Assignments will be due on September 5 (A-Day) /September 6 (B- Day).*

**PROCEDURE:**

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- (Q) Question—ask about something in the passage that is unclear.
- (C) Connect—make a connection to your life, the world, or another text.
- (P) Predict—anticipate what will occur based on what's in the passage.
- (R) Reflect—think deeply about what the passage means in a broad sense and draw conclusions.
- (E) Evaluate—make a judgment about the character(s), their actions, or what the author is trying to say.

**Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O'Brien**

Passages from the text	Pg#s	Comments & Questions
"-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry".	Pg 2	(R) O'brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.

**2. Write a 400- 500 word reflection** about what you took away from the book. What did it teach you or how did you connect to it? What did it teach you about storytelling and the individual? *Assignments will be due on September 11 (A-Day) /September 12 (B- Day).*

Each assignment is worth 100 points each. Read the directions carefully and be sure to answer all components of each assignments. Work that is plagiarized will result in a zero which cannot be substituted with another assignment.

**ANY assignment that is submitted after the due date will only earn a MAXIMUM grade of a 50.**