



Juan Seguin High School Department of English

May 01, 2019

Dear Students and Parents:

Congratulations on your completion of junior high! We look forward to continuing the journey towards excellence with you next year in Pre-AP English I.

In order to maintain a standard of excellence there are several things required of you as a student. As an individual student you will be encouraged to pursue excellence in all that you do by first making the decision to be **dedicated**. This decision, you will find, will enable you to do far more than you might have imagined. Additionally, you will be required to commit yourself to adequately preparing yourself for the 2019-2020 school year.

The purpose of Seguin High School summer reading project is for students to be exposed to common works of literature in each grade level which address the literary themes necessary for understanding the curriculum throughout the school year as well as the curricular requirements of the College Board. These reading works and the summer assignments focus on skills taught in junior high Pre-AP classes. The reading will also aid in class discussion and in composition, not only at the beginning, but also throughout the school year.

Step 1: OBTAIN AND READ ONE OF THE FOLLOWING:

A Raisin in the Sun by Lorraine Hansberry
Watership Down by Richard Adams
Enders Game by Orson Scott Card

Life of Pi by Yann Martel
Unbroken by Laura Hillenbrand

You will be required to obtain a copy of one of the five listed novels. It may be a hard copy or an electronic copy. You will need to annotate as you read, but you do NOT have to purchase the book. If you have an electronic copy or a library copy of the book, you may use sticky notes, electronic programs like google docs, or printouts to annotate. Watching a movie, reading material such as Cliffs' Notes, or internet sites will not adequately prepare students to do the required work in their Pre-AP and AP English classes.

There are three assignments that must be completed along with your reading, and all assignments must be turned in and **PRESENTED on the first day of school for a test grade**. All answers should be thorough and in complete sentences. Answers should be neatly **handwritten** in blue or black ink on loose leaf paper. (Do NOT type this assignment!) There will also be a written assessment pertaining to the novels during the first six weeks of school. It is strongly recommended that you acquire your text at your earliest convenience. Do NOT procrastinate on this, or it will be obvious.

Should you have any questions regarding this summer reading assignment, please feel free to contact us via school e-mail at the address listed below. We will get back to you at our earliest convenience

We thank you in advance for your support and dedication to the Pre-AP and AP programs at Juan Seguin High School. We look forward to an exceptional year with you! ☺

Sincerely,

Mrs. Davila - achildr2@aisd.net
Mrs. Simmonds- bsimmond@aisd.net
Mr. Coach Ward- jward5@aisd.net

Step 2: Annotating Texts

As you read *A Raisin in the Sun*, *Watership Down*, *Enders Game*, *Life of Pi*, or *Unbroken*, you should annotate the text for what you notice. **You will be required to submit 3 photocopied pages of your selection, the book with sticky notes attached, the book with annotations, or a printout of an electronic annotation of the text to demonstrate the annotations you made as you read.** Please see below for instructions and an example of good annotation.

ANNOTATING simply means marking the page with comments and/or notes as you read.

The principal reason you should annotate your books is to aid in understanding. When important passages occur, mark them so that they can be easily located when it comes time to write an essay or respond to the book. Marking key ideas will enable you to discuss the reading with more support, evidence, and/or proof than if you rely on memory.

ANNOTATING MAY INCLUDE:

- Circling key words, phrases, or sentences
- Writing questions or comments in the margins
- Bracketing important ideas or passages
- Connecting ideas with lines or arrows
- Underlining passages that are important to understanding the work
- Circling or highlighting words that are unfamiliar

SPECIFIC ITEMS FOR ANNOTATION MIGHT INCLUDE:

- Character description
- Literary elements (symbolism, theme, foreshadowing, etc.)
- Figurative language (similes, metaphors, personification, etc.)
- Plot elements (setting, mood, conflict, etc.)
- Diction (effective or unusual word choice)

HOW TO ANNOTATE A TEXT:

UNDERLINING- This stands out from the page and allows you to scan a page quickly for information. Be careful not to mark too much—if everything is marked, then nothing is important!

BRACKETS []-If several lines seem important, place a bracket around the passage, then underline only key phrases within the bracketed area. This will draw attention to the passage without cluttering it with too many underlined sentences.

ASTERISKS *- This indicates something unusual, special, or important. Multiple asterisks indicate a stronger degree of importance.

MARGINAL NOTES- Making notes in the margin allows you to: ask questions, label literary elements, summarize critical elements, explain ideas, make a comment, and/or identify characters.

we could roll those broken Trojans back to Troy, clear of the ships and shelters!"

So he pleaded,

lost in his own great innocence . . .

condemned to beg for his own death and brutal doom.

And moved now to his depths, the famous runner cried:

"No, no, my prince, Patroclus, what are you saying? Prophecies? None that touch me. None I know of.

No doom my noble mother revealed to me from Zeus, just this terrible pain that wounder me up the quick—

when one man attempts to plunder a man his equal, to commandeer a prize, exulting so in his own power.

That's the pain that wounds me, suffering such humiliation. That girl—the sons of Achaea plucked her as my prize

and I'd sacked a walled city, won her with my spear but right from my grasp he tears her, frighty Agamemnon,

that son of Atreus! Treating me like some vagabond, some outcast stripped of all my rights . . .

Enough.

Let bygones be bygones now. Done is done.

How on earth can a man rage on forever? Still, by god, I said I would not relax my anger,

not till the cries and carnage reached my own ships.

So you, you strap my splendid armor on your back, you lead our battle-hungry Myrmidons into action!

If now, in fact, the black cloud of the Trojans blasts down on the ships with full gale force,

our backs to the breaking surf but clinging still to a cramped strip of land—the Argives, lost.

The whole city of Troy comes trampling down on us, dating, wild—why? They cannot see the brow of my helmet

flash before their eyes—Oh they'd soon run for their lives and choke the torrent-beds of the field with all their corpses

if only the mighty Agamemnon met me with respect.

Now, as it is, they're fighting round our camp! No spear rages now in the hand of Diomedes, keen to save the Argives from disaster . . .

I can't even hear the battle cry of Agamemnon

he doesn't know what he has just said

he wants to go to Zeus to help.

he has been thru.

she is fallen away from him.

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break from his hated skull. But it's man-killing Hector calling his Trojans on, his war cries crashing round me,

savage cries of his Trojans sweeping the whole plain, victors bringing the Argive armies to their knees.

Even so, Patroclus, fight disaster off the ships, fling yourself at the Trojans full force—

before they gut our hulls with leaping fire and tear away the beloved day of our return.

But take this command to heart—obey it to the end. So you can win great honor, great glory for me

in the eyes of all the Argive ranks, and they, they'll send her back, my lithe and lovely girl,

and top it off with robes of glittering gifts.

Once you have whipped the enemy from the fleet you must come back, Patroclus. Even if Zeus

the thundering lord of Hera lets you seize your glory, you must not burn for war against these Trojans,

madmen lusting for battle—not without me—you will only make my glory that much less . . .

You must not, lost in the flush and fire of triumph, slaughtering Trojans outright, drive your troops to Troy—

what if one of the gods who never die comes down from Olympus heights to intervene in battle?

The deadly Archer loves his Trojans dearly. No, you must turn back—

soon as you bring the light of victory to the ships. Let the rest of them cut themselves to pieces on the plain!

Oh would to god—Father Zeus, Athena and lord Apollo—not one of all these Trojans could flee his death, not even

no Argive either, but we could stride from the slaughter so we could bring Troy's hallowed crown-of-towers

toppling down around us—you and I alone!"

And so the comrades roused each other now. But Ajax could hold his post on the decks no longer. He was overwhelmed by the latest salvos, driven back by the will of Zeus and the fearless Trojan spearmen

hurting blows nonstop—a terrific din at his temples,

90

he'll have people fight to win glory for himself

100

immortal

110

ACHILLES

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selfish

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Step 3: DIALECTICAL JOURNALS

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- o As you read, **choose 10 passages** that stand out to you and record them in the left-hand column the chart (ALWAYS include page numbers).
- o In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- o You must label your responses using the following codes:
 - o (Q) Question – ask about something in the passage that is unclear
 - o (C) Connect – make a connection to your life, the world, or another text
 - o (P) Predict – anticipate what will occur based on what’s in the passage
 - o (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
 - o (R) Reflect – think deeply about what the passage means in a broad sense- not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - o (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: Beyond the Yellow Highlighter

Passages from the text-- Must quote at least 10 per reading assigned. Make sure to number them.	Pg#	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much." 2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	82/1 87/2	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted. (C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- o Effective &/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you've seen before
- o Structural shifts or turns in the plot
- o A passage that makes you realize something you hadn't seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can write as much as you want for each entry. You can choose to type and save your journals as PDFs or you can write by hand and then scan and save as PDF.

Basic Responses

- o Raise questions about the beliefs and values implied in the text
- o Give your personal reactions to the passage
- o Discuss the words, ideas, or actions of the author or character(s)
- o Tell what it reminds you of from your own experiences
- o Write about what it makes you think or feel
- o Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

Higher Level Responses

- o Analyze the text for use of literary devices (tone, structure, style, imagery)
- o Make connections between different characters or events in the text
- o Make connections to a different text (or film, song, etc...)
- o Discuss the words, ideas, or actions of the author or character(s)
- o Consider an event or description from the perspective of a different character
- o Analyze a passage and its relationship to the story as a whole

Step 4: Collage

This assignment is a creative component about YOURSELF. You are going to make a **collage** to introduce yourself to the class. If you don't know what a collage is - **GOOGLE IT!** There should be no white space. You will reveal your personality, dreams, struggles, mannerisms, attitudes, etc. through images. To consider: what symbols represent you? What colors and shapes do you most associate with yourself? What setting do you see yourself in? What are your dreams and aspirations? What do you enjoy? Etc... Be creative and take risks, but be prepared to explain your choices. Your collage can be **no smaller than 1/2 of a poster board**. The collage should have a neat design and have **NO** blank space. You may use drawings, pictures from magazines, the internet, etc. You will present this to the class as an icebreaker on the first day of PAP English I. Don't be scared or nervous - the only thing you should be embarrassed about is if you don't have this project completed ☺

PAP English I Summer Reading Assignment Rubric:

MLA Heading (Top Left: First and Last name, Teacher, Pre-AP English 1, Day-Month-Year)	_____ /4 pts
Annotations Minimum of three pages of annotation evidence from selected novel -2points per page	_____ /6 pts
Dialectical Journal 10 Quotes (include page numbers) - 2 points per quote 10 Responses to the Quotes (complete sentences) -3 points per response	_____ 50/ pts
Collage No blank space (5 points) At least $\frac{1}{2}$ of poster board size (5 points) Creativity (15 points) Presentation explaining the <u>SYMBOLISM</u> of your visuals (15 points)	_____ /40 pts
Late?	_____/-30 pts

TOTAL TEST GRADE: _____/100 pts