



English II Summer Assignment 2021-2022 School Year

Part One: Choose one (1) book from the attached American Literature list.

****It is recommended that you purchase the text so that you could practice annotating. If you do not or cannot purchase the physical text, please keep notes on the text as you read****

Part Two: Review the Tic-Tac-Toe board. Choose (at least) **five (5)** of the assignments to complete based on your book. The five (5) assignments you choose must include at least one (1) of each symbol (book/pencil/brain for literary text; screen/pencil/brain for informational text).

****Note: If you are reading a NON-FICTION text, you must use the INFO TEXT board. If you are reading a FICTION text, you should use the LITERARY board.****

Due Date: Your work is due on the first day of your English II class. All late assignments will be subjected to a grade reduction or penalty, as outlined in the course syllabus and copied below:

English Department Late Work Policy:

“All essays/projects are expected to be submitted on or before the due date. Essays not submitted on time will be subjected to a 10% deduction of max points per day. No essays will be accepted after five (5) days.”

“All assignments gone over in class or needed for an in-class assignment are expected to be submitted on or before the due date. No late work will be accepted.”

Tips for Annotating a Text

INTERACT with the reading.

- Mark it up! (Make your own key. Annotations are designed to help you understand and be able to review and/or discuss the reading)
 - Use SYMBOLS to mark important details.
 - “?” – I’m not sure what is going on. I’m not sure what is meant by this sentence, paragraph, etc.
 - “!” – This is exciting; I agree
 - | – connections between different parts of the text
 - Color Code! Use colors to mark important details.
 - Words I don’t know and need to look up.
 - Literary devices
 - Important character details
 - Interesting or important details that pertain to understanding the story
- Write in your book (you can also use post-it notes if you prefer not to write in the book) ○ COMMENT on what is happening
 - Do you agree or disagree?
 - Is this a change in characterization? How so?
 - Is this a change in plot/storyline? How did it change?
 - Is this a big event? Small event?
 - Is it a foreshadow of something to come? A flashback of something that happened?
- QUESTION the text
 - Why is this happening?
 - Why did the author include this? Why is it included here? What purpose does it serve to the text? Would it be different if it was included at a different time in the story? How?
 - Why is the character behaving this way? How is it different from before? What does it reveal about the character?
 - What might this piece reveal about the rest of the story? How does it make something clearer from earlier in the story?
- CONNECT to the text
 - How can you relate to a character?
 - How can you relate to the author?
 - What about the author’s life is showing in the text?
 - What are some allusions?
 - What are some similar real-life examples of what is happening in the text? ○
- ASSOCIATE the text with another reading
 - Textual allusions
 - Similar details
 - Connections between the authors?

LEARN from the text

- Historical Context
 - What is the time period of the story? What is the time period the story was written? How do they connect or differ?
- Author Study
 - What was the author’s childhood like? What sparked the author to write this text? What was the purpose of publishing this text?
- Response to the Text

- o How did readers initially respond to the text when it was published? Has the opinion changed since then? How?

REFLECT on the text

- What was the author's writing style?
- What were some patterns in the writing? Did it remind you of another author? • What were some key themes or topics discussed in the text?
- Who was the text written for? Did it reach that audience? Why/Why not? • What was the author's purpose? Did he/she accomplish that purpose?

American Literature Recommended Reading List

- *The Absolutely True Diary of a Part-Time Indian* Sherman Alexie
- *The Adventures of Huckleberry Finn* Mark Twain
- *Anthem* Ayn Rand
- *Malcolm X* (as told by) Alex Haley
- *The Bean Trees* Barbara Kingsolver
- *Beloved* Toni Morrison
- *Billy Budd* Herman Melville
- *Black Boy* Richard Wright
- *Call of the Wild* Jack London
- *Fallen Angels* Walter Dean Myers
- *A Gathering of Old Men* Ernest Gaines
- *The House on Mango Street* Sandra Cisneros
- *In Cold Blood* Truman Capote
- *Invisible Man* Ralph Ellison
- *Kindred* Octavia E. Butler
- *That Last of the Mohicans* James Cooper
- *The Old Man and the Sea* Ernest Hemingway
- *A Prayer for Owen Meany* John Irving
- *A Yellow Raft in Blue Waters* Michael Dorris

**If there is a different American Literature text you would like to read, please email a request to Mrs. Pergola, Dean of Academics, at dpergola@knoxschool.org

TIC-TAC-TOE

DIRECTIONS: Use this grid to select three activities for your book. The three activities you choose must be in a row: across, down, or diagonal. Include the title of the activity, your name, and card number on all of your assignments.



REMEMBER FOREVER

Create a yearbook entry for a character from your book. Each entry must include a picture or photograph, a quote (from the book), at least three favorite activities or talents, a character's best memory, and what the character hopes to become. Reflect the character's personality in your selections. Along with the yearbook entry, write a brief paragraph explaining your choices using evidence from the text for support.



FOUND POEM

When generating a found poem, the writer pulls words from a text and assembles them in a new way to create an original poem. To do this for your book, think of a topic that reflects the themes, characters, or events in this section. Go through the section and select words or phrases in the order they appear—left to right and top to bottom. Pull words that sound good together and relate to your selected topic. Do not change the words, and be sure to keep them in the order you found them. Then arrange them into a poem format.



WHAT IF?

Who tells the story? Is the story written in first, second, or third person? Once you discover the answers to those two questions, explain how the story would change if the point of view (POV) changed. Choose a way to change the POV: Switch the gender, race, age, or socioeconomic class of the narrator. Or, you could change from first person to third person. Using specific examples from the text, discuss how a change in POV changes the story.



MAPPING MAGIC

Every story follows a specific organization of its parts: beginning, middle, and end. Those sections then fit into the larger scheme of plot elements: exposition, rising action, climax, falling action, and resolution. For this activity, create a visual representation of the beginning, middle, and end for the section you read. Then, in a few sentences, explain how this part of the book fits into the plot elements.



CENSOR SWITCH

Being able to understand both sides of an issue is important. For this activity, you are going to argue AGAINST your book and write persuasively to have it censored. Think of the arguments you could make for such a move. What could be construed as offensive or inappropriate in the book? What reasons can you come up with for the book NOT to be taught or even available in the classroom? Begin with your weakest argument and end with your strongest.



GOOD ADVICE

Imagine you are one of the characters in the book. Write a letter about a problem that you face. Explain the details of the problem. Then imagine you are a person giving advice to the character—maybe a trusted friend or a counselor. Write a response to the letter that gives the character some advice or a solution for their problem.



CONNOTATION CONNECTIONS

A connotation is the tone or feeling of a word. It is the emotion we connect with a word. A connotation can be positive or negative. Generate a list of 15 personality traits for a character in your book. For each trait, come up with a word that has a positive connotation and a word that has a negative connotation. For example, say your character is careful with her money. *Frugal* would have a positive connotation to describe the trait, whereas *stingy* has a negative connotation.



A MOMENT IN TIME

Map out a timeline of events for a chapter, block of assigned reading, or the entire book up to your most current reading spot. The timeline must be in chronological order and have at least 10 entries (no more than 15). Each entry should include a brief summary of the event. On the back of the timeline, write a 1–3 sentence explanation of each event, why it is significant, and why you chose it.



LETTER OF RECOMMENDATION

A character from the book is applying to college. They have chosen you as a reference. First, decide what type of college the character is applying to, an art school, for example, or a school of engineering. What suits their personality? Then write a 3-paragraph letter of recommendation for the character. Cite their best personality traits and support them with specific examples from the text. Be clear and concise with your recommendation.

INFO TEXT

No.
18

TIC-TAC-TOE

DIRECTIONS: Use this grid to select three activities for your book. The three activities you choose must be in a row, across, down, or diagonal. Include the title of the activity, your name, and card number on all of your assignments.

QUOTABLE QUOTES II



Choose three quotes from the text that summarize and/or support the central idea. Explain the significance of each quote and evaluate how the quote contributes to the larger purpose of the text. Explain what the quote reveals about the author's purpose and point of view. Put your thoughts into one paragraph per quote.

EVALUATE AND ANALYZE II



Think about these questions and write your response in paragraph form:

- 1) Do you think the information presented is valid? Why or why not?
- 2) What kind of evidence does the author use to support the text's claims? Is that evidence relevant and sufficient? Why or why not?
- 3) How does the author organize or structure the information? Does the structure/organization increase or decrease the text's reliability? Explain.

tone table



Create a graphic organizer to help you analyze rhetorical language. One section of your graphic organizer will be used to record the word/phrase/sentence from the text; another section of your organizer will record the intended reader response. Cite emotionally charged pieces of text and explain what they evoke from the reader. You should have 7-10 examples.

EXPERT EDITING



Choose a specific passage within your text that is important or meaningful. Evaluate the tone of that passage and explain the author's purpose and point of view behind the passage. Then, rewrite the passage so that it reflects an entirely different tone, using rhetoric and connotation. Do not change the facts or the information. How did your revision change the excerpt? What does this show you about the importance of word choice?

FIRST IN LINE



On a piece of paper, write out the central idea from your passage and all the supporting details you find—in sequential order—from the text. Analyze your notes and evaluate the order in which the points are made. How is each piece of evidence introduced and developed? Is this the most effective way for the author to present the information? How would you change the order of evidence to make the text more powerful or convincing?

ADVOCATE!



Using what you know about credible sources, create a series of five tweets, complete with handle, hashtag, and image. The tweets must advocate for the central idea in the text or a closely related issue. In addition, each tweet must share one piece of supporting evidence from the text and include a call to action—something you want followers to do as a direct result of your tweet.

SEEING BOTH SIDES



Take a stance on an issue addressed in your reading. Once you choose your side, think about how you would defend that point of view in a debate. Choose at least three pieces of evidence from the text that support your stance. Then, shift gears to the opposing view and come up with three arguments to counter your three pieces of evidence.

SPOTTING FAKE NEWS



Think about what makes a source credible. What features of a text make it reliable? How do these features apply across different sources/types of media (newspapers, tweets, blogs, TV)? Evaluate your text. Explain what makes the text credible or what calls its credibility into question.

A PICTURE'S WORTH... II



What type of visual should be included in your text to increase the influence, relevance, or power of the text? Create five new visual elements for your text. They can be any type of infographic: a picture, illustration, graph, diagram, chart, etc. The images should add to or clarify the information in the text. Include a short three- to five-sentence write-up explaining the significance of the illustrated information. Each graphic must also have a caption.