



English III Summer Assignment 2021-2022 School Year

Part One: Choose one (1) book from the attached Recommended Reading 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 III 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?

Recommended Reading List

Autobiography, Memoir, Biography

- *Wait Till Next Year* Doris Goodwin
- *Tuesdays With Morrie* Mitch Albom
- *Three Cups of Deceit: How Greg Mortenson, Humanitarian Hero, Lost His Way* John Krakauer
- *Beautiful Boy: A Father's Journey Through His Son's Addiction* David Scheff
- *Maus: A Survivor's Tale* Art Spiegelman

Adventure, Nature, Science

- *Act Now, Apologize Later* Adam Werbach
- *Walden* Henry David Thoreau

Sports

- *The Odds* Chad Millman
- *Moneyball* Michael Lewis
- *We Own This Game* Robert Andrew Powell

History, Politics, War

- *The Year 1000: What Life Was Like at the Turn of the First Millennium* Robert Lacey and Danny Danziger
- *Notes on a Kidnapping* Gabriel Garcia Marquez
- *The Tipping Point* Malcolm Gladwell
- *Bury My Heart at Wounded Knee: An Indian History of the American West* Dee Brown

True Crime

- *Portrait of a Killer* Patricia Cornwell
- *Midnight in the Garden of Good and Evil* John Berendt

Travelogue

- *On the Road* Jack Kerouac
- *Driving Mr. Albert: A Trip Across America with Einstein's Bran* Michael Paterniti

General Nonfiction

- *An Incomplete Education: 3,684 Things You Probably Should Have Learned but Probably Didn't* Judy Jones
- *How to Win Friends and Influence People* Dale Carnegie
- *How to Talk to Anyone* Leil Lowndes
- *Maximum Achievement* Brian Tracy
- *You, Inc: The Art of Selling Yourself* Harry Beckwith
- *Getting Things Done* David Allen
- *The Now Habit* Neil Fiore

**If there is a different text of literary merit 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.



JUST YOU

Take time to think about what you're reading and how you are relating to the book. Make connections between you and the other characters, the events in the story, and the themes in the text. Use these sentence starters to draft a one-paragraph explanation of your opinion: *As I read the book, I'm most impacted by... It seems that... I'm reminded of... I'm not sure... Although it seems... I wish that... I'm curious to know... I hope that...*



CHARACTER TO CHARACTER

Write a dialogue between a character in your book and a character from a different book you read. The conversation should focus on pet peeves—things that get under the skin of each character. What would they say to one another? Are there similarities between the two characters, or are they complete opposites? How can you portray their personalities through their dialogue? Reference specific examples, events, or characters from your book in your dialogue.



GET INSIDE THEIR HEADS

Choose two characters from your book. Create a set of three thought bubbles for each character. Inside each bubble, write what you believe a character is thinking during a key event, argument, or big decision. You must have 2–4 sentences inside each thought bubble, and part of that writing should allude to the event, argument, etc. Do not simply quote the book. Use what you know about the character to come up with original thoughts that reflect their personality.



SCAVENGER HUNT

You are on the hunt to capture words, phrases, or passages that demonstrate the author's writing style. Does the author repeat words or use similar images? What kind of emotion(s) do you feel when you read? Does the author write in short choppy sentences or long flowing ones? Record 15 examples in total. Write a 1–2 paragraph analysis that explains the author's style and the impact it has on the story.



WORD SPLASH IN REVERSE

Assemble a collection of at least 15 keywords that relate to your most recent reading. Arrange the words on a piece of paper in a random and decorative way. The random arrangement makes the collection of words a word splash. You can also use the internet to create your word splash. In a paragraph on the back of the paper, explain the significance of each of the terms you chose using support from the text.



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.



DOUBLE UP

Take a blank piece of paper and fold it in half. As you read, record 10–15 examples of figurative language you encounter in the book: metaphor, simile, alliteration, hyperbole, personification, onomatopoeia, symbolism, etc. Write the example of the figurative language and the page number in the left column. In the right column, record your reaction to the figurative language. What does it make you think of? What effect does it have on the story?



BUY IT!

Design and create an advertisement centered on the book. The ad could sell something in the book—a character's idea, real estate (a place or location, like the setting), or the book itself. The type of ad is up to you: a poster, an online ad, a commercial, etc. The ad must use visual elements to catch the consumer's attention and convey a positive connotation about the item being sold. You must also create a tagline—a short, memorable saying that communicates the key message about the product.



ON THE MENU

Design and create a menu of literary elements. Each of the following literary elements is a heading: flashback, foreshadowing, allusion, symbolism, tone, and irony. Briefly describe the device. Under each heading, list three menu options, which are examples of the device. At least one option should be an example from your book. The other options may be of your own creation. Also include a picture or symbol illustrating each of the devices.

INFO TEXT

No.
14

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.

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.

EXTRA! EXTRA!



Create the front page of a newspaper based on the central idea and evidence from the text. Your front page must have a headline, a graphic (with a caption), and a three-paragraph article. The article must include a summary of the information and an evaluation of the text that reflects the author's purpose and point of view. You must also use one quote from the text in your article.

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.

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.

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?

GROWTH CHART



Analyze the idea, event, or individual addressed in the text. Think about how the idea/event/individual transforms during the course of your reading. Write a short paragraph that explains that development. Then create a visual representation that illustrates the same development. Include a caption for the visual.

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?

CONCRETE FOUND POEM



Create a concrete found poem from the words in the text. A found poem uses exact words/phrases from the text in the order in which they appear. In a concrete poem, the poet arranges the words into a shape that relates to the central idea. Your poem should be at least 20 lines, reflect the core idea of the text, and illustrate the central idea in some way.

FIND THE WEAK LINK



Fold a piece of paper in half the long way. Examine the information presented in your text. List the assertions the text makes on the left side of the paper. On the right side, across from each assertion, assess whether or not the reasoning is valid and the evidence is sufficient for the assertion. What questions does the text not address for each assertion? Which assertions seem questionable?