



English IV 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 IV 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.



CONFLICT COMIC

Most stories are built around a conflict or struggle between two forces. The conflict can be external (against an outside force) or internal (within a character's mind). Identify a conflict in your book. Create a three-panel storyboard or comic demonstrating the conflict. Illustrate both forces involved in the conflict. Identify the basis for the conflict. Convey how each force handles (or is handling) the conflict. Your storyboard/comic should include both images and text.



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.



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.



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...*



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.



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.



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.



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.



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.

INFO TEXT

No.
24

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.

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.

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.

MOOD MOSAIC



Choose 10 key vocabulary words from the text. Identify the connotation associated with each and select a color that matches that emotion. Randomly draw 10 shapes on a piece of paper. In each, write a word and its definition, and then color in the shape with the emotion color. Do you see a pattern to the kinds of colors you used? Write a short analysis of how the colors help illustrate the tone or mood of the text.

LETTER TO THE AUTHOR



Write a critique of the text in a letter to the author. Point out the specific arguments you find to be persuasive as well as those you see as weak. Offer detailed ideas on how to revise the writing, if necessary. If not, explain why you find it compelling, using the text to support your thinking. Finally, tell the author how you plan to use the information or put it into action.

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.

"MULTI" MEDIA ANALYSIS



After reading your text, seek out at least two other sources on related information presented in a different media format. Analyze each source. Write a comparison of the sources. Talk about how each source addresses the issue. Compare and contrast the ways in which each source provides information. Then evaluate the sources and choose the one you find to be more reliable.

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?

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.