

## English 9 Honors Summer Reading Assignment 2021-2022

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Welcome to Honors English I!

First, let me outline all of the ways that you are able (and expected) to contact me if you have any troubles along the way:

1. My email is above in my heading. I check it at least once a week in the summer, so use it when you don't need an immediate answer or when you just need to send me something.
2. I have created a Remind account for all 9 Honors students. I will create separate accounts when we have final rosters for each class. This is how we can communicate via text or app without sharing phone numbers. This is also how I will send out class wide reminders or notifications. With all of the uncertainty cycling, I HIGHLY recommend signing up. To do so, just text @bce2eck to 81010. This is the most reliable and quickest way to contact me.

All documents needed for the summer reading are accessible online. I will link them here.

Three of the assignments will be done through [commonlit.org](http://commonlit.org). They will be assigned to you once you create an account and/or join my class. To do so, go to [www.commonlit.org/en/enroll](http://www.commonlit.org/en/enroll) and type in the class code: 9YYJG5. When signing up, do not enter an email address as it sometimes causes glitches. Please use the first name you go by and your last name as it appears in Aspen.

If you already have an account, you can just go to “my account and classes” and add the code.

**Summer Assignments:** We will use all of these sources at the beginning of the semester for academic discussion. Be prepared to discuss how they relate to one another and what they can teach you when thought of as a cohesive unit. **All assignments are due on the first full day of class.** I will take them on the second day of class if, and only if you need my help with a submission issue (but the assignment is done). Since you have all summer, I will not take late assignments beyond that exception.

1. Listen to the TedTalk: 5 Ways to Listen Better:  
[https://www.ted.com/talks/julian\\_treasure\\_5\\_ways\\_to\\_listen\\_better?language=en](https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en) and/or read the transcript under the video.

- a. Answer the attached questions that go with the talk.
2. Listen to the TedTalk: Everyone Around You Has a Story the World Needs to Hear [https://www.ted.com/talks/dave\\_isay\\_everyone\\_around\\_you\\_has\\_a\\_story\\_the\\_world\\_needs\\_to\\_hear](https://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear) and/or read the transcript under the video.
  - a. Answer the attached questions that go with the talk.
3. Read and annotate “[The Danger of a Single Story](#)” on commonlit using the annotation tools. Answer the assessment questions. Any question that requires a written response will only be considered to be fully answered if your response is given in full sentences and references the text.
4. Read and annotate “[Learning How to Code Switch: Humbling, but Necessary](#)” on commonlit using the annotation tools. Answer the assessment questions. Any question that requires a written response will only be considered to be fully answered if your response is given in full sentences and references the text.
5. Read and annotate “[Two Kinds](#)” on commonlit using the annotation tools. Answer the attached questions to aid in your essay response.
6. Use what you have learned about listening to and telling stories to answer the analysis essay question based on “Two Kinds.” (at the end of this packet)

## NOTES ABOUT ANNOTATION (from the AP Central Website)

### Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure.

Don't annotate other people's property, which is almost always selfish, often destructive, rude, and possibly illegal. For a book that doesn't belong to you, use adhesive notes for your comments, removing them before you return the text.

Don't annotate your own book if it has intrinsic value as an art object or a rarity. Consider doing what teachers do: *buy an inexpensive copy of the text for class.*

### Tools: Highlighter, Pencil, and Your Own Text

**1. Yellow Highlighter:** A yellow highlighter allows you to mark exactly what you feel is necessary. Equally important, the yellow line emphasizes without interfering. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

**\*\*Do not rely too much on highlighting; it only helps if accompanied by notes.**

**2. Pencil:** A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.

While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

**3. Your Text:** Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, **consider doing the following, if useful or necessary:**

- At the end of each chapter or section, **briefly** summarize the material.
  - Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
  - Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.
  - Important plot happenings
  - Supporting details or textual evidence to support a conclusion you are drawing
- Writer's craft to create effect, such as figurative language, imagery, characterization, etc.

**Summer Assignment Responses:** Complete the answers to these questions on a Google Doc. You will need to share it from your school account, but if you are unable to do that, I will show you how when we return to school. If you are not already aware, you can download the Google Docs app if you prefer to type on a phone. Title the document with your last name and the assignment title. Example: Smith Summer Responses

## 5 Ways to Listen Better

1. Why, according to the speaker, do people not listen well or retain the things that they hear? (cite at least 3 reasons)
2. In an extended paragraph, explain what happens when people do not listen to each other. Cite evidence from the text. Feel free to also discuss your observations about the world around you.

## Everyone Around You Has a Story the World Needs to Hear

1. Isay says that Story Corps is "an archive of the wisdom of humanity". Write a paragraph reacting to that statement. Some things to consider: Do you agree? Does it matter? Is there wisdom that we are missing? Who would you like to hear from, or what would you like to share? You can use any or all of these questions in your reaction or go in another direction entirely.

## Two Kinds

1. Throughout the story, we are given brief details of the mother's history. How does knowing the mother's past shape our understanding of her motives to push Jing-mei? What can be said about her motivation for her daughter's success? Answer in paragraph form, including evidence from the text.
2. How does telling the story from Jing-mei's point of view both enrich and limit our understanding of the plot? Considering the age of Jing-mei, what might be the benefit of using first person point of view?

What information might we be missing when given one perspective? Answer in paragraph form, including evidence from the text.

3. Though the story is not told in the mother's point of view, how does Tan include details that give insight from the mother's perspective? How do we learn her story? Answer in paragraph form, including evidence from the text.

**Analysis Prompt:** Stories can shape your understanding of the world and people around you. "Two Kinds" is a story that addresses the familial relationship between a mother and daughter as they learn to listen to each other's stories. Using evidence from the story, write an essay that explores how Tan reveals the complexity of the relationship between Jing-mei and her mother over time.

Please create and share this document on Google Docs as can edit. Title the document with your last name and the assignment title. Example: Smith "Two Kinds" Analysis

- If you cannot submit your assignments electronically, please contact me immediately so that we can discuss alternatives.

Your paper should be typed in MLA format. You may use the other sources for support, but do not forget that the paper is an analysis of "Two Kinds," so that is where you should focus your ideas.

Some helpful tips for using MLA can be found on the Perdue Owl website. Pay special attention to the information on in-text citations.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)

I will typically use rubrics in class that are more geared towards honors. However, since you are likely familiar with the state rubric already, I will use that for this first written assignment.

[https://www.tn.gov/content/dam/tn/education/documents/rubric\\_writing\\_g9-12\\_explanatory.pdf](https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_explanatory.pdf)

## 2021-2022 Summer Reading: Honors English 2

Ms. Lindsay Kennedy

[lindsay.kennedy@knoxschools.org](mailto:lindsay.kennedy@knoxschools.org)

Remind: in the phone number area, use 81010 for the contact. In the message body, text @3ab29c and you will be signed up.

I will respond intermittently. More information in the video.

### **I will have a Summer Reading Category that will be worth 5% of the overall grade for SY 21-22.**

Anything we do for the summer reading text in class upon return will go into that category. I plan to use the first week and a half to two weeks addressing the summer reading novel and essay. There will be multiple tasks where knowledge of the novel is required.

In order to appropriately continue preparation for the AP Language and Literature track, students must be exposed to several texts that challenge their reading comprehension and provoke instances of critical thinking. To achieve this objective, students should read *A Tale of Two Cities* by Charles Dickens. Please make sure that you find an unabridged version of the novel so that you are exposed to all parts of the story. You may access a free digital copy of the novel [here](#); however, because of the length of the novel and the rigor, it might be more beneficial to purchase your own copy from a bookseller so that you can annotate while you read. Please do the following to be prepared for the first full day of class:

1. Watch the following video as it presents useful information for setting up the background and context of the novel. [www.tinyurl.com/dickensvideo](http://www.tinyurl.com/dickensvideo)
2. As you read, annotate the novel for any interesting information, connections or questions you might have. Additionally, **create a character chart** for the important characters in this novel. A template is included at the bottom. You may do this in Google Docs if you like, or you may do it on paper if that will work better for you while you read. I will include a template you may use. Either way, you will need to bring in a hard copy to be taken up by me on the first full day of the class for both semesters. In the chart, include their purpose in the novel, their relationships (both family and friend or enemy) to other characters (including those who might be minor characters), which country(ies) they identify with, and a description of them. Characters to include: Jarvis Lorry, Jerry Cruncher, Lucie Manette, Dr. Manette, Charles Darnay, Sydney Carton, Monsieur Defarge, Madame Defarge, Miss Pross, John Barsad, Solomon Pross, Mr. Stryver, Roger Cly, Gabelle, Marquis St. Evremonde, Jacques three, and The Vengeance. **This will be given a summer reading category grade.**

3. Be prepared to use and discuss the novel in the opening days of class.

Secondly, research and present a past or current social injustice in an expository essay. Explain what injustice has been served, who it affects, why it exists, and how change can be addressed. Charles Dickens used his writing as a platform for raising awareness about social injustices like poverty, inequality, unfair working conditions, etc. *A Tale of Two Cities* covers the rise of the Third Estate as a result of their treatment by the monarchy and aristocracy, which would have been considered an injustice of the time. You should use at least two credible resources, and the essay should be written in MLA format using 12 point Times New Roman font, and it should be double spaced. Please include a Works Cited page, but be reminded that the citation is not just the URL copied and pasted into the document. A google search should lead you to appropriate how-to steps to create the citations if you need help with that. Make sure that you cite evidence within your essay as well.

Character Chart for *A Tale of Two Cities*

<b>Character</b>	<b>Purpose</b>	<b>Relationship</b>	<b>Country(ies)</b>	<b>Description</b>
Jarvis Lorry				
Jerry Cruncher				
Lucie Manette				
Dr. Manette				
Charles Darnay				
Sydney Carton				
Monsieur Defarge				

Madame Defarge				
Miss Pross				
John Barsad				
Solomon Pross				
Mr. Stryver				
Roger Cly				
Gabelle				



Marquis St. Evremonde				
Jacques Three				
The Vengeance				

**Eleventh Grade: Ms. Courtney Fuson**

[courtney.fuson@knoxschools.org](mailto:courtney.fuson@knoxschools.org)

**AP Language and Composition  
2021-2022 Summer Reading**

**Welcome to AP Language and Composition! I look forward to working with you this semester. If you should have any questions about your summer assignments, please email me at the address listed above. I will check my email weekly, so be patient!**

**The summer reading assignment will be assessed on the second day of class. Please bring books with you on that day.**

**Assignment One: *The Crucible*, Arthur Miller**

**Assignment:** Essay (100 pt writing grade) - Second day of class

Read and annotate *The Crucible*, by Arthur Miller. On the second day of class, you will complete an in-class essay from a choice of three prompts to assess your skills in the areas of analysis, essay organization, development of ideas, and grammar. Though you will not receive the prompt choices until the second day of class, this will be a regular formal essay with a thesis, body paragraphs, and cited text evidence. You should be very familiar with the text so that you will be able to answer your chosen prompt.

Annotate for character development, themes, symbolism, figurative language, conflict, and real-world connections so that you will have plenty of support for your essay.

**Assignment Two: Current Events**

**Assignment:** Current event write up (100 pt quiz grade) - Second day of class

Argumentation is one of three modes of writing we will be focusing on in this class. For the AP exam, you will have to come up with evidence to support your claims using your own knowledge of history, literature, current events, etc. In order to build more evidence to pull from, we will be doing papers/presentations on articles about current events. Your first one is due the second day of class. **I will show you where to upload it on Canvas to turn it in when we get back to school.**

You may choose an article that relates to any of the following categories:

- \* Education
- \* Science
- \* Community
- \* Economy
- \* Politics
- \* Environment
- \* Social Justice
- \* The Arts (NOT movies, tv shows, etc.)

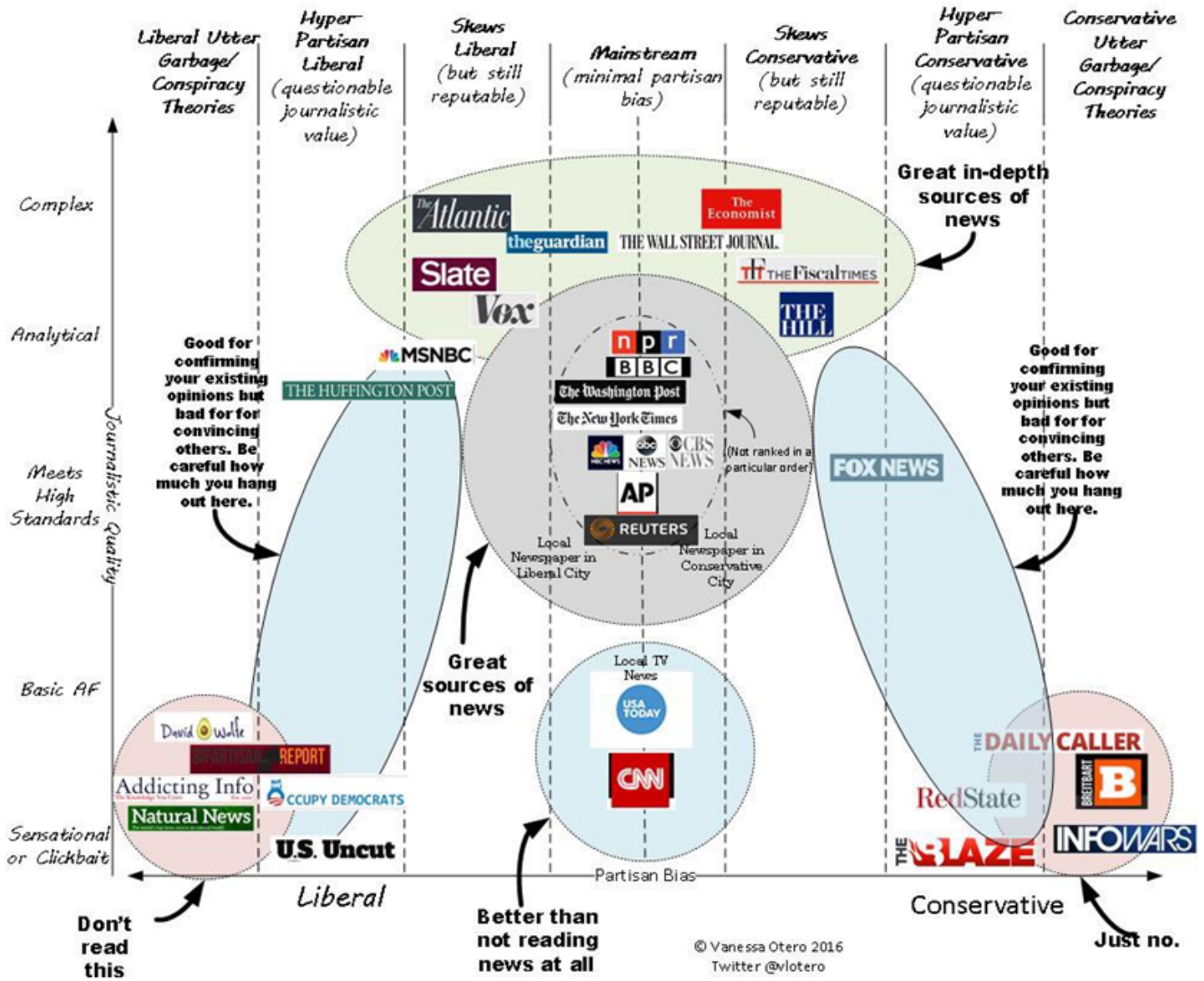
Remember, this is for the exam, so anything that would not be considered academic in nature (i.e. celebrity gossip) should be avoided.

Your article must come from a credible news source. Attached is a graphic that will help you to determine if your news source is appropriate. You want to get as close to the center of this graphic as possible!

Once you have read your article, you must complete a written analysis that meets these requirements:

- \* MLA-formatted paper and correct works cited page with entry for the article (The assignment will not be accepted until these parts are correct. It will lose 10 pts/day. If you need help with this, visit The OWL at Purdue website.)
- \* A precis summary of the article as the first paragraph. A template is attached.
- \* Identify and explain two pieces of information that you believe are the most important, most interesting, or most confusing.
- \* Point of Connection: What other current/historical events, literature, or personal experiences does this article relate to?
- \* Finally, you should create **two** open-ended questions based on the article to lead class discussion on your chosen date. These questions are intended to provoke thought, discussion, and debate.

**Want to see an example paper? Go to [www.tinyurl.com/fusonceexample](http://www.tinyurl.com/fusonceexample)**



# THE RHETORICAL PRÉCIS

A rhetorical précis (pronounced *pray-see*) differs from a summary in that it is a less neutral, more analytical condensation of both the content and method of the original text. If you think of a summary as primarily a brief representation of what a text says, then you might think of the rhetorical précis as a brief representation of what a text both says and does. Although less common than a summary, a rhetorical précis is a particularly useful way to sum up your understanding of how a text works rhetorically.

## ► THE STRUCTURE OF A RHETORICAL PRÉCIS

**Sentence One:** Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.

**Sentence Two:** An explanation of how the author develops and supports the thesis.

**Sentence Three:** A statement of the author's apparent purpose, followed by an "in order to" phrase.

**Sentence Four:** A description of the intended audience and/or the relationship the author establishes with the audience.

## ► CLASSIC RHETORICAL PRÉCIS SENTENCE STARTERS

**Sentence One (Who/What?)**

\_\_\_\_\_, in the \_\_\_\_\_, \_\_\_\_\_,  
(Author) (A) (Title, punctuated correctly)  
 \_\_\_\_\_ that \_\_\_\_\_  
(B) (major assertion/thesis statement)

**Sentence Two (How?)**

\_\_\_\_\_ supports his/her \_\_\_\_\_ by \_\_\_\_\_  
(Author's Last Name) (B) (C)

**Sentence Three (Why?)**

The author's purpose is to \_\_\_\_\_  
(D)  
 \_\_\_\_\_ in order to / so that \_\_\_\_\_

**Sentence Four (To Whom?)**

The author writes in \_\_\_\_\_ tone for \_\_\_\_\_  
(E) (audience)

**Word Bank – some possibilities (see additional handouts)**

A	B	C	D	E
article, book review, essay, column, editorial	argues, argument, asserts, assertion, suggests, suggestion, claims, questions, explains, explanation	comparing, contrasting, telling, explaining, illustrating, demonstrating, defining, describing, listing	show point out suggest inform persuade convince	Formal informal sarcastic humorous contemptuous

## Twelfth Grade AP Literature Summer Assignments

Mrs. Kate Atkins

2021-2022 School Year

[kate.atkins@knoxschools.org](mailto:kate.atkins@knoxschools.org)

Welcome to AP Literature! And for most of you, welcome back to my room. I have missed you!

First, let me outline all of the ways that you are able (and expected) to contact me if you have any troubles along the way:

1. My email is above in my heading. I check it at least once a week in the summer, so use it when you don't need an immediate answer or when you just need to send me something.
2. I have created a Remind account for all AP Literature students. This is how we can communicate via text or app without sharing phone numbers. This is also how I will send out class wide reminders or notifications. To sign up, just text @a9g26a to 81010. This is the most reliable and quickest way to contact me.

**Assignment 1** (due on the first full day of class): Read and **annotate** a choice text from the list below:

*Jane Eyre* by Charlotte Brontë

*Othello* by William Shakespeare

*The Kite Runner* by Khaled Hosseini

*The Crucible* by Arthur Miller

You should include at least 125 annotations of the following type:

- A. 25 annotations that identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. This can be any/all of the characters EXCEPT for a first person narrator (that's its own section).
- B. 25 annotations that identify and describe specific textual details that convey or reveal a setting
- C. 25 annotations that identify and explain how plot orders events in a narrative as well as the function of a particular sequence of events in a plot.
- D. 25 annotations that identify and describe the narrator or speaker of a text as well as identify and explain the function of point of view in a narrative.
- E. 25 annotations that identify and describe the themes of the novel.

**\*\*These annotations must be differentiated in your text. You can do this with different colored stickies, different colored inks, or different symbols. On the inside cover, include your name and the differentiation method you used.**

**Assignment 2:** Complete a moment journal based on your chosen text. The annotations will be a test grade (20% category), and the moment journal will be another test grade.

A moment journal can be found [here](#).

**\*\*\*See the attached notes on [topic vs. theme](#) for help with this assignment\*\*\***

**Assignment 3:**

Complete the attached writing assignment from the 2016 AP Test **using your chosen text.**

**2016 AP<sup>®</sup> ENGLISH LITERATURE AND COMPOSITION FREE-RESPONSE QUESTIONS**

**Question 3**

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

Many works of literature contain a character who intentionally deceives others. The character's dishonesty may be intended either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone's feelings, or to carry out a crime.

Choose a novel or play in which a character deceives others. Then, in a well-written essay, analyze the motives for that character's deception and discuss how the deception contributes to the meaning of the work as a whole.

You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize the plot.

Your paper should be typed in MLA format. Some helpful tips for using MLA can be found on the Perdue Owl website. Pay special attention to the information on in-text citations.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)

Please create and share this document on Google Docs as can edit. Title the document with your last name and the assignment title. Example: Smith Summer Choice Novel Q3

- If you cannot submit your assignments electronically, please contact me immediately so that we can discuss alternatives.

\*This assignment will count as your first formal writing grade (30% category) and will be due on the first day of class. I will not take this assignment late, so if you have any submission issues, it is imperative that you contact me before the beginning of our class.

## NOTES ABOUT ANNOTATION (from the AP Central Website)

### Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure.

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Writer's craft to create effect, such as figurative language, imagery, characterization, etc.