

Plainview High School Pre-AP English II Summer Reading Assignment

Hello, future Pre-AP 10th graders! I am excited you have chosen to continue to challenge yourself academically in Language Arts, and I cannot wait to meet you this fall. However, between now and then, I would like to emphasize the importance of you becoming students who read a wide variety of texts both critically and analytically. I would like you to stay in this practice over the summer as well so that you can engage texts with a critical eye when we begin our coursework in the fall semester. I also hope that your work over the summer can provide a meaningful transition into the Pre-AP English II coursework. The following assignment has been designed with those thoughts in mind. **This assignment is due on August 20, 2020**

Step One: Choose a Book

Listed below are your choices for summer reading. You may pick any one book on this list (or multiple books if you are feeling ambitious), but keep in mind, the books have been selected for their common thread - they have all, for one reason or another, been placed on the banned books list. However, all the books are books of literary merit. **Because of the nature of some of these texts, please have a discussion with your family about which book will best suit you.** I would like you to grapple with new (and sometimes controversial) ideas, but I by no means want a book to be offensive to you or your family. I encourage this conversation between students and parents. If you find that none of the books below are okay with you and your family, please reach out to me, and I will help you find an alternative book.

Slaughterhouse-Five by Kurt Vonnegut
The Hate U Give by Angie Thomas
The Handmaid's Tale by Margaret Atwood
The Kite Runner by Khaled Hosseini

Each of these books is available for a relatively cheap price (\$7-14) at Barnes & Noble, Amazon.com, Ebay.com, half.com, and other online retailers. There is no harm in purchasing a used copy. In addition, I encourage you to look at the public library to check out books, too. If there is a problem purchasing/obtaining the book due to expense, please contact Ms. Anderson.

Contact Information

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Please do not feel overwhelmed by this assignment. Take it one step at a time! I know you are all very capable of completing this assignment. If you are ever having trouble, whether that is

with the book or any part of the assignment, please shoot me an email! I will be more than willing to help you! Below, I will list several websites that might be of help to you throughout this assignment.

1. I highly recommend utilizing **Google Docs** or a **flash drive** to save all of your work.
2. **Purdue Owl website**- for MLA citation and AP rules/expectations
3. **Grammarly website** - to help correct common grammar mistakes (even the best writers can miss errors)
4. **Goodreads website** - for summaries and/or ratings of the books.

Choice Novel Assignment

Please use your best grammar and spelling to complete the following assignment. You may type your responses and attach them if you prefer. Whether you type or write, please follow the outline of this paper. I should be able to easily see what section you are writing about.

Novel title: _____

Why did you choose this novel? Explain.

Journey theme: how is the theme of a journey shown in the novel? Write a one piece paragraph response incorporating one quotation, paraphrase, or summary from the novel with a proper MLA in-text citation.

Characterization: Choose one primary character from the novel and trace how (s)he changes/matures/develops throughout the novel.

Character name: _____

Describe the character's personality at the beginning of the novel	Provide a supporting quotation from the novel with an in-text citation
Describe a change in the character's personality	Provide a supporting quotation from the novel with an in-text citation
Describe the character's personality at the end of the novel	Provide a supporting quotation from the novel with an in-text citation

How does the character's development contribute to a theme in the novel? Write one paragraph. Support your response with textual information from the novel by incorporating a quotation, paraphrase, or summary with a proper in-text citation.

Figurative Language/Rhetorical Devices: You need 2 examples of figurative language from the novel. The 2 examples need to be different from one another (i.e. you cannot choose 2 to be metaphors). Each number should be a full analysis paragraph.

1. Figurative Language #1 (i.e. metaphor, simile, hyperbole...)
 - a. Which figurative piece you chose
 - b. Quote from text
 - c. Your analysis
2. Figurative Language #2 (i.e. metaphor, simile, hyperbole...)
 - d. Which figurative piece you chose
 - e. Quote from text
 - f. Your analysis

** When you are writing your analysis for this section, please ask yourself how and why this figurative language is relevant to the novel.

Oral Presentation: Be prepared to give an oral presentation when we get back from break. Write and present (On the day the assignment is due) a persuasive speech discussing whether or not this book should be banned & of literary merit. I want you to be thinking while you're reading the book of 2 things to help make your persuasive speech thorough:

1. Why/why not this book should be considered a book of literary merit
 - a. Literary merit means it has been criticized as being necessarily subjective, since personal taste determines aesthetic value, and has been derided as a "relic of a scholarly elite"
2. Why/why not this book should remain on the banned books list. Take into consideration what you believe is important to read and learn about in today's society.
 - a. A banned book is a book that has been challenged because it contains profanity, racially offensive, too violent, sexually graphic and violent, encourages homosexuality, and/or conflicts with community values.

GRADING

Summer Choice Novel Assignment Rubric

Category	Advanced 20 pts.	Proficient 17 pts.	Below Average 15 pts.	Does not meet expectation/absent 0-14 pts.
Written Presentation	Assignment is presented with excellent written skills (grammar, spelling, fluency of speech)	The assignment has few errors in the presentation	The assignment has errors in one or more areas of presentation	The assignment has too many errors to understand the student's objective
Theme	The assignment meets all requirements from the assignment sheet	The assignment meets most of the requirements from the assignment sheet	The assignment meets a few of the requirements from the assignment sheet	The assignment meets none of the requirements from the assignment sheet.
Characterization	The assignment meets all requirements from the assignment sheet	The assignment meets most of the requirements from the assignment sheet	The assignment meets a few of the requirements from the assignment sheet	The assignment meets none of the requirements from the assignment sheet.
Figurative Language/Rhetorical Devices	The assignment meets all requirements from the assignment sheet	The assignment meets most of the requirements from the assignment sheet	The assignment meets a few of the requirements from the assignment sheet	The assignment meets none of the requirements from the assignment sheet.
Evidence of Reading/Effort	The project provides ample evidence of the student having read the novel. Project	The project provides some evidence of the student having read the novel. Project	It is evident that the student has not finished the novel. Project shows little effort and planning.	It is evident that the student has read none of the novels. Project shows no effort or planning.

	shows great effort and planning.	shows good effort and planning.		
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Oral Presentation Rubric

	Advanced 25 pts.	Proficient 22 pts.	Below Average 19 pts.	Does not meet expectations/Absent 0-15 pts.
Eye Contact	Constant eye contact with various members; script free	Making eye contact about half of the time, with only a few different audience members. Only glances down at paper, not the audience.	Occasionally attempts to make eye contact. Makes eye contact with only one person. Looks at the audience but makes no eye contact.	No eye contact with the audience. Face hidden by paper.
Voice/Body Language	Voice is loud and clear. Proper pronunciation and enunciation and varied voice inflection are the effectiveness of the presentation. Body language is open and comfortable.	Easy to hear and can be understood most of the time because of good pronunciation, enunciation, speed, and volume. Voice is not monotone. Body language is somewhat reserved.	Somewhat loud - occasionally hard to hear. Pace is okay. Body language is covered by paper and/or distracting movements.	Mumbling is very quiet, poor pronunciation, monotone, too fast. Body language is distracting and takes away from speech.
Content	Is very knowledgeable of their book. Can answer any question asked. Incorporates quotes and analysis.	References their book some. Ties in quotes. Is able to talk about their book with ease	Very little reference to their selected book. Appears to have some knowledge over content	No relations to the book that they "read." Is not knowledgeable of their content
Preparation	Reads (or memorizes) directly from notes. Makes no errors or	Mostly read from presentation notes. Minimal mistakes and/or corrections	Very little reference to notes required. Appears put together at the last	Fully "off script"

	mistakes. Appears to be 100% ready and well rehearsed/	during presentation. Appears to generally know his/her topic.	minute.	
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