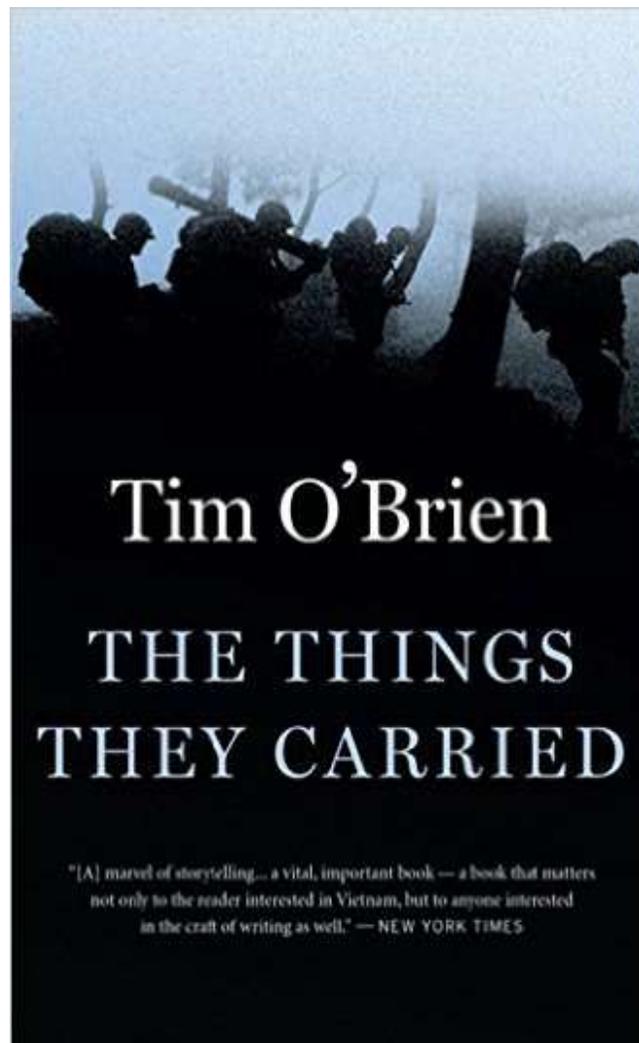




Edinburg High School Summer Reading
Pre-Advanced & Advanced Placement
English 2017



AP ENGLISH LANGUAGE
& COMPOSITION



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Objectives:

- Research the events of 1969 to provide an historical context for your reading of *The Things They Carried*
- Respond and reflect upon the reading experience.
- Create a visual that reflects your understanding of the novel
- Read, analyze and interpret the text by creating a reading log

Activity #1: Background Research Chart

- You will need a spiral, or composition notebook.
- Access to internet or any history books

The events in *The Things They Carried* take place primarily in 1969. Having some knowledge of what was going on in the world politically and culturally will provide a *historical context* and an opportunity for deeper understanding for our reading. Use the Internet, or some other reference sources like books and magazines, to thoroughly create an event chart in your notebook. Be sure to provide a citation at the bottom of your chart for all resources used. Use **Citationmachine.net** to cite where you acquired your information. Use the following example

Politics and World events	Civil Rights and the fight for Equality	Technological advances	Film, Literature, Music, Trends	World events	Cultural events and
					Woodstock Music Festival August 15 to 17, 1969 Billed as a fair of Peace and Music, it promoted peace and love in a time of war.

"Woodstock Music Festival concludes." *History.com*. A&E Television Networks, n.d. Web. 31 Mar. 2017. <<http://www.history.com/this-day-in-history/woodstock-music-festival-concludes>>.



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Activity #2: Reading analysis and interpretation

On the same spiral notebook, you will keep a dialectical journal. You may use either a spiral notebook or a composition notebook. **Please do not type the information out.** Instead write your answers out by hand, as you will keep an ongoing log of readings throughout the year. Have one dialectical entry per chapter of *The Things They Carried- 22 in all.*

DIALECTICAL JOURNALS: The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the novels/books you read during this course. The process is meant to help you develop a better understanding of the text you read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

Procedure:

As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).

In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

If you choose, you can label your responses using the following codes:

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say.

Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O’Brien

Passage	Pg.#	Comments and questions
<p>“they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p>	<p>Pg. 2</p>	<p>(R) O’Brien chooses to end the first section of the novel with this sentence. He provides visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes the reader feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This reflects the confusion that the men felt of why they were fighting the war, and how they clung to the only certainty - things they had to carry.</p>



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Choosing Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding To the Text:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry.

Basic Responses

Raise questions about the beliefs and values implied in the text

Give your personal reactions to the passage

- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...



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Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Activity #3 Visual/Graphic representation

You will create a visual that portrays:

1. A character's personality and experiences
2. five of the things the character carried, physical, emotional, or symbolic
3. five quotes about the character from three or more stories in the novel

Your visual can be:

- a collage
- your own artwork / illustration, a poster
- a slideshow from Power point, Prezi or Moviemaker
- a movie poster (if the book were a movie, what would the movie poster look like?)
- a book jacket or cover that incorporates the requirements or any other idea you may have as long as the requirements are met.

Activity #4 Poetry Analysis

Poets are especially careful to use precise, specific language to describe people, places, objects, actions, and feelings. They choose concrete words that create vivid sensory images. They consider not only the precise meaning of a word, but also the sound of the word, *the connotations or emotional associations* that the word may have for readers.

Read the following poem, analyze the author's diction (word choice). Answer the questions that follow.

Death of the Ball Turret Gunner

-Randall Jarrell

From my mother's sleep, I fell into the State
And I hunched in its belly till my wet fur froze.
Six miles from earth, loosed from its dream of life,
I woke to black flack and nightmare fighters.
When I died they washed me out of the turret with a hose.

In your spiral notebook/composition notebook, answer the following questions.

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1. Who is the speaker
2. What is the situation?
3. Who is the audience?
4. What is the purpose?
5. What is the subject?
6. Give me two tones for the passage.
7. Find a term in the poem for a part of a fighter plane.
8. Find two modifiers that capture the darkness of the sky encountered by the gunner.
9. Find a verb that captures the gunner's cramped position in the plane.
10. What is an image that appeals to the sense of touch and helps to capture the gunner's discomfort.
11. Write down the word that imitates the sound of what it is describing (onomatopoeia).
12. Find a word with connotations of an impersonal, indifferent government.
13. What is the "childish" word that stresses the gunner's vulnerability.
14. What is a strong image that is used as an understatement (litote) for the gunner's gruesome death.

Now keeping in mind all of these connotative words and phrases, connect the poet's attitude toward his subject (tone) with the message of the poem (theme) by filling in the blanks. Then rewrite the paragraph in your notebook.

_____, in his/her _____
(Author's first and last name) (genre)

_____, claims that _____.
(Name of text) (message/theme)

Randall Jarrell's purpose is to _____
(purpose)

in order to _____
(to accomplish what?)

He _____ a(n) _____ and _____ tone for his
(verb: adopts, creates, etc.) (tone) (tone)

(intended audience)

Sample statement:

Conrad Richter, in his novel *Light in the forest* states that children suffer the most when adults fight. Richter's purpose is to reveal these emotions in order to expose the effect that betrayal by adults has upon children. Richter employs an angry and deceitful tone so readers can sympathize with pain and rejection.



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Dear Parents of English Pre-AP and AP Students:

As we end a school year, the English teachers at Edinburg High School would like to let you know that we have your child’s education in mind when we make decisions about summer reading assignments. In order to adequately prepare for AP English exams and to develop your child’s reading and thinking skills within a limited number of months, we require all English I Pre-AP, English II Pre-AP, English III Pre-AP/AP, English IV Honors/AP, and English V Humanities students to read assigned novels during the summer months. Students will be assessed over the summer reading through tests, essays, and class activities during the first week of school. Below, you will find a list of the classes and the **novel(s)** that need to be read prior to the first day of the 2017-2018 school year. Your child will need to acquire the necessary novel and read it during the summer. We have notified Barnes & Noble bookstores on North 10th Street in McAllen, so there should be sufficient copies if you choose to purchase them there. Please feel free to call your child’s current English teacher or counselor if you have any questions as to which novel your son/daughter should read this summer.

Please note: **Failure to read assigned novel will adversely affect your student’s grade.**

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<i>English Course 2017-2018</i>	Novel	Author
English I Pre-AP	Anthem	Ayn Rand
English II Pre-AP	Of Mice and Men	John Steinbeck
English III Pre-AP	Fences	August Wilson
AP Language & Composition	The Things They Carried	Tim O’Brien
English IV Honors AP Literature & Composition	1984	George Orwell
Humanities	A Man’s Search for Meaning	Viktor Frankl

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**The summer reading writing assignments are due September 8, 2017.
The summer reading exam will be on September 8, 2017.**

Thank you,

Edinburg High School English teachers



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Student/ Parent (Guardian) Agreement

STUDENT

By signing below, I guarantee that I fully understand my responsibilities for summer reading and related assignments. I also guarantee to submit my work by the first day of the second week after the school year begins.

Student Signature: _____

Date: _____

PARENT

By signing below, I indicate awareness and understanding of my child's responsibilities for summer reading. I also support my child's efforts to fulfill his/ her classroom expectations to submit the summer reading assignments by their due date. Because your child is too advanced academically to continue to read books within the genre of young adult fiction, the novels chosen for summer reading were written for a mature audience. These selections, sanctioned by AP College Board, represent selections deemed to be books of literary merit.

Parent Signature: _____

Date: _____