

 Rantoul Township

High School Memo

To: Parents of English 203 Students

From: Honors Sophomore English Teachers

RE: 2014 Summer Reading Project

Date: May 20, 2014

Dear Parent/Guardian,

Hello and congratulations on your son/daughter joining the Honors English 2 course next fall. Attached to this letter are the instructions and requirements for the Summer Reading Project that must be completed *prior* to the start of the 2014-2015 school year. The students have also received these requirements and are well aware of the expectations.

The purpose of this letter is to ask for your involvement to make sure your son/daughter completes the requirements during the next few months. In order for your son/daughter to remain in Honors Sophomore English, he/she *must* complete the Summer Reading Project by the first day of class. However, I understand that students may have other responsibilities and obligations during the summer. Although it is not recommended, they will be allowed until the end of the first full week of school to turn in their completed project. *Please keep in mind that they will be penalized for turning in the project late*.

\*Part 2 of the Summer Reading Project asks the student to view the film version of the selected book and create critical comparisons between the two. However, some of the film versions may contain material that you may not feel is appropriate for your son/daughter to see. If this is the case, there is an alternative assignment for him/her to complete instead of watching the film. \*A list of the films and their ratings are attached as well.

Thank you so much for your time. Please feel free to contact me via email (miss.h.yeam@gmail.com) or phone (cell: 847-636-7158). If you need additional copies of the materials needed for this project, I am more than happy to email them as attachments as well. I hope you have a wonderful summer! ☺

Sincerely,

Hannah S. Yeam

Honors Sophomore English teacher

☺ ***Honors English 2 Summer Reading Project*** ☺

Welcome to Honors English 2! I know that the Summer Reading Project may seem overwhelming, but it will help prepare you for my class next year. It is HIGHLY recommended that you get started on this project **as soon as possible**. If you do not complete this project, you WILL be dropped from Honors English 2. If you turn it in by the end of the first week, you will still be allowed to remain in the class, but you will be penalized for turning it in late. *\*Read through the directions carefully and feel free to ask me questions about anything you do not understand!*

**Part 1:** 1) Read *Ender’s Game* by Orson Scott Card. \*You can purchase this book at major book stores, borrow it from the library, or try Amazon.com. 2) Create a **Reflective Reading Journal**:

 **Directions:** 1) You will need to type and print out your Reading Journal. \*If you do not have a computer/printer available, you will need to complete this in a single spiral notebook or organize your entries in a folder/binder with paper. 2) After reading each chapter, you will need to write an entry. The novel is separated into 8 sections:

Section 1: Chapters 1-2

Section 2: Chapters 3-4

Section 3: Chapters 5-6

Section 4: Chapters 7-8

Section 5: Chapters 9-10

Section 6: Chapters 11-12

Section 7: Chapters 13-14

Section 8: Chapter 15

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| *Please follow this format:*Section #: 1) Summary (100 words or less): **5 points**2) Reflection (150-200 words): **10 points** * + - * Select a specific passage(s) or quote(s) from the each section that stood out to you. Consider the following questions as you create your response:
				+ **Provide the page number for each passage/quote.**
				+ Why does the author/character(s) make such statements in the story? What is the purpose behind what he/she is saying?
				+ Does this passage/quote relate to a specific conflict in the story? If so, identify the conflict and explain the relationship between the passage/quote and the story.
				+ What are some social, political, relational, etc. issues/topics brought up in this passage/quote? How does it relate to the book as a whole?

**\*15 pts per section = 120 points total\*** |

**Part 2:** Read a book from the Book List provided on the other side of this sheet and complete the following:

* **Book Review (25 points)**: In a formal essay, you will respond to the following questions in complete sentences: Introduce your novel (i.e. title, author, brief summary). Address the following questions: Did you like your novel? Why or why not? What were some strengths and weaknesses of the novel? What are some personal connections you made to the story/characters? What personal lessons did you gain from reading this book? Would you recommend the novel to other high school students? Why or why not?
* **Movie Review (25 points)**: In a formal essay, compare the movie version to the original book version. What is the purpose behind transforming a novel into a film? Identify the major differences between the novel and the movie. Did the movie version do justice to the book? Why or why not? What is lost when translating a book into a movie? What is gained?
* ***Alternative Assignment****: If you are unable to view the film version or your parent/guardian does not wish for you to watch the film version, you will need to address the following questions in a formal essay instead: What would be the benefits of creating your novel into a film? What would be the drawbacks? What scenes from the book would you make sure you include and why? What would you eliminate and why? Who would you cast for the different roles in your book and why?*

***\*You must choose a novel from this list!\****

1. *Little Women* by Louisa May Alcott (PG – 1994)
2. *Pride and Prejudice* by Jane Austen (PG – 2007)
3. *The Perks of Being a Wallflower* by Stephen Chbosky (PG-13 – 2012)
4. *Jurassic Park* by Michael Crichton (PG-13 – 1994)
5. *The Great Gatsby* by F. Scott Fitzgerald (PG-13 – 2013)
6. *Water for Elephants* by Sara Gruen (PG-13 - 2011)

\*All ratings were taken from **IMDB.com**. Full summaries and explanations of ratings are available on this website! ☺

1. *Seabiscuit* by Laura Hillenbrand (PG-13 – 2003)
2. *The Kite Runner* by Khaled Hosseini (PG-13 – 2007)
3. *Phantom of the Opera* by Gaston Leroux (PG-13 – 2004)
4. *The Call of the Wild* by Jack London (PG – 1997)
5. *The Natural* by Bernard Malmud (PG – 1984)
6. *The Life of Pi* by Yann Martel (PG – 2012)
7. *The Things They Carried* by Tim O’Brien [*\*please watch Rescue Dawn (PG-13 – 2006)*]
8. *1984* by George Orwell **[\*R (i.e. violence, nudity, etc.) – 1984]**
9. *The Lovely Bones* by Alice Sebold (PG-13 – 2009)
10. *The Death And Life Of Charlie St. Cloud* by Ben Sherwood (PG-13 – 2010)
11. *The Help* by Kathryn Stockett (PG-13 – 2011)
12. *The Joy Luck Club* by Amy Tan **[\*R (i.e. violence, sex, etc.) – 1993]**
13. *The Hobbit* by J.R.R. Tolkien (PG-13 – 2012)
14. *The Fellowship of the Ring* by J.R.R. Tolkien (PG-13 – 2001)

**Part 3: Voice Lesson Packet (30 points):** Complete the five exercises in the packet in complete sentences. We will work on several of these throughout the year and will discuss them during the first week of class! The definition of terms is defined below:

* **Diction** (word choice) is the foundation of voice and contributes to all of its elements.
* **Detail** (facts, observations, and incidents) is used to develop a topic, shaping and seasoning voice.
* **Imagery** (verbal representation of sense experience) brings the immediacy of sensory experience to writing and gives voice a distinctive quality.
* **Syntax** (grammatical sentence structure) controls verbal pacing and focus.
* **Tone** (expression of attitude) gives voice its distinctive personality.

**FINAL TOTAL: 200 POINTS!**

**REMEMBER THAT THE SUMMER READING PROJECT WILL BE DUE ON THE FIRST DAY OF SCHOOL!**

***Summer Reading Project Rubric***

*You will be assessed for each section by the following criteria:*

**Part 1: Reading Journal (Each Section)**

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| **Summary**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| **Outstanding****(5 points)** | **Proficient****(4 points)** | **Emerging****(3 points)** | **Beginning****(2 points)** | **Needs Improvement** **(1 point)** |
| **Reflection:** 1) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 2) Use precise language and domain-specific vocabulary to manage the complexity of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic.3) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| **Outstanding****(10 points)** | **Proficient****(8 points)** | **Emerging****(6 points)** | **Beginning****(4 points)** | **Needs Improvement** **(2 points)** |

**Part 2: Book & Movie Review**

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| **Book Review**: 1) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.2) Use precise language and domain-specific vocabulary to manage the complexity of the topic.3) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| **Outstanding****(25 points)** | **Proficient****(20 points)** | **Emerging****(15 points)** | **Beginning****(10 points)** | **Needs Improvement** **(5 points)** |
| **Movie Review:** 1) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.2) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musee des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).3) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). |
| **Outstanding****(25 points)** | **Proficient****(20 points)** | **Emerging****(15 points)** | **Beginning****(10 points)** | **Needs Improvement** **(5 points)** |

**Part 3: Voice Lessons (Each Exercise)**

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| **Responses**: 1) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).2) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 3) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| **Outstanding****(5 points)** | **Proficient****(4 points)** | **Emerging****(3 points)** | **Beginning****(2 points)** | **Needs Improvement** **(1 point)** |

1. *Little Women* by Louisa May Alcott
2. *Pride and Prejudice* by Jane Austen
3. *The Perks of Being a Wallflower* by Stephen Chbosky
4. *Jurassic Park* by Michael Crichton
5. *The Great Gatsby* by F. Scott Fitzgerald
6. *Water for Elephants* by Sara Gruen
7. *Seabiscuit* by Laura Hillenbrand
8. *The Kite Runner* by Khaled Hosseini 🡪 PG-13
9. *Phantom of the Opera* by Gaston Leroux
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