

Flower Mound High School
Summer Reading Project - English II Pre-AP
(includes World Experience)
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For your summer assignment in English II preAP, you are required to:

- read Harper Lee's *To Kill a Mockingbird* (avoid the film)
- read John Knowles' *A Separate Peace* (REALLY avoid the film)

I strongly recommend that you annotate both books as preparation for class discussion and the test you will take the first week of class. An instruction page is attached. If you cannot obtain your own copy of either novel, come see me in room 1420 before school is out. Feel free to e-mail me if you have any questions.

In addition to tests over both novels during the first week of class, you will turn in novel notes by the end of the first week. Instructions are attached in case you want to get an early start. Novel notes should be hand-written.

Remember that AP/preAP students do more than is required. They come to class prepared for discussion, ready to THINK.

Getting an early start on your reading is recommended in case you run into problems; however, please review the books before the beginning of the school year in order to refresh your memory. Spring students will need to seriously re-visit the novels over the winter break.

Be aware that some background is assumed at this stage of your academic career. If you have gaps, you should begin to fill them.

- Students should be thoroughly knowledgeable about Greek mythology. An excellent resource is Edith Hamilton's *Mythology*, available in paperback.
- A strong background in Aesop's fables, fairy tales, and Bible stories is also recommended, as good literature is filled with allusions to this heritage.
- A good source of philosophy is Jostein Gaarder's *Sophie's World*; some of it may seem a bit "out there" (all the more interesting to teenagers!), but the information is excellent.

You can access course information over the summer and during the school year on both my SchoolWeb site and on SchoolNotes.

You will need 3x5 and 4x6 lined note cards for class beginning immediately. Please plan accordingly. (Novel notes must be on 5x8 lined note cards.)

Finally, sign on to CollegeBoard.com and register for the SAT question of the day – this is EXCELLENT test prep for the PSAT. You should also check out the web site www.freerice.com – this site provides great vocabulary practice.

Suggestions for Annotating a Text

annotate – verb – to furnish (a literary work) with critical commentary or explanatory notes

Careful readers often annotate their texts. Here are some suggestions for how to make notes in your novels. (If the book is NOT yours, you may use stickies.) Many of these terms will not be familiar to you, especially if you did not have English I preAP, but, as an independent learner, you should be able to research and find definitions and examples to help you.

Inside Front Cover – Character list with small space for character summary and for page references for key scenes, moments of character development, etc...

Inside Back Cover – Themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc... List and add page references and / or notes as you read.

Chapter summaries / titles – At the end of each chapter, write a brief summary of the plot as it occurred in that chapter. This does not have to be long or greatly detailed, but should include all relevant incidents, then go back and write a one-phrase summary as the title of the chapter.

Underline – Within the text of the book, and **as you read**, underline or otherwise note anything that strikes you as important, significant, or memorable. If possible, write brief comments with the side margins that indicate your motivation in underlining. Focus on essential stylistic devices (diction, syntax, imagery, literary devices, tone) and elements of literature (plot, setting, characterization, point of view, and theme). Explain significance of the underlined text in the margin in a few words.

Brackets – Use brackets, **as you read**, together with abbreviations and symbols to indicate passages (too long to underline) that contain important themes, wonderfully nuanced descriptions, especially delightful phrasing and / or syntax, provocative assertions, and figurative language. And, of course, write comments and analytical snippets to clarify your thinking. You may use post-it notes for more extensive commentary.

Vocabulary / unusual diction – Within the text of the book, circle words that are unfamiliar to you or whose use strikes you as unusual or inventive. Look up words in a dictionary that seem essential to an understanding of the meaning or the sense of the author. Jot a brief definition or synonym in a nearby margin.

Questions – Actively engage the text and confirm your understanding of each chapter by writing your own questions. These may be essay, short answer, or thoughtful multiple choice. You may do these on paper if you choose.

Shifts – Note all shifts in point of view. Note all shifts in time. Note all shifts in diction and syntax.

The Process:

There are a number of procedural expectations that make annotation practical and effective.

1. Implement a consistent system. Use the same abbreviations and symbols every time you annotate. (See below for examples.)
2. Use one color ink to do initial marking while reading, then go back with another color or colors to mark more thoroughly once you have finished a larger section and have had time to think about it. Why? You may change your mind or get it wrong the first time, or subsequent discoveries may prompt a reevaluation or earlier findings.
3. Do underlining, bracket notations, and circling as you read.
4. At chapter or section ends, stop to index page numbers on your front cover list of character information and traits as well as on your back cover list of themes, images, allusions, etc. Also, write chapter summaries and the end of the chapter questions at that time.
5. Be neat and be disciplined.

Some suggested ABBREVIATIONS / SYMBOLS:

b/c = because	= change
+ = and	PLOT = plot item (and / or use one of the following):
w/ = with	EXP = exposition
w/o = without	TP = turning point
b/t = between	Cf = conflict
e.g. = for example	RA = rising action
ex = example	Cx = climax
info = information	FA = falling action
b4 = before	RES = resolution
= increase, improvement, rising	Ch = characterization
= decrease, decline, falling	S = setting
* = important	POV = point of view (mention type: 1 st person, limited omniscient, etc.)
** = very important	Th = theme
# = of the utmost importance; crucial to understanding	Top = topic
> = use caret to point to an exact location	LT = literary term (identify the term by name: irony, tone, foreshadowing, personification, metaphor, symbol, etc.)

Final Thoughts on Annotation:

Think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read more critically – any attempt to annotate your book will help you to understand the reading as you read – and will help you return to the reading with confidence later.

Annotation Guidelines

Above all, if you don't know what something is, LOOK IT UP! Google (and wikipedia) CAN be your friend, when used correctly.

To Kill a Mockingbird

As you read, be aware of:

- allusions (you'll need to look up their original meanings)
 - Atticus
 - Calpurnia
 - Battle of Hastings
 - Dracula
 - *Gray Ghost*
 - Tom Swift
 - pocket Merlin
 - Ivanhoe
 - camellia
- minor characters and their relationships to major characters
- minor incidents and their relationships to the overall plot and theme
- Scout's changing attitudes
- Scout's character growth

A Separate Peace

As you read, be aware of:

- allusions (you'll need to look up their original meanings)
 - Phineas
 - leper
 - fall
 - tree
 - Lazarus
 - Maginot Line
- each character's:
 - decision in regard to the war
 - "Maginot Line"
 - "separate peace"
- the relationship between Gene and Finny

Format for Novel Notes

Use 5 x 8 index cards and include the following elements:

one:

Graduation Year		
Your Name		
Title of Work (year published)		Author's Nationality/Key Info
Setting(s):		Genre:
Characters:		
Point of View/Structure/Style:		
Archetypes: (if you are uncertain about this, we will fill it in later)		
Symbols: (note that that's plural – and should include the meanings of the symbols)		
Themes: (note that that's plural – should each be a complete sentence, independent of the literary work!)		

Two (or back):

Summary of work:
(Although it must fit on one side of a card, make sure it's complete! Remember, this is to help you to study for the AP test; a weak summary will be no help to you later.)

Three (or 2nd card):

Meaningful Quotations: (at least 5!)
