

Summer Reading Assignment 2020

English II

Welcome to English II World Literature! I am so excited about this year with you! Together, we will hone our writing skills, develop our critical thinking, explore new countries and cultures and focus on reading comprehension through literature. This means we set the bar high in English II. Consider this assignment your first step in this process; these assignments and novels lay the foundation for your grade and your work ethic in this class, so I expect you are not putting your assignment off until August.

A word on late work in my class: Late work is not accepted in my class, even for partial credit. This means you have an excellent opportunity to be prompt with submitting your first assignment in English! (Assignments submitted even later in the day will not be accepted.)

The goal of this assignment is to keep your brain active during the summer, and I really believe you're going to love this novel. Below, you will find all the specific details for your assignment. If you have any questions at all, please don't hesitate to contact me.

Have a great summer! I look forward to meeting you!

Ms. Russell

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SUMMER READING ASSIGNMENTS

Part I

Read and Annotate *Nectar in a Sieve* by Kamala Markandaya

This novel will set the tone for our reading and understanding of other cultures through world literature. Through this, our goal will always be to lead our thinking with integrity and empathy. As you read, please annotate your novel. While annotations are not always hyper focused, I want you to consider characterization as you annotate this summer. In order to prepare you for your STEAL worksheet (Part III), highlight in different colors and make notes in the following parameters:

- Yellow: Speech
 - What does your character say? What is said about them? Why is it important? Please don't feel like you have to highlight every single time your character speaks; rather, focus on the important pieces of dialogue that moves the plot forward or relates to the theme of the novel.
- Blue: Thoughts
 - What does your character think? What is the importance of these thoughts? How does it relate to the themes of the novel? What does it tell us about your character?
- Orange: Effect on Others
 - What kind of impact does your character have on the people around them? Does he/she make others worried? Does he/she make them happy? Why might this be important?
- Pink: Actions
 - What actions do your character take that make them who they are? What qualities are shown through these actions?
- Underline: Looks
 - What does your character look like both physically and metaphorically? Do they have physical differences? Why is this important? Why would the author include this information? What does it tell us about the character?

While you work and read, you may find other bits of information that will prove interesting in a writing assignment or that may help jog your memory for studying for your quiz. Other annotations may include:

- Questions
- Sections you enjoyed
- Connections to other texts (songs, films, novels, poems, etc.)
- Literary devices
- Themes
- Motifs

These annotations will be graded, so please be sure you are writing in your novel.

Expectations:

Below, you will find a list of my expectations for your literary device journals. The goal of this assignment, remember, is to ensure you have a firm working knowledge of literary devices, but also the novel and its important themes, plot and characters.

Basic Annotations

- Highlight at random
- Highlights only, does not make comments or comments are lacking depth
- Does not cover the entire novel, but rather focuses on a specific area

Higher Level Journals

- Highlights many instances of each letter of STEAL
- Makes insightful comments in the margins, focusing on analysis and connecting character traits to themes
- Makes connections to different texts in the margins (previous novels read, poems, films, songs, etc.)
- Considers the purpose behind the author's use of the character traits

Annotations Rubric

Format	Format follows the appropriate coloring system and includes notes in the margins.	/5
Quality	Notes are spread throughout the novel and are thorough. Annotations make sense (they are not highlighted at random) and are coupled with commentary. Annotations represent a deep understanding of the novel, its characters and themes.	/25
	Total	/30

Part II

Complete a literary device journal with 10 entries

For this portion of the assignment, you will explore literary devices throughout the text, define the device and explain their purpose. An example is below, as well as a rubric setting expectations.

Some reminders:

- Do not use a literary device twice.
- Be sure to spread your devices across the novel; points will be deducted if you have only examined the first part of the novel.
- If you are unfamiliar with literary devices or need help with specific definitions, visit literary-devices.com.
- Use MLA citations and page numbers.
- Pay close attention to these definitions; we will spend a lot of time covering literary devices, so I will expect you to already have a working knowledge of them from this assignment and from previous years of English.

Example

Literary Device Journal Entry 1	Pride and Prejudice
Literary Device: Irony	"It is a truth universally acknowledged that a man in possession of a good fortune, must be in want of a wife" (Austen 2).
Irony: The use of irony in literature refers to playing around with words such that the meaning implied by a sentence or word is actually different from the literal meaning. Often irony is used to suggest the stark contrast of the literal meaning put forth. The deeper, real layer of significance is revealed not by the words themselves but the situation and the context in which they are placed.	Explanation: In the first line of her novel, Jane Austen sets an ironic tone early. This quote is ironic because it is not, in fact, a man in possession of a good fortune who wants a wife in the late 1700s/early 1800s. It is the direct reverse. Young women wanted a man with good fortune for a husband. Through this irony, Austen's criticism of marriage and wealth set the tone for the rest of the novel and will be demonstrated through her characters Elizabeth Bennet and Mr. Darcy.

Expectations:

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Basic Journals

- Use basic language
- Does not analyze, but merely regurgitates
- Writes what you think or feel about a passage's meaning
- Uses only two or three basic sentences
- Explains the literary device in the context of the quote, rather than the whole of the novel and its themes

Higher Level Journals

- Analyzes the text specific to the literary device, focusing on the greater themes and understanding of the novel
- Uses the literary devices to make insightful connections to the novel as a whole
- Makes connections to different texts (previous novels read, poems, films, songs, etc.)
- Considers the purpose behind the author's use of the devices
- Uses complex language and sentence structures
- Uses several sentences of explanation

A Word on Academic Integrity

Throughout this process, there is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes, Shmoop, eNotes or BookRags will be viewed as cheating and you will receive a zero. If you have questions on this or formatting, email me at hrussell@lexingtonchristian.org.

Literary Devices Journal Rubric

Format	Format follows the example given exactly. Journals are typed with in-text citations and appropriate labels. Grammar, punctuation, capitalization, and academic language are all flawless. Slang is avoided, and contractions are not used.	/25
Quality	Journals are more than one sentence long. They demonstrate thought and critical thinking. Student goes beyond description, but examines the uses of literary devices fully. All thoughts are the student's own and at least ten are completed (with no duplicates).	/25
	Total	/50

Part III

In Class: Respond insightfully on a STEAL worksheet

On the first day of class, we will work together to respond insightfully on a STEAL worksheet. This worksheet and characterization discussion will help set the tone for characterization in English II. Because authors use characters to forward plots and convey theme, we will become experts on characterization and continue to build on prior knowledge. To begin to do so, we will use the acronym STEAL: Speech, Thoughts, Effect on Others, Actions and Looks.

Expectations:

- Choose one of the characters in the novel to fill out a worksheet on STEAL.
- Respond to each letter of STEAL (Speech, Thoughts, Effect on Others, Actions, and Looks, with *at least* two sentences explaining two differing qualities of your character and two quotes to back those arguments up.
- At the end of the assignment, combine the qualities and answer those two questions in complete sentences. Though these are not full essay questions, I should see insightful commentary and a level of understanding of the text and its themes.

STEAL Worksheet Rubric

Format	Format follows the example given. Each letter includes two qualities (two sentences) and two quotes. Grammar, punctuation, capitalization, and academic language are all flawless. Slang is avoided, and contractions are not used.	/10
Quality of STEAL	Quotes used are not random, but prove the quality chosen for the characters. Each explanation and quote demonstrate thought and critical thinking Student goes above and beyond description, but analyzes the character completely. All thoughts are the student's own.	/25
Quality of Short Answer	Short answer questions include insightful commentary and tie the character into a larger theme and prove understanding of the novel as a whole. The student goes above and beyond in description and focuses on analysis.	/15
	Total	/50

Attached is an example of the worksheet. Again, this will be completed the first week of class.

Part IV

In Class: Timed Writing

During the first week of school, we will complete a timed writing that serves as a diagnostic tool. I will provide you with a prompt and you will be able to use your novel, literary device journal, and STEAL worksheet. This assignment is to help me gauge where you are individually with writing and provide a few areas of opportunity for growth in your writing.

Part V

In Class: Quiz

During the first week of school, you will also take an in-depth quiz over the novel. On it, you will be asked to respond to questions over details and overall themes of the novel. This quiz will not be open book, nor will you be permitted to use any notes or materials. This quiz is not meant to trick you, nor is it meant to put you at a deficit early in the semester. However, if you have merely read Sparknotes or Shmoop or other online summaries, please do not expect a good grade.

FINAL COMMENTS & CHECK LIST

In order to effectively prepare us for the next step into English III and other upper-class courses, English II will set the bar of learning high. We will work through many assignments together, but I do expect a level of independence when reading and writing to prepare you for these next steps.

As a reminder, I am extremely serious about academic integrity. Please review LCA's policy on cheating and plagiarism. If you have used your friends' notes, Sparknotes, or other online summaries, you will receive a zero. There will be no exceptions.

Your assignments are due on the first day of class. I do not take late work, so it is a good idea to pace yourself throughout the summer and complete these assignments early. Please do not expect good grades for work thrown together the night before the due date.

My goal is to support you in any way I can. Throughout the summer, if you find you have questions over the assignments given, please do not hesitate to reach out to me ([hrussell@lexingtonchristian.org](mailto:h russell@lexingtonchristian.org)). This is a great time to advocate for yourself and take ownership of your education! Below is a final check list and points associated with each assignment.

Assignment	Point Value	Due Date
Read and annotate <i>Nectar in a Sieve</i>	30	August 12, 2020
Complete literary device journal	50	August 12, 2020
Respond insightfully on a STEAL worksheet	50	In Class: August 12, 2020
Timed Writing (diagnostic)	50	In Class: August 14, 2020
Quiz	30	In Class: August 13, 2020
Total	210	