Summer Reading Assignment 2022

English II

Welcome to English II! I am so excited to have you in class this coming year! Together, we will hone our writing skills, develop critical thinking skills, and focus on reading comprehension through literature. This means the bar is set high and builds on what you have learned in your previous English classes. Consider this assignment your first step in this process; this assignment lays the foundation for your grade and your work ethic in this class, so I expect you are not putting your assignment off until August.

This assignment aims to keep your brain active during the summer. 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 am looking forward to August!

Mrs. Redmon

bredmon@lexingtonchristian.org

SUMMER READING ASSIGNMENTS

Part I

Read and Annotate *Night* by Elie Wiesel

This novel will set the tone for our reading this year. Through this, our goal will always be to lead our thinking with integrity and empathy. As you read, please annotate your novel. When you annotate, consider:

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

I will not collect these notes, but they will make your life easier when completing your assignments, studying your quiz and writing your diagnostic essay during the first week of class.

A Note on the Text

Elie Wiesel's retelling of his experiences as a Jew during the Holocaust can feel extremely heavy and dense. I suggest you read this novel starting at the beginning of the summer and not wait until the week before school. When we return to class, we'll discuss the overall themes of the book, why it's important to read, and how Christians can find hope, even in the direst of circumstances. Below, I've included a few resources to help you grapple with some of these difficult topics.

- [Elie Wiesel on Hope, Compassion, and the Power of Youth](#)
- James 1:2-4
- Romans 8:18
- John 16:20
- ["Hope" is the thing with feathers by Emily Dickinson](#)
- [Elie Wiesel's "The Perils of Indifference" Speech](#)

Part II

Complete a Literary Device Journal with 10 entries for *Night*

Literary devices are a key component in any text. It is imperative that you understand their use in literature, the significance of literary devices, as well as the implications of their use. For this portion of the assignment, you will explore literary devices throughout the text, define each device and explain their purpose. An example is below, as well as a rubric setting my expectations.

Some reminders:

- o Do not use a literary device twice. Find literary device definitions and help here.
- o Be sure to spread your devices across the novel; points will be deducted if you have only examined the first part of the novel.
- o If you are unfamiliar with literary devices or need help with specific definitions, click here.
- o Use MLA citations and page numbers. More information on MLA citations here.
- o 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

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 Journals

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

Higher Level Journals

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

- o Uses complex language and sentence structures
- o Uses several sentences of explanation

Academic Integrity

Throughout this process, there should 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 bredmon@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

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, annotations, literary device journals, and Bible Study questions. 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.

FINAL COMMENTS & CHECK LIST

As a reminder, I am extremely serious when it comes to 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. 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 about the assignments given, please do not hesitate to reach out to me bredmon@lexingtonchristian.org. This is a great time to advocate for yourself and take ownership of your education! Below is a final checklist and points associated with each assignment.

Assignment	Point Value	Due Date
Read and annotate *Night*	N/A	August 10, 2022, at the beginning of class
Complete Literary Device Journal	50	August 10, 2022, at the beginning of class
Timed Writing (diagnostic)	50	August 11, 2022, during class
Total	**100**	