



English 11 (one book)

All Incoming Bishop students are required to complete summer reading prior to the start of the school year. Please review the instructions carefully and direct any questions to Mr. Tim Flanagan (tflanagan@bishopdiego.org).
Happy reading!

All students are required to follow the attached **annotation guide**, which requires purchasing copies of the books. Annotations may be checked at the start of the school year.

Projects are required by all students **except** those in AP English Literature, and AP English Language. These are due on the first full day of school. See project descriptions below.

Select one of the following fiction OR nonfiction options. For a description, visit [Amazon.com](https://www.amazon.com).

Nonfiction Options:

BLACK LIKE ME, John Howard Griffin
AUTOBIOGRAPHY OF MALCOLM X, Malcolm X and Alex Haley
OUTLIERS, Malcolm Gladwell
DEVIL IN THE WHITE CITY, Erik Larson
SUPERFREAKONOMICS, Steven Levitt and Stephen Dubner

Fiction Options:

THE THINGS THEY CARRIED, Tim O'Brien
HOW THE GARCIA GIRLS LOST THEIR ACCENTS, Julia Alvarez
SLAUGHTERHOUSE-FIVE, Kurt Vonnegut
THE HEART IS A LONELY HUNTER, Carson Cullers
THE BLUEST EYE, Toni Morrison
CATCH-22, Joseph Heller

Requirements: read and annotate (using the attached guide), and complete one of the attached project options.

AP English Language and Composition (three books)

Assignment packets are distributed by Ms. Combs. Late enrollees should contact Ms. Combs for the assignment (mcombs@bishopdiego.org). The information below pertains only to the materials and does not provide an explanation of the assignment.

AUTOBIOGRAPHY OF MALCOLM X, Malcolm X and Alex Haley
EVERYTHING'S AN ARGUMENT, Lunsford, Ruskiewicz, and Walters (ISBN: 9780312538613). Chapters 1-5, only.



Choose one of the following:

OUTLIERS, Malcolm Gladwell

SUPERFREAKONOMICS, Steven Levitt and Stephen Dubner

NICKEL AND DIMED IN AMERICA, Barbara Ehrenreich

SCRATCH BEGINNINGS, Adam Shepard



Summer Reading Annotation Instructions

Reading is an ACTIVE process that requires you to annotate your text. Annotating is not underlining or highlighting. It requires making notes in the margins to help you identify important developments, questions that arise, connections to life or other works, etc.

When you read this summer, you are required to annotate. Your teacher will check for thorough annotations in your summer reading book at the start of the school year. Typically, critical readers will find one or more passages or words to annotate on every page.

Below is an overview of annotating and the following page provides an illustration to help you if you're new to annotating. LOOK THIS OVER CAREFULLY as it will serve as your guide.

Annotation Overview

1. Look up vocabulary words that you don't know and write in the closest synonym.
2. Underline passages that reveal crucial information. Be sure you make a note in the margin that explains the underlining. **NO HIGHLIGHTING!**
3. Use sticky notes for major ideas – color-coding for related concepts.
4. Write a brief summary at the end of each chapter to ensure understanding.
5. React to the text by making notes in the margins.
6. Using consistent symbols will speed up the process. Feel free to create your own, but be consistent.
 - **C = Character** – indicates an introduction, description, or character development
 - **T = Theme** – make note of the theme in the margins. This helps quickly identify these passages for class discussion
 - **S = Setting**
 - **P = Plot** – important development (rising action), and climax
 - **T-T = Text to Text** – References or connections to other works/literary allusions
 - **T-W = Text to World** – Connections to other topics, history, etc.
 - **T-S = Text to Self** – Personal connections to the characters, themes, etc.
 - **!** = Something surprising or unusual
 - **?** = Something confusing
 - ***** = Something very important
 - **☺** = Something you liked
 - **☹** = Something you dislike or disagree with

If you are struggling with the reading, reread it! Paraphrase as you go. If necessary, get help from someone.

HOW to Annotate

* Annotating is simply taking notes about what you're reading

What you can take notes for:

- *Setting
- *Characters
- *Noticing Figurative Language
- *Connection to Themes
- *Connections to other literature
- *New vocabulary words
- *Questions you have about the text
- *Plot [Rising Action, Climax, etc.]
- *Or anything else that come to mind when you're reading ☺

Animal Farm

by

George Orwell

Chapter I

Mr. Jones, of the Manor Farm, had locked the hen-houses for the night, but was too drunk to remember to shut the pop-holes. ~~With~~ the ring of light from his lantern dancing from side to side, he lurched across the yard, kicked off his boots at the back door, drew himself a last glass of beer from the barrel in the scullery, and made his way up to bed, where Mrs. Jones was already snoring.

As soon as the light in the bedroom went out there was a stirring and a fluttering all through the farm buildings. ~~Word had gone~~ round during the day that old Major, the prize ~~Middle White~~ boar, had had a strange dream on the previous night and wished to ~~communicate it to~~ the other animals. It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way. Old Major (so he was always called, though the name under which he had been exhibited was Willingdon Beauty) was so highly regarded on the farm that everyone was quite ready to lose an hour's sleep in order to hear what he had to say.

*Probably a main character

*Setting

*Irresponsible

*Personification

*Who sent word?

*Another main character [?]

*Wait...the animals can talk??



Summer Reading Book Projects

DIRECTIONS: Select one of the project ideas below to demonstrate your understanding of and reactions to the reading. Somewhere on or in your project, be sure to include:

1. your name
2. the title of the book
3. the author
4. the project number

1. Create a childhood for a character

If your main character is an adult, try to figure out what he or she would have been like as a child. Write the story of his or her childhood in such a way that shows why he or she is the way he or she is in the novel.

2. Critique from the point of view of a specific organization

Select an organization that might have a lot to say about the actions or portrayals of characters in the novel you read, and write a critique of the book from its point of view. For example, the Society for the Prevention of Cruelty to Animals might have a lot to say about Lennie's treatment of animals in *Of Mice and Men* by John Steinbeck (1993, Penguin), The National Association for the advancement of Colored People on the portrayal of Crooks, and the National Organization of Women on the portrayal of Curley's wife and the fact that she was never given a name.

3. Social worker's report

If the events in the novel merit it, write up a report as a social worker would on the conditions in the home and whether or not it's a good environment for a child. For example, if a social worker went to the McNabs' house in *Maniac Magee* by Jerry Spinelli (1990, Little, Brown) how would she describe the home and parenting style of Mr. McNab? What would her recommendations be?

4. College application

Create the application that a character you have just read about could write and submit to a college. Use all the information you know about the character and infer and create the rest of it. On the application include Name, Academic Rank in Class, High School Courses Taken and Grades, Extracurricular Activities and Personal Activities, and Work Experience. Choose one of the following questions to answer in a two-page essay from the character's point of view: what experience, event, or person has had a significant impact on your life? Discuss a situation where you have made a difference. Describe your areas of interest, your personality, and how they relate to why you would like to attend this college.



5. School counselor's recommendation letter

Write a summary appraisal from the school counselor's point of view that assesses the character's academic and personal qualities and promise for study in college. The college is particularly interested in evidence about character, relative maturity, integrity, independence, values, special interest, and any noteworthy talents or qualities. Why do you feel this student would be well-suited to attend college?

6. Radio exchange

Your character calls into a radio show for advice. Choose which show your character would call in to and then create the conversation he or she would have with the radio advice giver.

7. Movie recommendations

From all the movies you've seen in the last couple of years, pick five you would recommend that your character see. Give a brief summary of each movie and explain why you think the character should see it.

8. Create a home page

Select several characters and design a home page for each of them, picking out appropriate backgrounds and pictures and then creating information that would tell a viewer about your character. Also, create links to at least five different sites that you think your character would be interested in. Then write up and post on the page an explanation of how you made the decisions you did and what you believe this tells us about the character. You can use Weebly.com for this project.

9. Chat room conversations

Imagine that your character has found other people to talk with while in a chat room he or she found while surfing the Internet. Describe the chat room your character was in and why your character would be drawn to the kind of group that operates the chat room. Then construct the conversation your character had with others while in the chat room.

10. Yearbook entries

Imagine what three or four characters from your novel were like in high school. Cut out a picture of a person from a magazine to represent each character. Mount one picture per page and under each picture place the following information which you will create: nickname of character; activities, clubs, sports they were in and what years; class mock award such as "class clown"; quotation that shows something about the person and what is important to him or her; favorites such as colors and foods; a book that has had a great impact on him or her; voted "most-likely-to" what?; plans after high school.



11. Talk show on issues in novel

Create and perform a talk show around one of the major issues or themes in the novel. For example, after reading *The Crazy Horse Electric Game* by Chris Crutcher (1987, Dell) you might want to discuss the issue of running away from home. Include people to represent several points of view on the issue. You might include characters from the book, a social worker, a police officer, a gang member, etc.

12. Dream vacation

Where do you think your character would most like to go on a vacation? Pick a spot, describe it, and explain why he or she would want to go there or download information from the Internet on the place. Then write a day-by-day itinerary of what the character would do each day and why you think the character would enjoy this activity.

13. Scrapbook

Think about all the kinds of mementos you would put in a scrapbook if you had one. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrap book. Think about Willie in *The Crazy Horse Electric Game* by Chris Crutcher. He would probably have something in his scrapbook to represent his baby sister, his love of baseball, his accident, his experiences in L.A., and soon.

14. Music

After reading a novel, figure out how you would divide up the book into sections. Then, in Garage Band, select a piece of music that you think captures the feel or tone of each section. Record the pieces to create a soundtrack and do voice-overs explaining what is happening in the novel during the piece of music and why you felt this piece of music fit the section of the novel. Instead of voice-overs, you may also write out your narrative.

15. Cause-and-Effect Video

Use the website wideo.co to create a video that examines how certain characters' choices resulted in important events in the novel. Include three choices and their resulting effects.

16. Movie Trailer

Use the trailer templates in iMovie to create a trailer for a film version of the novel. Make sure to include references to the various characters, the setting of the novel, the basic plot, and one or two themes examined in the novel.

17. File a complaint

Adapt the persona of one of the characters who you feel was portrayed in a sexist or racist manner. Write up a complaint explaining what you feel was unjust in your portrayal and explain the actions you would like the author to take to remedy the biased portrayal.



18. Tangible or intangible gifts

Select a character and figure out what two or three things you believe your character most needs or wants. Draw or find pictures to represent these “gifts”—or obtain the actual gifts—and write to your character an explanation of why you picked these things out for him or her.

19. Point of view column

Write an opinion column like those that appear on the editorial page of the newspaper. Choose a theme or topic from the novel you just read and write the column from the point of view of one of the characters. Your character might write about the importance of education or why we should accept people who are not like us.

20. Character monologues

Select an event in the story that characters have different views on. (For instance, Willie in *Crazy Horse Electric Game*, his girlfriend, his mom, dad, and friends all had different views on his running away.) Then write up two or three characters’ opinions on the same event in the form of monologue (one person talking to him or herself).

21. Found poems

Select four chapters from the book you have just read that you consider powerful or interesting. Then select words, lines, and phrases that you think project strong images and show the impact the individual chapters make. Arrange this material into a poem (one for each of the four chapters). Each poem should be a minimum of ten lines. The following example comes from Chapter Twenty in *Spite Fences* by Trudy Krisher (1994, Delacorte):

Violence at the Lunch Counter Sit-in
Fist slammed into George
Hardy’s face
Glasses slid to his chin
Shattered into a spider’s web.
River of red blood
Running from his nose.
It was the red color of the fence
The red color of the earth
on which I stood
It was red
The color of my life this summer
The color of Kinship.



22. Name analysis

Select a few of the characters from the novel. Look up each of their names on a baby name website to see what the name means. Write all the meanings down and then write a short essay for each character explaining in what ways the name is suitable and in what ways the name does not fit the character.

23. A character's fears

One way we get to know characters is to think deeply about them and make inferences based on their actions and on what they and others say about them. Through a person's actions we can learn what they fear and what they want to avoid the most. Select several characters from your novel and write short paragraphs on what you believe they fear the most and what evidence you used to come to this conclusion.

24. Current events

Select five current news or feature stories from television or news magazines that you think your character would be interested in. Then explain how your character would respond to each of the stories and the opinions your character would have about what was happening in the story.

25. A pamphlet

Think of an issue that was very important to your character. Then, using a brochure template in either Word or Pages, create a pamphlet aimed at persuading others of the importance of the issue. Include factual information, testimonials, pictures or graphics, etc. For instance, Charlotte from *The True Confessions of Charlotte Doyle* by Avi (1990, Orchard) might want to create a pamphlet explaining the reasons women should have more life choices.

26. Draw a scene

If you are artistic, think of an important scene and draw it the way you see it. Place the characters in the scene too and then figure out where you were in relation to the characters when you read the book. Then write up an explanation of why you drew the scene the way you did and why you think you were where you were in the scene. What does it tell you about who you related to in the novel?

27. New acquaintances

Select two characters. Then think about three to five people, living or dead, that you would like your characters to meet. Write about how you selected these new acquaintances and what you'd like the character to learn from the people you introduced him or her to. For instance, after reading *The True Confessions of Charlotte Doyle* you might want Charlotte to meet Sojourner Truth so she can see other women who do important work, Madame Curie who worked in a field not many women ever entered, and so on.



28. Book choices for character

Select a character and then choose five books for him or her, thinking about what he or she might like and also what you think they need to know more about. Select books you have read and explain why you selected the books you did for this character. What do you hope your character will like about or get out of the books?

29. Community resources for characters

After looking in the phone book and on the Internet, create a file of community resources that would help a character in your novel cope with an issue. If the main character has alcoholic parents, you could collect pamphlets, names of self-help groups, and any agencies that address the problem. Then create a digital poster using Google Drawing (there are lots of video tutorials for Google Drawing on YouTube) so others can see what is available. Also include a written explanation of the character's issue and why you selected the resource(s) that you did.

30. Family history

Create the history of the family of one of the main characters in your novel. For instance, in *Spite Fences*, what would Mama's life have been like? What major events affected her family? How were such things as holidays and birthdays celebrated? What is important to this family?

31. Detective work

If a detective or police officer suddenly showed up in your book, who or what would he or she be investigating? Write about what the detective is looking for, how he or she knew something was awry or needed investigating, and what was recommended. For example, in *Spite Fences*, a detective could show up at Maggie's home to investigate the physical abuse or an undercover policeman could be in town investigating civil rights violations.

32. The Dating Game

Imagine that some of the characters are writing up bios for their profile on Match.com or eHarmony.com. What would they say about themselves and what would they say they would like in a significant other?

33. Photo album

Think about the events that happened in your book. Decide which scenes or pictures from the book a character would want to remember. Then draw several of these "photos" or find images online for an album page or write about which pictures the character would want in his or her album (this can be done by hand or in one of the many book-creating apps and websites). For instance, in *Freak the Mighty* by Rodman Philbrick (1993, Scholastic), Max would want a picture of himself opening the Christmas present Kevin made for him, a picture of Kevin on his shoulders, and a picture of Kevin bursting in to save him from his brutal father.