

## English II General Reading Assignment

**Due:** the first Friday after school starts

ALL WRITING ASSIGNMENTS ARE TO BE NEATLY TYPED OR HANDWRITTEN IN BLUE OR BLACK INK



Welcome to our “Community of Readers” at Lincoln High School. We believe that reading not only educates the mind but also uplifts the spirit. Sharing in the experience of a common text allows us to bring our many perspectives to one collection of ideas. Literature is an avenue for exploring diverse cultures and responses, and we can do this both by reading many books and by listening to the many voices that discuss a single book. Summer reading is also an opportunity to prepare in advance for the themes, concepts, and terms that we will explore together in English II. Our hope is that everyone at Lincoln, across all grades and disciplines, will share the experience of enjoying literature and discovering themselves in a book.

### English II Reading Assignment

#### Part One

Read the book *Ender’s Game* by Orson Scott Card. As you read, think about the main character’s experiences. What might the author be trying to tell us about war, peace, intelligence, technology, childhood, or adulthood? Which events in the book do you relate to? Which events seem completely unlike your life?

#### Part Two

AFTER you finish your book, choose one of the following projects as a response activity. Base your project on information from the novel, including characters, setting, plot events, and literary devices. Where appropriate, look at reliable research resources such as online literary periodicals, encyclopedias, or news magazines. Keep in mind that these projects are designed to give you a variety of ways to demonstrate your understanding of, interpretation of, and response to the novel. Choose a project that suits your strengths best.

1. Imagine an alternate ending to the book. Create a comic strip of at least four panels that tells the story of your new ending. Be creative, but be sure that accurate characterization and motives back your alternate ending. Supplement each panel with a description telling what is being shown in each scene. This description should include images, dialogue, and setting that explains why your ending makes sense and might be a better resolution to the novel. Art-based projects are will be graded on artistic quality and creativity (comic strips portraying stick-figures will not be accepted). \*
2. Pretend you are one of the major characters and write a series of five diary entries that **cover the time span of the entire novel**. **Each entry** should be *at least* 150 words. Be sure to refer to characters and events in the novel and explain the character’s feelings and thoughts based on what the novel tells you about him or her. Begin your entries, "Dear Diary..." §
3. Write an argumentative essay of *at least* 600 words on whether using children as soldiers is right or wrong. Use evidence from the novel and from your own research. Document all sources according to MLA format. For information on MLA, visit the following Web site: <http://owl.english.purdue.edu/owl/resource/747/01/> §
4. Using everyday items found around your house (toys, leaves, tools, an old shoebox, glue, paper—whatever you have!), create a 3-D representation (a diorama) of a scene in *Ender’s Game*. Your diorama needs to represent the **entire scene**. Consider how you could construct your 3-D piece with items readily available in your house and yard. After making your model, write a one-page explanation of your scene and the personal items used to represent your “unique” creation. \*

§ Written projects should be neatly hand-written or typed drafts that meet word requirements and can be revised in class.

\* Art-based projects will be graded, in part, on artistic quality and creativity.