

English II Honors

Due: the first Friday after school starts

ALL WRITING ASSIGNMENTS ARE TO BE NEATLY TYPED AND SAVED ELECTRONICALLY ON A PERSONAL COMPUTER OR FLASH DRIVE

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.

Assignment #1: 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 you read, 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. Include images, dialogue, and setting that show your full ending. Then write an essay of *at least* 300 words that explains why your ending makes sense and might be a better resolution to the novel. * §
2. Pretend you are one of the major characters and write a series of five diary entries covering the full time span of the novel. **Each entry** should be *at least* 100 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* 500 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/> §

* Art-based projects will be graded on artistic quality and creativity. Use only paper that is 11” x 17” or smaller—no large posters or backboards.

§ Written projects should be neatly typed final drafts that have been edited and corrected for style, grammar, punctuation, and spelling. All written assignments must also be saved electronically to a file that can be retrieved from home or at school during the first week of class.

Assignment #2: *Things Fall Apart* by Chinua Achebe

Read *Things Fall Apart* by Chinua Achebe and complete steps one and two as detailed below. Type and save the accompanying essay as an electronic document.

Step One: *While you read*, identify a social or moral conflict from the book. Pay attention to the decisions that a character makes in response to the conflict. How does the character seek to resolve the issue? How do those decisions affect other characters and/or other conflicts or plot elements within the book? Think about what might be different if the character chose an alternate response or solution to the conflict.

Step Two: *After you read*, write an essay of *at least* 500 words explaining (summarizing) the moral or ethical conflict that occurs in the book and how the character resolves that conflict. Then, write an *evaluative argument* about the character’s decisions and its outcomes. Your essay should include a discussion of the merits of the decision and its outcomes (what was good about it?), a discussion of its drawbacks (what was bad about it?), and an argument addressing what you think the character *should* have done. Essays should be in MLA format and should include specific references to the text.

Assignment #3: Personal Glossary of Literary Terms

For each of the words on the attached list (see next page), provide a definition *in your own words*. Save your glossary as a single electronic document. Be sure to consult the resources listed, or similar literary resources, for your definitions. Standard dictionary definitions are sometimes not appropriate for literary terms. You are expected to have a basic knowledge of these terms at the beginning of the school year. Of course, we will build upon this knowledge throughout the year.

** You will receive instructions during the first week of class for submitting all portions of this summer reading assignment to turnitin.com.

English II Honors/AP Choice Terms for Glossary

Literary Terms

1. alliteration
2. characterization
3. conflict: the three (3) classical types
4. dialogue
5. diction
6. dramatic irony
7. figurative language / figures of speech
8. foreshadowing
9. hyperbole
10. metaphor
11. personification
12. plot
13. point of view
14. setting
15. simile
16. situational irony
17. symbolism
18. suspense
19. theme
20. tone
21. verbal irony

Modes/Genres of Writing

22. allegory
23. anecdote
24. blank verse (poetry)
25. critical review
26. drama
27. epic
28. essay
29. free verse
30. legend
31. lyric poem
32. monologue
33. myth
34. narrative poem
35. novel
36. parody
37. persuasion
38. poetry
39. prose
40. science fiction
41. short story
42. soliloquy
43. sonnet
44. tragedy

Sources for consideration:

<http://www.uncp.edu/home/canada/work/allam/general/glossary.htm>

<http://www.virtualsalt.com/litterms.htm>

Baldick, Chris, ed. *The Concise Dictionary of Literary Terms*. New York: Oxford, 1990.

Preston, C. E., ed. *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th ed. New York: Harmondsworth, 1998.