

## Advanced Academics Summer Reading Assignment 2019-2020

### The Tools:

- [www.EnglishFury.com](http://www.EnglishFury.com): This is our class Web site. Get to know it well. You will use it daily.
- Sign up for Remind messages to receive news and updates: text @SummRead19 to 972-441-4003
- Colored highlighters, pens or pencils and 1 Composition Notebook (**no spirals or loose-leaf paper**)

### The Texts:

- *Breath, Eyes, Memory* by Edwidge Danticatt
- *Kindred* by Octavia Butler

Please purchase your own copies of the books so that you can annotate and color mark in them. At this time, e-books are **not acceptable**. It is important that you learn early how to close read, annotate and analyze effectively in the text. *Note: in some of the books we read, you may encounter mature subject matters and/or difficult situations to understand, strong language, and physical and mental abuse. Make sure that you include your parents in your learning to help with these topics.*

### Assignment 1: Read and annotate both books. You have two and a half months. Pace yourself well.

1. Learn to annotate (also see the list of annotation marks): <http://www.englishfury.com/annotating.html>.
2. Learn to color mark (also see the color legend ideas): <http://www.englishfury.com/color-marking.html>.

### Assignment 2: Journal Entries. Complete the following for each novel. Format: Journal Entry #1: [begin].

1. Write an overview of the novel—you need to show that you have a clear understanding.
2. Write an explanation of narrative viewpoint—who is telling the story and how it affects your viewpoint.
3. Write an explanation of the themes, issues and ideas that the novel raises.
4. Describe the society and historical context and their impact on the characters.
5. Briefly discuss how the setting contributes to or detracts from the story in any way.
6. Discuss the distinctive qualities of the language and writing style and how they impact the reading.
7. Summarize the development of at least two characters.
8. Important quotes that offer insight into the author's purpose and characters' thoughts.
9. Questions that arise during reading.

### Assignment 3: Cultural Commentary

Create a table like the one below. Follow the column headings to discuss the cultural anthropology that appears in the books. Be sure to justify your answers with text evidence. Complete three for each book.

Cultural Evidence	Author's Stance	Text Evidence	Connection to Theme
Luck and superstitions	The author feels that there is no such thing as luck.	"Luck is where preparation meets opportunity."	If you work hard and take small steps toward your goals, you will be successful. Failure means not working or trying.

## Assignment 4: Color Marking and Literary Terms

You will now take a closer look at the text and color mark it to better understand the writer's style of writing. This means isolating **elements** and **techniques** (devices) into categories, then determining how these devices individually and collectively affects the story line.

1. Create a color key (or legend) for each color that you designate for each literary term you intend to use. You will only identify as many terms as you have colors, so up to five. Make sure to give each term its own color.
2. Using the Literary Terms sheet (attached), you will identify and mark an example of each **element** or **technique** you identify in the passage in your book with a different color.
3. When you have finished color marking, study your markings, carefully examining what is occurring within, prior to, and following the passages, and then ask yourself the following questions:
  - Is one color predominant? Why?
  - Is there a logical progression of patterns (images, shapes, forms, structure) from one paragraph to another?
  - Is the progression illogical? Why?
  - Is a specific tone or mood created by the color-marked material?
4. Based on your answers to these questions, and any others you think appropriate, write a brief, 1-2 sentence explanation of each color-marked item with inferences you draw about the use of that particular term and how it reinforces the content.

For example, is a specific tone/mood created by the color marked patterns? Is a character's personality, habits or nuances revealed by the patterns identified? Do the color marked patterns help you articulate the author's purpose? The development of a metaphor, motif, symbol, character, etc.? What does the pattern of language reveal about the author's style? How do the patterns reveal the theme of the text? Write evidence for any of these and any other such evidence that the terms reveal. **Ex.: [www.englishfury.com/color-marking.html](http://www.englishfury.com/color-marking.html).**

**Remember:** You are color-marking individual words and phrases that are significant aspects of the author's **elements** and **techniques**. **DO NOT COLOR-MARK ENTIRE SENTENCES OR GROUPS OF SENTENCES.**

### Submission Standards:

- All summer assignments are due **on the first day of school** at the start of class. You will turn in your books and composition notebook.
- Failure to submit the assignments will result in a zero. This is your first opportunity to leave an impression—let's start the year off on the right track.

**Teachers' Note:** For questions throughout the summer, feel free to e-mail me at [mixedink@englishfury.com](mailto:mixedink@englishfury.com) or text me on Remind at @SummRead19. I try to respond within 24 hours. I'm looking forward to exploring an untraditional approach to learning with you next year! See in you August! ~ms. d.

**Literary Terms Attached**

## **LITERARY TERMS:**

**ALLEGORY** – A story within a story. A story that teaches a moral lesson.

**ALLITERATION** – The repetition of words that have the same first consonant sound.

**ALLUSION** – Indirect reference to a well-known person/place/thing/event.

**AMBIGUITY** – The state of being unclear/difficult to understand.

**ANALOGY** – To compare for the purpose of explanation or clarification (metaphors compare objects to objects; analogies compare relationships to relationships).

**ANAPHORA** – The repetition of the first part of a sentence rooted in Biblical Psalms used to emphasize.

**ANTAGONIST** – Person or force opposing the **PROTAGONIST**.

**ARCHETYPE** – Ideas, characters, stories, images that are common to human experiences across cultures.

**ASSONANCE** – The repetition of a vowel sound in a line of text or poetry.

**BIBLIOMACY** – Foretelling the future by interpreting a randomly chosen passage from a book, especially the Bible.

**CHARACTERIZATION** – Highlighting the details and development of a character.

**CIRCUMLOCUTION** – Exaggeratedly long and complex sentences used to convey a meaning that could have been conveyed with a shorter, much simpler sentence.

**COLLOQUIALISM** – Using language that is exclusive to region, culture, and/or geography.

**CONFLICT** – Struggle between two opposing forces (Internal = man vs. self; External = man vs. man; man vs. nature; man vs. machine).

**CONTRADICTION** – Expresses the opposite of a statement.

**DICTION** – The writer's word choice.

**EUPHEMISM** – An indirect comment or phrase used to soften harsh comments (“kick the bucket” is a euphemism that describes the death of a person).

**FIGURATIVE LANGUAGE** – Metaphor, simile,

**FLASHBACK** – Going back in time.

**FLASHFORWARD** – Expected events in the future, interjected into the main plot, revealing important information to the story that has yet to be brought to light.

**FOIL** – Another character in a story who contrasts with the main character, usually to highlight one of their attributes.

**FORESHADOWING** – Clues or hints to prepare readers/viewers for future events.

**IDIOM** – Word or phrase not meant to be taken literally.

**IMAGERY** – Descriptive language appealing to one or more of the 5 senses

**IRONY** – Contrast between what is expected and reality. (Situational = opposite of what is expected; Verbal = person says one thing but means another; Dramatic – Audience/reader knows something that the characters do not know)

**JUXTAPOSITION** – Highlighting the contrast and comparison between people, concepts, places, ideas or themes that are parallel to another.

**MOTIF** – An object or idea that repeats itself throughout a literary work an image, sound, action, or other figure that has a symbolic significance.

**ONOMATOPOEIA** – A word that imitates the natural sounds of things (boom, zing, ting).

**OVERSTATEMENT/HYPERBOLE** – An exaggerated statement.

**OXYMORON** – An adjective followed by a noun with contrasting meanings (cruel kindness).

**PARADOX** – Illustrate an opinion or statement contrary to accepted traditional ideas (No one goes to that restaurant. It's always too crowded).

**PERSONIFICATION** – Giving human qualities to non-human things.

**PROTAGONIST** – Main character.

**SARCASM** – Use of bitter/ mocking language to point out shortcomings/flaws or to hurt.

**SETTING** – Where the plot takes place.

**SUBTLETY** – Not open or direct.

**SUSPENSE** – Feeling of uncertainty about what is going to happen next.

**SYMBOLISM** – Using an object or action to signify ideas and qualities that means something more than its literal meaning.

**SYNECDOCHE** – A part of something that represents the whole or a whole that represents a part.

**THEME** – The main idea or ideology of a literary work.

**TONE** – The attitude of the writer toward a subject or the audience which influences the reader's understanding of the story.

**UNDERSTATEMENT** – Make a situation seem less important than it really is (I'm fine. It's no big deal; just a tiny, little tumor on my brain).