

# 2017 CVHS HONORS ENGLISH II SUMMER READING

Dear Incoming 10<sup>th</sup> Grade Honors English Students and Parents:

First, congratulations on your choice to take 10<sup>th</sup> grade Honors English next year. The Honors English II curriculum is interesting, fun, and challenging. It is the goal to provide you with enriching class lessons, projects, and experiences to help you master the skills you need to be a successful communicator and to prepare you for the AP experience. CVHS has high expectations for our Honors students.

Your journey in your Honors English class begins this summer with your summer reading. You will be reading the following novel:

## **BLESS ME, ULTIMA BY RUDOLFO ANAYA**

It is recommended that you buy your own book for annotation purposes. The novel can regularly be found at Barnes and Noble, as well as on-line on Amazon.com and at other discount bookstores. If purchasing your book is not possible, you may check it out from the school bookstore (all you need is your CVHS ID card) or the public library, but you must use sticky notes to annotate your book.

Considering that in the Valley of the Sun we return to school far before summer is over, you may use the entire 'summer season' to complete the reading and annotating of this book, **which means you have to finish the book and have completed the below tasks by September 1st.** Throughout the month of August, we will be working with excerpted passages and paired short story, poetry, and non-fiction selections to learn and apply various close reading and writing skills.

Again, we look forward to working with you this next school year. It will be an amazing year of growth for you both academically and personally. If you have any questions about the class or about the summer reading, please do not hesitate to e-mail Mrs. Bingold (Brittany.bingold@gilbertschools.net or Ms. Dennis (Cathi.dennis@gilbertschools.net)

## **BLESS ME, ULTIMA TASKS**

### **STEP 1: CREATE FLASHCARDS**

Create notecards (classic or Quizlet) for the following rhetorical devices:

- Metonymy
- Ellipsis
- Asyndeton
- Diction
- Anaphora
- Polysyndeton
- Parallelism
- Allusion
- Paradox
- Syntax

### **STEP 2: ANNOTATE THE NOVEL**

Fully annotate the five chapters that you feel have the most to do with the subject of adversity, as well as anything that you feel shows how heritage and culture contribute to one's identity.

**Annotate those five chapters for:**

- Important plot events
- Passages that describe or reveal characterization
- Imagery
- Patterns (in meaning or syntax)
- Symbolism
- Analysis of theme
- Identification and analysis of the above rhetorical devices and any additional literary (simile, metaphor, etc.) devices

## STEP 3: CREATE A ONE-PAGER

What does a one-pager do?

- Visually represents what you have read
- Connects literature's thoughts to your thoughts
- Lists the title and author of the work clearly at the top of the page
- Allows anyone who sees it to gain an instant interpretation of your view of the text

### DIRECTIONS:

- 1) Create a visual or image that symbolizes the argument of the novel (so not a picture of New Mexico please)
  - o Draw, cut out, or use a computer graphic to create an image that captures the central meaning of what you have read
- 2) Main Characters
  - o List and describe the story's main characters using two rhetorical devices (at least the protagonist and the antagonist)
- 3) Setting
  - o Include a brief description of the story's main setting using one rhetorical device (don't forget the element of time)
  - o If a story has more than one setting, choose one of the main settings
- 4) Two statements
  - o Write two brief statements in your own words that summarize key elements of the story using one rhetorical device in each statement
  - o Example: For *Romeo and Juliet*, one statement might be, "Romeo and Juliet are members of feuding families."
- 5) The six quotes you will use in your timed write (directly cited from the text)
  - o Include the six meaningful quotes from the text that have to do adversity.
- 6) Personal Connection
  - o Make a personal statement about how what you read impacted you using one rhetorical device.
  - o What surprised you? In what way did the story relate to your life? What did you think about the theme or other ideas presented in the story? ("This reminds me of...", "This makes me feel...", "I learned that...", etc.)

### GUIDELINES

- It must be colorful! (No black and white, please.)
- Use unlined paper (white computer paper will work —no notebook paper accepted)
- Use colored pencils, markers, computer graphics, pictures from magazines, photos, etc. to enhance the presentation of your one-pager
- Must be only one side of the page. You will be able to use this the day of your in class timed write so make sure it is detailed.

Have a wonderful summer! We look forward to seeing you on the first day of class.

Sincerely,

☺ Ms. Dennis and Mrs. Bingold