

**Glenvar High School – Pre-AP 9<sup>th</sup> Grade English Classes**  
**Required Summer Reading Assignment for 2006-2007**

**ASSIGNMENT:**

While reading *October Sky* and *Old Man and the Sea* create READING CARDS as you read the text. Reading cards will help you practice the close reading techniques and critical reading skills you need to master for AP English assessments. The pre-AP English curriculum requires you to comprehend much more than just what happens; you must work to understand and provide written and oral commentary on how the author uses diction and style to convey meaning.

**EVALUATION:**

1. **Reading Cards:** due first week of school
2. **In-class Written Commentary:** on a passage from the book, chosen by the teacher, during the first 3 weeks of school
3. **In-class essay question:** during the first 3 weeks of school

You must have access to the book you are reading on the days of the in-class writing.

**PROCEDURE:**

**I. READING CARDS**

1. **Read through the entire assignment so that you understand each part of the assignment before you begin any cards.**
2. Complete cards as you read...**do NOT wait until you finish the book.** Since the assignment requires a CLOSE READING of the text, the information you must collect cannot be found in movies, plot summaries, or Sparknotes.
3. Create 20 cards. Use 4x6 cards; they should be lined on one side, but you may use colored cards and spiral-bound cards to suit your individual study style.
4. On the first day of school, you will assemble the cards in numerical order, but you will not DO them in order. For example, Card #1 will not necessarily be the first card you do since the symbol you choose will be important to the overall work. In all likelihood, it will be one of the final cards you complete.
5. You may write on the backs (unlined side) of cards – front and back still only constitute 1 card. Start each card on the lined side.

6. Write the CATEGORY in big, bold letters on the first line of every card. Write your initials in the upper right corner of each card. Write the number of the card in the upper left corner of each card (see sample card here and online).
7. Cite page numbers for every item on every card, except Symbol (#1), Big Question (#14), and Personal Response (#20)
8. Cards must cover the entire span of the book.
9. The required information on cards should be easy to find and understand, but the cards are tools, so they will not be “final draft” or perfectly neat artifacts. Use lists and bullets for information unless the instructions tell you to use complete sentences.

#1	CATEGORY HERE	Your initials here
<p>*Info from text here (phrase, words, image, etc.)</p> <p>*Include page citation (pg. #) after writing the info.</p> <p>*Write your analysis here. This should be an explanation reading of why you chose this item and its significance to the work as a whole.</p>		

\*All reading cards should follow this format. Read the details of the assignment for more information. Cards should be clearly marked and legible. Since they are to be used to help guide you through a close reading of the text, they do not have to be “perfect.”

Card 1

- 1) A VISUAL SYMBOL important to the overall work on the unlined side of the card; title and author should also be on this side of the card.
  
- 2) An explanation of the choice of symbol and its significance on the lined side of card. Explain in complete sentences.

Card 2 - Write an MLA BIBLIOGRAPHIC ENTRY for the book.

CARDS #3 - #20: Though the cards are numbered, you will not be able to complete them in this order. The only way to be thorough in your analysis of the book is to look for figurative language, striking images, character development, setting, and key passages throughout the novel. **Label every card according to guidelines AND cite page numbers for every entry!**

Cards 3-4 - SETTING: (2 cards)

Identify at least 10 phrases or descriptions that identify the setting of the novel – they may describe time, place, region, atmosphere. Use bullets, phrases

Cards 5-9 - STRIKING IMAGES, IDEAS, EVENTS, OBJECTS, PHRASES, WORDS: (5 cards)

From the novel, choose 5 items that seem significant or striking – may be an image, an event, an idea, an object or thing, a phrase, a word. For each – state the context of the item (what it refers to) and why you think it is significant. Use complete sentences.

(ex: “paper-mache Mephistopheles” (p 23) – This refers to the bricklayer, who never lays any bricks; Marlow describes him as empty and shallow -- an agent of the devil, representing the evils of imperialism.)

Cards 10-12 - FIGURATIVE LANGUAGE: (3 cards) (Look for metaphor, simile, personification, irony, symbol, hyperbole, onomatopoeia, etc.)

Find an example of 5 different types of figurative language used in the book. (a) Record the example, (b) identify the technique, (c) explain its meaning in the context of the book. Use bullets, phrases.

(ex. “the snake had charmed me”(p.7) – metaphor – compares the appearance of the Congo River on a map to an uncoiled snake – one with magical power to fascinate and bewitch)

Card 13 - SUMMARY: (1 card)

Outline the plot of the novel, in a succinct, clear, well-organized manner, using outline form. Label the major conflicts, the climax, and the resolution. Do not DRAW a plot line.

Card 14 - THE BIG QUESTION: (1 card)

Using a complete sentence, write the ONE QUESTION you think the author is asking the reader to explore and contemplate while reading this novel. This should be a general question – a question which can be asked about life itself, or human nature, etc. The question should not be character- specific or novel-specific.

(ex: Can people of varying religious beliefs co-exist peacefully?)

Cards 15-19 - KEY PASSAGES: (5 cards)

Choose one of the characters in the novel that you find intriguing or interesting and find 5 key textual references (phrase, sentence, paragraph, excerpt) significant to character development. Copy the passage correctly (quotation marks, cite p. #) and using complete sentences, explain what the passage reveals about the character (appearance, beliefs, thoughts and feelings, attitudes, changes, ...). Make sure to represent the beginning, middle, and end of the book.

(example: "he had the pose of a Buddha" (p.4) – allusion - The allusion describes Marlow's sitting position and even his trance-like state while he is telling his story. It also identifies him as someone unusual and different from the rest of the crew.)

Card 20 - PERSONAL RESPONSE: (1 card)

Using complete sentences, write about your impression of the book, after you have completed the reading and the note cards. Consider your emotional reaction, positive and negative factors, connections to your own interests and experiences. How did you connect with the book, not "you should read this if you like ..."

***Cards must be completed and ready to turn in on the first day of school. The written assessments below will be administered during the first 3 weeks of school.***

## II. IN-CLASS WRITTEN COMMENTARY

The instructor will select a significant passage from the novel. You will be asked to analyze this passage in terms of its importance to the novel, impact on plot development, impact on character development, figurative language, imagery, etc. You will not be allowed to use your reading cards or book on this assignment.

## III. IN-CLASS ESSAY QUESTION

You will be given a writing prompt and asked to complete an in-depth essay that answers the question and makes specific references the text. This is a timed assignment. You will be allowed to use your reading cards and your books on this assignment.