

**"I'm not telling you it's going to be easy - I'm telling you it's going to be worth it."**

— Art Williams

**The road to GRADUATION starts TODAY.**

**Welcome to HONORS English I at Thibodaux High School!**

### **Why summer reading?**

Ninth-grade students will confront deeper thematic ideas, requiring complex thinking appropriate for the accelerated level. While reading, students will reflect on positive social-emotional skills, such as responsible decision-making, building relationships, and refining self-awareness. Student readers will learn how to relate to fiction and non-fiction in a way that establishes communication between the writer, the reader, and the characters on the page. Powerful writing has a life of its own that continues to speak across generations, and we want our students to be a part of the conversation.

### **What is the purpose of the summer assignments?**

- To form a foundation for the literary and rhetorical objectives of AP study options
- To establish course expectations for active reading
- To introduce course expectations for writing
- To provide experience analyzing both nonfiction and fiction
- To begin consideration of themes: perception, maturity, personal journey, and relationships with others
- To create a shared experience for incoming ninth graders

### **What do we expect students to learn from the summer reading?**

To avoid the pitfalls of merely reading words and acquiring a basic understanding of the plot, students need to be fully engaged with a text in order to grasp its purpose. They need to be reacting to the text, asking questions of the text, and anticipating deeper meanings. Meaningful reading leads students far beyond a simple sequence of events to the universal themes that resonate with all humankind. As students read each book, they will interact with the text, selecting ten passages that seem significant to them and responding to those passages in three-column notes. One of the global goals of the course is to instill in our students a sense of responsibility for their own learning. Summer study requires independent work and begins shaping the student who actively seeks to learn.

### **How will learning through summer study be assessed?**

Summer study will yield (about) half of the grades for the First Nine Weeks. Each column of the double-entry journal must be completed, as instructed, in order to earn the highest marks. The "Analysis" column should have substantive content that clearly reflects the student's interaction with the text. Students will also use their annotations and journal notes in small-group and whole-group discussion including Socratic Seminars. Contributions to the discussion will be additional grades. Students will use their annotations and notes to supply textual evidence in a writing assignment—a summative grade based on a rubric provided at the time of the assignment and based on the expectations of the English I End-of-Course Assessment.

### **What can you expect in your English class at the beginning of the term?**

Having written down their thoughts about the books and connected those thoughts to text(s), students will be ready to begin mastering the standards for 9th and 10th grade English. Careful summer work gives students an academic boost in English class, where regular reading, thinking, and writing constitute the primary vehicles for learning. If, after the first two or three weeks in class, students have received high marks for the summer study notes, class work, and the first essay, they will have a strong foundation on which to build for the rest of the year.

**Any additional questions (after reading this complete packet)  
should be sent to [wrodrigue@mylpsd.net](mailto:wrodrigue@mylpsd.net).**

# 2017-2018 Thibodaux High School HONORS English I Summer Assignment

## 1. Sign up for REMIND Messages.

- Students text @thib2021 to 81010. Students text @thseng1hrs to 81010.
- Parents text @thibparent to 81010. Parents text @parent2021 to 81010.

## 2. Class Site

Visit and bookmark [rodrigueths.wordpress.com](http://rodrigueths.wordpress.com). Access from your phone as well and add to your homescreen.

## 3. Internet Use Agreement

Visit <https://goo.gl/N9Oz5M>. Review the LPSD Internet Use Agreement. Print page 4. Sign and return it the first day of school.

## 4. Access your school Google Account (to be used ONLY for school items).

- Username is your student number (including the 9)@gmail.net. This number can be found on your report cards or in Student Progress Center. The password is LPSDlast four digits of your Social Security Number.
- Create an English folder in your drive.
- Google Drive is meant to help keep you organized.
- Download the FREE app to your phone and log-in.

**Please Note: The Summer Assignment (4 major grades) will be worth a significant chunk of your first grading period grade. Failure to successfully complete the assignment will seriously drop your grade! You will earn your grades based on the QUALITY of your work.**

## 5. Film Analysis: An educated person knows the power of popular culture and the power of a VISUAL TEXT. Please actively watch at least two (2) of the following films (1 Major Grade):

- *The Wizard of Oz* (1937)
- *It's a Wonderful Life* (1946)
- *Rear Window* (1954)
- *The Bad Seed* (1956)
- *Vertigo* (1958)
- *All the President's Men* (1976)
- *Star Wars* (1977)
- *Back to the Future* (1985)
- *Forrest Gump* (1994)
- *Oh Brother Where Art Thou* (2000)
- *Remember the Titans* (2000)

**FILM INFORMATION:** [imbd.com](http://imbd.com)

**FILM TERMS:** <https://goo.gl/2AfR8C>

**FILM ANALYSIS FORM:** <https://goo.gl/xLP6li>

## 6. Reading and Annotating Assignment (BOTH works):

This assignment is not intended to torture you! This assignment is meant to train your brain to be continually engaged in the reading by making observations and connections to the material. Readers often have eyes that gloss over words, but minds are not fully there! We must battle this tendency to become successful in HONORS classes!

### ***Fahrenheit 451* by Ray Bradbury (fiction)**

Set in the 24th century, *Fahrenheit 451* tells the story of the protagonist, Guy Montag. The novel presents a future American society where books are outlawed and "firemen" burn any that are found. At first, Montag takes pleasure in his profession as a fireman, burning illegally owned books and the homes of their owners.

### ***I am Malala* by Christina Lamb and Malala Yousafzai (non-fiction)**

When the Taliban took control of the Swat Valley, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday October 9, 2012, she almost paid the ultimate price. When she was shot in the head at point blank range while riding the bus home from school, few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in Northern Pakistan to the halls of the United Nations in New York. At sixteen, she has become a global symbol of peaceful protest and the youngest ever nominee for the Nobel Peace Prize.

Annotations are meant to help YOU become a more involved reader. Annotations can include:

- Defining new words
- Asking questions (*rhetorical or otherwise*)
- Labelling recurring words and themes
- Making personal connections to the text
- Relating to current events/personal experiences
- Highlighting heading and subheadings (*a great time for inference and predictions*)
- Paraphrasing and Summarizing paragraphs/chapters
- Chunking (*break the work into smaller pieces*)
- Drawing pictures (*great for visual learners*)

Annotation Guide: <https://goo.gl/tcCEV9>

Annotation Sample: <https://goo.gl/eW3kRm>

## **7. Dialectical Journals (2 Major Grades: 40 points per entry)**

Complete five (5) Dialectical Journals to be electronically "shared" by the first day of classes – **NO LATE WORK WILL BE ACCEPTED!!!** The Dialectical Journal assignment is intended to do two things: help you develop your active reading skills and show that you are noticing more about the text than simply the plot. As you read, focus on the *themes* of the novel.

- Entry 1: from *Fahrenheit 451* The Hearth and the Salamander
- Entry 2: from *Fahrenheit 451* The Sieve and the Sand
- Entry 3: from *Fahrenheit 451* Burning Bright
- Entry 4: from *I am Malala* Prologue-Chapter 13
- Entry 5: from *I am Malala* Chapter 14-Epilogue

**ALL ENTRIES MUST BE IN THE SAME FILE!**

**Journal Directions**

- One journal entry per page – typed in 12-point Times New Roman or Arial font. **THEY MUST BE TYPED.** Use page breaks to get to entries 2, 3, 4, and 5.
- Follow the format outlined in these instructions.
- Format: Top MLA Heading

Be certain that you:

- **Analyze and dissect rhetorical and literary devices.**
- **Discuss the AIM (Author’s Intended Meaning) behind the device(s).**
- **Explain the EFFECT (feeling or emotion established by the device).**
- **Explain HOW (how is the device used/or how does it work).**
- **Connect the device found within the quote to the overall theme/themes of the novel.**
- **You must include two or more supporting details.**
- **DO NOT GIVE A SUMMARY OF THE PLOT!!!**

### MLA Works Cited Entry

(Format available at <https://owl.english.purdue.edu/owl/resource/747/22/>)

Quotation	Context	Analysis & Commentary
<p>Select quotations you can really discuss, break apart, and use to see a greater significance.</p> <p>SIGNIFICANT “Exact quotation” (page number).</p> <p><b>REMEMBER:</b></p> <ul style="list-style-type: none"> <li>● Entries 2-5 must be on separate pages using page breaks.</li> <li>● They must, however, be in the <b><u>SAME FILE!</u></b></li> </ul>	<p>75-100 words</p> <p>What was happening in this portion of the book? How do those events affect your understanding?</p>	<p>100-150 words EACH</p> <p><b>VARY YOUR RESPONSES!!!</b></p> <p>What does the passage mean? Why does it matter?!!! No weak little thoughts!!!</p> <p>Possible statement stems:</p> <ul style="list-style-type: none"> <li>● The author’s tone/attitude about ... (specify) is revealed when ... because....</li> <li>● This quotation shows how different life in Pakistan is from ours because...</li> <li>● This quotation reminds me that even though we are different, we are so much alike because...</li> <li>● This upsets/angers me because...</li> <li>● This reminds me of when...because...</li> <li>● This made me sad because....</li> <li>● At this point in the book, I just wanted to tell her/him.....because.....</li> <li>● I was impressed when..... because...</li> <li>● When I read this, I was shocked because...</li> <li>● I feel some tension here because...</li> <li>● The author’s figurative language (metaphor, simile, symbolism, etc.) showcases...</li> <li>● The author’s use of imagery...is able to...</li> <li>● These details show / reveal... (explain)</li> <li>● The author’s use of diction (word choice) demonstrates...</li> <li>● The syntax (sentence structure and length) here (serves what purpose?)...</li> <li>● The purpose of the (repetition, simile, allusion, statistic, etc.) is to...</li> <li>● This reveals the theme of _____ because....</li> <li>● This reminds me of another specific incident (text-to-self, text-to-world, text-to-text) when ...</li> <li>● I infer / conclude that...because...</li> <li>● Based on this line, I predict... (expound)</li> <li>● I am confused here because....</li> <li>● I like how the author uses _____ to show...</li> <li>● These words/actions reveal _____ about the character because...</li> </ul>

# SAMPLE JOURNAL ENTRY

[Typed in 12-point Times New Roman or Arial.]

First Name Last Name

Teacher

HONORS English I-class period

9 August 2017

**Lee, Harper. *To Kill a Mockingbird*. Grand Central Publishing, 1960.**

Summer Assignment: *To Kill a Mockingbird* Journal #1

Quotation	Context	Analysis & Commentary
<p>“He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out” (Lee 3).</p>	<p>The narrator, Scout, is casually discussing how her brother broke his arm and is relating that incident to the summer that her friend Dill came to visit.</p>	<p>The repetition of the pronoun “it” three times in this paragraph creates suspense and serves as a lead in to the flashback of three years ago. The reader questions how Jem “got his arm badly broken” and wonders what the “it” is that began when Dill arrived. The reader questions what events from three years ago led to the accident. The mystery further intensifies with the children’s antics of touching Boo’s house and culminates at the end of the chapter with the “flick” of a shutter. Why is Boo a “malevolent phantom” and why are the children afraid to touch the house? But more importantly, how does “it” lead to the breaking of Jem’s arm? By provoking these questions, Harper Lee sets the mysterious tone of the novel.</p>

# HONORS ENGLISH I

## SUPPLY LIST

- 2" three-ring binder (clear view cover)
- College-Ruled Lined Paper
- Black or blue pens (used on all handwritten work)
- Sharpened Pencils
- Highlighters—yellow, blue, green
- 10+ packs of 4X6 index cards (vocabulary)
- 1 ream white copy paper
- Tissues
- Novel(s) to be purchased\*: (Amazon has been hyperlinked.)
  - *Fahrenheit 451* by Ray Bradbury (June 2017)
  - *I am Malala* by Christina Lamb and Malala Yousafzai (June 2017)
  - Banned Book Selection <http://tinyurl.com/bannedbookrodrigue> (August 2017)
  - *Mythology* by Edith Hamilton (August 2017)
  - *Romeo and Juliet* by William Shakespeare (October 2017)  
PARALLEL TEXT (*No Fear Shakespeare is the preferred edition.*)
  - *A Midsummer Night's Dream* by William Shakespeare (November 2017) PARALLEL TEXT (*No Fear Shakespeare is the preferred edition.*)
  - *A Doll's House* by Henrik Ibsen (January 2018)
  - *To Kill a Mockingbird* by Harper Lee (March 2018)

*\*If financially possible, I suggest purchasing all texts at one time to ensure that the student has them readily available.*