

## HONORS ENGLISH 2 SUMMER READING ASSIGNMENTS

### **Reading Selection::**

Read the novels:

*Fahrenheit 451* by Ray Bradbury

*Big Fish* by Daniel Wallace

**Students must purchase a hard copy of the book and bring it to class on the first day.**

**Assignment: Complete the following THREE expectations for your summer reading assignment.**

- 1. AUTHOR BIOGRAPHIES - BRADBURY AND WALLACE**
- 2. ANNOTATED COPY OF BOOK - BOTH NOVELS**
- 3. DIALECTICAL JOURNAL - FOR ONE NOVEL\***
- 4. PROJECT - FOR THE SECOND NOVEL\***

\* If you complete the dialectical journal for *Fahrenheit 451* by Ray Bradbury or *Big Fish* by Daniel Wallace, you should do a project for the other book. Please consult the directions for each assignment.

### **1. Author Biographies:**

Research and complete a 1 paragraph, double spaced, 12 font AUTHOR BIOGRAPHY for each author. Find why the author wrote this novel.

### **2. Annotating and Close Reading:**

Students must demonstrate evidence of reading and actively engaging with the text. You will be required to bring your annotated copy of the book to class on the first day.

NOTE: See handout that follows called "**ENGLISH II SUMMER READING TIPS - CLOSE READING and ANNOTATING TEXT**" for helpful information.

### **3. Dialectical Journal:**

*Fahrenheit 451* by Ray Bradbury **OR** *Big Fish* by Daniel Wallace

As you read, use a chart to identify quotes or passages that speak to you. Write the passage or quote, give the page number and make a comment or ask a question about the chosen passage. This chart should have at least 15 passages. Use passages that represent the entire novel.

Example from *I Am Malala* by Malala Yousafzai

Passages from the book	Pg #s	Comments & questions
<b>Example:</b> “Malala will be free as a bird.” I dreamed of going to the top of Mount Elum like Alexander the Great to touch Jupiter and even beyond the valley . . . I wondered how free a daughter could ever be.”	26	It seems that Malala was destined to be an equal and as free as her brothers, but her gender clearly makes her question her capabilities. I’m curious as to the freedoms that she will achieve. (Ms. Wargo)

#### 4. Project

**Create a project from the list below for the second book. (If you used *Fahrenheit 451* for the dialectical journal, you must use *Big Fish* for the project and vice versa.**

Pick a project to demonstrate your understanding of **ONE** of the books you have read for summer. Bring this completed project with you on the first day of class.

##### A. **Soundtrack:**

Create a soundtrack for the novel. Each soundtrack must have a created playlist on a slide presentation with links to the songs. You must have a minimum of 10 songs, and each must be tied to a specific moment in the text. For each song, include a typed explanation (3-5 sentences) of what moment from the novel your song corresponds with and why you chose it. Your soundtrack, of course, should be original; in other words, if a soundtrack for the book (or the movie) exists already, do NOT use it as your project.

##### B. **Alternate ending:**

Rewrite the ending. If you were unhappy with the way the book ended, this is your opportunity to change it. You will start with a specific line from the book, and continue writing from there, taking on the point of view of the narrator. (Do not explain how you would change the ending, but instead write it as if you are the author.) This option should be typed and at least 3-5 pages double-spaced in a 12 point size font.

##### C. **Sequel:**

Write a sequel to the novel. Predict what happens next and write a short story in the same style as the novel (for example, if your novel is written from a particular character’s point of view, write your story from that character’s point of view). Your story should be at least 3-5 double-spaced pages in a 12 point size font.

##### D. **Comic book/ Graphic novel:**

Create a comic book based on the novel you read. It should have an illustrated cover with the title and author and be comic book size (5 or more pages). Inside, retell the story with illustrations of the most important characters and elements of the plot. Include dialogue directly from the book.

**E. Meme Book:**

Create a meme book that addresses the ironies that occur in the novel. Create 8 memes that specifically relate to a relevant moment or characterization in the novel. All pictures and wording is to be school appropriate. Include a typed explanation (3-5 sentences) of the moment from the novel your meme corresponds with (cite the page) and what it represents. .

**F. Poem:**

Write an original poem based on the reading. The poem should contain at least 20 lines and should include: figurative language, imagery, repetition, and a specific structure – rhyme, stanzas, rhythm or meter. Include a visual to support the theme of your poem. Write a paragraph explaining the significance of the poem and analysis of the poem to the novel chosen.

**G. Scene/ News Report:**

Film an important scene from the novel. Your video should be about 2- 3 minutes long. It should capture the mood of the scene, and it should portray the characters, plot, and setting as accurately as possible. Submit an outline or script of your scene.

OR write a news story about the major events in the novel and film a “live” broadcast of the story. (2-3 minutes in length) Dress the part! Submit your news report.

**H. Interview:**

Imagine that a character from your book is being interviewed about the events of the book, and create a script depicting this interview. The interviewer should ask questions about the times before and after the book takes place as well as questions about your character’s response to the main events of the book and to the other characters. Your interview should be typed and at least 3 pages double-spaced in a 12 point size font.

**I. Art Symbol:**

Create a piece of art (sculpture, diorama, painting, etc.) that represents the book metaphorically through a symbol(s) you create. This should NOT recap the plot or depict a scene from the book, but instead should creatively and artistically demonstrate an abstract theme or character of the book through the symbol(s) illustrated. Include a written description to explain the significance of the symbol you created. 1 page double-spaced in a 12 point size font.

**J. Research:**

Do some research on the context of the book, including the location where it takes place and the relevant current events of the time period in which the events of the novel occur. Write a 3-page double spaced summary of your findings.

**Students must bring their completed books with highlighting, annotations and project on the first day of class!**

**HONORS ENGLISH II SUMMER READING TIPS**  
**CLOSE READING and ANNOTATING TEXT**

**What is close reading?** Close reading is thoughtful, active, critical reading of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

**What is annotating?**

Think of annotations as “**showing your work**” while you read. You are showing what you are thinking while you read. Thinking is how you connect to the text. This, of course, requires ACTIVE participation with the text, engaging your mind while you read, not skimming the page. Marking important sections can also be helpful in locating them quickly in discussions. What the reader gets from annotating is a deeper initial reading and an understanding of the text that lasts. You deliberately engage the author in conversation and questions.

**How and what do I annotate?**

The possibilities are limitless. Keep in mind the reasons we annotate. Your annotations must include comments. Remember that the purpose is to indicate evidence of thinking.

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss in class or do not understand.
- Note how the author uses language and crafts the text:
  - ✓ point of view / effect
  - ✓ reliability of narrator
  - ✓ setting / historical period
  - ✓ tone / mood
  - ✓ themes
  - ✓ symbols
  - ✓ imagery
  - ✓ allusions
  - ✓ irony
  - ✓ contrasts / contradictions / juxtapositions / shifts
  - ✓ any other figure of speech or literary device
  - ✓ effects of word choice (diction) or sentence structure or type (syntax)
  - ✓ repetition of words, phrases, actions, events, patterns

As you mark, you notice patterns the author uses and shifts in patterns. Notice that annotations are meant to be more than a “scavenger hunt” for literary techniques and devices. Along with marking

these you should comment on the effectiveness or significance of the device. Identifying devices is great, but only if you can determine how they are useful and effective.

**How can I create successful annotations?** You should use any technique that works for you! Here are two suggested ideas:

- **Highlighter Pen and Pencil:** A highlighter allows you to mark exactly what interests you. While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight. Then, use a **pencil to write your comments in the margins of the text**. A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.
  - **NOTE:** Be sure to write notes so that when you go back to review your highlighted passages, you remember exactly why you chose it. If the margins are not large enough, consider writing a number in the margins and then keeping a notebook with comments by corresponding number.
- **Sticky Notes:** Using sticky notes allows you to easily flip through the text and find passages to share. You might even consider color coding them in a way that works for you (yellow=character development; blue=imagery, figurative language, tone; green=symbols)

**Won't this take a long time?** The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

***Approach the works with an open mind.  
Let the literature inspire you and stretch your imagination!***