

## To: Pre-AP English II students 2018-2019

You should understand that Pre-AP English II is a rigorous course. A *serious* commitment to reading and doing other assignments outside of class will be necessary for you to be successful. The expectation is that you will be organized, responsible, and committed in dealing with any assignment or project. If you are not willing to be responsible for doing the work carefully and on time, you should *not* choose to take this class.

### Reading and Writing

In Pre-AP English II, you will write often, and most often it will be timed, in-class essays in which you analyze an author's style. Writing is a fundamental part of this course. Every good English course has a strong reading program. Reading gives us a basis for class discussion and analysis. Reading helps us build critical thinking skills. You may be responsible for purchasing or borrowing at least one novel during the school year. Almost all of the required reading will be done outside of class, and it is possible that you will be reading more than one novel at a time.

### Homework

Pre-AP English II is more than an advanced course. It is the foundation upon which we base our AP English courses. Students in AP English courses will be taking tests that may earn them college credit. I encourage you to accept the challenge of this rigorous curriculum. I also want to prepare you for my very high expectations.

It is important that you keep up with all of your classes. You can expect as much as two hours of homework each week in Pre-AP English II. Oftentimes, that homework is reading, but regardless of the content of the homework, it must be done on time. **LATE WORK HAS PENALTIES.** It is important that you learn this early, as it is often a costly lesson.

As part of the curriculum for Pre-AP English II at Hallsville High School, each student planning to take this course in the fall must complete selected reading assignments over the summer. Students already will have this background information as the course begins next fall, and we hope that this background knowledge will then enhance study of other works during the course.

Please return the **SIGNED** form on the attached page to Ms. Roberts in room B208 before **the end of the year**. If you have any questions, you can reach me at the email listed below. Have a good summer. I look forward to seeing you next year!

*Jennifer Roberts*

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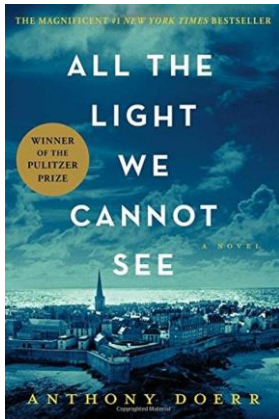
## Pre-AP English 2 Summer Reading Assignment STEPS FOR SUCCESS

### 1. Read all of *All the Light We Cannot See* by Anthony Doerr.

This novel received the Pulitzer Prize for Fiction in 2015. Excerpts of it have appeared on the English II STAAR and it has been included on the AP Literature test. It is highly acclaimed, highly teachable, and already part of the literary canon.

You can learn more background information about the novel on my website:

<https://sites.google.com/a/hisd.com/ms-jennifer-roberts/classroom-news/pre-ap-english-2-summer-reading>



**SUMMARY:** From the highly acclaimed, multiple award-winning **Anthony Doerr**, the beautiful, stunningly ambitious instant New York Times bestseller about a blind French girl and a German boy whose paths collide in occupied France as both try to survive the devastation of World War II.

Marie-Laure lives with her father in Paris near the Museum of Natural History, where he works as the master of its thousands of locks. When she is six, Marie-Laure goes blind and her father builds a perfect miniature of their neighborhood so she can memorize it by touch and navigate her way home. When she is twelve, the Nazis occupy Paris and father and daughter flee to the walled citadel of Saint-Malo, where Marie-Laure's reclusive great-uncle lives in a tall house by the sea. With them they carry what might be the museum's most valuable and dangerous jewel.

In a mining town in Germany, the orphan Werner grows up with his younger sister, enchanted by a crude radio they find. Werner becomes an expert at building and fixing these crucial new instruments, a talent that wins him a place at a brutal academy for Hitler Youth, then a special assignment to track the resistance. More and more aware of the human cost of his intelligence, Werner travels through the heart of the war and, finally, into Saint-Malo, where his story and Marie-Laure's converge.

Doerr's "stunning sense of physical detail and gorgeous metaphors" (*San Francisco Chronicle*) are dazzling. Deftly interweaving the lives of Marie-Laure and Werner, he illuminates the ways, against all odds, people try to be good to one another. Ten years in the writing, *All the Light We Cannot See* is a magnificent, deeply moving novel from a writer "whose sentences never fail to thrill" (*Los Angeles Times*). -- from the publisher and reprinted at [www.pulitzer.org](http://www.pulitzer.org).

PARENTS PLEASE NOTE: This novel is about both the good and evil in humanity. It is set during war and includes some indoctrination of German soldiers and illustrates their rage and hate. There are some brief episodes of violence, a handful of curse words, and one episode of rape which is not described in graphic detail. I encourage you to read the novel with your child and talk about these scenes, but I realize that isn't always possible. Perhaps knowing some of the negative issues the novel confronts will give you an opportunity for dialog. I hope that the novel clearly demonstrates the dangers of an unthinking population and the hope that can come from good.

2. **Make notes** in the book as you read. These are not a grade. These notes are to help you find things easily later. It's good practice. We will use this book to learn and practice several skills during the first 9 weeks.
  - a. How do I annotate? These are only ideas, not rules.
    - Underline or highlight the major ideas.
    - Circle keywords and phrases that are confusing to you.
    - Write notes in the margins restating the author's ideas.
  - b. What kinds of things should I annotate?
    - Words and phrases that wowed or confused you
    - Important scenes or key sections of dialogue
    - Character descriptions, key decisions, motivations, and flaws
    - Connections you make to other texts
    - Figurative language (allusions, metaphors, similes, etc.) used effectively
  
3. **Answer the following questions** on a separate sheet of paper. You may hand-write or type them. They will be a daily grade. The intent of these questions is to engage your academic thinking while reading the novel.
  - A. Discuss how the radio plays a major part in the story and the time period. How do you think the impact of the radio back then compares with the impact of the Internet on today's society?
  - B. The narration moves back and forth both in time and between different characters. How did this affect your reading experience? How do you think the experience would have been different if the story had been told entirely in chronological order?
  - C. This novel is filled with examples of human nature at its best and worst. Discuss the subjects of good and evil throughout the story. What do you think are the ultimate lessons that these characters and their stories teach us about good and evil?
  
4. **Think about** the following questions. **Be prepared to discuss** questions like these during the first week(s) of class. If you are able to answer these types of questions, you will likely be well-prepared for any task(s) related to the novel.
  - What confused you or surprised you in the text?
  - As you read the text, describe how you felt. For example, were you bored, caught up, thinking about characters, thinking about how you might react if in the same situation, enjoying the author's writing style, or enjoying the humor or suspense?
  - Which events in the text are most connected to the setting?
  - Which character or characters did you think learned the hardest or most important lessons in the text? Why did you choose that character?
  - Which character changed the most in the text? How did that character change? What did you learn about that character in watching that change? What did you learn about yourself?
  - Which passage in the text would you consider most significant or most important? Why? Did that passage help shape what you consider to be the message of this text?
  - The plot (the series of events in the text) and the theme (the lesson or message you take away from the text) are not the same. Think of the text you just read. What is the plot? What is the theme? How does the plot relate to or affect the theme?
  - How does the narration affect the story?

5. Students can **expect multiple assignments** over their summer reading during the first weeks of class. Therefore, students must come to the first day of class having read their selected novel, completed their annotations, and prepared to discuss their novel. Examples of assignments include, but are not limited to:

**THIS IS NOT DUE.** After the school year begins, and after some instruction in properly responding with textual evidence, students will respond (in class) to some short prompts. These will be a major grade. An example might be:

When Werner and Jutta first hear the Frenchman on the radio, he concludes his broadcast by saying “Open your eyes and see what you can with them before they close forever” (pages 48–49), and Werner recalls these words throughout the book (pages 86, 264, and 409). How do you think this phrase relates to the overall message of the story? How does it relate to Madame Manec’s question: “Don’t you want to be alive before you die?” (page 270)?

**THIS IS NOT DUE.** After the school year begins, and following some instruction related to writing a literary analysis and a graded class discussion over the novel, Students will respond (a timed writing) to the following AP prompt (adapted to feature this novel).

Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet this gift is often also a burden or a handicap. Select a character from *All the Light We Cannot See* who has been given a gift that is both an advantage and a problem. Then write a well-developed essay analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole.

**SIGN UP FOR REMIND & GOOGLE CLASSROOM**

Parents and students may sign up for Remind notifications. This is for the summer only. **Text: @hhspapeng to 81010.**

**Talk to classmates and Ms. Roberts about assignments.**

You may join the Pre-AP English 2 Google Classroom using the code **wqxc4k.**

**This will be a requirement for the class.**

**Letter of Intent for Pre-AP English II:**

I understand the commitment necessary to succeed in Pre-AP English II. I recognize that my education is important, that I need to learn to commit myself to my work without my parents or my teachers nudging my every move. I am willing to complete the summer reading assignments ON TIME and ON MY OWN. If I have questions, I will email Ms. Roberts and ask questions.

Student's printed name \_\_\_\_\_

Student's signature \_\_\_\_\_

Student's email address \_\_\_\_\_

I understand the commitment that is necessary for my child to succeed in Pre-AP English II. I recognize that my child must make a commitment to his/her education by turning in completed work, on time, done to the best of his/her ability. I will find a way to provide the books, computer access, and internet access necessary for him/her to complete the assignments.

Parent's printed name \_\_\_\_\_

Parent's signature \_\_\_\_\_

Parent's email address \_\_\_\_\_