

## **Students and Parents of incoming freshman,**

Pre AP English I is a rigorous study of grammar, literature and composition which creates a foundation for Advancement Placement English classes which allow students to gain college credit from a high school course. English pre-AP and AP courses contain a challenging curriculum and students must be self disciplined and willing to adhere to a high standard of excellence in their coursework. The curriculum consists of reading classical and contemporary literature, writing literary analyses, and reading and analyzing more than one piece of work at the same time. Students must demonstrate a thorough work ethic, responsibility for their assignments and learn from mistakes in order to succeed in this class. In addition, pre AP English courses are based upon college-level work and sometimes the reading material contains mature language, content or themes. If you find this objectionable, you may want to reconsider pre AP classes.

Before entering the Pre AP English I class, students must complete a summer reading assignment. This assignment ensures that all students understand and are prepared for the class. Students must bring the completed assignment to school the first day of class and it is graded as a test grade. Students should not use Cliff Notes, Spark Notes, or any other type of material such as these to complete this assignment. All students are expected to complete their own work and plagiarism of any kind will be penalized.

In order to complete the Pre AP English I summer assignment students must obtain two books:

*How to Read Literature Like a Professor* (ISBN: 006000942X) and,  
*The Book Thief* by Markus Zusak (ISBN: 9780375842207).

Both books should be easy to obtain. Although it is not a requirement to purchase these books, owning them may be beneficial to the students as they can highlight and annotate in them as they complete their work.

In addition to the summer reading program, students are expected to pass a benchmark test given at the beginning of the course to assess reading, grammar, revision, and writing abilities. A poor showing on this benchmark may result in transfer to a regular English class. Pre-AP and AP coursework is challenging and time-consuming; remediation in basic skills is not part of the AP curriculum.

I look forward to an exciting and rewarding year. See you in the fall.

Sincerely,

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# 2010-2011 Summer Reading Assignment

## Pre AP English I

Begin by reading the following chapters in *How To Read Literature Like a Professor*:

- Chapter 1 – “Every Trip is a Quest...”
- Chapter 11 – “...More than It’s Gonna Hurt You: Concerning Violence”
- Chapter 12 – “Is That a Symbol?”
- Chapter 14 – “Yes, She’s a Christ Figure, Too”
- Chapter 19 – “Geography Matters...”
- Chapter 25 – “Don’t Read With Your Eyes”
- Chapter 26 – “Is He Serious? And Other Ironies”

Once you have completed these Chapters, you should begin reading *The Book Thief* by Markus Zusak. The following activities should be done as you read this novel. You should type these assignments (except where artistic abilities apply) and compile them in a notebook to be turned in the first day of class.

### 1. Character Analysis – (20 points)

- a. List at least ten characters and describe them. Give details about their physical appearance, as well as their personalities and general qualities.
- b. Also, choose a song that represents each character and either include the lyrics to the song (written) or create a CD with all the songs. Make sure that I know which song belongs to which character.

### 2. Vocabulary Chart – (10 points)

- a. Identify at least 20 words that you are not familiar with or that you do not fully understand. (I recommend you circle or highlight them as you read if you own your own book.) Write these page numbers beside the word.
- b. Define these words using context clues from the book (tell me what you think the word means)
- c. Look the words up in the dictionary and write down that definition.
- d. Finally, create a sentence of your own in which you put this word and a context clue of your own. Underline the word and circle the context clue.

### 3. Reader’s Log – (35 points)

- a. After every 10 chapters write an analysis of how those chapters relate to what you previously read in *How to Read Literature Like a Professor*.
- b. Each entry should be at least a paragraph long.

### 4. Theme Knowledge – (35 points)

- a. To show your knowledge of *The Book Thief*, choose one of the following items for completion. Keep in mind that these projects should show an in-depth understanding of the themes of the book, the plot and the characters.

- i. Choose a container (be creative) for your project and decorate it with details that are appropriate to the book. The inside of the container should include the following items:
  1. 10 questions that could be answered by someone who had read the book. You should include the answers as well. Five of the questions should be easy, fact based questions but the other five must be harder with answers that require at least a paragraph to answer.
  2. Five items that depict the story in some way. These may be actual items or pictures of items but they should all have an explanation attached as to how they represent the story.
- ii. Make a video of a scene from the book. In writing give the details of what happens before and after this scene.
- iii. Write a radio show version of the story and record it. You must have a written script complete with narrator, sound effects, and music. You may even include a brief commercial or two.
- iv. Create a People Magazine article based on the story and characters. Make it look real with columns, pictures, interviews, quotes, etc. This must be typed!
- v. Create a front page to a newspaper that is devoted entirely to *The Book Thief*. The front page should look as much like a real newspaper as possible with writing in columns, headlines, pictures, a newspaper title, appropriate date, etc. You can include a variety of different features in addition to news headlines and stories, including horoscopes for each character, a Dear Abby column with letters from characters, advertisements, personal ads, an obituary section, or anything else you may find in a newspaper. Everything in the newspaper must be based upon what you read in this book.
- vi. Create a model of the setting that is grade-appropriate and shows effort. Include details! Write a one-page explanation telling how your model relates to the story.
- vii. Design a comic strip that retells at least six separate sections of the novel. Each strip should be five to ten frames long. You should include captions that explain the story as well.