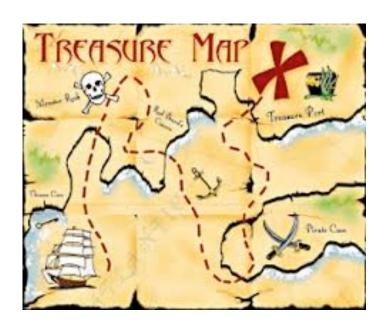# Mingus Union High School
Pre-AP English 9
Summer Work Assignment
2016-2017

"Embark on an adventure of great rewards!"

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What are the Benefits of the Advanced Placement Program?

For Colleges and Universities:
- It identifies and attracts highly motivated students who have succeeded in rigorous, college-level courses and demonstrated their ability through demanding national examinations.
- It provides admissions officers with an excellent predictor of student success in college.
- It enables students to diversify and deepen their college curriculum by placing them out of introductory level college courses to which they have demonstrated competence.
- It improves the articulations of college and high school curricula.

For High Schools:
- It enhances the quality of the curriculum.
- It encourages focused efforts in curriculum alignment.
- It challenges the academically capable students.
- It provides opportunities for the best faculty to teach capable, motivated students in demanding courses.
- It gives the college-preparatory program a reputation for high quality and standards.

For Students:
- It provides college credit for courses taken in high school.
- It develops the analytical and study skills required to succeed in college courses.
- It motivates students to undertake more challenging work in both high school and college.
- It provides direction in selecting college majors.
- It sets students on a more likely path to college graduation, double majors, and graduate school.

The College Board, 1999

Is Pre-AP Right for You?

The Advanced Placement (AP) curriculum, developed by the international organization The College Board, consists of highly rigorous courses in which high school students can earn college credit. Each high school AP course has an equivalent AP exam that is given at the end of the course. To earn college credit, the student must perform well not just in the class, but also on the exam. Because of the difficulty of AP exams, only the top students typically register for AP classes. These students often experience a much easier transition from high school to college because of the skills and confidence developed in AP courses.

Many educators believe that more students could reap the benefits of participation in AP courses if they are exposed earlier to the skills and habits of mind required for success in an AP program of studies. In response to this belief, the College Board has developed a program called Pre-AP. This program is designed as a set of content-specific instructional strategies to teach students AP-related skills, concepts, and assessment methods. Each course is rigorous and will help to prepare students for expectations of an AP curriculum. Pre-AP courses at MUHS are the equivalent of what was once referred to as "Honors" courses. Pre-AP courses allow students to develop higher-level skills as well as experience less "culture shock" when they begin their first AP course.

Pre-AP courses differ from AP courses in that they are considered entry-level, skill-building courses for the AP Program. College credit is not awarded for Pre-AP courses. Instead, Pre-AP participation functions as a pre-requisite to AP enrollment.

The following are characteristics of students likely to succeed:
- Attends school regularly,
- Able to prioritize tasks and responsibilities,
- Works within time constraints,
- Appreciates a challenging academic curriculum focused on higher-level thinking,
- Willing to complete the summer reading/writing requirement
- Achieves A/B grades in current English class

Pre-AP English 9
Summer Work

Requirements:
1. Read *Of Mice and Men* by John Steinbeck (any edition is acceptable)
2. Annotate the text as you read. (It is highly recommended, although not mandatory, that you purchase your own copy of the text. It is much easier to make annotations directly on the pages of the book. However, annotations can be made on sticky notes or lined paper as well.)
3. Complete Reading Assignment for the book. (Attached)*
4. Be prepared to engage in critical discussion of the book the first week of class.

*You will be required to turn in your Reading Packet on the <u>first</u> day of class!

IMPORTANT
By submitting your summer work, you are stating that you have read the novel in its entirety. To utilize the ideas of another (be they your brother or Sparknotes) without giving proper credit is considered plagiarism and will result in a failing grade for the assignment and a change to regular English 9. Further, use outside sources such as Sparknotes, Cliffsnotes, echeat.com or any other literary study guide source, is NOT permitted for this assignment. I want to read your thoughts, reactions and interpretations based on your reading of the assigned text.

How to Annotate Text:

Reading comprehension requires you to connect with the reading assignment. Marking and annotating the text gets you to engage and interact with it in a physical way. This type of close reading helps you to develop a deeper understanding of the text. Your pencil, pen, and highlighter are terrific tools you can use to improve reading comprehension and remember the assigned text. Get the most out of a reading assignment by marking it up.

The following are annotating suggestions:

1. Circle unknown and unfamiliar words as you read. You may need to come back and reread the sentences before and after the word to get at the meaning of the word. Write a brief definition in the margin when you grasp it.

2. Underline, highlight or circle sentences that provide you with definitions of key terms. Write "Def" in the margin so you can locate the definition quickly.

3. Mark an X or an asterisk next to a sentence that provides an important example or a main topic.

4. Draw a question mark beside a point that is confusing. You may need to research this further or ask your instructor about it.

5. Place an exclamation point next to important passages.

6. Make notes in the margins. As you read, write any questions or comments that crop up in your mind in the margin next to the passage. Use these annotations in class discussions, essay writing, or exams.

7. Keep it simple. Remember, you are trying to connect with the reading in some way. Mark no more than 15 percent of the text.

Example of Annotation:

I wonder how baseball saved these people ("us")

Baseball Saved Us

I wonder if it's a boy or girl speaking

dry flat land

One day, my dad looked out at the endless desert and decided then and there to build a baseball field.

why is this capitalized? It must be a special k

He said people needed something to do in Camp. We weren't in a camp that was fun, like summer camp. Ours was in the middle of nowhere, and were behind a barbed wire fence. Soldiers with guns made sure we stayed there, and the man in the tower saw everything we did, no matter where we were.

sounds like a prison

As Dad began walking over dry, cracked dirt, I asked him again why we were here.

during a war

"Because," he said, "America is at war with Japan, and the government thinks that Japanese Americans can't be trusted. But it's wrong that we're in here. We're Americans too!" Then he made a mark in the dirt and mumbled something about where the infield bases should be.

he/she feals it's unfair

dad sounds frustrated too

Japanese people must have been in some kind of Prison when Japan was at war with America.

I wonder what the importance of the baseball field is. Maybe it will be the only good thing there.

Assignment: Before reading the novella, print out the supplemental article which is hyperlinked below. Read and annotate "A Short History of the Great Depression":
http://www.nytimes.com/topic/subject/the-great-depression (once you get to this page, click on "More" after "News about The Great Depression, including commentary and archival articles published in The New York Times."

Complete the following assignment in its entirety. It will be due, **typed in MLA format**, on the first full day of school. **There a guide to MLA formatting and a glossary of literary terms attached for your reference at the end of the assigned work.**

Assignment:
At the top of the first page, write the title of work, the author, and date published. For the following components, include the numbering and all headings/labels.

I. Historical Context: Explain the period in history in which the novel is written (minimum of 6 sentences). Reference the supplemental articles given and provide quotes (minimum of 2).

II. Major Characters: Describe the 3 major characters with a five to six sentence description of each. (Give two quotes for each and explain the quote. Identify which characters are round, flat, dynamic, static, protagonist, and antagonist—and explain why.)

    A. George: (5-6 sentence description)
        1. Quote 1
            Explanation (2 sentence minimum)
        2. Quote 2
            Explanation (2 sentence minimum)

    B. Lennie: (5-6 sentence description)
        1. Quote 1
            Explanation (2 sentence minimum)
        2. Quote 2
            Explanation (2 sentence minimum)

    C. Curley: (5-6 sentence description)
        1. Quote 1
            Explanation (2 sentence minimum)
        2. Quote 2
            Explanation (2 sentence minimum)

III. Minor Characters: Describe the 4 minor characters with a one or two sentence description of each. (Give two quotes for each and explain the quote. Identify which characters are round, flat, dynamic, static, and/or antagonist—and explain why.)

    A. Curley's Wife (description)
        1. Quote 1
            Explanation
        2. Quote 2
            Explanation

B. Candy (description)
   1. Quote 1
      Explanation
   2. Quote 2
      Explanation

C. Slim (description)
   1. Quote 1
      Explanation
   2. Quote 2
      Explanation

D. Carlson (description)
   1. Quote 1
      Explanation
   2. Quote 2
      Explanation

IV. Plot Outline: Explain the significant plot events
   A. Describe the setting
   B. Explain the climax
   C. Explain the resolution

V. Conflicts: Identify the major conflicts in the book. Describe each conflict and provide a quote as evidence.
   A. Man vs. Man
      Quote
   B. Man vs. Nature
      Quote
   C. Man vs. Society
      Quote
   D. Man vs. Self
      Quote

VI. Diction: Choose 2 quotes which are typical of the author's use of diction (word choice). Explain the quotes, showing what the words mean and how they are used.
   A. Quote 1
      Explanation
   B. Quote 2
      Explanation

VII. Imagery: Use 2 quotes as examples of imagery in the work. Explain the image each creates.
   A. Quote 1
      Explanation
   B. Quote 2
      Explanation

VIII. Mood: Choose 2 quotes to analyze for mood. State the specific mood created and analyze how the words or images used create that tone or mood.
   A. Quote 1
      Explanation
   B. Quote 2
      Explanation

IX.   Symbols: Name and describe 3 dominant symbols; explain their meaning (2-3 sentences minimum) and discuss the author's use of each. Provide a quote for each.
   A. Symbol 1
      Quote
   B. Symbol 2
      Quote
   C. Symbol 3
      Quote

X.   Themes: State 3 major themes of the work with two to three sentences explaining each. Do not merely give a topic. Try to answer large philosophical questions through your themes: Why are we here? What is our purpose in life? What is good and what is evil? How should we treat others? Provide a quote as evidence.
   A. Theme 1
      Quote:
   B. Theme 2
      Quote
   C. Theme 3
      Quote

XI.   Memorable Quotes: Choose 4 significant quotes from the novel and analyze each.

Quotation	**Analysis:** In 3-4 sentences explain the significance of the quote and its overall importance to the story

Glossary of Literary Terms

Characters
Round character: a complex and fully-developed character, with many traits, both good and bad, in a story.
Flat character: not fully-developed; we usually see only one side of the character. Flat characters are usually two-dimensional and lack complexity.
Dynamic character: a character that undergoes an important, internal change because of the action in the plot. Ebenezer Scrooge, from Charles Dickens's A Christmas Carol, is a classic example. When we first meet him, he is mean, bitter, and avaricious. Through his experiences with the three ghosts, he becomes generous, kind, and beloved.
Static Character: a character that doesn't experience a basic change throughout the events in the story's plot.
Protagonist - The main character in a story, the one with whom the reader is meant to identify. The person is not necessarily "good", but is the person whom the reader is most invested in.
Example: Peter Parker in the Spiderman movies / comic books.
Antagonist - Counterpart to the main character/protagonist and source of a story's main conflict. It may not even be a person (see Conflict below).
Examples: The Green Goblin in Spiderman. The storm in A Perfect Storm.

Literary Elements
Mood - Mood refers to the general sense or feeling the reader is supposed to get from the story. Mood doesn't refer to a characters' state of mind. It's how we feel when we read a story.
Diction – The choice of words used in writing. Authors pay attention to diction, because using one word instead of another can dramatically change the meaning of a sentence.
Symbolism - A symbol is an object, color, person, character or figure used to represent abstract ideas. Symbolism can take different forms. Generally, a symbol is an object (tangible) that represents an idea or concept, ultimately giving that object an entirely different meaning that is much deeper and more significant.
Theme - A theme is a main universal idea or message conveyed by story. A theme is expressed as a complete sentence.
Example: Little Red Riding Hood's theme may be "One shouldn't talk to strangers".

Plot Elements
Climax - The most dramatic part of a story. Right before the climax is the turning point, usually where something goes wrong. The climax then ensues and comes to a resolution. A resolution does not necessarily mean the problem has been solved; only that the high point has ended.
Resolution: The part of the story in which the major conflicts are solved and the action comes to a satisfying end.
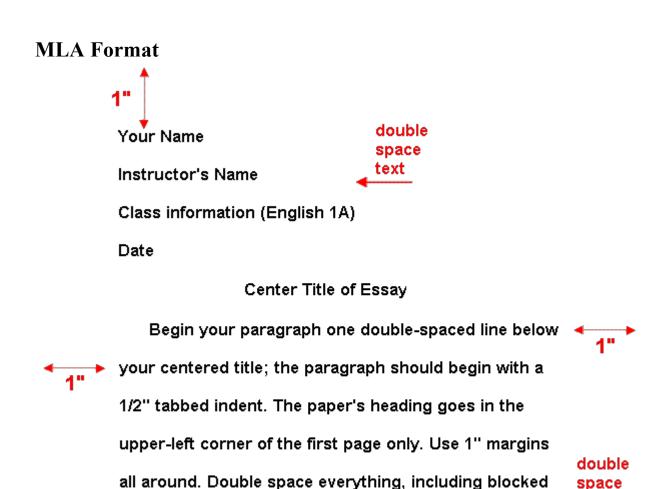
Conflict - A struggle between opposing forces which drive the action in a story. Without conflict, there is no plot. There are two broad categories of conflict: internal conflict and external conflict.
Internal Conflict: An internal or psychological conflict arises as soon as a character experiences two opposite emotions or desires; usually virtue or vice, or good and evil inside him. This disagreement causes a character to suffer mental agony. Internal conflict develops a unique tension in a storyline marked by a lack of action.
• **Man vs Self**
External Conflict: Marked by a characteristic involvement of an action wherein a character finds himself in struggle with outside forces (another character, society, or nature) that hamper his or her progress.
• **Man vs Man:** (Man versus man is the most fundamental type of external conflict. This form of external conflict occurs when a character struggles against another character. These struggles may be born from moral, religious or social differences and may be emotional, verbal or physical conflicts. Man versus man is almost always the conflict present when a hero fights a villain. This form of conflict may present alone, or in conjunction with other external conflicts. Star War's is an excellent example, where Luke Skywalker's fight with Darth Vader is a man versus man conflict that also treads into the realm of man versus fate.)
• **Man vs Society** (an external conflict that exists when characters struggle against the norms of their culture and government. Works where character's battle evil, oppressive cultures are characteristic of man versus society conflict. One example of man versus society is Ray Bradbury's *Fahrenheit 451* a novel about a fireman who, though it's his job to burn books, secretly collects them.)
• **Man vs. Nature** (Man versus nature conflicts occur when a character finds themselves at odds with forces of nature. A character struck by lightning, characters whose boat sinks in a storm and a character who struggles against hypothermia in a snow storm are all characters experiencing man versus nature conflicts.)

MLA Format

1"

Your Name

Instructor's Name

Class information (English 1A)

Date

double space text

Center Title of Essay

Begin your paragraph one double-spaced line below

1" your centered title; the paragraph should begin with a

1/2" tabbed indent. The paper's heading goes in the

upper-left corner of the first page only. Use 1" margins

all around. Double space everything, including blocked

quotes. Do not justify the right margin.

1"

double space text

Only the first page should include the whole heading and title.

Use either Times New Roman 11 pt. or Word's default Calibri 11pt.

All margins--top, bottom, and sides--should be set to one inch (1") throughout the whole paper. **Don't add extra spaces between the heading and the title, nor should there be extra spaces between the title and the body of the paragraph. You will indent each paragraph instead.**

1"

1/2"

last name and pg #

On all consecutive pages, place a header in the upper

right-hand corner; the header should include your last

1"   name followed by the page number. All the text on these   1"

pages should be double spaced, including any blocked

quotes. Paragraphs should be separated by a single

space--do not add extra spaces between paragraphs.

double
space
text

When you quote an author or use her ideas, be sure

to document your source correctly with a parenthetical

reference.

Instead of the full heading, pages that follow the opening page should use a header in the upper right corner: your last name and the page number.

Reminder: Do not add extra spaces between paragraphs--that is a business format. Instead, make sure to continue indenting paragraphs one-half inch (the usual tab default setting).

You can find more information on the Purdue OWL website:
https://owl.english.purdue.edu/owl/resource/747/01/