

BCS HIGH SCHOOL SUMMER READING – 2018 ACADEMIC & PRE-AP

Students are required to read a book over the summer. The titles for this year are listed below. Each student is required to annotate the book from his/her grade level. Annotation guidance is attached. In addition to the annotation assignment, there will be a test over the book during the first couple weeks of school in August.

9TH GRADE ACADEMIC & PRE-AP: *The Outsiders*, by S.E. Hinton

"No one ever said life was easy. But Ponyboy is pretty sure that he's got things figured out. He knows that he can count on his brothers, Darry and Sodapop. And he knows that he can count on his friends—true friends who would do anything for him, like Johnny and Two-Bit. But not on much else besides trouble with the Socs, a vicious gang of rich kids whose idea of a good time is beating up on "greasers" like Ponyboy. At least he knows what to expect—until the night someone takes things too far.

The Outsiders is a dramatic and enduring work of fiction that laid the groundwork for the YA genre. S. E. Hinton's classic story of a boy who finds himself on the outskirts of regular society remains as powerful today as it was the day it was first published." (Amazon)

10TH GRADE ACADEMIC & PRE-AP: *Animal Farm*, by George Orwell

"Animal Farm is an allegorical novella by George Orwell, first published in England on 17 August 1945. According to Orwell, the book reflects events leading up to the Russian Revolution of 1917 and then on into the Stalinist era of the Soviet Union.[1] Orwell, a democratic socialist,[2] was a critic of Joseph Stalin and hostile to Moscow-directed Stalinism, an attitude that was critically shaped by his experiences during the Spanish Civil War.[3] The Soviet Union, he believed, had become a brutal dictatorship, built upon a cult of personality and enforced by a reign of terror. In a letter to Yvonne Davet, Orwell described Animal Farm as a satirical tale against Stalin ("un conte satirique contre Staline"),[4] and in his essay 'Why I Write' (1946), wrote that Animal Farm was the first book in which he tried, with full consciousness of what he was doing, 'to fuse political purpose and artistic purpose into one whole.'" (Amazon)

11TH & 12TH GRADE ACADEMIC: *Piercing the Darkness*, by Frank Peretti

"A colossal spiritual struggle breaks out in a small town—an attempted murder, a ruthless lawsuit—and a young woman is caught in the middle of it. A best-selling novel of forgiveness and the power of prayer." (Amazon)

FIGURATIVE LANGUAGE

Below are definitions and examples of some types of figurative language.

HYPERBOLE – an exaggerated statement that is used to emphasize a point and is not meant to be taken seriously

EXAMPLE: I'm so hungry I could eat a horse.

IDIOM – a saying that doesn't make sense if you just look at the individual words but that is commonly understood; an expression

EXAMPLE: He's a couch potato.

METAPHOR – a comparison of two unlike things without using "like" or "as"

EXAMPLE: Life is a rose.

OXYMORON: a type of paradox consisting of a pair of contradicting words that makes up an expression

EXAMPLE: jumbo shrimp

PARADOX: a statement that includes elements that contradict each other and that may appear illogical, impossible, or absurd but in fact have a logical meaning that reveals a hidden truth

EXAMPLE: You have to spend money to make money.

PERSONIFICATION: the giving of human qualities to an inanimate object, abstract idea, or animal

EXAMPLE: The wind cried in the dark.

SIMILE: a comparison of two unlike things using "like" or "as"

EXAMPLE: Life is like a rose.

SYMBOL: an object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

EXAMPLE: The tortoise represents slow but steady progress.

UNDERSTATEMENT: a statement that, in order to make a point, purposely represents something as being much less than it really is

EXAMPLE: Said in a hurricane: "There is a little bit of wind."

BCS ANNOTATION ASSIGNMENT – SUMMER 2018 HIGH SCHOOL ACADEMIC

Annotating is basically having a conversation about the book while reading it. In order to document your conversation, you will write down your thoughts on a sticky note and stick it in the book on the page you are reading when your ideas happen. You should spread your notes out over the whole book.

Your annotation should cover *at least* the first four levels in the Levels of Thinking chart shown below. The Annotation Rubric (attached) includes leading questions that will help you reach the *analysis* stage of note-taking.

LEVELS OF THINKING

BASIC THINKING

LEVEL 1: KNOWLEDGE – IDENTIFICATION & RECALL OF INFORMATION

define sort recall underline choose label locate identify

LEVEL 2: COMPREHENSION – EXPLANATION OF IDEAS OR CONCEPTS

describe define discuss indicate recognize interpret translate

LEVEL 3: APPLICATION – USE OF FACTS, RULES, & PRINCIPALS

show generalize conclude determine demonstrate illustrate

CRITICAL THINKING

LEVEL 4: ANALYSIS – BREAKDOWN OF INFO INTO COMPONENT PARTS

analyze compare contrast examine dissect separate outline

LEVEL 5: SYNTHESIS – COMBINATION OF IDEAS TO FORM A NEW WHOLE

or CONNECTION OF IDEAS FROM ONE PLACE TO ANOTHER

formulate predict suppose develop hypothesize devise suggest

**LEVEL 6: EVALUATION – DEVELOPMENT OF OPINIONS, JUDGEMENTS,
OR DECISIONS**

conclude decide justify support defend argue critique predict

ANNOTATION RUBRIC

- Setting Notes:** As you read, take note of the setting. Answer questions such as: *Where does the story take place? When does the story take place? Why is it important that the story take place in this time or space? What is the impact of the setting on the plot? on the characters?*
Make a total of 5 notes about **setting**. _____ (10 pts)
- Character Notes – General:** As you meet and get to know characters, take notes about them. Make sure you have notes over each main character. Answer questions such as: *What is this character's personality like? How does this character think? How does this character interact with other characters? How is this character alike or different from other characters? What impact does this character have on other characters? on the plot?*
Make a total of 10 notes about **characters**. _____ (20 pts)
- Character Notes – Spiritual:** Characters, just like people, can exhibit or lack spiritual gifts or characteristics. As you read and get to know the characters, make notes that answer questions like: *What spiritual characteristics do you see in this character? What spiritual characteristics could the character benefit from having? What verses link to the existence or lack of these characteristics?*
Make a total of 5 notes about **spiritual** characteristics. _____ (10 pts)
- Mood Notes:** As you read the story, write notes about how it makes you feel. *Is it inspiring? Is it strange? Is it exciting?*
Also consider *why* or *how* it makes you feel this way.
Make a total of 5 notes about **mood**. _____ (10 pts)
- Symbolism Notes:** As you read, make notes on any symbolism that you see. Answer questions such as: *What does this object or character represent? How does the author link this object to what it represents? How else does the author create this symbolism? Why or how is this symbolism important to the rest of the novel? Does it connect to the theme? How does this symbolism link to biblical values?*
Make a total of 5 notes about **symbolism**. _____ (10 pts)
- Theme Notes:** Once you get far enough into your book that you can see a theme developing, start making notes about it. In order to recognize theme, ask yourself: *What is the author trying to say through his work? What messages do I hear? What biblical connections are there to the theme(s)? What verses express these connections?* If you need to go back and add notes after you are finished reading, you may do so.
Make a total of 10 notes on **theme**. _____ (20 pts)
- Personal Connections Notes:** Sometimes when we read, we make personal connections to things in the story. As you read, make note of things that connect with your life, stick in your thoughts, remind you of other books you've read, speak to you spiritually, or make any other kind of connection for you.
Make a total of 5 notes about **personal connections**. _____ (10 pts)
- Coverage:** Notes should be spread out over the entire book. _____ (10 pts)

TOTAL GRADE _____ (100 pts)

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Attached is the annotation rubric. It shows the requirements for the number of sticky notes you will use and the information you will write on them.

EXAMPLE of how to annotate a text

On each annotation, be sure to include what you found in the text *plus* YOUR COMMENTARY on what it means or suggests -

"This means" or

"This shows the author is saying...."

from *Fahrenheit 451* by Ray Bradbury

"But that would just nibble the edges. The whole culture's shot through. The situation needs melting and re-shaping. Good God, it isn't as simple as just picking up a book you laid down half a century ago. Remember, the firemen are rarely necessary. The public itself stopped reading of its own accord. You firemen provide a circus now and then at which buildings are set off and crowds gather for the pretty blaze, but it's a small sideshow indeed, and hardly necessary to keep things in line. So few want to be rebels any more. And out of those few, most, like myself, scare easily. Can you dance faster than the White Clown, shout louder than 'Mr. Gimmick' and the parlour 'families'? If you can, you'll win your way, Montag. In any event, you're a fool. People

What you found

X

Theme Note
"Firemen are rarely necessary. The public stopped reading of its own accord."
This means the people are accepting the government's rules and adapting to them without question - even though the rules are detrimental to people.

Murdering!"

been moving east all the time they talked, and only now did the sten, feeling the great jet sound tremble inside themselves.

Let the war turn off the 'families.' Our civilization is flinging itself back from the centrifuge."

Someone ready when it blows up."

g Milton? Saying, I remember Sophocles? Reminding the

has his good side, too? They will only gather up their stones to Montag, go home. Go to bed. Why waste your final hours racing

nying you're a squirrel?"

e any more?"

sick."

me?"

your commentary

