

**Pre-AP English & AP World History**  
**Summer Reading Assignment**  
**Ms. Cushard**  
**Mr. Santos**

In Pre-AP English, our focus will be the interpretation and analysis of literature. It is assumed that you can retell the plot of a story, so the summer reading assignment will involve interpreting and analyzing the two literary works from the list below.

Fahrenheit 451 By: Ray Bradbury

Guns, Germs, and Steel By: Diamond

Facundo or, Civilization and Barbarism By: Domingo F. Sarmiento

The Devastation of the Indies by Bartolome de las Casas (translated to english by Herma Briffault)

For each book you read, you will write a book analysis and complete the booknotes outline. In your book analysis, you will discuss the following topics:

Section One: an introduction. This paragraph should include the author, title, and genre. It should also indicate the setting and theme of the work.

Section Two: a discussion of the author's point of view. Discuss the author's point of view of the society. What effects does this have on the novel? Be sure to give examples to illustrate the writing style.

Section Three: a discussion of the author's techniques. In this section, discuss three literary techniques used in the work. There are many points to consider, and the following list cannot apply to all. (In addition, while reading, you may spot other devices that are not on this list.) Here are some examples: Are there any intruding narrative devices such as letters, diaries, or flashbacks? How does the reader learn about the characters? How does the setting create the atmosphere? Is there any symbolism in this story? Is there any irony present?

Section Four: a compare & contrast. In this section, compare & contrast the time period of the novel to the historical time period. Point out facts that the author uses for support. Does the book follow specific historical information or does the author add information? How does the society compare to the historical time period? Think outside of the box and be very analytical.

Section Five: a conclusion. In the conclusion, give an overall evaluation or recommendation about the work. Is it worthwhile to read? Is it a waste of time? Why?

In the paper, the keys are INTERPRETATION and ANALYSIS. Do not give a plot summary. You should discuss plot only to give specific examples as they pertain to your discussion of the book's elements. When writing this paper, keep in mind that it is a formal paper written for the college level. Impress the reader with your writing ability. The writing and interpretation in your paper should be your own original work. Even though there are four specific sections to each paper, do not number your sections; make smooth transitions between sections and write the papers in an essay format.

Each paper should be two pages typed and double-spaced, although it may be longer if you feel the need to elaborate. **Your two papers and two Booknotes must be turned in to your English teacher on Thursday, August 27, 2008.** These papers will not be returned to the student; they will be kept on file with the English Department. The grade, which counts toward your first semester English average, will be a test grade and is based on your completion of the assignment,

the analysis of the literary work, and the writing skill displayed in the papers. Please make sure that you see the rubric attached for full understanding of the assignment.

### **BookNotes: Reminding Me What I've Read**

**Directions:** For each novel you read, you should complete a BookNotes worksheet. This activity will help you to remember important elements of the novel. Remember, the more detailed you are in the completion of this assignment, the easier it will be to recall specifics!

**Requirements:** The assignment must be completed for each book. All work must be original and/or cited!

**Title:**

**Author:**

**Genre:**

**Association with Specific Literary Period**

**(if any):**

**Year Written**

Literary Element	Commentary and Evidence (What is most important and why?)
<b>Protagonist</b> <ul style="list-style-type: none"> <li>▪ Conflict(s)</li> <li>▪ Characterization</li> <li>▪ Most important character detail</li> <li>▪ Author's attitude toward character</li> </ul>	
<b>Antagonist</b> <ul style="list-style-type: none"> <li>▪ Form/type</li> <li>▪ Characterization</li> <li>▪ Most important character detail</li> <li>▪ Author's attitude toward character</li> </ul>	
<b>Secondary Character(s)</b> <ul style="list-style-type: none"> <li>▪ Purpose</li> <li>▪ Most important minor characters</li> <li>▪ Character details</li> <li>▪ How main character's actions affect secondary characters</li> </ul>	
<b>Key Plot Details</b> <ul style="list-style-type: none"> <li>▪ Exposition (background)</li> <li>▪ Rising action</li> <li>▪ Climax</li> <li>▪ Falling action</li> <li>▪ Resolution</li> </ul>	
<b>Central Themes</b> <ul style="list-style-type: none"> <li>▪ Main ideas</li> <li>▪ Author's statement about universal truth</li> <li>▪ Connection between theme(s), plot, setting and tone</li> </ul>	
<b>Setting</b> <ul style="list-style-type: none"> <li>▪ Place</li> <li>▪ Time</li> <li>▪ Connection to plot, mood and theme(s)</li> </ul>	
<b>Tone</b> <ul style="list-style-type: none"> <li>▪ Author's attitude toward the subject, characters, or reader</li> </ul>	

<ul style="list-style-type: none"> <li>▪ Description: ironic, sympathetic, mysterious, etc</li> </ul>	
<b>Point of View</b> <ul style="list-style-type: none"> <li>▪ First/Third/Omniscient</li> <li>▪ Purpose/effect (Why did the author choose this POV?)</li> </ul>	
<b>Elements of Writer's Style</b> <ul style="list-style-type: none"> <li>▪ Language/Diction</li> <li>▪ Organization</li> <li>▪ Sentence structure</li> <li>▪ Literary Devices: symbolism, personification, metaphor, imagery, repetition, dialogue, etc</li> </ul>	

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Adapted from Jim Burke's *English Companion*

Rubric:

CATEGORY	4	3	2	1
<b>Booknotes</b>	All information is complete and accurate in booknotes outline. Both novels have been addressed and analyzed.	Information is complete but lacks depth in booknotes outline. Both novels have been addressed and analyzed.	Some information is incorrect and not completed in booknotes outline.	The information is under developed in booknotes outline. Both novels were not addressed.
<b>Introduction (Organization)</b>	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
<b>Support for Topic (Content)</b>	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
<b>Sequencing (Organization)</b>	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.

<b>Conclusion (Organization)</b>	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
<b>Word Choice</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.