

# MINGUS UNION HIGH SCHOOL

**2016-2017**

Summer Work Packet &  
Course Information

## **Pre-AP English 10**

(World Literature for Sophomores)



Instructor: Mrs. Andrea Strobel

[astrobel@muhs.com](mailto:astrobel@muhs.com)

928-634-7531 x1109 (classroom)

## Table of Contents

Pre-AP 10 Summer Reading Assignment – Mingus Union High School (2016) .....	3
Summer Contact Information .....	3
Important Dates to Know .....	3
The Assignment .....	4
How to Annotate Text .....	5
Finding a Movie .....	6
Finding a Third Piece .....	6
How to Write Thematic Statements: A Four-Step Process .....	7
Summer Assignment Template (Graphic Organizer) .....	9
Exemplar of Quality Work .....	10

## Pre-AP 10 Summer Reading Assignment – Mingus Union High School (2016)

**Welcome back to Mingus Union High School and to the Advanced Placement program!** The Advanced Placement (AP) curriculum, developed by an international organization called the College Board, consists of highly rigorous courses in which high school students can earn college credit. These students often experience a much easier transition from high school to college because of the skills and confidence developed in AP courses. This 10<sup>th</sup> grade Pre-AP course is rigorous and serves as a pre-requisite to MUHS AP courses during 11<sup>th</sup> and 12<sup>th</sup> grades.

### Summer Contact Information

The sophomore Pre-AP teacher will be handling all questions related to the summer assignment. If you are struggling, feel free to contact Mrs. Strobel at the following email address:

Mrs. Strobel – [astrobel@muhs.com](mailto:astrobel@muhs.com)

### Important Dates to Know

- Summer Reading Assignment is **due** in class on the first day of school, **Monday, August 1**.
- Summer Pre-AP help session will be **Tuesday, July 12**, from 9am to 11am
  - This session will allow you to ask any questions about the summer assignment
  - Session will be held in Room 109 in the MUHS 100 building
  - This session is optional, but your attendance is highly encouraged, especially if you are new to Pre-AP
  - If you plan to attend the help session, you **MUST have read half of the novel**
  - Bring your novel and come prepared to work
- This assignment can be found at the [mingusunion.com](http://mingusunion.com) website under the “Students” tab, then “Teacher Websites”, and look for the link to Mrs. Strobel’s (or go to [astrobel.myteachersite.org](http://astrobel.myteachersite.org))

## The Assignment

You will complete the following components for this summer's assignment – all of which are **due on the first full day of school: Monday, August 1, 2016.**

1. Read *A Thousand Splendid Suns* by Khaled Hosseini. This cultural novel set in the Middle East is aligned to the sophomore world literature curriculum. Annotate as you read. If you choose to purchase your own copy of the text, it is much easier to make annotations directly on the pages of the book. However, if you borrow the book from the MUHS bookstore, annotations can be made on sticky notes or lined paper as well. Please see the *How to Annotate Text* instructions below.
2. As you read the novel, pay attention to how the theme is developed. On the enclosed *Summer Assignment Template (Graphic Organizer)*, write down **three quotes/passages from the novel** that reveal the theme and write commentary of at least five sentences per quote. Within your commentary, discuss how the quote connects to the theme you have chosen. **Quotes must represent the beginning, middle, and end of the novel.**
3. When you finish reading, use the directions (*How to Write Thematic Statements: A Four-Step Process*) in this packet to write a **thematic statement** for the novel on the provided graphic organizer. Pay close attention to those directions, so that you avoid writing *thematic topics* or *generic, underdeveloped thematic statements*. Write an explanation of how the thematic statement you have written for your novel connects to your novel. Obviously, plot detail is necessary to explain the connection, but focus on theme and connections, NOT PLOT.
4. Based on the thematic statement that you write, **choose a film to watch that addresses this same theme**. You must choose a school-appropriate film which is **NOT a movie-adaptation of the novel**. Watch the movie, paying close attention to how the theme is developed in the movie. Write an explanation of how the thematic statement you have written for your novel connects to your movie. Obviously, plot detail is necessary to explain the connection, but focus on theme and connections, NOT PLOT.
5. Finally, find **one more example of the thematic statement in some other medium or genre**. Your third example must be found in the modern world. Consider poems, “spoken word” (youtube.com), songs, art, speeches, photography, television shows, and comic strips – any source that shares this same thematic statement in the **modern world**. Write an explanation of how the thematic statement you have written for your novel connects to your third example.
6. **All components of your summer assignment must be typed.** Use the template below (typing your responses into the table) or you may create your own template. If you do not have access to a computer, you may write very legibly on lined paper.

## How to Annotate Text

You **MUST** annotate text. **You will bring these annotations to class during the first two weeks as your admission ticket to the Socratic Seminar discussion.**

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. Get the most out of a reading assignment by marking it up with a pencil or highlighter. If you don't own your copy of the novel, use Post-It Notes, paperclips, Cornell Notes—whatever format works well for you.

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.
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 or theme. Mark an S for simile, and M for metaphor, an SY for symbol, etc.
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.

## Finding a Movie

After you have read your book and written your thematic statement, you will need to find a movie that has the same theme.

- Tell friends and family about your thematic statement. Ask them for movie ideas.
- Use the internet Movie Database ([www.imdb.com](http://www.imdb.com)) to look up information on movies
- Brainstorm all of the movies that you can think of, and then go over the list to see if any would fit your book's theme.
- Use Movie Map ([www.movie-map.com](http://www.movie-map.com)) to find movies that are related. Think of a movie with a theme that is similar to *A Thousand Splendid Suns* and use the website to find similar movies. For example, *Kite Runner* by the same author was made into a movie. It *may* have some similar themes. Movie Map will show you other movies that are similar thematically.

No matter how you find your movie, you need to **watch it to determine if it is appropriate** for this assignment; don't just rely on what websites or other people say without watching the movie. Also, remember that your movie **CANNOT** be the movie version of your book.

## Finding a Third Piece

- Be creative. Search the Internet for photos, comics, spoken word, or articles. Think about TV shows you watch.
- Your third piece cannot be another movie or another book.
- Search [www.YouTube.com](http://www.YouTube.com) for "spoken word" ideas by theme
- Think about songs that you like or know. You can use [www.lyrics.com](http://www.lyrics.com) or other similar websites.
- Read poetry. Websites such as [www.poets.org](http://www.poets.org) and [www.poetrydaily.com](http://www.poetrydaily.com) have thousands of poems to browse. Some websites even let you search by keywords.
- Use Google images to search artwork and photography.

### *What Will Happen Once School Starts*

*You will be grouped and will work together to create a presentation to the class using the documents you have produced this summer. Therefore, it is important that you have this completed on the due date (the first day of school) so that you will be able to fully participate in our first major assignment.*

## How to Write Thematic Statements: A Four-Step Process

A common mistake many readers make is to confuse **topic** and **theme**. **Topic** is what the piece of writing is all about. **Theme** is what the author has to say about the topic. A topic may be expressed in one word. A theme, however, cannot.

Here's an easy way to create an effective thematic statement:

**Step 1:** What is this novel/film/piece about? \_\_\_\_\_ (one-word answers: words like justice, courage, friendship, love, etc.)

**Step 2:** What does the write believe about \_\_\_\_\_? (the one-word answer from Step 1)

**Step 3:** Begin writing your thematic statement: *The author believes that* \_\_\_\_\_

**Step 4:** Cross off "*The author believes that.*" What follows should be your thematic statement.

**Example:** From *Romeo and Juliet*

Step 1: What is the story about? **LOVE**

Step 2: What does the author believe about **LOVE**?

Step 3: **The author believes that love is a beautiful but potentially tragic thing when entered into impulsively.**

Step 4: **Love is a beautiful but potentially tragic thing when entered into impulsively.**

<i>Thematic TOPIC Examples</i> <b>Do NOT Write These!</b>	<i>Poorly Written Thematic Statements</i> <b>Be More Specific Than This!</b>	<i>Well-Written Thematic Statements</i> <b>Write Like This!</b>
Jealousy	Jealousy causes problems.	In most cases, jealousy can cloud the conscience and make people commit acts against their better judgment.
Deception	Deception is a bad thing.	Deception is usually the product of a cunning nature, but usually backfires and causes pain to the deceiver.
Monstrous behavior	Monstrous behavior can make you ugly.	A monster is not defined by one's appearance but by one's actions and thoughts.
Manipulation	People in large crowds are easily manipulated.	A crowd is easy to manipulate by appealing to its sense of fear, ambition, and pride.
Racial inequality	Racial inequality is unavoidable.	Racial inequality is inevitable, no matter where or how one tries to escape it.

**Intentionally Blank**

## Summer Assignment Template (Graphic Organizer)

**\*These templates will expand as you type – one row on the template does not suggest length.** You may use these three templates or design your own.

### Pre-AP 10: World Literature Summer Reading Assignment

Name: \_\_\_\_\_

<b>Book Title</b>	<i>Type your title here</i>
<b>Movie Title</b>	<i>Type your title here</i>
<b>Third Piece Title &amp; Genre</b>	<i>Type title and genre here</i>
<b>Thematic Statement</b>	<i>Type your thematic statement here</i>
<b>#1 Passage that reveals Theme (beginning of novel): Pg. _____</b> <i>Type passage here – a passage may be several sentences</i>	<i>Type your commentary here (at least five sentences per quote/passage)</i>
<b>#2 Passage that reveals Theme (middle of novel): Pg. _____</b> <i>Type passage here – a passage may be several sentences</i>	<i>Type your commentary here (at least five sentences per quote/passage)</i>
<b>#3 Passage that reveals Theme (end of novel): Pg. _____</b> <i>Type passage here – a passage may be several sentences</i>	<i>Type your commentary here (at least five sentences per quote/passage)</i>

<b>Movie Title:</b>
<b>How does your movie connect with your <u>thematic statement</u>? Explain in a complete paragraph of at least eight sentences. In this paragraph, focus on theme, adding plot details from your movie as necessary. It may be effective for you to focus on just the scenes in the movie that directly connect instead of explaining the entire plot.</b>
<i>Type your response here</i>

<b>Title and genre of your <u>third selection</u> (attach a copy/web link of third selection labeled with your name):</b>
<b>How does your third piece connect with your <u>thematic statement</u>? Explain in a complete paragraph of at least eight sentences. In this paragraph, focus on theme, adding details from your third piece as necessary. It may be effective for you to focus on just the portions of the piece that directly connect instead of explaining the entire work.</b>
<i>Type your response here</i>

## Exemplar of Quality Work

The following example demonstrates the quality of work expected on this assignment. Please notice the length of the quote and commentaries, as well as the depth of thought in each analysis.

<i>Evidence of Theme</i>	<i>Commentary</i>
<p>Pg. #6</p> <p>“I made myself undesirable. I declined to wash, and I let my skin grow oily. Under my clothes I wound a wide strip of cotton around my chest, to make my breasts small and flat. When the charity boxes arrived, full of secondhand clothes and shoes... I rummaged through the cartons to find clothes that hid my shape. ... I went to the detention nurse and I made her cut my hair very short with medical scissors. For the whole two years I did not smile or even look in any man’s face. I was terrified. Only at night, after they locked the men away... I unwound the cloth from my chest and I breathed deeply. Then I took off my heavy boots... Once a week... I painted my toenails... If I ever discovered the person who gave it then I will tell them...they saved my life. Because this is what I did in that place, to remind myself I was alive underneath everything...”</p>	<p>The theme of transcending horrible things that happen in one’s life in order to survive is shown in this quote because of the decision that caused Little Bee to make herself undesirable. She didn’t want the men in the detention center to notice she was a woman. This was most likely because of the horrible event where men attacked her and then killed her sister. The decision these men made to attack two girls and kill one of them affected the survivor, Little Bee. She is now so badly afraid of men that she goes as far as to purposefully make herself unattractive. Her only relief from her fear was the nail polish. Little Bee’s decision to paint her nails allowed her to see that under her fear and her unsmiling face that she was alive.</p>