

**Flower Mound High School**  
**Summer Reading Project- English II Pre-AP**  
**2017-2018**

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ALL students enrolled in English II Pre-AP will read *To Kill a Mockingbird*. The non-fiction portion of your summer reading assignment **depends on whether you are enrolled in English II Pre-AP & GT or English II Pre-AP/Humanities.**

**The Assignment:**

**Part I: Fiction**

*To Kill a Mockingbird*: ALL English II Pre-AP (this includes PAP/GT/Humanities) students are required to read Harper Lee's *To Kill a Mockingbird*, which tells the story of a young girl whose father defends a black man wrongfully accused of a crime in 1930's Alabama. --**Avoid the film version!**

(If you cannot obtain your own copy of the novel, see any of us before school is out.)

**Annotation Guidelines for *To Kill a Mockingbird***

For your annotations of *To Kill a Mockingbird*, you should trace THREE themes throughout the novel. You should go from the beginning to the end of the book. TRACING means being thorough and continuing to identify where the theme is developed throughout the book. You should mark the theme topics on the individual page numbers with post-it notes and marginal notes about each individual theme. On a post-it note or on another blank page in the book, you can list the theme topics and page numbers you've marked for each theme topic for easy reference when you come to class the first week of school.

Note: Methods to identify the issues or theme topics in your text:

- The issue may be introduced or presented through the major character's dialogue / commentary / insights and/or actions throughout the book.
- The issue/theme topic may be introduced through the author's narration (imagery, details, figurative language, commentary about the character or movement of the plot, etc.).
- The issue may be introduced through the minor character's dialogue, commentary, and/or actions.
- The issue may be presented through other scenes or incidents with a variety of character's dialogue, action, or commentary.
- Theme issues could also be discovered through the setting, time, and place of a story.
- As part of the test over the novel, you will be assessed in essay format on one theme during the first week of school. The good news: you can use your annotated novel on the test!

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**Part II: Nonfiction**

Your non-fiction assignment depends on whether you are taking English II Pre-AP or GT alone or with AP World History as Humanities.

**Humanities (English II Pre-AP with AP World History)**

All students enrolled in AP World History MUST choose one of these titles, all by Tom Standage:

- ***A History of the World in 6 Glasses*** -- *A History of the World in 6 Glasses* tells the story of humanity from the Stone Age to the 21<sup>st</sup> century through the lens of beer, wine, spirits, coffee, tea, and cola. Each beverage is a catalyst for advancing culture through the interplay of different civilizations.
- ***Writing on the Wall*** -- Standage chronicles the increasingly sophisticated ways people have shared information with each other, spontaneously and organically, down the centuries.

**Annotation Guidelines for Standage Books: second reading for Humanities**

Track three (3) of the World History themes through the book. Themes are attached (last page), along with specific themes found in each book. You should mark the theme topics on the individual page numbers with post-it notes and marginal notes about each individual theme.

**English II Pre-AP or GT (single semester – NOT all year)**

All students MUST choose one of these titles:

- ***It Was Me All Along*** by Andie Mitchell

A heartbreakingly honest, endearing memoir of incredible weight loss by a young food blogger who battles body image issues and overcomes food addiction to find self-acceptance.

- ***The Glass Castle*** by Jeanette Walls

The author recalls her life growing up in a dysfunctional family with an alcoholic father and distant mother and describes how she and her siblings had to fend for themselves until they finally found the resources and will to leave home.

- ***The Immortal Life of Henrietta Lacks*** by Rebecca Skloot

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. Henrietta's cells have been bought and sold by the billions, yet she remains virtually unknown, and her family can't afford health insurance. This phenomenal New York Times bestseller tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew.

- ***The Polygamist's Daughter*** by Anna LeBaron and Leslie Wilson

My father had thirteen wives and more than fifty children . . . This is the haunting memoir of Anna LeBaron, daughter of the notorious polygamist and murderer Ervil LeBaron. Ervil's criminal activity kept Anna and her siblings constantly on the run from the FBI. Often starving, the children lived in a perpetual state of fear—and despite their numbers, Anna always felt alone. -- Filled with murder, fear, and betrayal, *The Polygamist's Daughter* is the harrowing, heart-wrenching story of a fatherless girl and her unwavering search for love, faith, and a place to call home.

- ***Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and on the Home Front*** by Mary Jennings Hegar

On July 29, 2009, Air National Guard major Mary Jennings "MJ" Hegar was shot down while on a Medevac mission on her third tour in Afghanistan. Despite being wounded, she fought the enemy and saved the lives of her crew and their patients. But soon she would face a new battle: to give women who serve on the front lines the credit they deserve by eliminating the military's Ground Combat Exclusion Policy, which kept female armed service members from officially serving in combat roles despite their long-standing record of doing so with honor.

- ***Hillbilly Elegy: A Memoir of a Family and a Culture in Crisis*** by J.D. Vance

From a former marine and Yale Law School graduate, a powerful account of growing up in a poor Rust Belt town that offers a broader, probing look at the struggles of America's white working class.

*Hillbilly Elegy* is a passionate and personal analysis of a culture in crisis—that of white working-class Americans. The decline of this group, a demographic of our country that has been slowly disintegrating over forty years, has been reported on with growing frequency and alarm, but has never before been written about as searingly from the inside. J. D. Vance tells the true story of what a social, regional, and class decline feels like when you were born with it hung around your neck. It is an urgent and troubling meditation on the loss of the American dream for a large segment of this country.

- ***I AM A SEAL Team Six Warrior: Memoirs of an American Soldier*** by Howard E. Wasdin

Howard Wasdin reflects on his life and military career, discussing his difficult childhood, training, goal to become a member of Navy SEAL Team Six, experiences during the Battle of Mogadishu, and more.

### **Annotation Guidelines for the Memoir (choose 1 of the 6): second reading for Pre-AP/GT**

For your annotations of the memoir, you will be expected to trace key events from the life of the author. You should note how these events/experiences helped to shape this person. Pay close attention to the author's words, thoughts, feelings. Note any shifts that may occur in the author's perspective.

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### **Part III: Current Events -- Assignment: Editorial/Opinion Articles from a Newspaper:**

- Students are to choose an article from the editorial/opinion section of a respectable daily newspaper listed below, from each month this summer.

- Each article is to be printed and annotated.

- The date of each article must be clearly highlighted under the byline of the article.

- Each article is to be printed from within the specified windows.

- **Article 1: June**
- **Article 2: July**
- **Article 3: August**

- In addition to annotating each article, you will need to write a single, well-organized paragraph response to the prompt below. Paragraphs must have textual evidence from the article to support your opinion. **The paragraph must be handwritten – NOT TYPED – to demonstrate authenticity. One paragraph per article.**

**PROMPT: When an author sits to write an editorial or opinion essay, he/she has an opinion (or premise) to convey. Write a paragraph in which you explain the author's premise in his/her piece.**

**Newspapers:**

- o **The Atlanta Journal - Constitution**
- o **The Boston Globe**
- o **The Chicago Tribune**
- o **The Dallas Morning News**
- o **The Denver Post**
- o **The Detroit Free Press**
- o **The Houston Chronicle**

- o The Kansas City Star
- o The Miami Herald
- o The New York Post
- o The New York Times
- o The Philadelphia Inquirer
- o The San Francisco Chronicle
- o The Wall Street Journal
- o The Washington Post

#### **A Final Note on Expectations and Suggestions for Annotation:**

- Please locate a new book or a clean used book without another student's annotations. **(You may not use your sibling's book if it is annotated!)**
- Students MUST have both books with them on the first day of class!
- New students from other school districts or even transfer students from schools within LISD must contact the counselor, pick up the project from the counselor, or print it from the FMHS web site.
- No other summer project may be substituted for this class.
- All students must be prepared, no matter when they enrolled in the course.
- Students can expect to be assessed within the first two weeks of class in various ways over their critical reading and comprehension of each text. Assessments may include an objective test, composition(s), annotation, and/or projects over the required readings.
- Getting an early start on the reading is recommended in case you run into problems; however, review the books before the beginning of the school year in order to refresh your memory. Spring students will need to seriously re-visit the reading over the winter break.
- Your annotations will be key to your success. Good annotation will help you perform well on the test, composition, and other related summer reading assignments. A strong close reading or active reading of each text will help you score higher on all of the work connected to summer reading, so we encourage you to pay attention to the recommended methods and strategies for annotating your books that are attached.

#### **Thoughts on Annotation:**

Think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read more critically- any attempt to annotate your book will help you to understand the reading as you read- and will help you return to the reading with confidence later.

**REMEMBER- IF YOU UNDERLINE, CIRCLE, BRACKET, HIGHLIGHT ANYTHING, THERE SHOULD BE AN ACCOMPANYING NOTE AS TO WHY YOU ARE IDENTIFYING THIS INFORMATION! THINK CRITICALLY AND DO NOT RELY ON SPARK NOTES OR SIMPLY COPY SUMMARIES FROM ANY ONLINE SOURCE- WE WANT TO SEE YOUR THOUGHTS!**

#### **Annotate: (verb) to furnish (a literary work) with critical commentary for explanatory notes**

Careful readers often annotate their texts. Here are some suggestions for how to make notes in your books. (If the book is NOT yours, you may use stickies. You MAY NOT use a digital copy of the book).

**Inside front cover:** character list with small space for character summary and for page references for key scenes, moments of character development, etc.

**Inside back cover:** themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. (list and add the page references and/or notes as you read).

**Chapter summaries/titles:** at the end of each chapter, write a brief summary of the plot as it occurred in that chapter. This does not have to be long or greatly detailed, but you should include all relevant incidents; then go back and write a one-phrase summary as the title of the chapter.

**Underline:** within the text of the book, as you read, underline or otherwise note anything that strikes you as important, significant, or memorable. Write brief comments with the side margins that indicate your motivation in underlining. Explain the significance of the underlined text in the margin in a few words. (Annotating is more than highlighting or underlining).

**Brackets:** use brackets, as you read, together with abbreviations and symbols to indicate passages (too long to underline) that contain important themes, wonderfully nuanced descriptions, especially delightful phrasing and/or syntax, provocative assertions, and figurative language. And, of course, write comments and analytical snippets to clarify your thinking. You may use post-it notes for more extensive commentary.

**Vocabulary/unusual diction:** within the text of the book, circle words that are unfamiliar to you or whose use strikes you as unusual or inventive. Look up words in a dictionary that seem essential to an understanding of the meaning or the sense of the author. Jot a brief definition or synonym in a nearby margin.

**Questions:** actively engage the text and confirm your understanding of each chapter by writing your own questions.

**Shifts:** note all shifts in point of view. Note all shifts in time. Note all shifts in diction and syntax. Consider why this shift has occurred.

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**AP World History Course Themes (for Humanities)**

**Theme 1: Interaction Between Humans and the Environment (*Writing on the Wall*)**

- Demography & Disease
- Migration
- Patterns of Settlement
- Technology

**Theme 2: Development and Interaction of Cultures (Both *Writing on the Wall* and *A History of the World in 6 Glasses*)**

- Religions
- Belief Systems, Philosophies, and Ideologies
- Science & Technology
- The Arts & Architecture

**Theme 3: State-Building, Expansion, and Conflict (*Writing on the Wall*)**

- Political Structures & Forms of Government
- Empires
- Nations & Nationalism
- Revolts & Revolutions
- Regional, Transregional, and Global Structures & Organizations

**Theme 4: Creation, Expansion, and Interaction of Economic Systems (*A History of the World in 6 Glasses*)**

- Agricultural & Pastoral Production
- Trade & Commerce
- Labor Systems
- Industrialization
- Capitalism & Socialism

**Theme 5: Development and Transformation of Social Structures (*A History of the World in 6 Glasses*)**

- Gender Roles and Relations
- Family & Kinship
- Racial & Ethnic Constructions
- Social & Economic Classes