

Dear Parents,

As the end of the year quickly approaches, it is time to get ready for summer reading. Summer reading is an essential part of the English curriculum at Cambridge Christian School. The National Center for Summer Learning at Johns Hopkins University has found that "without ongoing opportunities to learn and practice essential skills, kids fall behind on measures of academic achievement over the summer months" (McLaughlin and Smink 1). Therefore, the goal of our summer assignments is to maintain the momentum that is gained during the school year. While studying the effects of summer on academic achievement, Harris Cooper estimated "that summer loss for all students equals about one month on a grade-level equivalent scale" (qtd in Fairchild and Boulay 4). Because we do not want to spend the first month of school getting our students back up to grade level, we assign literature that is appropriate to the curriculum that the students will be studying when they return to school.

Each summer book is specifically chosen to give a preview of the next year's course of study while maintaining the educational level achieved during the previous year. The novels chosen will be discussed and assessed at the start of the year to varying degrees based on grade level and placement; however, the novels will not be reread in their entirety in the classroom. The English Department takes great care in the choice of each novel, especially the summer novel as it is entirely student directed. Please refer to the course sheet to find the readings that are assigned to your students this summer and the summer work they will need to complete and bring with them on the first days of school. We would like to thank you for your ongoing support of this summer learning initiative, and we look forward to working with you and your student.

Sincerely,

Cambridge Christian 9-12 English Department

Fairchild, Ronald and Matthew Boulay. "What If Summer Learning Loss Were an Education Policy Priority?" 24th Annual APPAM Research Conference. 9 Nov. 2002, www.whatkidscando.org, www.whatkidscando.org/archives/whatslearned/WhatIsSummerLearning.pdf. Accessed 11 May 2017.

McLaughlin, Brenda, and Jeffery Smink. "Summer Reading: Moving from the Periphery to the Core." *Progress of Education Reform*, vol. 10, no. 3, June 2009, pp. 1—6. , www.ecs.org/clearinghouse/80/99/8099.pdf. Accessed 11 May 2017.



JUNIOR HONORS

Welcome to Junior English Honors! Summer reading assignments will be due the **first day** of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned texts the first few weeks of school. **WARNING:** If you do not **carefully read**, you will not be successful in class the first weeks of school! Our theme this year is **THE NATURE OF MAN**, so please be reflective about how your assignment represents this theme.

ASSIGNMENT: *Of Mice and Men* by John Steinbeck (fiction in PRINT only-ISBN-13: 978-0140177398)

Part 1: In-depth Annotations- You will do at least one annotation per every four pages, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. This will be graded.

Part 2: Reading Journal- This will be 10 entries, *hand-written* in two columns. In the first column, you will copy a significant passage you located during your annotations (3-6 sentences) with its provided page number. In the second column, you will analyze the passage in a paragraph for any devices found below in the word bank and discuss how these devices help to create theme and develop elements of a story.

Reading Passage (3-6 sentences with pg. #)	Analysis (paragraph minimum)
"This is your quote" (pg. #).	This is your analysis where you discuss how certain devices create theme and develop elements of a story. This is not a summary.

Part 3: Write an MLA essay, which is 2-3 pages in length and analyzes the theme of the **nature of man** in *Of Mice and Men* and at least one story or person in the Bible. What does each story reveal about humanity and our true natures? How are their depictions similar? How are specific characters similar in their natures with regard to their search for purpose, identity, and belonging? Be certain you have a thesis statement with at least three distinctive claims. Have specific examples from both the novel and Bible with in-text MLA citation. You must have a Works Cited page where you cite *Of Mice and Men* and the Bible. You may not use outside sources or online study guides to create your response. It is to be original; plagiarism is strictly forbidden. Please visit <https://owl.english.purdue.edu/owl/resource/747/01/> to learn more about MLA format. And please feel free to contact us via e-mail over the summer if you have any questions. We'd be glad to help.

MINI LESSON YOU MUST FOLLOW EXACTLY TO EARN FULL POINTS ON YOUR ANNOTATIONS:

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight or underline it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Rhetorical and Literary Word Bank: Use the word bank below to create your annotations with a **variety** of terms. If you are unfamiliar with a term, please make a personal glossary of definitions. You will need to know ALL of these terms for class. Be sure you study them.

Rhetorical Devices: ethos, pathos, logos, diction, syntax, style, logical fallacies (look up all of the various ones), claim, counterclaim, rebuttal, concession, appeals, Toulmin's Model of Argumentation (qualification, generalization, analogy, sign, causation, authority, principle)
Literary Devices: imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary

Kimberly Phinney, M.Ed.
Cambridge Christian School
English Department
Questions? Contact us: