

June 11, 2018

Dear Parents and Students,

Enclosed please find the summer Language Arts assignment for students enrolled in Language Arts 10 at Temima High School for the 2018-19 school year. This assignment is designed both to engage students' minds through reading and writing and to prepare students for the upcoming school year.

The required summer reading book is *Fahrenheit 451* by Ray Bradbury. Students can elect either to purchase the book at a local bookstore or may check out the book from the public library. We will be discussing this book as part of our first unit, so students should have access to a book during the first month of school. Students must read the book and complete the reading assignment listed on the following page before the start of the school year. Assignments will be collected the first day of class after orientation week.

In addition, students should complete the reading for a second book of their choice and complete the assignment included in this packet.

If you have any questions or concerns before the start of the fall semester, you may leave a message for me at the school or contact me by email at [mschafstall@temima.org](mailto:mschafstall@temima.org). Students may also email me with any specific questions about the summer assignments.

Sincerely,

Melissa Schafstall  
Language Arts Teacher  
Temima High School for Girls

American Literature - Language Arts 10

Part 1: Summer Reading Assignment

Due Date: The first day of class after orientation week. In addition to the assignment listed below, you will probably be given some kind of in-class writing assessment on this date.

Reading: *Fahrenheit 451* by Ray Bradbury

Annotation Assignment:

As you read the novel, you should annotate using either post-it type sticky-notes that you place inside the book or regular paper (either handwritten or typed). If you use sticky-notes, be sure to place them firmly inside the book so that you don't lose them.

You should write notes after each reading of approximately 20-25 pages – you may adjust this slightly to correspond with chapter breaks. After each reading, take notes on what you notice/find interesting/have questions about. Some examples:

- What do you notice about the setting?
- What are your first impressions of certain characters?
- Why did a certain character surprise you? Demonstrate growth?
- What are you noticing about the plot, characters, style, conflict(s), or theme?

For each entry, you should write the equivalent of 4-5 sentences. You may use some shorthand/bullet points as long as I can make sense of your notes. For example, do not just write a character's name and 1-2 words beside it. You may begin sentences with phrases like "I think . . ."

\*Also, you should write **five** good questions to use for class discussion. These questions can cover character development, main idea, supporting characters, setting, etc. Do not write "yes/no" questions. (See section III of the summer assignment Part 2 for some ideas.)

In addition, please note anything else in the book that you find interesting or have questions about as you read.

**Note:** Under no circumstances will I accept for credit a book that has comments/annotations written by another student, friend, relative, etc. You must use a clean copy of the book.

**You will receive a grade for your book annotations.** Since this is our first unit of the fall semester, you might want to read the book close to the start of the school year if possible.

Honors Only - Important Passages:

Choose two passages from the novel that are important to either character development or main idea. Write/type out each passage with the page number as well as a paragraph of 4-6 typed lines discussing its importance. (See sections IV and V of the summer assignment Part 2.) You will receive a separate grade for this part of the assignment.

You can email me with any questions at [mschafstall@temima.org](mailto:mschafstall@temima.org).

Happy reading! I look forward to discussing this book with you in the fall.

## Language Arts 10

### Part 2: Summer Reading Assignment

Due Date: The second week of classes – but I strongly suggest that you at least have the book read before school starts as I will begin assigning homework the first week of school.

#### Your Choice:

Choose a book that interests you for your reading. This book should be at your reading level (it should not feel “too easy”) and should be at least 150 pages in length. It may be fiction or nonfiction. If you have trouble picking out a book, ask a friend, relative, sibling, or choose one from the suggested list below. You should read a book that you haven’t read before.

#### **Suggested List (if you’re having trouble selecting a book):**

*Tom Sawyer* by Mark Twain

The adventures of the imaginative Tom Sawyer and growing up in Mississippi.

*Across Five Aprils* by Irene Hunt

Jethro Creighton grows from a boy into a man when he is left to care for the family farm during the Civil War.

*I Heard the Owl Call My Name* by Margaret Craven

A young vicar’s account of a Native American tribe and how their way of life is being destroyed by the influence of white men.

#### **Written Assignment:**

You will be writing an approach paper, which consists of the following sections (example on the next page):

I. Summary Paragraph: A three or four sentence paragraph which explains the ENTIRE novel using as much description and detail as you can manage. To encourage your writing style, every sentence must start out in a different way. You should use introductory phrases that often begin with words like “although” or “because,” prepositions, and phrases that begin with -ing words. Do not start each sentence with subject-verb. This helps make your writing more interesting to read. This is often the most difficult section of the approach paper to write.

II. Character Descriptions: Choose three important characters in your novel. By each of these character’s names, list four words which describe the character distinctly. This is a good time to think about vivid vocabulary words and to check the dictionary and thesaurus for ideas. If you use a particular word to describe one character, you may not use that same word to describe another character.

III. Discussion/Essay Questions: Write three questions that a teacher might ask you about the novel either in class or for an essay. These questions should be thought-provoking and almost always take more than one line to type because they ask readers to combine more than one idea. Just *writing* these types of questions helps you to anticipate what questions might be asked of you in class discussion or on a test and encourages you to think more insightfully about the book or play.

IV. Key Passage: Choose the most important passage in the novel (in your opinion). Type it up word-for-word in the approach paper. Make sure to identify the speakers (if dialogue) and list the page number.

V. Key Passage Explanation: In a fully-developed paragraph, explain why your chosen passage is important to understanding the novel. Discuss any mentioned or inferred themes connected to the key passage.

**For both assignments:**

All work should be your own. Evidence that any part of this assignment was plagiarized from other sources (including other students' work or online websites) will result in grade penalties that may include loss of credit for this assignment and possible disciplinary action.

**Sample Approach Paper for *To Kill a Mockingbird*:**

*To Kill a Mockingbird* by Harper Lee is the story of three years in the childhood of Scout and her older brother Jem. As an adult narrator, Scout recalls a series of loosely connected episodes which occur in Maycomb, Alabama, in the 1930s, a time of racial segregation and extreme prejudice. Weaving two strands of narrative, Lee presents Boo Radley, the mysterious and reclusive neighbor whom the children find both intriguing and frightening, with the trial of Tom Robinson, a hardworking, innocent black man who is being defended by Scout and Jem's just and courageous father, Atticus Finch. The two strands of narrative tie together in the end when Boo Radley emerges from his seclusion to save Scout and Jem from a cowardly attack on them by Bob Ewell, who vowed vengeance on Atticus after the trial.

Scout Finch: strong-willed, intelligent, tomboyish, loyal

Jem Finch: thoughtful, steadfast, imaginative, maturing

Boo Radley: reclusive, lonely, simple, protective

1. *To Kill a Mockingbird* deals with the issue of racial equality, but Harper Lee also includes the strong story line of Boo Radley. How does the Tom Robinson trial combine with the Boo Radley story thread to make a novel that speaks powerfully of more than just racial equality?
2. What do Jem and Scout finally understand about their father: what he stands for in their own lives and in the lives of many of the townspeople?
3. Discuss the three different views of Tom Robinson's trial and its outcome as seen by Atticus, Jem and Scout, and the townspeople.

From Chapter 3, page 30:

Atticus: "First of all," he said. "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it."

Atticus' entire philosophy of life seems to be summed up in his words to Scout. To be an objective and just community member, one must be able to "climb into" another person's "skin" and "walk around in it" or be able to see issues from another person's perspective. Atticus offers these words to Scout after her first day of formal schooling in the first grade when she is upset that the teacher doesn't understand her efforts to explain Walter Cunningham's financial situation. These words from Atticus begin her first lessons in life. Through the course of the novel, Atticus will show the children his compassion for people different from their family, his attempts to "climb into someone's skin and walk around in it" when he defends an innocent black man, Tom Robinson, against a town's wishes, and when he instructs the children to be respectful and compassionate toward Boo Radley, a neighborhood recluse. One of the main themes of the novel is understanding and accepting people different from oneself.