



2019 Advanced Academics Summer Assignment

Pre-AP English II
Dayton High School

Rebecca Bolds rebecca.bolds@daytonisd.net

Due Date: August 20, 2019

Pre-AP English II students are required to read the novel *Into the Wild* and a chapter from *How to Read Literature like a Professor*. Students must have these books read **before the first day of school**. The following assignments that go along with reading the novel will be due on **Tuesday, August 20, 2019**. You will receive grades for each assignment for the first six weeks. Up to **10 Extra Credit Points** will be given for each assignment that is turned in before the due date. If you have any questions or concerns, please email me at rebecca.bolds@daytonisd.net or you can message me through Remind once you sign up.

PART 1: Read – *How to Read Literature Like a Professor* and *Into the Wild* by Jon Krakauer

Students will need to purchase *How to Read Literature Like a Professor, Revised Edition* by Thomas C. Foster. This book outlines specific strategies and concepts that will enable students to become better critical thinkers and better writers. This book will be used for the English Pre-AP, AP, and Dual Credit programs for the duration of the student's 4 years at Dayton High School. It is important that each student buys his or her own copy as students will be marking and annotating directly in the books. Students will read a chapter this summer, and they will continue to use the book throughout the school year.

Students will also need to purchase *Into the Wild* by Jon Krakauer. In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How McCandless came to die is the unforgettable story of *Into the Wild*. A test over the novel will be given the first full week of school.

PART 2: While You Read – Annotation, Writing Assignment, and Questions

As you read *Into the Wild*, you will choose two chapters to annotate in-depth. For these two chapters, you must have annotations on each page. After you read, you will apply the chapter assigned in *How to Read Literature like a Professor* to *Into the Wild* and answer short essay questions over the novel using complete sentences and citing evidence from the text to support your answers. Further directions on these assignments are in this packet.

PART 3 – Remind – Communication Notification

Remind is a fantastic resource to communicate with students and parents outside of the classroom without having to share personal information. A teacher is able to text or send email alerts to students and parents about upcoming events, and now students can text teachers directly through Remind to ask questions or receive clarification without sharing their personal number. You can sign up one of two ways for remind. Using your cell phone, you can send the message **@dhspre-ap** to the number **81010**, or you can go to remind.com/join/dhspape2 on a desktop computer to sign up for email notifications. Parents are strongly encouraged to register.

2019 Advanced Academics Summer Assignment Pre-AP English II Dayton High School

Allow time to read and annotate the novel carefully. Annotating is a way of “close” reading that requires you to think carefully about the text as you read and to mark passages and make notes in the margins. Remember that when you annotate, you underline short passages, put brackets around longer passages, and make brief notes in the margins that explain why you have marked these passages. Underlining and bracketing without making margin notes is **NOT** annotating; you won’t receive credit for simply marking passages. **Remember that you are choosing TWO chapters to annotate in-depth. You must have annotations on EACH page in those chapters.**

Notes about *Into the Wild*:

- Jon Krakauer is a journalist who investigated and wrote about Chris McCandless before writing *Into the Wild*.
- This true story is not told chronologically. As you read, mark words and phrases that indicate when each part of the story takes place. You may want to create a rough timeline of events based on what you find. Consider why Krakauer chose to organize the book the way he did.
- Yes, you must read the Author’s Notes and the Epilogue. They are part of Krakauer’s story and contribute to the overall meaning.

Note: Make sure you annotate for ALL of the following, though you may not notice ALL of them in each chapter.

- ▶ Annotate for **PLOT**: Clues to where each scene falls chronologically.
- ▶ New/challenging **VOCABULARY** with the definition or explanation of the word noted (at least 2 per chapter)
- ▶ Annotate for **CHARACTER**: your own questions and observations of McCandless, other characters, or the author
- ▶ **Annotate for THEME**: When you see passages that reflect one of the themes below, mark the passage and note the theme in the margin.
 - **The American Wilderness (Nature)**
 - **Identity and Self**
 - **Arrogance vs. Ignorance** (believing oneself to be mightier than nature vs. lacking the knowledge to navigate nature)
 - **Luck/Chance**
 - **Idealism vs. Realism**
- ▶ Annotate for passages you think are important, interesting, or unusual and star * them. Use several stars *** if you **REALLY** think it’s important or interesting. This includes quotes that will help you answer the short-answer questions.
- ▶ If you have a question about something in the book, write it on the page when it first occurred to you. Use ??? to draw attention to the passage.
- ▶ Appeals to credibility, emotion, and logic/reason (*ethos, pathos, logos*)
- ▶ Significance of the quote at the beginning of each chapter.

ESSAY ASSIGNMENT: After reading chapter 1 of *How to Read Literature like a Professor* and the entire novel *Into the Wild*, write an essay answering the question below referring back to Foster's work and *Into the Wild* for specific details. Your essay should be in paragraph form (**two or three sentences are inadequate**). Your paper may be typed (double spaced, 12 point - Times New Roman font) or hand-written (neatly). Make sure you proofread, and you must use MLA citations--author last name, page number--and quotes from both texts— Foster and Krakauer--within each answer. Below the questions is an example of how to set-up your essay following proper MLA format.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and apply them to *Into the Wild*. (Explain each aspect as it relates to McCandless's journey.) How does Krakauer's description compare to a literary quest? How is it different? *Make each aspect of the QUEST a separate paragraph. For each paragraph, you should: **(a)** name and describe the aspect of the quest, **(b)** explain how McCandless's journey fulfills or differs from that aspect, and **(c)** include text evidence in the form of a direct quote with MLA citation. You must cite *Into the Wild* within each paragraph, but you may also occasionally cite *How to Read Literature Like a Professor*. Make sure you fully explain the text evidence you present, and do not merely summarize or re-state it.

Student Name

Mrs. Bolds

PAP English II

1 July 2019

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

Begin typing your response here and making sure that you indent when you start a new paragraph. Remember that you will write five full paragraphs, one for each aspect of a quest. When you quote a passage and/or words and phrases from the books, be sure you cite your evidence/quote by using parentheses (), author's last name, and page number. An example would be (Krakauer 13). If you are unsure, you can go to <https://owl.english.purdue.edu/owl/resource/747/2/>, <https://www.easybib.com/guides/citation-guides/mla-format/how-to-cite-a-parenthetical-citations-mla/>, and/or even go to YouTube for assistance. You can also email me or send a text through the Remind app.

SHORT ESSAY QUESTIONS: On the following page are **FOUR** short essay questions. Plan your responses before you begin writing, and make sure you include all requirements for each answer. I am looking for deeper thinking—beneath the surface—not simplistic responses. Through reading, researching, analyzing, and interpreting (i.e. THINKING about) each work, you gain an intimate knowledge of the piece and its place in literature.

How to Read Literature like a Professor Writing Assignment and Into the Wild Short Essay Questions

NAME: _____ Date _____ Pd. _____

***Into the Wild* Short Essay Questions**

DIRECTIONS: Answer the following questions using complete sentences. Each response must include your answer to the question, textual evidence to support your answer (a quote from the text), and your own commentary/explanation.

1. Krakauer tells us that he is not an “impartial biographer” (*Author’s Note*). How does this affect the reader’s understanding of the story?

2. How would you describe the relationship between Chris McCandless and his father? (Be sure to give a *specific* answer.)

LITERARY TERMS: **KEEP THIS LIST OF WORDS!!** You will have several quizzes over these words during the first six weeks.

ALLITERATION - The repetition of the initial consonant sounds.

ALLUSION - A reference to a well-known person, place, event, literary work, or work of art.

ANALOGY – a comparison that explains or describes one subject by pointing out its similarities to another

ANTITHESIS – involves a direct contrast of structurally parallel word groupings, generally for the purpose of contrast (e.g., sink or swim)

ARCHETYPE - The term is applied to an image, a descriptive detail, a plot pattern, or a character type that occurs frequently in literature, myth, religion, or folklore and is, therefore, believed to evoke profound emotion because it touches the unconscious memory.

CHARACTERIZATION - The act of creating and developing a character.

▶ **DIRECT CHARACTERIZATION** - The author directly states a character's traits.

▶ **INDIRECT CHARACTERIZATION** - A method of characterization in which an author tells what a character looks like, does, and says and how other characters react to him or her. It is up to the reader to draw conclusions about the character based on this indirect information.

CONNOTATION - The set of associations that occur to people when they hear or read a word.

DENOTATION - The dictionary meaning of a word.

DIALOGUE - A conversation between characters.

DICTION - Word choice. To discuss a writer's diction is to consider the vocabulary used, the appropriateness of the words, and the vividness of the language.

EPIPHANY – a sudden understanding or realization which prior to this was not thought of or understood

FLASHBACK – a section of a literary work that interrupts the sequence of events to relate an event from an earlier time

FORESHADOWING - the use in a literary work of clues that suggest events that have yet to occur.

HYPERBOLE - A deliberate exaggeration or overstatement. (e.g., I'm so hungry I could eat a horse.)

IMAGERY - The descriptive or figurative language used in literature to create word pictures for the reader.

IRONY - The general name given to literary techniques that involve differences between appearance and reality, expectation and result, or meaning and intention.

▶ **VERBAL IRONY** - A type of irony in which words are used to suggest the opposite of what is meant. *Sarcasm is a form of verbal irony.

▶ **SITUATIONAL IRONY** – In this type of irony an event occurs that directly contrasts the expectations of the characters, the reader or the audience.

▶ **DRAMATIC IRONY** - A contradiction between what a character thinks and what the reader or audience knows to be true.

JUXTAPOSITION - A poetic and rhetorical device in which normally unassociated ideas, words or phrases are placed next to one another.

METAPHOR - A figure of speech in which one thing is spoken of as though it were something else.

MONOLOGUE - A speech by one character in a play, story or poem.

MOOD - The feeling created in the reader by a literary work or passage.

ONOMATOPOEIA - The use of words that imitate sounds.

OXYMORON - A figure of speech that combines two opposing or contradictory ideas. (e.g., freezing fire)

PARADOX - A statement that seems contradictory or absurd but that expresses the truth.

PERSONIFICATION - A type of figurative language in which a nonhuman subject is given human characteristics.

POINT OF VIEW - the perspective from which a story is told.

▶ **FIRST PERSON NARRATOR** - A character in a story who is telling the story. Readers see only what this character sees, hear, etc.

▶ **THIRD POINT LIMITED NARRATOR** – the narrator, who plays a part in the story, zooms in on the thoughts and feelings of just one character. With this point of view, we observe the action through the eyes and with the feelings of this one character.

▶ **THIRD PERSON OMNISCIENT NARRATOR** - An all-knowing third-person narrator. This type of narrator can reveal to readers what the characters think and feel.

PUN - A play on words based on different meanings of words that sound alike.

SETTING - The time and place of the action of a literary work.

SIMILE - A figure of speech in which *like* or *as* is used to make a comparison between two basically unlike subjects. (e.g., She is as flighty as a sparrow.)

SYMBOL - Anything that stands for or represents something else. An object that serves as a symbol has its own meaning, but it also represents abstract ideas.

THEME - A central message or insight into life revealed through the literary work. It is not a condensed summary, but rather a generalization about human beings or about life that the literary work communicates.

TONE – The writer's attitude toward his or her audience and subject. Tone can often be described by a single adjective. Often referred to as attitude.

UNDERSTATEMENT – Saying less than is actually meant, generally in an ironic way

***Assignments may also be found on the home page of the Dayton ISD website at www.daytonisd.net after May 31st.