



**Oak Hills High School English II Pre-AP  
2011 Summer Reading Agreement**

***English II Pre-AP Summer Assignment***

**Both students and their parents/guardians must read the guidelines for the summer assignment and then sign and return the attached sheet to indicate that the student and parent/guardian understand and have received the summer assignment as follows:**

**All incoming English II PRE-AP students must complete the following summer assignment before the first day of class.**

**1. Students are to read the following book:**

- **Night** Elie Wiesel  
Secure a copy of the book listed above. You can purchase inexpensive copies from places like half.com, check them out from a public/OHHS library, or read a free e-text version. Complete the reading at your own pace over the summer, concentrating on careful thought and analysis, and come to class prepared to discuss and produce a piece of literary analysis, based on the text. The completed reading and the work associated with it are due the first day of school.

**2. As they read *Night*, students are to complete the following work:**

- Complete the **non-fiction** major works data sheet. This assignment must be typed in order to receive credit. Make sure that you are completing the **non-fiction** major works data sheet.
- Keep a dialectical journal. A dialectical journal is a conversation between you and what you have read. It highlights questions, connections, and ideas as you read. Make sure you use complete sentences and page numbers. You will vertically divide your paper in half. On the left side of your paper you will copy a direct quote with a page number from *Night*. On the right side of your paper you will include your thoughts, comments, ideas, questions, connections, understandings, and reactions to that passage. An example of how to set up your paper is as follows:

Direct Quote	Reaction
“.....” p.____	

**3. After they read *Night*, students are to complete the following work:**

- Using the quotes from your dialectical journal and the attached directions, write a found poem that you will include in a collage.
- Create a collage with pictures from the Holocaust and include your found poem within it.

**4. Students are to organize their portfolios:**

Make sure your portfolio is current and reflects who you are as a student. You will be required to bring it to class the second week of the semester. If you are a new student to OHHS, please bring sample essays and other relevant work, preferably with your previous instructor’s comments/ corrections.

**5. Review *English Handbook***

- Please go to the school’s website, <http://oakhillsbulldogs.com> and review the *English Handbook* under Campus → Departments → English.

**Students should come to class fully prepared to take an assessment on the reading.**



## Oak Hills High School English II Pre-AP 2011 Summer Reading Agreement

PLEASE SIGN AND RETURN THIS SHEET TO Mrs. Sherrodd in D-4 NO **LATER THAN MONDAY, MAY 2, 2011.**

The summer assignment cannot be made up after school begins, except in the case of transfer students. The summer assignment will count for the equivalent of one major unit/test/project as part of your fall semester grade. It is the policy of Oak Hills High School's English department that students who do not complete the summer assignment will receive a score of zero (*non-negotiable*) for the assignment and/or may be dropped from the AP program and placed in a regular College Preparatory class.

[If you are a **transfer AP student** to OHHS during the summer, submit this sheet to Ms. Sherrodd's mailbox as soon as possible, but not later than the beginning day of school. Your teacher will work out a reasonable extension of your summer work, depending upon the date of your enrollment at OHHS.]

**PLEASE READ AND FOLLOW THE INSTRUCTIONS FOR THE ASSIGNMENTS CAREFULLY, AS THEY CONSTITUTE THE BASIS OF SEVERAL MORE ASSIGNMENTS IN THE FALL SEMESTER.**

After reading through this packet, if you have any questions, contact Mrs. Sherrodd in D-4 or MrsSherrodd@aol.com

### **STUDENT ACKNOWLEDGMENT:**

I have read this packet of summer reading assignments and understand the rigorous requirements for this PRE-AP class. I understand that I will be enrolled in a challenging, college-level class that will require consistent study, eager participation, and maturity and ethics commensurate with a beginning college student. I understand that CST reading comprehension scores below the 80<sup>th</sup> percentile indicate possible struggles to keep up in this PRE-AP course. I understand that I must secure a copy of the said novel(s) and complete a careful reading prior to the first day of school. I will obtain a copy of the book(s) and complete the assignment(s) in a professional and timely manner.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Student Name

### **PARENT ACKNOWLEDGMENT:**

I have read this packet with my son/daughter and understand the requirements for the PRE-AP class. I understand the summer reading requirements and the necessity of acquiring texts in a timely manner, both now and throughout the year. I understand that my student needs to be an avid reader, and I have examined his or her CST reading scores to estimate the chances of her or his success in this class.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Parent Name

**Major Works Data Sheet**

**Note: Cite references in MLA format, in-text and parenthetically. Complete a Works Cited page of all references used.**

Title: _____ Author: _____ Date of Publication: _____ Genre: _____	Biographical information about the author:
Historical information about the period of publication:	Characteristics of the genre:

Describe the author's style:	Give an example that demonstrates this style, and explain how it does so:
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**Memorable Quotations: You may use additional paper if needed**

Quotation, speaker, page number, and "What does it say?"	"What does it mean?" and "What does it Matter"
1.	
2.	
3.	

4.	
5.	
6.	
7.	
8.	

9.	
10.	

Major Characters			
Character's name:	Role (what role does this person have in the story?)	Significance (why is this character significant to the story?)	Character traits (what sort of person is this?)
1.			
2.			
3.			
4.			

5.			
6.			
Describe the mood/tone of the work:	Plot/Book Summary (with in-text citations).		
Intended Audience:	Author's Purpose:		
Rhetorical Strategies:			

Old AP questions that might be applicable to this work, and why: reference  
[http://homepage.mac.com/mseffie/AP/Language\\_Prompts.pdf](http://homepage.mac.com/mseffie/AP/Language_Prompts.pdf)

List researched sources used to compile this document: *Five Minimum in MLA style, you may use an online Works Cited generator (easybib.com) and paste here*  
Works Cited

## Found Poem Step-by-Step Instructions

1. Search through the passages you have written in your dialectical journal or other words that you noted within *Night* as you read. Look for 50-100 words that stand out.
2. On a separate piece of paper, make a list of the details, words, and phrases that stand out, keeping them in the order that you found them.
3. Go back over your journal and your notes within your book to make sure that you do not want to add anything else that you found particularly powerful, moving, or interesting. If you find anything, feel free to add it or take out something you previously wrote down.
4. Look back over your list and cut out everything that is dull, unnecessary, or otherwise would not be good to use in a poem. Try to cut your original list in half.
5. As you look over the shortened list, think about the tone that the details convey. Is there a common theme between them? How could you link them together?
6. Make any minor changes necessary to create your poem. You can change punctuation and make little changes to words to make them fit together (such as tenses, possessives, plurals and capitalizations).
7. When you are close to an edited down version, if you absolutely need to add a word or two to make the poem flow more smoothly, to make sense, or to make a point, you may add up to three words of your own. No more than three of your own words are permissible.
8. Read back over your edited draft one more time and make any deletions or minor changes.
9. Check the words and choose a title – is there a better title than “Found Poem”?
10. Type the poem as a final draft. Pay attention to line breaks, layout, and other elements that will emphasize important words or significant ideas in the poem.
  - Read aloud as you arrange the words. Test the possible line breaks by pausing slightly. If it sounds good, then keep it that way.
  - Arrange the words so they make a rhythm that you like. You can space words out so they are all alone or allruntogether
  - You can also put  
key  
words  
on lines by themselves.
  - Emphasize words by playing with bold, italics, font size, etc.
11. At the bottom of the poem, tell where the words in the poem came from (*Night* by Elie Wiesel).
12. Include your typed found poem in your picture collage of images from the Holocaust.