



Darul Arqam School Summer 2022



English/ Language Arts

Entering 9th Grade

Summer Reading: *Anne Frank: The Diary of a Young Girl* by Anne Frank

You can choose from one of the following activities **after** you have finished reading the book. This will be your first project grade.

Choose *one* project to complete:

1. Create a six page scrapbook about Anne Frank's life.

Each page should focus on a part of her life. Each page should have at least one picture and a paragraph about this part of her life. The scrapbook should have a cover with a picture and your name.

2. Write a letter to Anne Frank discussing your thoughts about her courage during this time in history. Would you be able to live as the Franks did in the attic? Discuss how Anne's diary has helped people see what happens during time of war. The letter should be in friendly letter format and be two paragraphs in length discussing the two points above. You may type or handwrite the letter. Friendly letter example:
www.readwritethink.org/files/resources/lesson_images/lesson1083/lettersamples.pdf

3. Create a personal reflections diary. As you read the book, keep a journal of your thoughts and feelings as you read the book. Each diary entry should be 5-7 sentences in length. It may be typed or handwritten. Your final reflection diary should be a total of ten pages (paragraphs). Create a cover for your diary that includes a picture (drawn or clip art) and your name. Then bind your diary with staples, cord, or ribbon.

4. Responding to Literature: An ABC Profile of a Novel: Complete a summary project on the diary. For each letter of the alphabet, think of someone (character), something (event, item), or some place from the novel that begins with that letter. In two or three sentences, explain why or how that person, place, or thing you have chosen to illustrate each letter relates to the plot, theme, and/or character motivation or development in the novel. It is expected that rules of proper grammar, usage, punctuation, and capitalization will be used in the completion of this assignment. You should type this project. The grade for this assignment will reflect content, mechanics, creativity, and

adherence to the stated purpose. It is due on the first day of school.

Examples:

NOVEL: Anne Frank: The Diary of a Young Girl

A is for AMSTERDAM, the Netherlands, where the Frank family moved to in the fall of 1933. Hitler had come to power in Germany, and Otto Frank realized that his family could not remain there safely.

B is for BOYS. Anne reveals in her diary that she is popular with boys and write about many of them. She is a happy, outgoing, teenage girl before her family goes into hiding.

C is for

CHANUKAH, celebrated by the Franks and the others hiding in the Annex in December 1942. The reader learns that they light candles and exchange small gifts and sing “a song,” perhaps “Maoz Tzur.”

Presentations: Will take place within the 1st and 2nd weeks of school.

Entering 10th Grade

1. Choose one of these novels: *Huckleberry Finn* by Mark Twain or *The Hobbit* by J.R.R. Tolkein
2. Write a point of view journal entry for every 3 chapters (example: Journal entry #1 for chapters 1-3, Journal entry #2 for chapters 4-6, etc). **Format** : MLA for each journal entry, **each entry must be at least 2 well developed paragraphs in length.**

Entering 11th Grade

If you are willing and able to purchase your own copies of these books, you can annotate as you read and will have the books to refer to later in the year. If not, you can find these works in the local library or online. Although video versions of your book may exist and can be enjoyable, they differ greatly from the written word; it is better to rely on the works themselves. Some of the works may contain somewhat explicit language or mature subject matter. Feel free to make another choice, but please be advised that many of the works we read and discuss will have content such as this.

Grading: This will be your first test grade (summative assessment) for Quarter 1. This will be graded based upon your deeper insights on how literary/rhetorical devices, as well as excerpted evidence, add meaning to the text. Surface level interpretations as well as those found on websites such as

Sparknotes are not considered 'A' level work. You will be rewarded for your own thoughts and ideas. **Assignments one through three are for a total of 100% as a formative assessment. The third assignment will be assessed during the first weeks of school with an essay prompt worth 100% as a summative assessment.** All of these assignments are due the first day of school for full credit. Assignments can be turned in until the deadline, the last day of the first week of school, for a late grade of 50%. After the deadline, no work will be accepted.

*****Plagiarism:** Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment.

Heading: Please use this MLA format heading for all papers.

Name

Teacher

AP Literature and Composition

Date

1. FIRST ASSIGNMENT: Read Chinua Achebe's *Things Fall Apart*.

Book Description: *Things Fall Apart* is a classic narrative about Africa's cataclysmic encounter with Europe as it establishes a colonial presence on the continent. Told through the fictional experiences of Okonkwo, a wealthy and fearless Igbo warrior of Umuofia in the late 1800s, *Things Fall Apart* explores one man's futile resistance to the devaluing of his Igbo traditions by British political and religious forces and his despair as his community capitulates to the powerful new order.

Assignment One: Read and annotate the novella. **You will be assessed on *Things Fall Apart*, using an AP exam prompt and multiple choice test.** Use the guidelines on the following page to annotate this book. This will help you to organize your thoughts, connect with the text and ultimately to remember it. Additionally, you will be completing annotations for all the texts you read during the course, so this is a good start. Your annotations will be collected and reviewed for credit.

Assignment Two: Dialectical Journal for ONE passage of *Things Fall Apart*. Choose a passage from the book that stands out to you. The passage can be one page long or a few pages. Please complete the chart below (if you need to recreate it, make it larger, whatever – feel free to do so):

<p>Passage Excerpt from <i>Things Fall Apart</i> (you can copy/paste this OR you can list the Chapter/page numbers. Please add a quoted excerpt from the beginning of the passage).</p>	
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Q – Question ask about something in the passage that is unclear	
C – Connect make a connection to your life, the world, or another text	
P - Predict anticipate what will occur based on what is in the passage	
R – Reflect think deeply about what the passage means in the broad sense – not just the characters in the story. What conclusions can you draw about the world, human nature, or just the way things work?	
E – Evaluate make a judgment about the character(s), their actions, or what the author is trying to say	

Assignment Three: Choice Novel

For this assignment, please choose ONE of the novels below from an AP Literature reading list to read over the summer. The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. In preparation for the AP Literature exam, you will need to be familiar with a wide range of literature. The more you read books of literary merit the more prepared you will be. I encourage you to visit the College Board website to review sample questions, additional preparation suggestions, and lists of literary works that often appear on the exams.

*Please note that some of these novels may contain mature themes.

Novel List:

Great Expectations by Charles Dickens *The Awakening* by Kate Chopin *King Lear* by William Shakespeare *The Catcher in the Rye* by J.D. Salinger *Crime and Punishment* by Fyodor Dostoevsky *A Tale of Two Cities* by Charles Dickens *A Portrait of the Artist as a Young Man* by James Joyce *One Flew Over the Cuckoo's Nest* by Ken Kesey *The Sun Also Rises* by Ernest Hemingway *A Thousand Splendid Suns* by Khaled Hosseini *Ceremony* by Leslie Marmon Silko *The Poisonwood Bible* by Barbara Kingsolver

The Color Purple by Alice Walker , *One Hundred Years of Solitude* by Gabriel Garcia Marquez, *The Glass Menagerie* by Tennessee Williams, *Beloved* by Toni Morrison, *Catch-22* by Thomas Heller, *Native Son* by Richard Wright, *The Odyssey* by Homer, *The Age of Innocence* by Edith Wharton, *Antigone* by Sophocles, *Brave New World* by Aldous Huxley, *Candide* by Voltaire, *All the Light We Cannot See* by Anthony Doerr, *Never Let Me Go* by Kazuo Ishiguro, *Love Medicine* by Louise Erdrich, *The Underground Railroad* by Colson Whitehead, and *Of Mice and Men* by John Steinbeck

Choice Novel Assignment: Read and annotate the novel. Use the guidelines on the following page to annotate this book. This will help you to organize your thoughts, connect with the text and ultimately to remember it. Additionally, you will be completing annotations for all the texts you read during the course, so this is a good start. Your annotations will not be collected; however, this is an excellent practice to begin now.

You will be assessed on the choice novel with an AP exam prompt. The essay will occur within the first few weeks of school. You will also share with your classmates what you read in a book talk.

Literature Materials Needed for Class:

While the class supply list will be given on the first day of school, there are other items that you should gather before joining the class or at the beginning of the year.

Please purchase or borrow the text: *How to Read Literature Like a Professor* by Thomas C. Foster. We will be reading this text throughout the entire year. The text is instrumental in helping people understand how to analyze a text, look for allusions, metaphor, and other figurative language, as well as canon themes and concepts throughout the history of literature.

Ideas for Annotating Literature

“Every Text is a lazy machine asking the reader to do some of its work.”
– Novelist Umberto Eco

- Use a pen so you can make circles, brackets and notes. If you like highlighters use one for key passages, but don't get carried away and don't only highlight.
- If you do not wish to write in your text, sticky notes work just as well!! Use different color stickies to denote different ideas or literary devices and write your information on the stickies – instead of the book.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme- or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments and talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you to think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.
- The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading

- habits to Develop in your First Year at Harvard.” <http://guides.library.harvard.edu/sixreadinghabits>
- If you still need help, please visit this supportive essay on how to annotate a text, <http://www.tnellen.com/cybereng/adler.html>.

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Helpful Hints

Theme vs. Thematic Concepts

A thematic concept is the generalized idea from which we can derive a theme. For many years you may have thought that these concepts were actually themes, but in reality they are not. We have all seen them. We search Sparknotes for important themes and are given items such as love or chaos vs. order. These are in fact thematic concepts and need to be referred to as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand the actual theme.

What is the piece saying about death? What is it saying about corruption?

Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

A theme must:

1. Be a complete sentence
2. Be universal
3. Be about life or human nature
4. Never be a moral
5. Never be a cliché

Entering 12th Grade

College essay as assigned by the teacher.