

Mrs. Rose Lacey  
Mrs. Liz Schory



## 2018 Summer Reading

### Purpose

Batesville High School holds high expectations for its young people; thus, all Pre-AP students in grades 9-10 and AP Literature and Composition are required to read selected texts during the summer. According to the Indiana Department of Education, "Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years." In Batesville, the community considers the task of helping our students excel and meet those reading demands, seriously. Since many students in our community read throughout their summer break, we want to ensure the selected reading material challenges and improves their appreciation and comprehension of quality literature.

The BHS English Department strives to continuously improve its Summer Reading program, seeking best practices to aid in our students' reading development. Please read the expectations carefully and plan on attending a help session if needed.

### Help Sessions

BHS English teachers will conduct help sessions on three dates during the summer. Enter the high school through the doors labeled "B" at the front of the building and go to the appropriate room (see below). Please plan on attending a help session if you have questions, or need additional help. Attending a session is **not mandatory**.

#### Tuesday, July 17

6:00 – 8:00 p.m.  
Mrs. Schory, Rm. A110  
[eschory@batesville.k12.in.us](mailto:eschory@batesville.k12.in.us)

#### Thursday, July 26

6:00 – 8:00 p.m.  
Mrs. Lowery, Rm. F104  
[jlowery@batesville.k12.in.us](mailto:jlowery@batesville.k12.in.us)

#### Wednesday, August 1

6:00 – 8:00 p.m.  
Mrs. Lacey, Rm. F108  
[rlacey@batesville.k12.in.us](mailto:rlacey@batesville.k12.in.us)

### If you attend . . .

- A draft outline is **required** to attend a help session. Do not come empty-handed. Also, bring both of the books you read, paper/pencil, and a computer, if desired.
- You do not have to attend the session that your teacher is leading. Any teacher can help you with questions. Your teacher can be reached by email for any questions you have, but please do not send complete documents for them to proof.
- **Stay as little or as long as you like.** There is no formal agenda. The sessions will be tailored to your needs.

## Pre-AP 10: Theme of Free Will

### Objectives:

- Learn to read more carefully and critically.
- Become engaged with the subject matter – question it, agree with it, disagree with it, compare it to other issues, make connections.
- Come to see reading and writing as a way of exploring and learning about a subject, rather than just a product to be judged.
- Move from merely summarizing material into analyzing, interpreting, and evaluating literature.
- Make meaning for yourself rather than look to teachers for the "right answers."
- Become a more effective reader and thinker.

### Tasks:

- **Read** *Animal Farm*, by George Orwell
- **Read** one book (of your choice) from the list below.
- **Create** a formal outline.
- **Prepare** a works cited.
- **Present** your findings in a formal speech (4 to 6 minutes).
- **Focus** on the theme of **free will**. Explore the theme developed through the two texts and analyze the author's message.
- **Discuss** one literary term (see list below) from EACH reading and explore how they relate to the theme. Choosing 1 literary term with an \*asterisk is required to be considered for an A on this element.
- **Turn in** completed outline and works cited on the first day of school (worth 15 points). Students will revise outlines in preparation for their final speech. The final outline and speech are worth 50 points total – 10 points for the outline and 40 points for the speech. Classes will spend a day at the beginning of school discussing formal speech expectations.

### Literary Terms

alliteration  
atmosphere/mood  
connotation  
diction  
dramatic irony\*  
flashback  
foil  
imagery  
personification  
point of view  
symbol  
tone  
dynamic character\*  
static character\*  
flat character  
round character  
verbal irony\*  
archetype\*  
paradox\*

### Reading Choices

Title	Author
<i>Matched</i>	Ally Condie
<i>The Giver</i>	Lois Lowry
<i>The Maze Runner</i>	James Dashner
<i>1984</i>	George Orwell
<i>Brave New World</i>	Aldous Huxley
<i>The Uglies</i>	Scott Westerfeld
<i>The Handmaid's Tale</i>	Margaret Atwood
<i>The Running Man</i>	Richard Bachman
<i>The Time Machine</i>	H.G. Wells
<i>The Road</i>	Cormac McCarthy
<i>The Minority Report</i>	Philip K. Dick
<i>A Clockwork Orange</i>	Anthony Burgess
<i>Ender's Game</i>	Orson Scott Card
<i>V for Vendetta</i>	Alan Moore
<i>Anthem</i>	Ayn Rand
<i>Player Piano</i>	Kurt Vonnegut
<i>Ashfall</i>	Mike Mullin

## Summer Reading Analytical Speech – Sample Outline

Complete the analytical speech and outline for the **required novel and the novel of your choice**. As you read, annotate and take notes, which will be beneficial as you write your speech outline and choose your significant passages. Write **complete sentences** for your outline. In addition, all outlines must follow the Modern Language Association (MLA) guidelines. If you need help with MLA style and format see <https://owl.english.purdue.edu/owl/resource/747/01/>

Incorporate ALL of the following aspects in your speech:

### I. Introduction

- A. Attention Getter (AG) – question, quote, interesting fact, anecdote
- B. Transitional Area – explain the AG and connect it to your theme/novels
- C. Thesis – write 1-2 sentences which include title and author of both novels and the theme written in a complete sent. Explain how the theme is similar, yet different in both novels.

### II. Thematic similarities – turn this into a topic sentence

- A. Explain how theme is presented in the first novel
  1. Quote/Oral Reading – emphasizes the theme and includes literary term  
Example: Oral Reading: Bradbury emphasizes, “It was a pleasure to burn. It was a special pleasure to see things eaten, to see things blackened and changed (1).
  2. Explain the significance of the quote and how it supports the theme. Include significance of the literary term and how it supports the theme.
- B. Explain how theme is presented in the second novel
  1. Specific example – emphasizes the theme
  2. Explain the significance of the example and how it supports the theme.

### III. Thematic differences – turn this into a topic sentence (begin with a transition word)

- A. Explain how theme is presented differently in the first novel
  1. Specific example – emphasize the difference in theme
  2. Explain the significance of the example and how it supports the theme.
- B. Explain how theme is presented differently in the second novel
  1. Quote/Oral Reading – emphasize the difference in theme and include the literary term
  2. Explain the significance of the quote and how it supports the theme. Include significance of the literary term and how it supports the theme.

### IV. Conclusion

- A. Restate thesis.
- B. Summarize body paragraphs.
- C. Clincher - last sentence of the conclusion, ties up loose ends, leaves the reader with a strong impression of what you said – often connects to AG or title.

**\*\*\*You are required to submit an MLA Works Cited with your outline.**

**\*\*\* Oral Reading:** A specific passage from **EACH** novel should be read to support your example(s) and connection(s). After reading the passages, explain the significance and impact. Students must identify the author and the page number where the oral reading passage is located in the text. Students are expected to have a copy of their novels (hard copy or electronic).