

BHS Summer Reading 2018



(Optional) Help Sessions

Tuesday, July 17

6:00 – 8:00 p.m.

Mrs. Schory, Rm. A110

eschory@batesville.k12.in.us

Thursday, July 26

6:00 – 8:00 p.m.

Mrs. Lowery, Rm. F104

jlowery@batesville.k12.in.us

Wednesday, August 1

6:00 – 8:00 p.m.

Mrs. Lacey, Rm. F108

lacey@batesville.k12.in.us

If you attend . . .

- Enter BHS through the doors labeled “B” (front of the school) and go to the room listed above.
- **A completed 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**. Come with specific questions. In order to help all students, teachers will not have time to read entire outlines.

Summer Reading Analytical Speech – Sample Outline (Required Format)

Complete one outline for the **required novel and the novel of your choice**. Write **complete sentences** for your outline. Use Microsoft Word (if at all possible) to complete 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/>**

I. Introduction

- A. Attention Getter (AG) – question, quote, interesting fact, anecdote (**no Brainy Quotes, etc.**)
- 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
 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.
- 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 – Leaves reader with a final thought – often connects to attention getter.

Pre-AP: Assignment and Checklist

- Read** *The Secret Life of Bees* by Sue Monk Kidd.
- Read** one book (of your choice) from the list below. As you read, annotate and take notes. This will be beneficial as you write the speech outline and choose significant passages.
- Write a formal outline** with a proper MLA-formatted works cited. **No essay is required.**
- Focus** on the theme of **friendship**. Explore the theme developed through the two texts and analyze the authors’ messages through the literary devices they use.
- Discuss** (in your outline) one literary term (see list below) from EACH reading. Explore how they relate to the theme of friendship. Choosing 1 literary term with an *asterisk is required to be considered for an A on this element. Choose different literary terms for each book.
- Turn in completed outline and works cited** on the first day of school (worth up to 15 points). Students will revise outlines in preparation for their final speech of 4 to 6 minutes (to be presented at a later date.)

***The final outline and speech are worth 50 points - 10 points/revised outline and 40 points/speech. Classes will spend time at the beginning of school discussing speech expectations.

Literary Terms

antagonist
autobiography
biography
characterization* (direct or indirect)
climax
conflict* (internal or external)
dialogue
exposition
falling action
foreshadowing*
metaphor*
narrator
oxymoron
protagonist
resolution
rising action
setting
simile*
symbol*
tone

Reading Choices

Title	Author
<i>Ender’s Game</i>	Orson Scott Card
<i>Boys in the Boat</i>	Daniel James Brown
<i>How Starbucks Saved My Life</i>	Michael Gates Gill
<i>Turtles All the Way Down</i>	John Green
<i>The Giver</i>	Lois Lowry
<i>Chains</i>	Laurie Halse Anderson
<i>The Orphan Train</i>	Christina Baker Kline
<i>The Kite Runner</i>	Khaled Hosseini
<i>Sarah’s Key</i>	Tatiana de Rosnay
<i>The Help</i>	Kathryn Stockett
<i>The Adventures of Huckleberry Finn</i>	Mark Twain
<i>Of Mice and Men</i>	John Steinbeck