

Pre-Advance
Placement
Summer Project
English/History

2014

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What is a Pre-AP course?

The Pre-AP courses are designed to teach student the necessary skills to be successful in AP classes offered the junior and senior year of high school. These classes are suited for students who show a high level of aptitude for, and interest/commitment to a particular subject. These classes will learn the same content as an on-level class, but will move at a higher pace and include more depth and some extensions. The Pre-AP courses are given extra weight to include in the GPA calculation. In a junior/senior AP course, students may earn college credit by scoring a 3 or higher on the AP exam given each year in May.

What can I expect in a Pre-AP English/history course?

- * More depth than grade-level classes
- * Higher pace than grade-level classes
- * Curriculum extensions
- * Projects often assigned above and beyond grade-level classes
- * Independent and directed note-taking
- * Testing that includes more open-ended questions
- * Homework requiring an average of 5 hours/week

What qualities will help me be successful in a Pre-AP class?

- * Self-motivation
- * Self discipline
- * Having a history of completing assignments on time
- * Organizational and time-management skills
- * Independent responsibility for making up any missed work for absences
- * Ability to contribute to classroom environment
- * Willingness to get help in tutorials
- * Ability to search online help
- * Ability to work independently and make contributions in a group
- * Use after school lab on designated days
- * Being a self-advocate
- * Always willing to try even if an answer is wrong.....in learning, failure is part of success

What if I change my mind about the course after school starts?

If you find you are in over your head in your Pre-AP course, you may move to a regular course. However, you and your parent/guardian must conference with the teacher first. Parents must speak with the counselor to prepare a written request for the change if you still want to change after the conference.

Course Levels:

Pre-Advanced Placement, Advanced Placement, Grade-level

Summer Assignment:

If you are entering Pre-AP English I:

- 1) Complete the joint project and plagiarism contract by July 14, 2014.
- 2) Complete the dialectical journal and vocabulary by August 25, 2014.

If you are entering Pre-AP World History

- 1) Complete the joint project and plagiarism contract by July 14, 2014.
- 2) Research the Holocaust; its early beginnings (attitudes and events that led up to the atrocities) and its evolution. Be sure to identify the list of attached terms, events and historical figures.

A Note from Ms. McDaniel (Pre-AP English I):

Dear Student,

I am excited to be teaching Pre-AP English I this upcoming school year. The course will be fast paced and you can expect to have homework most nights. There will be outside reading, writing, vocabulary, studying, etc. The summer project is just a slight glimpse in to what the semester will hold for you. We will read anywhere from 6-8 novels, at least one play, many poems, and a multitude of short stories throughout the school year. Our journey through literature will cover many genres and time periods.

This summer you will be reading William Golding's *Lord of the Flies*. I suggest that you purchase your own copy of the book so that you may highlight and write notes in the book. However, if you cannot afford to purchase a book you may check one out from the high school.

There will be two separate portions of your summer assignment. The first portion will be due on July 14. The second portion will be turned in on the first day of school. If you have any questions or concerns please contact me at bmcDaniel@llanoisd.org. I will check my e-mail regularly and try to respond within 24 hours.

Do not wait until the last minute to complete the assignment. I expect great things from each of you and I want to receive the best quality work you can produce. If you wait until the last minute you will not have time to complete the assignment to your full potential.

Please visit our class website at <https://sites.google.com/a/llanoisd.org/mcdaniel-pre-ap-english-one/my-reading-list> to find more information about me, see the class calendar, explore links, and so much more!

Combined World History Assignment (due July 14)

Write a 3-4 page paper paralleling *Lord of the Flies* to the rise of Nazi Germany and the persecution of the Jews. Relate characters and events in the book to actual historical characters and events that took place in Pre-WWII Germany and during the war years. Make sure to use and cite at least 2 scholarly sources. (typed, double spaced, Times New Roman, 12 point font)

You must complete one of the assignments and turn it in by Monday, July 14. Make sure that all of your papers follow MLA formatting guidelines. Check out owl.english.purdue.edu if you need help with the guidelines.

The Plagiarism Contract must be signed and turned in with your paper on July 14.

Pre-AP English Assignment: Only for those admitted. (due August 25)

Dialectical Journal:

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the text.

There is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Spark Notes or Cliff Notes will be viewed as cheating. If you have questions about format, e-mail me!

Instructions:

1. Purchase a spiral bound notebook or composition book
1. Fold pages in half vertically or draw a vertical line down the middle of the page
2. Label the top of each column: left TEXT and right RESPONSE
3. In the TEXT column cite passages verbatim from the novel, including quotation marks, author and page numbers
 - a. Choose two passages from each chapter
 - b. When should you write passages down?
 - i. Details that seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (overlapping images, repetitions of idea, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the writer’s style
 - viii. You notice effective use of literary devices
5. In the RESPONSE column reflect upon the passages. This reflection is also termed an annotation and may be called such during the school year.
 - a. Raise questions about the beliefs and values implied in the text
 - b. Give your personal reactions to the passage, the characters, the situation
 - c. Discuss the words, ideas, or actions of the author or character
 - d. Tell what it reminds you of from your own experiences
 - e. Compare the text to other characters or novels
 - f. Write about what it makes you think or feel
 - g. Argue with or speak to the characters or author
 - h. Make connections to any themes that are revealed to you
 - i. Make connections among passages or sections of the work
 - j. Make predictions about characters’ futures
 - k. DO NOT MERELY SUMMARIZE THE PLOT
6. Each RESPONSE must be at least 60 words (include word count at the end of each response)
7. Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a chapter so the information is fresh
8. As you take notes, you should regularly reread the previous pages of notes and comments

9. First person is acceptable in the RESPONSE column
10. Remember that quotations do not have to be dialogue

Black Like Me by John Howard Griffin

TEXT	RESPONSE
<p>“The completeness of this transformation appalled me. It was unlike anything I had imagined. I became two men, the observing one and the one who panicked, who felt negroed even into the depths of his entrails” (Griffin 11).</p>	<p>In many movies and books, people wake up and realize how old they truly are. I think the people this happens to feel the same as Mr. Griffin does because he feels that he is still a white man; but when he looks in the mirror, he notices that his skin color disagrees with his thoughts. Likewise, some people feel they are still young, but they are trapped in a body of a person who looks too old and different to be them. (83 words)</p>

Vocabulary: We will explore many facets of literature this year. Defining and learning the following literary terms will aid your understanding of lessons to come. There may be more than one definition of a word. Make sure you choose the definition that pertains to literature. It is essential that you not only understand the definition of the word, but its function as well. The function should tell how the word is used in literature. For example: foreshadowing is used to give the reader ideas of where the story is heading and what will be happening. An example of each word must also be provided. You will need to make a flashcard for each word. (You should have a total of 43 flashcards that contain the word, definition, function, and example to turn in.)

- | | |
|---|-----------------------|
| 1. alliteration | 19. metaphor |
| 2. allusion | 20. metonymy |
| 3. anaphora | 21. monologue |
| 4. apostrophe (as in literature, not grammar) | 22. mood |
| 5. archetype | 23. motif |
| 6. aside (as in literature) | 24. onomatopoeia |
| 7. assonance | 25. oxymoron |
| 8. characters | 26. paradox |
| 9. conflict | 27. personification |
| 10. consonance | 28. plot |
| 11. diction (as in literature, not dialect) | 29. point of view |
| 12. dramatic irony | 30. rhyme |
| 13. dynamic character | 31. satire |
| 14. flashback | 32. setting |
| 15. foreshadowing | 33. simile |
| 16. hyperbole | 34. situational irony |
| 17. imagery | 35. soliloquy |
| 18. irony | 36. static character |
| | 37. style |
| | 38. suspense |

39. symbolism
40. syntax
41. theme

42. tone
43. verbal irony

A Handbook to Literature is the absolute best source for your definition. You will see the terms as they will appear on the quiz the first week of school. If you cannot access the book, you can use the following websites:

All American: Glossary of Literary Terms

<http://www.uncp.edu/home/canada/work/allam/general/glossary.htm>

Literary Terms

http://www.tnellen.com/cybereng/lit_terms

Thomas-Gale Glossary of Literary Terms

http://www.gale.com/free_resources/glossary/index

Pre-AP World History Assignment: Only for those admitted. (due August 25)

Define the following terms:

Alliance

- Axis
- Allies

Kristalnacht

Anti-Semitism

Star of David (as a symbol of identity)

“Final Solution” (as it pertains to Nazi Germany)

Stereotype (particularly as they relate to German Jews and “The Master Race”)

Genocide

Fascism

Mob rule

German SS

Kosher

Depression (economic)

Inflation (economic)

Propaganda

Historical figures

Adolf Hitler

Heinrich Himmler

Hermann Goring

Response:

Edmund Burke – “The only thing necessary for the triumph of evil is that good men do nothing”

How does this quote describe the events in both *Lord of the Flies* and the Holocaust?

Plagiarism Contract

Due July 14

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgement. Plagiarism, a form of academic dishonesty, is tantamount to stealing and will not be tolerated. In order to clarify what constitutes plagiarism, you should be aware that you have committed plagiarism when you:

- use phrases, quotes, or ideas not your own;
- paraphrase the work of another even though you may have changed the wording or syntax;
- use facts or data not considered common knowledge;
- submit a paper written for another class (academic dishonesty);
- submit a paper from an essay service or agency even though you may have paid for it (these papers are usually of low quality, so you probably did not get your money's worth);
- submit a paper by another person even though he or she may have given you permission to use it.

You should also note that plagiarism not only encompasses written work, but also computer data, research, musical scores, video programs, and visual arts.

Plagiarism is a serious issue, especially in an academic environment. Teachers must be able to rely on the integrity of a student's work in order to maintain a climate for successful learning. Plagiarism reflects on character; therefore, you should diligently avoid inadvertent plagiarism. When you are unsure if acknowledgement is needed, ask your teacher. The penalties for plagiarism include loss of all credit with no opportunity to rewrite. This may significantly lower your final grade. Furthermore, plagiarism is a form of cheating and will be dealt with as such.

I, _____, am aware of the serious nature of plagiarism and will not intentionally use or submit someone else's work without acknowledgement. Furthermore, I will not represent someone else's work as my own.

Signature _____ Date _____

I have read this contract and understand the consequence of plagiarism.

Parent/Guardian _____ Date _____