

**Soquel High School
English 1 Intensive
Summer Assignment
2018-2019**

Hello,

Welcome to your introduction and first assignment for your English 1 Intensive Summer Assignment. Please make sure that you complete this assignment by the first day of school and bring it to your the first meeting of your English class; ***It is a your first graded assignment and failure to complete this assignment results in the inability to participate in our first discussion and impacts your starting grade in the English 1 Intensive Class.***

The purpose of this summer assignment is to introduce some methods and techniques we'll use throughout the year to *engage deeply* with novels and texts, as well as to introduce a class ***discussion forum***, and finally to begin a ***writing process*** that we'll use all year.

This Summer Assignment is important for another reason as well, it's the basis for our first class discussion and part of the planning for your first writing assignment. *Don't worry, these will be some of the first projects we work on together during our class.*

Why are we doing this assignment?

*This is your first assignment and it's in preparation for our first **socratic seminar** class discussion and first in class writing assignment! You're basically doing the first step preparation, evidence gathering, and reading on your own. Then, we'll come together, share our ideas, take notes, and be that much more prepared for the writing assignment!*

Please read the assignment carefully, and do your best to complete it independently. Any questions or concerns can be sent to **dkline@sccs.net**.

You'll do great! Thanks for reading, and I look forward to our class next year!

D Kline

Summer Reading Assignment

Please read all directions first, then begin.

This is an outline of your assignment, it's your responsibility to complete the assignment, examples of the Questions will be listed below.

1. **Read *To Kill A Mockingbird*** by Harper Lee. Copies should be available in the school library, but are also available at the Santa Cruz Public Libraries, for sale at Bookshop Santa Cruz, and available online at Amazon.com. If you have difficulty finding a copy of this novel, or it's a financial hardship for you, please contact me as soon as possible at dkline@sccs.net.
2. **Develop questions** about *To Kill A Mockingbird*
 - a. See page two for examples of these question
3. Create and Answer **15 Recall Questions** with a 1 word to 1 sentence answer.
 - a. Answers should be about events or facts from the beginning to the end of the novel.
 - b. Most readers will answer these questions the same or in a factual similar way.
4. Create and Answer **5 Analysis Questions** with a short answer.
 - a. They should be detailed questions about **how** or **why** something happens, or someone acts, etc.
 - b. Answers should be about a **paragraph**, typically 4-6 sentences, or whatever *fully answers* the question.
 - c. It should also have a **page number** that references an event, or a quote from the novel and the page number that this occurs on as well.
 - i. Ex: (Lee 31).
 - ii. The event or page number should be **related** to your answer in someway.
5. Create and Answer **3 Synthesis Questions** with a short answer
 - a. They should not be about the story, but about some issue, topic, or type of event you see in the story, or feel *is related to the problems in the story*.
 - b. These answers should be short, and **your opinion**, about 4 to 6 sentences.

Final Steps

1. Re-read these directions. *Did you do everything?*
2. Is your name on your assignment, at the top, with the "Eng 1 Intensive Summer Assignment" written or typed clearly?

Please read the examples on the last page to make sure you understand the assignment.

How to make Questions:

Examples:

Here are some examples and definitions of these **questions** you have been asked to complete. There are basically 3 levels of questions we'll use in our class to engage deeply with novels and texts.

Using the Fairytale Cinderella, here are some examples:

Level 1: Recall

The answer is in the text; explicit, a fact. (There is no debate)

Ex: What were Cinderella's shoes made out of? Glass.

Ex: What happens to Cinderella's Carriage at Midnight? It turns back into a pumpkin.

Level 2: Analysis

What is implied; Asks how or why. Utilizes close reading, and bases understanding on facts, but looks closer for deeper meaning.

Ex: Why don't the step-sisters like Cinderella? She is kind, and caring, and a hard-worker. They are mean, and unpleasant, and lazy.

Ex: Why is her name Cinderella? She is cleaning all the time and is dirty. She is always covered in dirt, and ash, so it's like the word "Cinder," and "Ella" is a girls name. Her name is a combination of Cinder and Ella.

Ex: Why does the Prince like Cinderella? There are many reasons why he likes Cinderella first of all she is ...

Level 3: Synthesis

Goes beyond the text to the bigger issues, like value, importance, and application of information to our lives.

Ex: Does good always overcome evil?

Ex: Is there really magic in the world, or is it just a way of explaining extraordinary events?

Ex: Can people change who they are? People can definitely change who they are. Sometimes people are mean, or rude because they are having a difficult life event. It can be frustrating, so they might lash out or be mean to people in their life. If their life improves, or they find a way to manage the frustrations, they could stop being mean. As they become happier, they might treat other people better as well.