

Mary Hoge MIDDLE SCHOOL

Pablo Vallejo, Principal

Mary Hoge Middle School Summer 2018 Reading Assignment 8th Grade English I

Congratulations on enrolling in an English I Advanced class. This course poses a greater demand than a traditional eighth grade course and will give you greater knowledge as well as the opportunity to earn high school credit in middle school. With this opportunity comes responsibility; this course allows for high school credit but also requires the successful completion of the English I EOC Exam. It is necessary for students to prepare for the rigors of the course. One of the methods of preparing and acquiring said knowledge is through reading. Students who have enrolled in an advanced class must read and complete all portions of the summer assignment. When reading please take notes; your assignments have been attached. During the first week of school, you will receive a Pre-AP English I contract for you and your parents to read and sign. The contract will explain the rigor and expectations of the advanced course and the repercussions if you do not comply.

Note: Assignments must be submitted the first day of class. Any student who fails to submit his/her work will receive zeros for all assigned portions of the summer reading. Keep in mind that not turning in your first assignment may lead to the removal from the course.

Academic Dishonesty As a student in this course (and any academic setting), you will receive a ZERO for the given assignment if you commit or assist someone else in committing plagiarism. Plagiarism is the theft of words, phrases, sentence structures, ideas, or opinions. Plagiarism occurs when any such information is taken from any source or person and—intentionally or unintentionally—presented or “borrowed” without mention of the source. Plagiarism also occurs when materials from cited sources are reproduced exactly or nearly exactly but are not put in quotation marks. Copied work of any kind or cheating in any other fashion will NOT be tolerated. Students may not collaborate with other students, former students, parents, or anyone else to complete these assignments. You may have someone proofread your work.

**Note from English I teachers: DO NOT WAIT UNTIL THE LAST MINUTE TO START ON THIS ASSIGNMENT!
REMEMBER THAT THIS ASSIGNMENT IS YOUR FIRST ACADEMIC IMPRESSION!**

HAPPY READING AND WE LOOK FORWARD TO MEETING YOU.

ASSIGNMENT

You will read and analyze the short stories below. You will analyze for character and plot development as well as theme and other literary elements. The stories are included in this packet. You will complete part I titled Journal Entry Instructions for both stories.

“Story of an Hour,” Kate Chopin

“The Sniper,” Liam O’Flaherty

Part I: Journal Entry Instructions

Students are required to choose eight journal prompts/questions to answer from the following list for each of the short stories. Answers must be **hand-written** on notebook paper, must be at least six sentences in length, and must be titled with the following organizational format:

Name/Date:

Title/Author:

Journal Prompt/Questions:

Response (Six Sentence Minimum)

Journal Entry Choices

1. Describe a conflict (external or internal) in the story. The conflict could be between characters, between characters and nature, or between a character and him/herself. How would you respond if this happened to you? Who would you go to for advice? **Explain** your response.
2. What does the story teach you about human behavior, or what life lessons are expressed in the story? What lesson did you learn from this? How can you apply this lesson to your own life? Provide text examples/specific details to support your responses. Be sure to **explain**.
3. If you could become one character in the story, who would it be and why? What personality traits and/or physical features attract you to this character? What does this character have that you admire? If you could select one actor to play one of the characters in the story, who would it be and why? Consider physical characteristics and personality traits in your response. Be sure to **explain**.
4. Choose one section from the story that you liked. **Explain** why this section appealed to you. Illustrate a scene from this section. Your illustration may be a realistic sketch or symbolic. **Explain** how your illustration represents what you liked about this section.
5. Summarize and **explain** the ending of the story. Create a new ending.
6. Compare and contrast this story to another story/book you have read. How are the plots similar and different? How are the main characters alike or different (both physically and emotionally)? How are the endings alike and different? Be sure to **explain**.
7. Write a letter to one of the characters that you liked in the story. What would you say to this character? Include several questions for the character to answer. If you could give advice to one character in the book, who would it be and why? Be sure to reference a particular conflict.
8. Choose a character, event, or conflict, and write a poem, song, or other creative piece that symbolically represents your choice. Be sure to **explain** how your choice symbolically represents your character, event, or conflict.
9. Select one socially relevant topic discussed in the story. State and defend your position on the topic. Provide facts to support the way you feel. What values and ethics support your position? Be sure to **explain**.
10. What is the setting of the story? List examples from the story that reveal or support the setting, such as music, language, clothing, food, recreation, and geographical features. Be sure to **explain**.