

# Jordan High School

## English I Honors Summer Reading Assignment

### DUE: August 26, 2019 (for all ENG I Honors Students)

The following packet will explain the expectations and requirements for the English I Honors summer reading assignment. You will need to read the entire packet to fully understand the assignment. There are two (2) assignments that need to be completed and turned on **Monday, August 26, 2019.**

You will need:

1. An actual copy of *The House on Mango Street* by Sandra Cisneros. You can purchase a copy of this book at [Barnes and Noble](#) or on [Amazon](#).
2. Orange, pink, green, yellow, and blue highlighters (yes, these exact colors)
3. Blue/black pen or pencil (to annotate in the book)
4. Access to a computer and a printer (to type and print your essay)

**Assignment #1:** Read and annotate *The House on Mango Street* by Sandra Cisneros over the course of the summer. You need 100 total annotations. Refer to the annotation guides in this packet for instructions. **All annotations must be numbered in order.**

**You will be assessed on four categories:** completion (did you complete the appropriate number of annotations?), quality of annotations (how insightful were your annotations?), “spread-outness” (did you annotate throughout the chapters?), and variety of devices (did you annotate the devices evenly or close to evenly?). See the attached annotation rubric.

#### Three methods for annotations (CHOOSE ONE)

**Traditional annotation method:** Students will highlight in their books. They chose a margin area in the book near the highlighted section, number their annotation, label the annotation, and write out the significance directly on the page.

**Post-it note method:** Students who use the post-it note method **still highlight and number annotations in the book**. Then they either use full adhesive post-it notes on the directly on the page or they use page markers or tabs at the edge of the pages to write out their label and significance.

**Annotation sheet method:** Students who use an annotation sheet **still highlight in the book**, but instead of writing their annotations in the margins, they number them. **Then**, they have a sheet of handwritten or typed labels and commentary (significance) that are numbered to correspond with the highlighted sections.

**All annotations must be numbered in order.**

## The House on Mango Street Annotation Guide

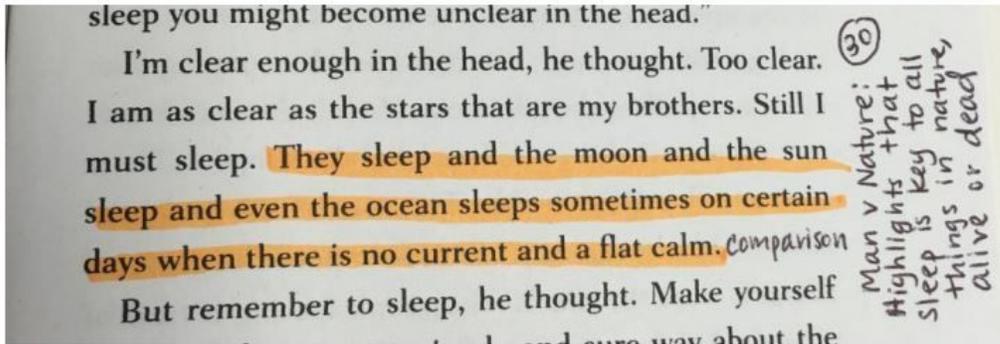
You **MUST** use the **color codes** below to annotate your novel. Find rhetorical devices and then highlight them using the color beside the devices listed below. **Use highlighters** rather than markers so that the color is less likely to bleed through the page. Next to the highlighting, name the device and in a few words state its significance. You won't have room for sentences here. Example: Highlight some imagery in blue. Next to it, write: *Imagery: carries out danger/security theme or Symbol: color – blackness of despair*

### RHETORICAL DEVICES

<p><b>Comparisons &amp; Contrasts: Orange</b></p> <p>House on Mango Street and promised house          Marriage vs. autonomy          Innocence and experience</p>	<p><b>Symbolism: Pink</b></p> <p>Falling          Windows          Shoes          Trees/plants          Poetry          Names          Houses</p>	<p><b>Theme Ideas: Green</b></p> <p>Identity          Society and class          Gender          Foreignness and “The Other”          Family          Dreams, Hopes, and Plans          Innocence          Language          The Home          Friendship</p>
<p><b>Characterization: Yellow</b></p> <p>E= Esperanza          S= Sally          N= Nenny          Ma= Mama          P= Papa          A= Alicia          CC= Carlos          K= Keeky          C=Cathy          L= Lucy          R= Rachel          AL= Aunt Lupe          MO= Meme Ortiz          M= Minerva          Si= Sire</p>	<p><b>Language Devices/Imagery: Blue</b></p> <p>Syntax (sentence Structure)          Figurative Language (simile, metaphor, hyperbole, personification, allusion, irony, etc)          Diction (Choice of words, speech: colloquial, formal, etc)          Point of view (first-person, third-person, etc)          Tone (the attitude of the author toward the subject such as humorous, serious, grave, didactic, etc.)</p>	

## Rhetorical Devices Definitions and Examples (from Old Man and the Sea)

**Comparison and Contrasts:** pertaining to a written exercise about the similarities and differences between two or more people, places, or things.

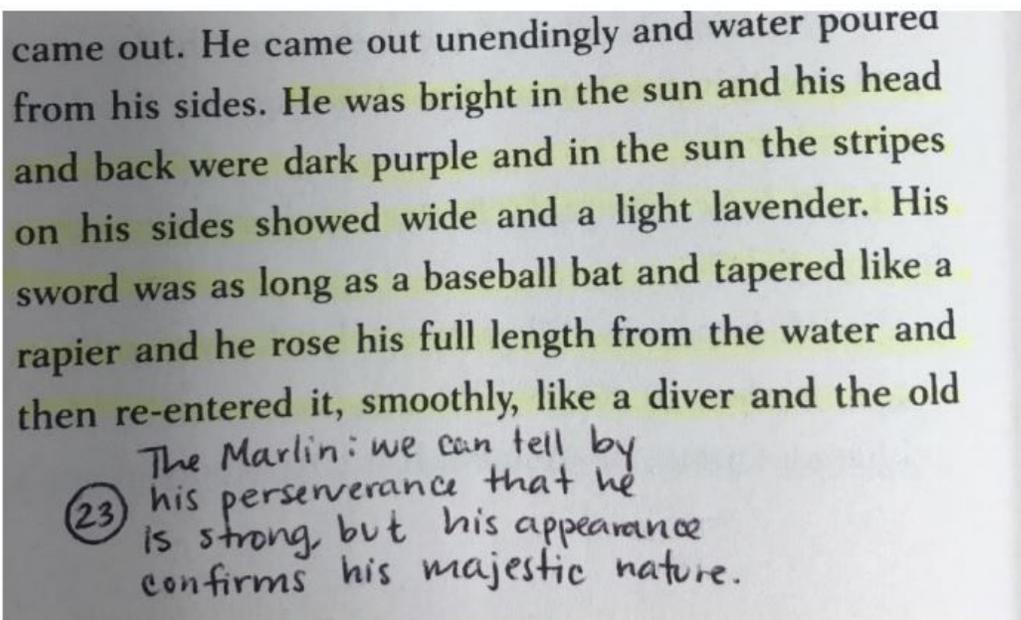


For more information:

<http://literarydevices.net/comparison/>

<http://literarydevices.net/contrast/>

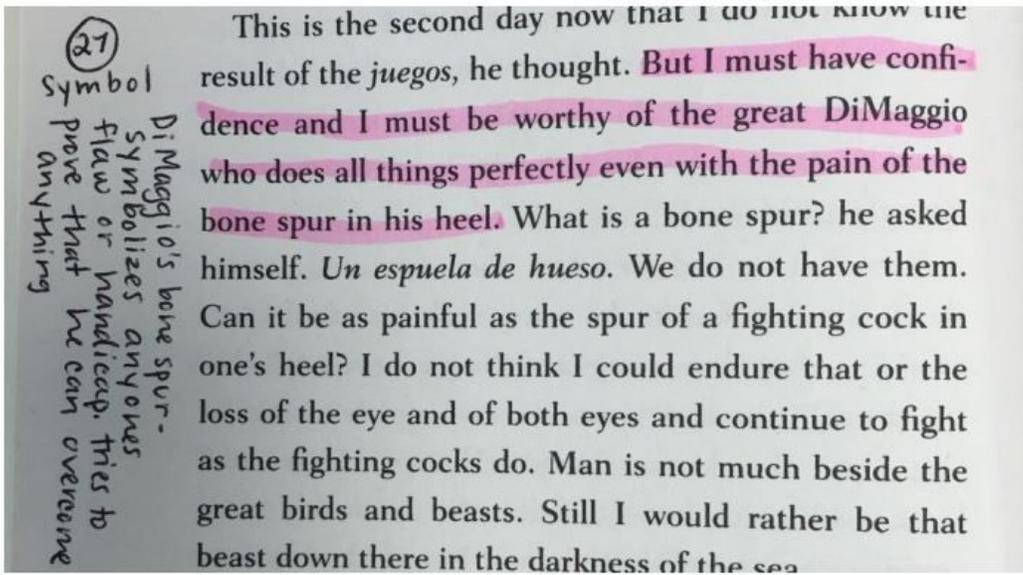
**Characterization:** the process by which the writer reveals the personality of a character. Characterization is revealed through direct characterization and indirect characterization. Direct Characterization tells the audience what the personality of the character is.



For more information:

<http://literarydevices.net/characterization/>

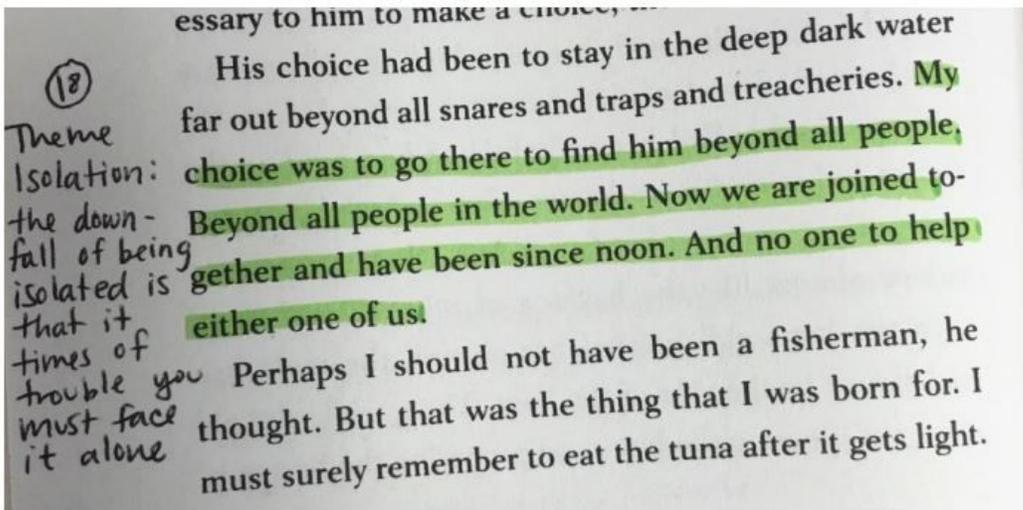
**Symbolism:** means to imbue objects with a certain meaning that is different from their original meaning or function



For more information:

<http://literarydevices.net/symbolism/>

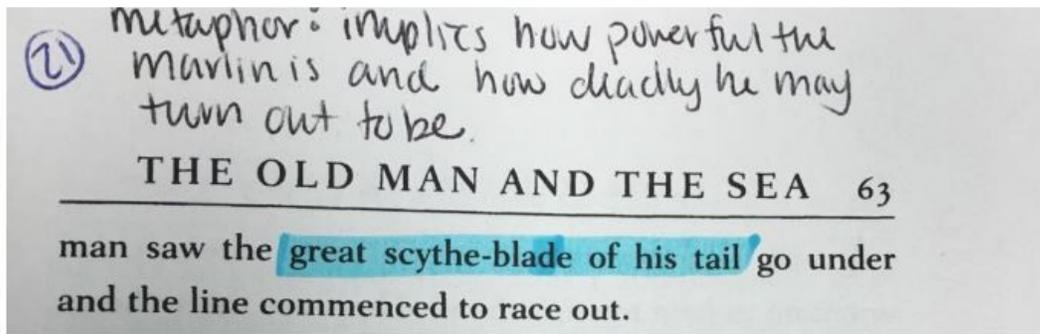
**Theme:** a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.



For more information:

<http://literarydevices.net/theme/>

**Language Devices/Imagery:** the typical structures used by writers in their works to convey his or her messages in a simple manner to the readers. When employed properly, the different literary devices help readers to appreciate, interpret and analyze a literary work



For more information:

<http://literarydevices.net/syntax/>

<http://literarydevices.net/figurative-language>

<http://literarydevices.net/diction/>

<http://literarydevices.net/point-of-view/>

<http://literarydevices.net/tone/>

**You will hand in your book to your English teacher (along with additional annotations if you chose to annotate on separate sheets of paper). This assignment is due on Monday, August 26, 2019, regardless of which day you have your English class.**

## Assignment #2: Interpretive Essay (250-300 words)

Directions: Choose ONE of the prompts listed below and respond in **at least 300 words**. Start with an introduction, background, and your interpretive claim/thesis, then work on the evidence.

### Prompt #1

Esperanza says she wants a “new name, a name more like the real me.” Why does Esperanza feel conflicted about her name? What does this reveal about her? Analyze Esperanza's feels about her name, using at least 3 examples from the text to support your analysis.

### Prompt #2

What dreams and goals does Esperanza have for herself? Do you think she an optimist or a pessimist? Use at least 3 specific examples from the text.

### Prompt #3

As with other first-person narrators, we come to understand Esperanza's character through what she says, her word choice, and her style of expression. Describe Esperanza's personality. Be sure to quote/cite the sections of text that best reveal her personality. Use at least 3 specific examples from the text.

**Using specific examples from the text is another word for citing the text. This means that you MUST support your response by using the wording from the book back up your claims. If you make a claim/judgment, you must show proof to back up what you are saying. Below is an example using the MLA format.**

**When you do this, you will need to tell us where you found your proof.**

**Example:** *Esperanza feels like she is tied down. She explains this feeling by stating “until then, I am a red balloon, a balloon tied to an anchor” (Cisneros 9).*

The (Cisneros 9) that is located at the end of my sentence, tells the reader to go to page 9 of the book to find that quote.

Format: Your essay **MUST** be typed in 12-point font, Arial or Times New Roman, double-spaced and properly headed on the left margin of your paper. Your essay needs to be stapled or in a folder when you turn it in so that none of your pages get mixed up with anyone else's.

Your Name

Teacher's Name

ENG I Honors

Date (Day Month Year)

**This essay is due on Monday, August 26, 2019, regardless of which day you have your English class.**

### **Final Thoughts for the Summer Reading Assignments**

Academic Honesty - These assignments, though completed over the summer, are **individual work** and not to be considered group work. While we encourage discussing your interpretation of the works over summer to enhance your understanding and enjoyment, duplicate assignments or work that is a joint effort **will not be accepted** and **will receive a zero**. Highlights and wording of annotations must be unique. We are excited to have you as part of our Honors program. Enjoy your summer, and we will see you in August!

### **Contacting the Eng I Teachers and Getting Reminders**

You can join the JHS English I Honors Remind group by texting the code: @jhseng1h to 81010 or clicking this link: <https://www.remind.com/join/jhseng1h>. You can also email the English I Department Co-chairs at [kenya.blackwell@dpsnc.net](mailto:kenya.blackwell@dpsnc.net) or [samuel.bernhard@dpsnc.net](mailto:samuel.bernhard@dpsnc.net) if you have questions or need clarification.