Dear Future Honors Student,

We are delighted to welcome you to Honors English II for the 2017-2018 school year.

The purpose of the Honors English II course is to prepare you for the demanding rigor of future AP English courses.

In order to prepare for the upcoming year, you will need to read the assigned texts and complete the assignments for each text that are attached to this letter. It is expected that you will have the readings and assignments completed by the first day of school. During August or September, you will be assessed on the assigned readings with a test on the play Antigone and a Timed Write essay on the novel Bless Me Ultima. Below is information on the selected text and assignments.

You are to read the following texts:

1. Antigone by Sophocles.
2. Bless Me Ultima by Rudolfo Anaya

The works listed above have been approved by the Colton Joint Unified School Board and the California Department of Education. You may borrow or purchase the literature to read, but we recommend that you purchase it in order to annotate as you read. Your annotations will help you complete the assignments. Most of the works are available from the San Bernardino County Library. Instructions for obtaining a library card can be found on the San Bernardino County Library’s website, http://www.sbcounty.gov/library/home.

Antigone by Sophocles can be found using the following
You can also order the works from Amazon or Barnes and Noble. However, please be aware that if you are not downloading the works onto an e-reader such as a Nook or Kindle, it may take up to a month for the text to arrive.

**Assignments:**

1. Complete the Claim, Evidence, Reasoning (CER) Form for *Antigone* by Sophocles. You will have a total of five of them.

2. Complete an AP Short Form for *Bless Me Ultima* by Rudolfo Anaya as well as a Mind Map Project.

The AP Short Form for *Bless Me Ultima* is expected to be typed using MLA format. The MLA format is the following:

Times New Roman Font, 12 pitch, 1 inch margins, Line Spacing Double Spaced. It also expected that you have the proper MLA Heading, which is to be on the Top Left:

Name
Date
Teacher
Class
Period
AP Short Form for *Bless Me Ultima*

Directions: Please remember to type the following assignments using MLA format. MLA format includes: Times New Roman Font, 12 pitch, 1 inch margins, Line Spacing Double Spaced. It also expected that you have the proper MLA Heading, which is to be on the Top Left.

Be sure to title the assignment with the name of the specific text. The AP Short Form is to be printed out and ready for submission on the first day of school.

**Main Characters:**

*Bless Me Ultima* = Antonio and Ultima.

a. Include a brief description of the character. This should be three or more sentences in length, and it should explain who the character is and their role in the text.

b. Identify a significant action performed by each of the characters. Be sure to respond in complete sentences.

c. Explain the motivation for each character’s action. Be sure to use complete sentences.

d. Provide textual evidence that supports the action and motivation of each character. Use MLA Format (Quote and page number)

   Example: “The quick brown fox jumped over the fence” (12).

e. Provide a characteristic/personality trait for each character. Respond in a complete sentence.

f. Explain if each character is complex/round or flat/simple. Your explanation for each character is to be three or more sentences.

**Minor Characters:**

Choose two minor characters from each of the works

a. Include a brief description of each character. This should be three or more
sentences in length, and it should explain who the character is, his/her connection to the main characters, and the role he/she plays in the work.
b. Identify a significant action performed by each of the minor characters. Be sure to respond in complete sentences.
c. Explain the motivation for each character’s action. Be sure to use complete sentences.
d. Provide textual evidence that supports the action and motivation of each character. Use MLA Format (Quote and page number)
   Example: “The quick brown fox jumped over the fence” (12).
e. Provide a characteristic/personality trait for each character. Respond in a complete sentence.

Setting:
a. Identify a main setting in each text and provide textual support, which means to cite a quote that connects to what you identified as the main setting. ie: “.............’ ( )
b. Explain the importance of each setting to the work as a whole. In other words explain why the writer chose this particular setting. How/Why is it important in the text? Respond in three or more sentences.

4. Plot Summary:
a. Write a one paragraph plot summary ( 5 or more sentences). The summary should include the following: exposition, conflict, rising action, climax, and resolution/dénouement. (Remember: the conflict is the main problem, while the climax is when the problem is solved or changes.)

5. 3 Literary Devices in each Text:
a. Identify three different literary devices in each of the selected readings. Literary Devices include but are not limited to: imagery, symbolism, flashbacks, allusion, irony, metaphor, symbol, simile, etc…
b. Define each of the devices selected.
c. Provide Textual Evidence from each text that supports the literary device
selected for that text. Use MLA Format.

Example: “The quick brown fox jumped over the fence.” (12)

d. Explain the connection between the literary device and the textual example as well as the purpose for the writer using this device.

Example: The quote is an example of imagery because the reader can picture in their mind the color of the fox and the action performed by the fox. This is used in order to convey the agility of the fox to show that the hunters will have difficulty when hunting it.

6. 3 short memorable quotations that capture the spirit of the work

a. Provide Textual Evidence: Use MLA Format (Quote and page number)

Example: “The quick brown fox jumped over the fence” (12).

b. Identify the speaker and occasion (Who said it? What is occurring at the time it is said in the story?). Be sure to respond in complete sentences.

c. Explain the quotes significance and how it adds to the work as a whole (answer in 2-3 sentences).
Claim-Evidence-Reasoning (CER)
Student Graphic Organizer

**Directions:** You are to complete one of the charts below for one speech given by a character in each scene of *Antigone*. There are a total of five scenes. Thus, you will have a total of five of the charts/tables below for one of the speeches in each scene. You must answer in complete and thorough sentences. Your charts/tables must be typed using 12 pitch and Times New Roman Font. You will be expected to have them printed out and ready to submit on the first day of school.

<table>
<thead>
<tr>
<th><em>Which scene is it?</em></th>
<th>SOAPSTone</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who is the speaker?</td>
<td></td>
</tr>
<tr>
<td>2. What is the occasion (time/place)?</td>
<td></td>
</tr>
<tr>
<td>3. Who is the intended audience (Who is the speaker speaking to?)</td>
<td></td>
</tr>
<tr>
<td>4. What is the speaker’s purpose? (inform, entertain, persuade, etc)</td>
<td></td>
</tr>
</tbody>
</table>
5. What is the subject?

6. What is the speaker’s overall tone? (angry, humorous, depressed, nervous, etc)

<table>
<thead>
<tr>
<th>C (Claim)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. What is the main claim the speaker is making in regards to the subject?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E (Evidence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Provide textual evidence to support the speaker’s claim. The evidence should be appropriate (relevant) and sufficient (enough to convince someone that the speaker’s claim is correct). Be sure to use MLA Citation “...” ( ) or Dialogue “....” ( )</td>
</tr>
</tbody>
</table>


9. Explain how the textual evidence supports or proves the speaker’s claim. (paragraph format and must be six or more sentences)
Bless Me, Ultima Mind Map Project
To Be Completed by the First Day of School

Mind Map: A mind map uses symbols, connecting lines, color, quotes, themes, topics, figurative language to show the connections between ideas.

As you read think about the following: What are some of the symbols that Anaya uses? How does Anaya use the symbols to develop the characters? How do the symbols contribute to creating and sustaining the theme?

Assignment:
You are to create a visual mind map (also known as sociogram) showing the relationship between the symbols you identified while reading, a theme found in the text, and the characters in the novel.

Requirements

1. You will complete a mind map (8.5 X 11 paper).

2. Include a THEME (in center - What was the message or the big idea about life that Anaya was trying to communicate) and AT LEAST two (2) SYMBOLS that Anaya uses, a Setting that contributes to the symbols and the themes, and two (2) CHARACTERS who are developed by the symbols and contribute to the theme. As you put these symbols and characters on the paper, be conscious of how you organize them. You might write them in a way that reflects the symbols or characters, or draw a visual representation that you associate with the symbols or characters. Keep reading...

3. In as many ways as possible, show the connections between the theme and the symbols and characters you’ve chosen. Go beyond simple relationships. Think about influences that the symbols and characters have on the theme and vice versa.

4. Consider organization, placement of the symbols and characters on the mind map, the dominance or power of one over another, close vs. distant relationships, similarities or differences.

5. Represent the symbols, setting, and characters through a combination of the following visual representations: lines, symbols, diagrams, colors, shapes. For example, a line with arrows at both ends (↔) shows a reciprocal relationship. A one-way line (← or →) with a single arrow pointing to one shows a one-way relationship.
6. Write the symbol, setting, or the character’s name neatly next to your visual representation.

7. Include a passage (only one sentence) from the text for each symbol, setting, and character that you include. Write this passage beside the symbol’s, setting’s, and character’s visual representation or incorporate the words of the passage into the visual representation. Be sure to use MLA Citation: “ ….. “ ( ).

8. You may also represent figurative language from the text on your sociogram. Be sure to use MLA Citation; “,,,” ( ).
   Example: “The quick brown fox jumped over the fence.” (12)

9. Create a key in one corner of your sociogram to explain what each color, symbol, line represents.

Examples:
Mind Map Guidelines

How to Mind Map®

1. Set your purpose/goal.
2. Start in the CENTRE of blank paper turned sideways.
3. Quickly sketch an IMAGE of your focus at the centre.
4. Use at least 3 COLOURS, for emphasis, structure, tone.
5. Draw curved lines, radiating from centre connecting main branches to central image & at each level.
6. Use 1 key word or image per line for more power & flexibility in thinking.
7. Use images throughout as a picture paints 1,000 words.