



Blue Valley Southwest Summer Reading Class of 2018 (Freshmen)

RATIONALE: The ELA department at BVSU is committed to using the Kansas Core State Standards to guide student learning. The summer reading opportunity offers students the ability to develop a strong groundwork for the requisite skills they are expected to have as they matriculate through the ELA department and across the content areas at BVSU. These skills are an integral piece of the students' college readiness skill set and will be a primary focus of our academic year.

ASSESSMENT: Students will be assessed over summer work in the first few weeks of school. Structure and format will be announced in class.

READING STANDARDS FOR LITERATURE:

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
3. Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone.)
5. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States.

Materials and resources for summer reading can be found on the BVSW website after June 1st. Students will need access to a computer and printer in order to make full use of the resources.

The Big Idea: Is Conflict Necessary?

Assignment:

Students will confirm and hone a common understanding of important literary elements, as well as a shared vocabulary for discussing them. Each story is used to focus on a particular element of short fiction. Corresponding activities enable students to show their ability to read closely and cite evidence from the text to support an idea. In addition, the range of chosen works exemplifies great storytelling and exposure to literature from a variety of cultures.

Reading: Read each short story carefully. Because you will print your own copy of each story, you are expected to highlight and annotate as you *answer the extension questions in the margins*. You may answer these questions in the margins, draw arrows, underline, etc. In addition, you will *complete the corresponding activities (found on the website) for each short story*. These activities focus on the elements of plot, character, setting, theme, irony, foreshadowing, suspense, and conflict. In addition, students will work on the skills of making connections, making inferences, and reading critically. Remember, the point is not simply to have correct answers, but to support responses with specific evidence from the text.

A few reminders:

- A. ALL students enrolled as freshmen at BVSW will be responsible for summer reading activities, regardless of the level in which he/she is enrolled.**
- B. All instructions and supplementary materials needed to complete summer reading activities will be available to download from the BVSW website AFTER June 1st.**

We look forward to meeting you in August. Happy reading!

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“The Most Dangerous Game” by Richard Connell

Literary Analysis: Conflict

Conflict is a struggle between opposing forces. There are two types of conflict: internal and external.

- In **internal conflict**, a character struggles with his or her own opposing feelings, beliefs, needs or desires.
- In **external conflict**, a character struggles against an outside force, such as another character, society, or nature.

Conflict and the search for a solution are the mainspring of a story’s plot. The solution, which usually occurs near the end of a story, is called the **resolution**. In some stories, the conflict is not truly resolved. Instead the main character experiences an epiphany, or sudden flash of insight. Although the conflict is not resolved, the character’s thoughts about it change.

I. Conflict: “The Most Dangerous Game” contains a number of conflicts. Highlight and annotate each conflict, noting character(s) involved, nature of conflict and type of conflict. On the following lines, briefly describe situations from the text surrounding each conflict.

a. Rainsford vs. Nature

b. General Zaroff vs. the “visitors” to his island

c. Rainsford vs. General Zaroff

d. Rainsford within himself

2. **Plot:** On the following lines, briefly discuss the story’s ending. Does the ending contain a resolution that solves the story’s main conflict? Have Rainsford’s experiences changed his views about hunting? Explain your answer by citing direct evidence from the text.

3. **Critical Thinking:** Cite direct evidence from the text to support your responses.
- a. Key ideas and details: (i) according to Zaroff, what is the most dangerous game? (ii) Make a judgement: based on this attitude, would you call Zaroff “civilized”? Why or why not? Cite specific textual evidence to support your response.

- b. Integration of knowledge and ideas: (i) in what sense is conflict a “necessary” part of the hunting experience? (ii) Why does Zaroff consider it necessary to increase the conflict in his hunts?

4. **Making Inferences:** Write two inferences you made about Whitney. Based on your ideas, how might the story be different if it had been Whitney on the island with Zaroff?

"The Gift of the Magi" by O. Henry

Literary Analysis: Irony and Surprise Ending

Irony is a difference or a contradiction between appearance and reality or between what is expected and what actually happens.

- In **situational irony**, something happens in the story that directly contradicts the expectations of a character or the reader. For example, you would expect that if Jim works hard at his job for a year, he will get a raise. If he gets a pay cut instead, the situation is ironic.
- A **surprise ending** often helps create situational irony through a turn of events that takes the reader by surprise. To make a surprise ending believable, the author builds clues into the story that make the ending logical.

A. Irony: For each of the following excerpts from "The Gift of the Magi," write **I** in the space provided if the excerpt is ironic. Write **N** if the excerpt is not ironic. Below each item, briefly explain why the excerpt is or is not ironic.

____ 1. "Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result."

____ 2. "Where she stopped the sign read: 'Mme. Sofronie. Hair goods of all kinds.' One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the 'Sofronie.'"

____ 3. "Grand as the watch was he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain."

____ 4. "They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now they were hers, but the tresses that should have adorned the coveted adornments were gone."

B. Critical Thinking: *cite textual evidence to support your responses*

- a. Key ideas and details: (i) What does Della do to get money for Jim's present? (b) Infer: What does her action suggest about her character?

- b. Draw conclusions: O. Henry states that these "two foolish children" were "the wisest." How do you think he would define wisdom? Explain your response.

- c. Conflict: (i) what internal conflict occurs for both Jim and Della? (ii) Do you think this is a necessary conflict? Explain.

Name: _____ Date: _____

“Checkouts” by Cynthia Rylant
“The Girl Who Can” by Ama Ata Aidoo

Literary Analysis: Point of View

Point of view is the perspective from which a story is narrated, or told.

First-person point of view: The narrator is a character who participates in the action of the story and uses the first-person pronouns *I* and *me*.

Third-person point of view: The narrator is not a character in the story but is a voice outside the action. The narrator uses third-person pronouns *he*, *she*, *him*, *her*, *they*, and *them* to refer to all characters. There are two kinds of third-person points of view. In the **third-person omniscient** point of view, the narrator knows everything, including the thoughts and feelings of all the characters. In the **third-person limited** point of view, the narrator sees the world through a single character’s eyes and reveals that character’s feelings and thoughts. The narrator can describe what other characters do or say but not what they feel or think.

A story’s point of view affects what readers are told and what they must figure out. It may also affect which characters they identify or sympathize with and which characters they do not.

Directions: To understand point of view, readers must examine its effects on the telling of the story. It is sometimes useful to consider how a different point of view would affect the telling of the story. Answer the following questions to analyze the point of view in “Checkouts” and “The Girl Who Can”

1. In “Checkouts,” imagine that the author uses the first-person point of view with the girl as narrator. Review the description of the scene in which the bag boy drops and breaks the jar of mayonnaise. How would the scene be different if it were written from the first-person point of view?

2. Suppose that “The Girl Who Can” were told in the third-person omniscient point of view. Review the final scene in the story, in which Nana carries the trophy cup home on her back. How would this scene be different if it were told in third-person omniscient point of view?

“The Most Dangerous Game”
Writing to Explain

Introduction of assignment:

In “The most Dangerous Game,” two characters (Rainsford and Zaroff) present differing views of the relationship between people and nature. Read the prompt below and then write a response of at least **eight complete sentences**.

Prompt:

How are Rainsford’s views of hunting both similar and different from Zaroff’s? Are Zaroff’s views essentially the same as Rainsford’s but taken to an extreme? Or are they fundamentally different?

Things to do within your response:

1. Support your answers with textual evidence (specific details from the text).
2. Use adjectives and adverbs to make your writing more interesting and precise.
3. Go through your paragraph and identify 7 of the 8 parts of speech listed below (It is unlikely that you will use the 8th part of speech, the interjection):
 1. noun
 2. verb
 3. adjective
 4. adverb
 5. pronoun
 6. preposition
 7. conjunction

Locate, highlight, and label these 7 parts of speech throughout your paragraph.

Writing to Compare/Contrast

“Checkouts” by Cynthia Rylant

“The Girl Who Can” by Ama Ata Aidoo

Use the chart below to make prewriting notes of comparison and contrast.

Points of Comparison/Contrast	“Checkouts”	“The Girl Who Can”
Who is the narrator in each story?		
What is the point of view?		
What do we learn of the thoughts and feelings of the girl and of Adjoa?		
How do other characters react to the girl and Adjoa?		