2019-2020

Mount St. Mary Catholic High School

2801 S. Shartel Avenue

Oklahoma City, OK 73109

405-631-8865

Dear Parents and Students,

As you begin summer vacation I want to wish you a happy and restful break and to inform you of the summer reading requirement for on-level English III. We will be referring to the summer reading texts throughout the entirety of the course, so you are encouraged to annotate the readings and take notes. These will be valuable for in-class activities, comprehension, and retention. **On the first day of class we will submit the assignment to turnitin.com together, so be sure to have an electronic copy ready to go.**

Thank you for your support! I look forward to working with each of you next year.

Select **one** of the following to read and complete the assignment.

1.) *Warriors Don’t Cry: A Searing Memoir of the Battle to Integrate Little Rock’s Central High* by Melba Pattillo Beals.

“In 1957, Melba Pattillo turned sixteen. That was also the year she became a warrior on the front lines of a civil rights firestorm. Following the landmark 1954 Supreme Court ruling, Brown v. Board of Education, Melba was one of nine teenagers chosen to integrate Little Rock's Central High School. Throughout her harrowing ordeal, Melba was taunted by her schoolmates and their parents, threatened by a lynch mob's rope, attacked with lighted sticks of dynamite, and injured by acid sprayed in her eyes. But through it all, she acted with dignity and courage, and refused to back down. This is her remarkable story.”

2.) *Enrique’s Journey* by Sonia Nazario.

“In this astonishing true story, award-winning journalist Sonia Nazario recounts the unforgettable odyssey of a Honduran boy who braves unimaginable hardship and peril to reach his mother in the United States. This account puts a human face on the ongoing debate about immigration reform in the United States.”

**Part One, Page One**

Identify each of the following.

* Author
* Title (correctly punctuated—underline novels)
* Genre
* Publication date (original, not reprinted)
* Important characters (not just main)
* Brief chronological summary

**Part One, Page Two**

 Identify at least 4 literary techniques and/or devices you consider important to the work as a whole. List the technique/device, quote a passage that demonstrates the technique in MLA form including page number. Some techniques/devices to consider include: diction, imagery, detail, figurative language, characterization, irony, setting, point of view, foreshadowing, and flashback.

**Part Two**

Write a Rhetorical Precis. This type of writing provides a condensed statement of the text’s main point (the summary part), followed by brief statements about the text’s rhetorical elements: the author’s purpose, methods and intended audience (the analysis part).

Structure for the Rhetorical Precis

* **Sentence #1:** Name the author, genre and title of work (date in parentheses)…a rhetorically accurate VERB (such as “claims,” “argues,” “suggests,” “asserts,” etc.)…a THAT clause containing the main idea or thesis statement of the work.
* **Sentence #2:** A section-by-section explanation of what the author is doing (verb) and how he/she is doing it (methods).
* **Sentence #3:** A statement of the author’s apparent purpose, followed by an “IN ORDER TO” phrase.
* **Sentence #4:** A description of the intended audience and/or the relationship the author establishes with the audience.

Example:

In her online article “Who Cares if Johnny Can’t Read” (1997), Larissa Farquhar asserts that Americans are reading more than ever despite claims to the contrary, and it is time to reconsider why we value reading so much, especially certain kinds of “high culture” reading. Farquhar supports her claims about American reading habits with facts and statistics that compare past and present reading practices, and she challenges common assumptions by raising questions about reading’s intrinsic value. Her purpose is to dispel certain myths in order to raise new and more important questions about the value of reading and other media in our culture. She seems to have a young, hip, somewhat irreverent audience in mind because her tone is sarcastic, and she suggests that the ideas she opposes are old-fashioned positions.

**Four Sentence Rhetorical Précis Template**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in his/her (author’s credentials) (author’s first and last name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, (genre: article, essay, short story, editorial, sermon, etc.) (title of text appropriately punctuated underlined or in quotation marks) argues (or suggests, implies, claims, notes) that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (major assertion/thesis statement of author’s text) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2. He/she supports (or develops) his/her claim by first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (comparing, narrating, illustrating, defining, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ then \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ , and finally \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s purpose is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (author’s last name) (persuade, criticize, explain, entertain, inform, describe … \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in order to (…prove, convince, bring about change, recommend, warn, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (to accomplish what? )

4. He/she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a(n)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tone for (verb: adopts, establishes, creates, etc.) (informative, infuriated, thoughtful, hopeful, serious, sarcastic, etc.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (intended audience)