



TRABUCO HILLS HIGH SCHOOL

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Ms. Janine Salanitro

Dear THHS English 1 Honors/IB Student:

Please share this letter with your parents.

Welcome to Trabuco Hills High School! You have decided to embrace the most challenging level of English. The teachers of this class are committed to providing a learning environment that is both informative and rigorous. If you take advantage of what is offered, you will be prepared for grade level standardized testing, advanced placement assessments, and college admission requirements.

As part of your preparation for next year's English 1 Honors/IB class, it is necessary for you to complete a Summer Reading Assignment (SRA). The selection for each grade level is tied to a literary focus, theme(s), or motif(s) that will be explored during the school year. **The SRA for English 1 Honors/IB is Kathryn Stockett's novel, *The Help*.** This novel is available in local libraries, bookstores, and on-line. Please be certain to have a book copy (no e-readers such as Kindles or Nooks, graphic novels, or abridged publications) for making annotations and for use in classroom activities the first few weeks of school. Read closely and carefully (annotations are strongly suggested) as this reading assignment will be one of the first grades in your English class for the first quarter. Please refer to the additional information following the closure of this letter which pertains to effective annotations and engaging reading suggestions.

Additionally, all English 1 Honors/IB students will be required to complete a written assessment and objective exam based on the SRA, *The Help*. These assessments will be completed with the first two weeks of school.

Furthermore, following activities, discussions, and assessments of *The Help*, the first unit focuses on Greek culture, society, and literature. English 1 Honors/IB students will be reading Robert Fitzgerald's translation of *The Odyssey*. This translation is available from book sellers and in public libraries. As this first unit proves challenging and rigorous for students, consider utilizing time during these summer months to read this selection so that a second reading during the school year renders greater clarity.

In the event you lose this letter over the summer, you may obtain this information on the Trabuco Hills High School website: www.trabucohills.org.

Sincerely,

Janine Salanitro
Assistant Principal
Curriculum and Guidance
and
The English 1 Honors/IB Teachers

A Guide for Effective Note-taking and Annotations

Research has shown that people who read actively, people who take notes as they read, people who process what they are reading... these people have higher comprehension skills and much higher levels of critical thinking abilities. As you read literature, read actively, and try to figure out and process main ideas and literary elements. Always try to make connections to certain themes. Always think, “WHY did the author describe a character or setting a certain way?” or “WHAT is the author trying to teach me about a certain topic?” Be an active and intelligent reader.

Use a variety of notes as you learn to become ACTIVE readers:

1. **DICTION:** Explain and identify key words in the text. How do certain keywords add meaning to a story? Analyze the denotation and connotation. What other synonyms could the author have used? Why did the author use that word and not a synonym? How does the word sound? What other life connections or associations does that particular word evoke? In what other situations have you seen this word used? Does the author use the word in the same way as you have seen it used? Ultimately, how does a particular word evoke the author’s tone and purpose?
2. **QUESTION:** Formulate questions as you read. Read between the lines to figure out the tone or attitude of the writer. When asking a question, try to formulate an educated guess about the answer. Your answer does not have to be correct, but it should try to address the question. Then, at the conclusion of the story, you can go back and see whether your questions are answered, and whether your guesses were correct or not.
3. **PREDICT:** Make predictions as you read based on what you know about life and the story. Use your knowledge of how a story works to guess at the way events will conclude. Take risks with your predictions. Although your predictions should be reasonable, they need not always turn out to be accurate.
4. **SUMMARIZE:** At appropriate points in the story, stop to review the facts that have been presented. Identify what seems to be the main idea in each chapter or paragraph, but do this in one sentence. List the most important points of the reading, in terms of the plot.
5. **THEMES:** Explain what a particular passage means and what the author seems to be saying about a certain topic. Identify elements in the story that give clues to the author’s theme. How does a particular passage, sentence or event convey a possible theme?
6. **CHARACTERS:** Explain how an action or statement of a character reveals some aspect of the character’s personality or development. Identify what the action or statement seems to be saying about the character. What judgment can you make about the character?
7. **SYMBOLISM:** Any time the author describes setting, colors or objects, he/she might be trying to use these elements as symbols in the story that support a certain theme. Sometimes, these elements are used to paint a certain mood, feeling or tone. Try to identify what the author is trying to convey through these descriptions.
8. **LITERARY ELEMENTS:** Identify literary and stylistic elements as you read. Refer to your lecture notes, “Elements of a Short Story” to identify and dissect each story as you read
9. **PERSONAL/EMOTIONAL CONNECTIONS:** As you read, if you find yourself identifying with a certain character or have experienced similar situations, indicate it on the post-it by writing, “I can identify with this character/situation because...” If you feel a certain emotion as you read, write, “I feel... because...” OR “This is so.... because...” OR “This reminds me of...because...”
10. **MISCELLANEOUS:** Record any other meaningful connections as you read that will keep your mind active.

A Clean, Well-Lighted Place

- literary devices
- issues/theme *The first of three stories by the author of "Death in the Afternoon" and "A Farewell to Arms."*
- vocab (defined with quote box)
- insightful comments (comp./clar. Qs)
- tone

By Ernest Hemingway

It was late and every one had left the café except an old man who sat in the shadow the leaves of the tree made against the electric light. In the daytime the street was dusty, but at night the dew settled the dust and the old man liked to sit late because he was deaf and now at night it was quiet and he felt the difference. The two waiters inside the café knew that the old man was a little drunk, and while he was a good client they knew that if he became too drunk he would leave without paying, so they kept watch on him.

"Last week he tried to commit suicide," one waiter said.

"Why?"

"He was in despair."

"What about?"

"Nothing."

"How do you know it was nothing?"

"He has plenty of money."

View of the waiter - prejudice

Repetition - imagery

What is the significance of the girl and the soldier?

1-1

The man must have a lot of influence

They sat together at a table that was close against the wall near the door of the café and looked at the terrace where the tables were all empty except where the old man sat in the shadow of the leaves of the tree that moved slightly in the wind. A girl and a soldier went by in the street. The street light shone on the brass number on his collar. The girl wore no head covering and hurried beside him.

"The guard will pick him up," one waiter said.

"What does it matter if he gets what he's after?"

"He had better get off the street now. The guard will get him. They went by five minutes ago."

The old man sitting in the shadow rapped on his saucer with his glass. The younger waiter went over to him.

"What do you want?"

The old man looked at him. "Another brandy," he said.

"You'll be drunk," the waiter said. The old man looked at him. The waiter went away.

"He'll stay all night," he said to his colleague. "I'm sleepy now. I never get into bed before three o'clock. He should have killed himself last week."

The waiter took the brandy bottle and another saucer from the counter inside the café and marched out to the

old man's table. He put down the saucer and poured the glass full of brandy.

"You should have killed yourself last week," he said to the deaf man. The old man motioned with his finger. "A little more," he said. The waiter poured on into the glass so that the brandy slopped over and ran down the stem into the top saucer of the pile. "Thank you," the old man said. The waiter took the bottle back inside the café. He sat down at the table with his colleague again.

"He's drunk now," he said.

"He's drunk every night."

"What did he want to kill himself for?"

"How should I know?"

"How did he do it?"

"He hung himself with a rope."

"Who cut him down?"

"His niece."

"Why did they do it?"

"Fear for his soul."

"How much money has he got?"

"He's got plenty."

"He must be eighty years old."

"Anyway I should say he was eighty."

"I wish he would go home. I never get to bed before three o'clock. What kind of hour is that to go to bed?"

"He stays up because he likes it."

"He's lonely. I'm not lonely. I have a wife waiting in bed for me."

"He had a wife once too."

"A wife would be no good to him now."

"You can't tell. He might be better with a wife."

"His niece looks after him."

"I know. You said she cut him down."

"I wouldn't want to be that old. An old man is a easy thing."

"Not always. This old man is clean. He drinks without spilling. Even now, drunk. Look at him."

"I don't want to look at him. I wish he would go home. He has no regard for those who must work."

The old man looked from his glass across the square, then over at the waiters.

Indirect characterization - very rude, waiter must be frustrated

Syntax of short sentences shows state of mind of waiters - very late, must be tired

Frustration (with job)

Loneliness

Waiter is expressing a negative tone

Contrast between two waiters - shows?