

English II Honors 2019-20

Summer Enrichment Project Syllabus

In preparation for English II Honors, a summer enrichment project has been designed. This project is intended to provide you with an idea of what the reading, writing, and analysis expectations will be for English II Honors while maintaining your English Language Arts skills over the summer. Additionally, the work included in this packet will be able to help your Fall Semester grade in English II Honors.

Acquire *Farewell to Manzanar* by Jeanne W. Houston. This nonfiction book is a memoir of a woman's childhood experience as an internee at the Manzanar relocation camp following the bombing of Pearl Harbor in 1941, during the height of World War II. You can buy this book at almost any bookstore (approximately \$8.99 plus tax, or you can find a used copy online for about \$2.00 plus tax as well), or you may check it out from a public library.

You may also check out *Farewell to Manzanar* from the Gahr High School library during summer school beginning June 18. It is YOUR RESPONSIBILITY to check your copy back in and re-check out as necessary!

**The due date for all components is:
Friday, Oct. 25, 2019**

While the deadline does not occur until the end of the first quarter, class activities and assignments during the first quarter will revolve around the skills utilized as a part of this project.

**The attached agreement form must be signed and returned to:
Ms. Bear in Room 203 by 10:15 AM on Tues., June 11, 2019.**

This document is also available online through Google Classroom, accessible via your district email address.

Google Classroom code: isrfr8

If you need any assistance with the components of this assignment, feel free to contact the following teacher through the means listed:

- Ms. Nicole Bear: Mon. through Fri. via district email (nicole.bear@abcusd.us)

Good luck, be creative, and have fun!

Part 1: *Farewell to Manzanar* Soundtrack (Due: Fri., Oct. 25, 2019)

Craft a soundtrack of 1940s music for your book. Burn it onto a CD with a case and CD insert that includes liner notes. In your CD insert, you must include an explanation (4-6 sentences for each song) of how the tunes (at least 10) you selected are appropriate for the book. Address at least one literary device (listed on the Literary Device Chart) in each description. Be sure that these songs are appropriate radio edits with no profanity or adult themes. You will be asked to present this artifact to the class once the year begins.



“Liner notes” would be the information included in the booklet you find in the front cover of a CD case. The liner notes provide information about the album, such as lyrics, words of appreciation, and other facts that only the artist would know.

Part 2: *Farewell to Manzanar* Literary Device Cards (Due: Fri., Oct. 25, 2019)

Using standard-size lined index cards (3x5 or 4x6), identify how each literary device is used in the text. In MLA format, identify a quote (can be from dialogue or narration) that shows how Houston utilizes the literary device. Then, explain the effect it has on the text as a whole. See the attached sheet for the terms you will define and provide examples of.

Literary Devices for the Notecards	
<p>Define the following literary devices on your 3x5 or 4x6 lined notecards. Write the WORD on the FRONT, and the DEFINITION and EXAMPLE from the book on the back.</p> <ol style="list-style-type: none">1. Setting2. Characterization3. Conflict4. Point of View5. Tone6. Mood7. Irony8. Theme9. Diction10. Motif11. Syntax12. Foreshadowing13. Simile14. Metaphor15. Personification16. Hyperbole17. Imagery18. Symbolism19. Euphemism20. Oxymoron	<p>Define the following literary devices on your 3x5 or 4x6 lined notecards. Because these terms do not directly relate to <i>Farewell to Manzanar</i>, you will <u>not</u> need to provide examples from the book. These will be the only words that do not need text examples. Instead, write the WORD on the FRONT, and the DEFINITION on the back.</p> <ol style="list-style-type: none">1. Plot2. Exposition3. Protagonist4. Antagonist5. Rising Action6. Falling Action7. Climax8. Resolution9. Onomatopoeia

Part 3: Essay Prompt (Due: Fri., Oct. 25, 2019)

Select one of the essay prompts below to respond to with a five-paragraph essay. Textual evidence must be provided. All conventions of MLA format must be followed.

Farewell to Manzanar Essay Prompts

1. Jeanne Wakatsuki Houston chronicles her experiences in Manzanar, as well as her experiences once she returns home to American society. Discuss how the author's stay in the internment camp shaped her as an individual.
2. Discuss the generation gap between the *Issei* and the *Nisei*. What differences do you see between the first-generation Japanese-Americans and their children who were born in the U.S.?
3. Discuss the impact of the semi-fictional characters Houston uses in her memoir. How does the intersection of real and semi-real characters affect her true story?
4. Why does Houston seem to avoid passing judgment on the U.S.' decision to intern Japanese-Americans during World War II?
5. What does Mama mean when she says "It's all starting over"? What is starting over? How does the anti-Japanese sentiment in society affect the family upon their release from the camp?

English II Honors Summer Enrichment Project

Syllabus Agreement

To Be Filled Out and Returned to:

Ms. Bear, Rm. 203, by 10:15 AM on Tuesday, June 11, 2019

- I have read the English 2 Honors Summer Enrichment Project Syllabus for this class and understand the requirements for my son/daughter.
- I have kept a copy of their English 2 Honors Summer Enrichment Project Packet to assist my son/daughter with the work for the summer.
- I understand that my student's performance on this project will be included in the first semester grade for English II Honors for the 2019-20 school year. The credit awarded my son/daughter will depend on his/her ability to meet the expectations of the assignments as outlined here.
- I understand that Ms. Bear and will be available through their contact information on the Summer Enrichment Project Packet to help students with questions that may arise.

Student Name (Printed): _____

Student Signature: _____

Date Signed: _____

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date Signed: _____