

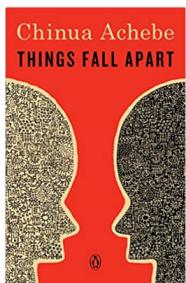


English II Pre-AP Summer Assignment

If you have questions, please feel free to contact Mrs. Stephanie Treadway (stephanie.treadway@lincolnschools.org) via email. Join the Google Classroom by entering the following enrollment code: **dxkxfgq**.

REQUIRED READING FOR PRE-AP ENGLISH II

The assignment is based on *Things Fall Apart* by Chinua Achebe, a novel that will help you consider what happens when cultures collide as well as the effects of globalization, cultural diffusion, and the struggle between tradition and change. You must purchase a **new** copy of the book because you will have to write in it; furthermore, the first few weeks of instruction in Pre-AP English II will be based around this text.



Things Fall Apart by Chinua Achebe (Penguin Books) ISBN: 978-0-385-47454-2

- Please make sure that you get this version.
- There is more than one version.
- The copies are in stock and in the Louisiana Tech Barnes and Noble Bookstore.
- The books are also available on amazon.com.

ASSIGNMENT #1: ANNOTATION

Read the book, and annotate the assigned passages (see the next page) as you read. Annotation means adding notes to a text—not just highlighting. You will submit your book to the main office for an annotation grade by **Thursday, July 28 at 3:00 p.m.** You may submit your assignment early. **Write your name (first and last) on the inside of the front cover.**

HOW TO ANNOTATE YOUR BOOK (See annotation sample on following page):

- Make brief notes at the top of the page or on sticky notes to mark important information.
- Put a box around unfamiliar words, then use a dictionary to define these terms.
- If you have a question as you read, write your question in the margin or on a sticky note.
- Annotate for the following ideas: *As you read, pay attention to the main character, Okonkwo, and how he reacts to various conflicts and the changing world around him. Consider how Okonkwo's interactions with different secondary characters help convey a theme about multiple stories in Things Fall Apart.*
- Annotate for the elements of style (the way the passage is written): diction, imagery, figurative language, and syntax (sentence structure) as well as the effect on the meaning of the passage.

ASSIGNMENT #2: CHARACTER JOURNALS

You will have to complete several character journals for various assigned passages. Each character journal has the assigned passage located in the instructions. Your commentary needs to be thoughtful and well written. **Make sure that your name (first and last) is on each character journal entry.** The character journals are due with the annotated book. **You will have more character journals than annotation passages.**

ASSIGNMENT #3: TEST

You will have a test on the whole book the first full day of school, and all instruction for the first few weeks (including analytical chunks, a timed write, and a full-length essay) will be based upon this book.

Passages for Annotation

Psg. #	Ch.	Pages	Starting with... Ending with...	Scene Description	Suggested Completion Date
1	2	pp. 13-15	<i>Okonkwo ruled his household with a heavy hand... ...and he never saw her again.</i>	Okonkwo at Home	Friday, June 24
2	4	pp. 28-32	<i>Ikemefuna came to Umoafia... ...hungry to do harm to the living.</i>	Okonkwo and His Wife	Friday, June 1
3	7-8	pp. 57-61	<i>"That boy calls you father..." ...He was afraid of being thought weak.</i>	Okonkwo and Ikemefuna	Friday, July 8
		pp. 63-65	<i>Okonkwo did not taste any food... ...you have become a woman indeed.</i>		
4	13	pp. 123-125	<i>The drums and dancing began again... ...if one finger brought oil it soiled the others.</i>	Okonkwo's Exile	Friday, July 15
5	24-25	pp. 204-207	<i>At this point there was a sudden stir... ...and they stopped dead.</i>	The Ending	Friday, July 22

ANNOTATION SAMPLE

NEED GUIDANCE: [Tutorial HERE!](#)

Please note that the sample annotated passage is not one of the assigned passages for annotation.

Emphatic fragment - OKONKWO
Chinua Achebe

4

Seems like a violent person, quick to anger.

OKONKWO is a violent person

wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. (And he did pounce on people quite often.) He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

Unoka for that was his father's name, had died ten years ago. In his day he was lazy and improvident and was quite incapable of thinking about tomorrow. If any money came his way, and it seldom did, he immediately bought gourds of palm-wine, called round his neighbors and made merry. He always said that whenever he saw a dead man's mouth he saw the folly of not eating what one had in one's lifetime. Unoka was, of course, a debtor, and he owed every neighbor some money, from a few crowries to quite substantial amounts.

He was tall but very thin and had a slight stoop. He wore a haggard and mournful look except when he was drinking or playing on his flute. He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung above the fireplace. Unoka would play with them, his face beaming with blessedness and peace. Sometimes another village would ask Unoka's band and their dancing *egwugwu* to come and stay with them and teach them their tunes. They would go to such hosts for as long as three or four months as a cure for the undisciplined laziness of the strong repeating singing of sentences related to the deity.

Unoka is OKONKWO's foil - he is laid back, cheerful, immoderate (wasteful), and social.

Does he resort to violence to compensate for weakness?

5

dry, dusty breeze

markets, making music and feasting. Unoka loved the good fare and the good fellowship, and he loved this season of the year, when the rains had stopped and the sun rose every morning with dazzling beauty. And it was not too hot either, because the cold and dry harmattan wind was blowing down from the north. Some years the harmattan was very severe and a dense haze hung on the atmosphere. Old men and children would then sit round log fires, warming their bodies. Unoka loved it all, and he loved the first kites that returned with the dry season, and the children who sang songs of welcome to them. He would remember his own childhood, how he had often wandered around looking for a kite sailing leisurely against the blue sky. As soon as he found one he would sing with his whole being, welcoming it back from its long, long journey, and asking it if it had brought home any lengths of cloth.

lazy person shift

That was years ago, when he was young. Unoka, the grown-up, was a failure. He was poor and his wife and children had barely enough to eat. People laughed at him because he was a loaf, and they swore never to lend him any more money because he never paid back. But Unoka was such a man that he always succeeded in borrowing more, and piling up his debts.

One day a neighbor called Okoye came in to see him. He was reclining on a mud bed in his hut playing on the flute. He immediately rose and shook hands with Okoye, who then unrolled the goatskin which he carried under his arm, and sat down. Unoka went into an inner room and soon returned with

OKONKWO does not want to be laughed at.

Things Fall Apart

Diction describing Unoka contrasts sharply w/ diction describing OKONKWO → two men as well.

CHARACTER JOURNAL SAMPLE

Please note that the sample is not one of the assigned passages for character journals.

Passage: Sample

Name of Passage: Sample

Pages: 52-54

NEED GUIDANCE: [HERE'S A TUTORIAL!](#)

CHARACTER UNDERSTANDING TOOL CHAPTER 7

Activity One—Close Reading and Context [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passages on pp. 52-54. Include who is in the scene and what is happening.

Okonkwo strives to teach his son, Nwoye, how to be a man, so he shares stories of violence and past conquests to show his son how he should act. Little does Okonkwo know, Nwoye doesn't have the same desires as him.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

individual versus individual

an individual versus society.

an individual and his/her environment.

an individual versus himself or herself.

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]

Textual Evidence	Commentary
<ul style="list-style-type: none"> What are the character's thoughts and actions? What words and phrases does the author use to describe the character? What do other characters say about the character? <p>OKONKWO</p> <p>Hoping to turn his boys to men, "Okonkwo encouraged the boys to sit with him in his obi, and he told them stories of the land—masculine stories of violence and bloodshed" (53).</p>	<ul style="list-style-type: none"> What motivates the character to think and act in this way? What inferences can you make about the character? <p>OKONKWO</p> <p>Haunted by his father's weaknesses, Okonkwo strives to ensure his sons will grow up like him—violent, strong, and powerful. Okonkwo allows his internal fears to seep into his parenting and daily life.</p>

Based on this passage, Okonkwo is egotistical (character trait) and / yet / but demanding (character trait).

SECONDARY CHARACTER: NWOYE	SECONDARY CHARACTER: NWOYE
<p>Slightly more tender-hearted than his father, "Nwoye knew that it was right to be masculine and to be violent, but somehow he still preferred the stories his mother used to tell" (53).</p> <p>Write a sentence about the secondary character.</p> <p>Nwoye, timid and cautious, battles an internal conflict by hiding his true opinion in order to please his father and stay out of trouble.</p>	<p>Always trying to make his father proud, Nwoye pretends to enjoy his father's gruesome stories. Nwoye's intimidating father causes him to think and feel differently than how he acts.</p>

CHARACTER UNDERSTANDING TOOL CHAPTERS 1-3**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passage describing Okonkwo on pp. 13-15. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

individual versus **individual** **an individual** versus **society**.
 an individual and his/her **environment**. **an individual** versus **himself** or **herself**.

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]

Textual Evidence	Commentary
<ul style="list-style-type: none">• <i>What are the character's thoughts and actions?</i>• <i>What words and phrases does the author use to describe the character?</i>• <i>What do other characters say about the character?</i>	<ul style="list-style-type: none">• <i>What motivates the character to think and act in this way?</i>• <i>What inferences can you make about the character?</i>

Based on this passage, Okonkwo is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

SECONDARY CHARACTER: UNOKA

Choose any evidence from Chapters 1-3.

SECONDARY CHARACTER: UNOKA

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTERS 4-6**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context describing Okonkwo on pp. 26- 31 or pp. 37-40. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]**Textual Evidence**

- *What are the character's thoughts and actions?*
- *What words and phrases does the author use to describe the character?*
- *What do other characters say about the character?*

OKONKWO

Commentary

- *What motivates the character to think and act in this way?*
- *What inferences can you make about the character?*

OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
 [character trait] [highlight one] [character trait]

SECONDARY CHARACTER: _____

SECONDARY CHARACTER: _____

Choose a secondary character from ch. 4-6 to analyze.

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTER 7**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passages on pp. 57-61. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]

Textual Evidence	Commentary
<ul style="list-style-type: none"> ● <i>What are the character's thoughts and actions?</i> ● <i>What words and phrases does the author use to describe the character?</i> ● <i>What do other characters say about the character?</i> 	<ul style="list-style-type: none"> ● <i>What motivates the character to think and act in this way?</i> ● <i>What inferences can you make about the character?</i>
OKONKWO	OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
 [character trait] [highlight one] [character trait]

SECONDARY CHARACTER: IKEMEFUNA	SECONDARY CHARACTER: IKEMEFUNA

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTER 8**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passages on pp.63-68. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]

Textual Evidence	Commentary
<ul style="list-style-type: none"> ● <i>What are the character's thoughts and actions?</i> ● <i>What words and phrases does the author use to describe the character?</i> ● <i>What do other characters say about the character?</i> 	<ul style="list-style-type: none"> ● <i>What motivates the character to think and act in this way?</i> ● <i>What inferences can you make about the character?</i>

OKONKWO

OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
 [character trait] [highlight one] [character trait]

SECONDARY CHARACTER: OBIERIKA

SECONDARY CHARACTER: OBIERIKA

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTER 13**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passages on pp. 120-121 and pp. 123-125. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]

Textual Evidence	Commentary
<ul style="list-style-type: none">• <i>What are the character's thoughts and actions?</i>• <i>What words and phrases does the author use to describe the character?</i>• <i>What do other characters say about the character?</i>	<ul style="list-style-type: none">• <i>What motivates the character to think and act in this way?</i>• <i>What inferences can you make about the character?</i>

Based on this passage, Okonkwo is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

SECONDARY CHARACTER: OBIERIKA	SECONDARY CHARACTER: OBIERIKA
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In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTER 14**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the passage on pp. 131-135. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]**Textual Evidence**

- *What are the character's thoughts and actions?*
- *What words and phrases does the author use to describe the character?*
- *What do other characters say about the character?*

OKONKWO**Commentary**

- *What motivates the character to think and act in this way?*
- *What inferences can you make about the character?*

OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

SECONDARY CHARACTER: UCHENDU**SECONDARY CHARACTER: UCHENDU**

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTERS 16-17**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the content in chapters 16-17. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict Okonkwo encounters in the passage. You may highlight more than one.

individual versus **individual** **an individual** versus **society**.
 an individual and his/her **environment**. **an individual** versus **himself** or **herself**.

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]**Textual Evidence**

- *What are the character's thoughts and actions?*
- *What words and phrases does the author use to describe the character?*
- *What do other characters say about the character?*

OKONKWO

Commentary

- *What motivates the character to think and act in this way?*
- *What inferences can you make about the character?*

OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

SECONDARY CHARACTER: NWOYE

SECONDARY CHARACTER: NWOYE

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTER 22**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the chapter. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict encountered in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]**Textual Evidence**

- *What are the character's thoughts and actions?*
- *What words and phrases does the author use to describe the character?*
- *What do other characters say about the character?*

MR. SMITH

Commentary

- *What motivates the character to think and act in this way?*
- *What inferences can you make about the character?*

MR. SMITH

Based on this passage, Mr. Smith is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

CHARACTER UNDERSTANDING TOOL CHAPTERS 23-24**Activity One—Close Reading and Context** [RL.9-10.2, RL.9-10.10]

In one or two complete sentences, write a brief summary that provides context for the chapters. Include **who** is in the scene and **what** is happening.

Activity Two—Conflict [RI.9-10.3]

Highlight below to indicate what type of conflict encountered in the passage. You may highlight more than one.

<input type="checkbox"/> individual versus individual	<input type="checkbox"/> an individual versus society .
<input type="checkbox"/> an individual and his/her environment .	<input type="checkbox"/> an individual versus himself or herself .

Activity Three—Evidence and Commentary [RL.9-10.1, RL.9-10.2, RL.9-10.2]**Textual Evidence**

- *What are the character's thoughts and actions?*
- *What words and phrases does the author use to describe the character?*
- *What do other characters say about the character?*

OKONKWO

Commentary

- *What motivates the character to think and act in this way?*
- *What inferences can you make about the character?*

OKONKWO

Based on this passage, Okonkwo is _____ and / yet / but _____.
[character trait] [highlight one] [character trait]

SECONDARY CHARACTER:**DISTRICT COMMISSIONER****SECONDARY CHARACTER:****DISTRICT COMMISSIONER**

In a complete sentence, make an assertion on how this secondary character is different from Okonkwo.

Name: _____

Hr: _____

THE STORIES WE TELL