

Summer Work

Foundational Skills & First Unit Preparation

Expectations:

- Complete this packet and bring it to class on first day of school
- Read section directions carefully
- Respond thoughtfully and to the best of your ability to each prompt/activity
- If printed and completing by hand, feel free to add pages if more room is needed

Goals:

- Begin to look analytically at works of art and literature
- Gain exposure to foundational skills for the course
- Complete prep work for Unit 1: Communication

Name:

Art

Directions:

- Examine the painting below
- Respond to the provided prompts
- Unless specified, full sentences are not required
- Do not Google the painting or artist as research; you may Google image search to see it in color if needed

Winslow Homer's *Snap the Whip*



Close Reading Process

Review and apply this annotation/close reading process to the next activity.

It is expected that you attempt each step to the best of your ability. Refer back to this page often as you read, annotate, and analyze the poem.

1. Observe the passage
 - a. Write down indisputable, literal statements
 - b. This step does not require any analysis/deep thinking; note what is observable in the format, etc.
2. Read the passage without annotating
 - a. No writing
3. Reread the passage & begin annotating; identify:
 - a. Style (literary conventions/figurative language)
 - b. Antithesis (contradictory words/phrases)
 - c. Argument blocking (chunk the work into specific ideas)
4. Identify the central assertion/main idea of the passage
 - a. Reread/annotate until meaning identified

**** All highlighting, underlining, etc. must be accompanied by notes ****

Note:

It is expected that your poem page will demonstrate effort and show your thought process while you were reading and analyzing the poem.

Poetry

Directions:

- Select one of the provided poems
- Using the close reading process, annotate the poem
- Respond to the provided prompts
- Unless specified, full sentences are not required
- Do not Google the poem or poet; rely on the close reading process

“Harlem”

By Langston Hughes

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?
Or fester like a sore—
And then run?
Does it stink like rotten meat?
Or crust and sugar over—
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

“Do Not Go Gentle Into That Good Night”

By Dylan Thomas

Do not go gentle into that good night,
Old age should burn and rave at close of day;
Rage, rage against the dying of the light.

Though wise men at their end know dark is right,
Because their words had forked no lightning they
Do not go gentle into that good night.

Good men, the last wave by, crying how bright
Their frail deeds might have danced in a green bay,
Rage, rage against the dying of the light.

Wild men who caught and sang the sun in flight,
And learn, too late, they grieved it on its way,
Do not go gentle into that good night.

Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.

And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.

Prompts:

- Identify the central assertion/main idea of the poem:

- Identify 3 specific style choices that help to convey the main idea; provide reasoning (explanation/discussion regarding that style choice and how it impacts the poem)

#1:

#2:

#3: