

May 2023

Dear Parent/Guardian:

The Conant High School English Department would like to welcome your son/daughter to the E108 Accelerated (Honors) English Level for the 2023-2024 school year.

Our summer reading requirement for the incoming E108 level is Bernard Evslin's anthology *Heroes, Gods and Monsters of the Greek Myths*. **This book needs to be read by the first day of school. Students will take a comprehension based multiple choice assessment over *Heroes, Gods and Monsters of the Greek Myths* upon the start of the school year in August 2023.** Moreover, since we will be discussing and working with this book as our first official unit, each student will need a copy of this book in class to start the school year (either bought or rented from the library).

While reading, it is encouraged that students focus on each myth's purpose (lessons), main ideas, as well as modern day or personal connections. Additionally, in order to prepare for various classroom discussions and assignments, students are also encouraged to annotate (take notes) as they read (a sheet detailing effective annotating accompanies this letter and can be found on the Conant High School website).

Students who cannot write directly in their books are encouraged to use Post-It notes or a separate organizational method to annotate.

We feel that active reading activities (like annotating) help students comprehend, react to, and analyze important ideas in a text and prepare them for the intensive Honors level activities and discussions that often rely on a supreme knowledge of multiple features of a text.

We look forward to a productive school year, and if you have any questions, feel free to contact the English Department Office at 847-755-3716.

Sincerely,

E108 English Teachers
Conant High School

E108 Summer Reading: Heroes Gods and Monsters of the Greek Myths (by Bernard Evslin)

Requirements:

- You are encouraged to record **multiple helpful** annotations per story throughout the anthology.
- Annotations can be written in the margins of the book, on post-it notes placed inside the book, or on a separate sheet of paper.
- Annotations are most effective when distributed evenly throughout the book.
- Varying the types of annotations you include by using the suggestions below will allow you to understand and interpret the text in many ways relative to the E108 level.
- You can incorporate symbols and abbreviations into your annotations (along with words) for efficiency and clarity.
- Please follow the models below if you are struggling to understand or interact with the text in meaningful ways.
- Additional copies of this annotation guide can be found on the Conant website.
- **ANNOTATIONS ARE NOT REQUIRED, BUT THEY ARE ENCOURAGED! REMEMBER, THERE WILL BE A TEST OVER THE BOOK AT THE START OF THE SCHOOL YEAR, AND ANNOTATING OVER THE SUMMER MAY INCREASE YOUR PREPAREDNESS.**

Symbol...	Use when...	Take notes on...	Example...
CH-D Character Development	A characteristic is revealed about a character that proves something unique about them	Who that character is, what they do, what they look like, or inference based on what they say. Also note character motivation.	CH P 12 <i>Matthew Harrison Brady is said to “where a cathedral for a cloak” stating he must be equal to God.</i>
VOC Vocabulary	You come across any word you do not completely understand	The word, your definition based on context clues/root word definition , not dictionary definition.	VOC P 154 <i>Arachnophobia</i> <i>Arachnid=spider</i> <i>Phobia=fear</i> <i>Arachnophobia=fear of spiders</i>
TN Tone	There is a change in how characters say something or a notable moment that tone is used to emphasize a point	What the effect(s) of the tone is on the passage you’re annotating.	TN p 73 <i>Hornbeck is sarcastic, using the phrase “bible beaters” because he thinks small town people are uneducated.</i>
Con Conflicts	Look for internal and external conflicts within characters. Also look at what overarching conflict is present or repeats	How the conflicts affect overall purpose	CON p 236 <i>The society vs. the individual conflict is present in John the Savage’s desire for solitude in this utopian society.</i>

<p>MD Mood</p>	<p>You develop feelings created by the characters, setting, conflicts, etc.</p>	<p>Why the certain mood is used. What is the purpose the mood is trying to create?</p>	<p>MD p 18 <i>It's raining and lightning making the situation with the jurors ominous, just like the impending doom they feel.</i></p>
<p>COnt Contrasts</p>	<p>When you see sharp contrasts in characters' attitudes, overall tone, or even visual contrasts.</p>	<p>What the contrasts reveal and why they are used.</p>	<p>CONT p 202 <i>The author says, "She was tragically beautiful," saying that her beauty is her largest downfall.</i></p>
<p>MOT/SyM Motif/Symbolism</p>	<p>You are introduced to a symbol and/or see a recurring symbol</p>	<p>What the symbol means or why it's repeated</p>	<p>MOT p 332 <i>The conch shell is mentioned again in this passage, showing the gradual destruction of civilization.</i></p>
<p>INF Inference</p>	<p>You draw a conclusion about the characters, plot, based on what the text says</p>	<p>Why you drew this conclusion</p>	<p>INF p 15 <i>Lennie expresses anxiety when he constantly questions if George will come back from a night out.</i></p>
<p>Im Image</p>	<p>You find a strong visual image within the text</p>	<p>What the purpose of the image is in the text; what does it prove about the text?</p>	<p>IM p 54 <i>The vast open sky produces a sense of freedom and endless possibilities</i></p>