

## ENGLISH III – Summer Reading Requirement

Dear Upcoming Juniors,

I hope you are enjoying your first week of summer freedom and that you have a safe and blessed summer vacation, enjoying family, friends and fun. I am looking forward to meeting and getting to know each of you in the fall. Until then, I will be praying for a successful and God-filled year.

Please remember that you have a summer reading requirement to help you maintain your reading skills. This summer, all juniors should read *The Adventures of Tom Sawyer* by Mark Twain. I hope you are all familiar with Mark Twain, and I know you may have touched on this novel, as well as *The Adventures of Huckleberry Finn* in junior high, but it is my understanding that you were not required to read all of *Tom Sawyer*. Well, now you are! We will be discussing the book and using its contents for some writing at the beginning of the year. I'm also attaching a few activities for you to think about and work through as you read the novel. These will be due your first week back to school.

Also, I know that many outside activities and other classes will make for a hectic junior year. If it will help to read some of our other major course works in advance – while you're soaking up that sun – and then review them again as we discuss them in class, I will list them below for you. You are responsible to pick up your own copy of the novels, if not this summer, then for next year. Both PCA and Half-Price Bookstores have some used copies available for reduced prices. If you'd like, check with Mrs. Boyer to snag one of our copies before heading elsewhere to look, but hurry, we only have a limited number.

2010-2011 English III Novels:

*The Scarlet Letter* – by Nathaniel Hawthorne

*The Great Gatsby* – by F. Scott Fitzgerald

*The Crucible* – by Arthur Miller – PLEASE NOTE – This is found in the student textbook, so it is not necessary to purchase another copy, unless you would like to read it ahead of time, or mark various aspects/highlight vocabulary words, etc. as we read it in class.

Until we meet in the fall, make sure you put God first in everything, get plenty of rest, and laugh as much as you can!

With Love in Jesus,

Mrs. Palagi

## Incoming English III Activities for *The Adventures of Tom Sawyer*

### I. CHARACTERIZATION

*Characterization* is the process by which an author establishes the distinctive traits and personalities of characters in a story. Authors use many techniques to create believable characters, including:

1. Direct Information – telling the reader something specific about the character
2. Dialogue – letting the reader infer something about the character from what the character says and how the character says it
3. Physical Action – showing the character engaged in an activity that reveals something about the character
4. Physical Description – letting the reader infer something about the character from the character's appearance, mannerisms, and so on
5. Physical Surroundings – letting the reader infer something about the character from the places that character chooses to be

Characters may or may not change during a story; readers must pay attention to the above techniques to determine if a character changes and to evaluate any changes that occur.

Think about the techniques of characterization outlined above, then write a short character sketch (personality description) of Tom. How does Twain use each technique to establish Tom's character as the novel begins? Use specific examples in your character sketch.

## **Characterization of Tom Sawyer**

**1. Direct Information:**

**2. Dialogue:**

**3. Physical Actions:**

**4. Physical Description:**

**5. Physical Surroundings:**

## II. IDIOMS

An idiom is an expression that does not literally mean what it says, but has an understood meaning. For example, if you say you are *hanging around* the park, we know that you aren't literally hanging. Idioms are often peculiar to a region. Twain's use of idioms in *The Adventures of Tom Sawyer* help bring to life the setting of the story. Underlined in the sentences below are some of the idioms found in the story. Explain what each of the idioms means according to the context of the sentence. Then find at least five other idioms from the novel and explain what each means.

1. "Siddy, I'll lick you for that."
2. "Confound it, sometimes she sews with white and sometimes she sews it with black. I wish to geeminy she'd stick to one or t'other – I can't keep the run of 'em."
3. But I bet you I'll lam Sid for that. If I don't, blame my cats."
4. Tom went on whitewashing – paid no attention to the steamer. Ben stared a moment, and then said, "Hi-yi! You're up a stump, aint' you!"
5. The boys all hated [Willie Mufferson], he was so good; and besides, he had been 'thrown up to them' so much.

### **III. FORESHADOWING**

Foreshadowing is an author's use of hints or clues suggesting events that will come later in a story. In Chapter 8, Tom wonders if he could "die temporarily" in order to make Becky Thatcher feel sorry for him. This is the second time Tom has thought about what the reaction might be to his death. (See also Chapter 3.) What might the author be foreshadowing?

### **IV. MOOD**

The mood of a story is the feeling or atmosphere an author creates for the reader. An author will set the mood through the use of specific words, phrases, or descriptions that have feelings connected to them. For example, if an author wishes to set a mood of joy, he may describe scenes using words and phrases generally felt to contribute to a joyful mood, such as sunshine and blue skies.

What is the mood of Chapter 9? List at least five words, phrases or descriptions that Twain uses to set this mood.

## V. DESCRIPTIVE WRITING

Twain's description of the storm in Chapter 17 is one of the most intense passages in the novel. Twain expertly describes the gradual approach of the storm, the storm's increase in intensity, the climax of the storm, and the gradual retreat as the storm diminishes. Notice, however, that in his description, Twain rarely uses the words "thunder," "lightning," "wind," or even "storm."

Reread this passage noting the words Twain uses in his descriptions. For each of the elements below, write down different words or phrases Twain uses to describe this thing.

1. Thunder:

2. Lightning:

3. Wind:

4. Storm: