



# 11<sup>th</sup> Grade Summer Reading

## REQUIRED READING AND ASSIGNMENTS

### Assignment # 1

**Assignment #1 (Due: Friday, August 9th, 2019)**

Students must read *How to Read Literature Like a Professor*, Revised Edition by Thomas C. Foster (Read Intro. - ch.14 ONLY) and complete the handwritten essay assigned below:

Students will compose a 1-2 page, neatly **handwritten rough draft** essay wherein the quote below will be used to analyze and expand upon the required text (*How to Read Literature Like...*), answering the following question:

Abraham Lincoln's quote touches upon commonly held beliefs regarding books. Interpret Lincoln's quote through an analysis of Foster's text. In other words, how does Lincoln's quote expand upon ideas presented within Foster's text? (Remember to cite information where necessary!)

*"Books serve to show a man that those original thoughts of his aren't very new after all."*

– Abraham Lincoln

**Grading Rubric below.**

### Assignment # 2

**Assignment #2 (Due: Friday, August 9th, 2019)**

Students should choose one book to read from the list below. Pre-AP students must also complete a book notes assignment for this book only.

- *Native Son* -- Richard Wright
- *As I Lay Dying* -- William Faulkner
- *The Awakening* -- Kate Chopin
- *The Kite Runner* -- Khaled Hosseini

It is recommended that students annotate their texts. This skill will be practiced in the beginning of the year and required as the school year progresses.

**How to Annotate:**

- Make brief comments in the margins or any blank space available (between the lines, inside the front cover, random blank page)
- Ask questions in the margins when something strikes you as curious
- Circle or put boxes, triangles, or clouds around important words or phrases

- Use abbreviation symbols to note your response to certain passages (brackets, stars, exclamation points, question marks, etc.)
- Connect words/phrases/ideas with lines or arrows
- Put other page number references in the margin when you see a theme or symbol repeated or expanded upon
- Underline - but use this method sparingly- underline only a few words at a time and never do so without a comment in the margin.

\*\* Helpful Tip: inside the front or back cover: create a major character list leaving space for a character summary and for page references; build a list of themes, allusions, images, motifs, key scenes, plot line, or epiphanies as you read; make a list of vocabulary words if there's still room.

**Note:**

**All students should expect a reading check quiz during the first full week of school over both summer reading assignments.**

# BOOK NOTES FOR PRE-AP ENGLISH AMERICAN LITERATURE

The purpose of constructing book notes on the course's novels and plays is to give each student a complete record of the individual works covered. Through researching each work, the student has an intimate knowledge of the piece and its place in literature. An added advantage of the notes is that the student will have a comprehensive study guide at his or her disposal in preparation for future college English courses and/or the AP exam.

Please type the entries in Times New Roman font at 11 or 12 points with one-inch margins. Each section has a point value. The sections total to 100 points and will constitute a quiz grade.

## I. Authorial Background Cards (10 pts.)

Please tell: author's name, where, when born, what's going on in his or her country at the time, what happens to make him or her want to write this work. Include other works by that author. Include a death date and place if appropriate. If you did not find this information on the book jacket, then cite your source using MLA rules. (6-10 lines, bulleted)

## II. Literary Period/Country Cards (10 pts.)

Place the work in the right country and the right literary period. **This is not setting.** When and where is the book or play written? What were the general literary movements of the time (realism, naturalism, etc.)? Define and comment on them and how this work fits – or doesn't. Again, you may need to use outside sources for this information. Make sure you cite it following MLA rules. (5-10 lines, bulleted)

## III. Setting (10 pts.)

Time, place – significance to the work (or not). Milieu – customs of the area – culture (5-10 lines, bulleted)

## IV. Characters (10 pts.)

List all **major** characters along with five DETAILS (character traits and/or quotes) for each. **In addition**, give at least three quotes along with 5-7 traits that can be used to describe the main character. Be sure to include traits – good and bad. (varies by book – if there are multiple main characters, pick one to treat as main and treat the rest as secondary)

## V. Themes of the book or play (10 pts.)

In your reading of the work, you should have discovered the major themes of the book. Identify three to five themes **in a complete sentence** and explain how it is developed (briefly). You are not required to include quotes for each thematic statement, but doing so will help you in Socratic Seminars (6-10 lines, bulleted)

VI. Plot summary (10 pts.)

This is one time when you can write a plot summary and be rewarded for it! It should **not** be very detailed. List only what you think are the main events in the book. Later, this will help in remembering the book. Remember, not Schmoop or Bookrags – give yourself some credit. (10-20 lines, bulleted)

VII. Literary devices unique to the work (20 pts.)

At least five literary devices used including symbolism, allusions, motifs, etc. You can get several clues as you do your reading of critical essays. Show how each device is developed with a quote from the work and discuss the device's significance to the work. (10 or more lines, bulleted)

VIII. Critical essays on the work\* (10 pts.)

A four to ten sentence per article summary of two critical articles on the work **preceded by a citation as to where (book title and page number or web address) you read the article**. Follow with a one or two line personal reaction to the article or critic's accuracy in interpretation. Please avoid "I thought the book was the greatest ever written" type articles as those are actually reviews, not critiques. Some deep information here, please. (Your best bet for an appropriate source is to use Galileo and search in peer-edited academic journals.) Especially helpful information would be themes and techniques. HINT: If you do this section first, it will help you with your other notes. (This won't be bulleted. Each article will have one or two paragraphs total.)

\*You may include a copy of the article with the entry, but I still require your summary and evaluation of the articles as well.

IX. Significant passage (10 pts.)

Choose at least five quotations from the book that struck you as memorable or outstanding. Explain why and relate its significance to the work in one or two lines, bulleted. You must cite the page number or act, scene and line number for the quote, and you must write at least one full line of the quotation, too.

(fifteen bulleted lines for quote, significance and personal reaction – length of passage or quote will vary by student choice)

# GRADING RUBRIC FOR ASSIGNMENT 1

	<b>TARGET 9-10</b>	<b>ACCEPTABLE</b>		<b>UNACCEPTABLE 4-5</b>
		<b>HIGH 7-8</b>	<b>LOW 6</b>	
<b>Content</b>	Interesting content and presentation; ideas are well conceived and developed with sufficient examples in each paragraph (5 paragraphs minimum).	Some interesting content; points not sustained or not fully developed in 1 or two paragraphs OR there are less than 5 paragraphs	Conventional ideas or clichés; little supporting detail included AND/OR less than 4 paragraphs	Cursory; gives the impression of writing just to complete the assignment AND/OR less than 3 paragraphs
<b>Structure, Logic and Transitions</b>	Logical progression of ideas with well-executed transitions.	Logical progression of ideas but often lacks transitions.	Gaps in logic or no transitions.	Disorganized; appears to have been written as thoughts occurred to the writer.
<b>Grammatical Accuracy</b>	Appropriate level of complexity in syntax with very few errors, if any.	Confined to simpler sentences or structures with very few errors OR shows variety and complexity in syntax with errors that do not affect comprehensibility.	Errors frequently affect comprehensibility, or very basic types of errors (subject-verb agreement, etc.)	Message is largely incomprehensible due to inaccurate grammar, which alters or obscures it.
<b>Vocabulary/ Word Choice</b>	Uses sufficient, appropriate, and varied vocabulary.	Usually uses appropriate vocabulary with some variety; some errors in usage that do not affect the message.	Often uses inappropriate, or non-specific vocabulary; lack of variety in word choice.	Uses only elementary vocabulary.
<b>Punctuation, Spelling, and Presentation</b>	Correct spelling and punctuation; very neatly written.	Occasional mechanical errors; neatly written.	Frequent mechanical errors; neatly written.	Mechanical errors in most sentences AND/OR illegible