



Summer Reading: Grade 12

Required Reading

British Literature and Composition

The Great Divorce by C.S. Lewis (ISBN-13: 978-0060652951)

- Read and annotate your book using the English department guidelines found on page two of this document.
- **Due date:** the book should be read and annotated by **Friday, August 16**.

AP Literature

Till We Have Faces by C.S. Lewis (ISBN-10: 0062565419 or ISBN-13: 978-0062565419) **AND** *Klara and the Sun* by Kazuo Ishiguru (ISBN-10: 0593311299 or ISBN-13: 978-0593311295)

- Read and annotate your books using the English department guidelines found on page two of this document.
- Complete Book Notes on your books using the "Book Notes Assignment Sheet" on pages three through five of this document.
- **Due date:** the books should be read, annotated, and book notes completed by **Friday, August 16**.

AND Supplemental Reading for students who did NOT take Honors American Literature

- Read Swift's "[A Modest Proposal](#)" and complete the assignment on pages six and seven of this document.
- Due date: **Friday, August 16**

Strategies for Annotation

SCPS English Department

- What is it?
 - Annotation is a reading strategy designed to help you focus in on key details in a book and gather evidence for discussions and assignments.
 - Why do it?
 - It serves a few purposes:
 - Firstly, it is a bit easier than constantly taking notes while reading. When you get to an important point in the text, you can just write directly or put a sticky note on the page, keep reading and go back to it later to make notes on it.
 - Secondly, it makes it very easy to go to important parts of the text when you need to (when participating in Socratic Seminar, constructing book notes or writing an essay).
1. Circle any unfamiliar words. Then look them up, and write down the definition. (Hack: If you get the dictionary.com app, you can look up the word in two seconds.)
 2. Use question marks to indicate areas of uncertainty.
 3. Use exclamation points to indicate something dramatic or a key turning point.
 4. Circle or highlight character names any time they are introduced for the first time. Keep a list on the inside cover of the book of all the characters and their traits. Add to this list as new characters are introduced, or as you learn more about existing characters.
 5. Write your notes in the margins
 6. Paraphrase (summarize) each chapter after you finish reading it. You only need a few sentences to do this. Write it down on the first page of the chapter.
 7. Write down any questions you have about the text – either questions you’re willing to wait to find out the answer to as you read further, or questions you want to bring up to your teacher in class the next day.
 8. Use a color coded system to keep up with themes, symbols, ironies, motifs, etc. Mark the inside of the book with your color key. (Ex: purple = theme, orange = foreshadowing, green = symbols)

Book Notes Assignment Sheet

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.

- 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)

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

- III. 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)

- IV. 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)
- V. 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)
- VI. 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)
- VII. 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.

VIII. 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)

Supplemental Reading Assignment

AP Literature

Read Jonathon Swift's "[A Modest Proposal](#)" and complete the following assignment.

"A Modest Proposal" Journal

Swift engages in satire in "A Modest Proposal." Use this handout to organize your thoughts as you read. Remember that satire is mocking a problem or situation **in order to solve a problem**. Sarcasm or simple mockery only aim to hurt the subject addressed while satire's purpose is a call for reform; therefore, it is wise to first determine at whom/what the mockery is addressed and then to determine what solution the author is suggesting.

Jonathan Swift's satire targets two different victims: the English government, whose laws and regulations oppressed the Irish people, and the Irish themselves, who let themselves be oppressed. Find examples to support both views. **Don't forget to include lines from the essay to support your assertions.**

English Government

- 1)
- 2)
- 3)
- 4)

Irish People

- 1)
- 2)
- 3)
- 4)

Swift also leads satiric attacks on a variety of other subjects. **List an example (include lines).**

1)

Swift uses several literary devices in service of his satirical intent. List examples of Swift's use of each of the following devices in "A Modest Proposal." **As before, don't forget to include lines from the essay to support your examples.**

Understatement

1)

2)

3)

Overstatement/Hyperbole

1)

2)

3)

Irony

1)

2)

Having read the essay and filled in the worksheet above, please type a 3 paragraph response explaining how Swift used satire to convey his message. Please use quotes to support your argument, and please include some of the literary devices in the worksheet in your response as well.