

# 11th Grade Summer Work

## Goals:

- Encourage a lifelong habit of reading
- Prevent the “summer slide” that occurs between May and August
- Ignite the literary conversation among students and between teachers and students
- Encourage students to improve their interaction with texts and construct meaning

## Task:

- **All rising 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders must purchase a paper copy of their assigned book.**
- *AP English students are required to read 1 of the 3 choice books and complete an in-class rhetorical analysis essay.*

## Assessment/Grading:

- Annotations: *Specifics for each grade level will follow.*
- Essay: *Specific prompt just for AP Language*
- Additional Assessments(s): *Your English teacher will assign an additional assessment(s), such as a project, paper, or exam, during the first few weeks of the school year.*

## 11th:

### Regular:

All students will read *Of Mice and Men* by John Steinbeck

### DEH:

All students will read *Our Town* by Thornton Wilder

### AP English Language & Composition:

Choose 1 of the 3 provided:

*I Am Malala* by Malala Yousafzai (not young adult edition) (**highly recommended**)

*Where Men Win Glory: The Odyssey of Pat Tillman* by Jon Krakauer

*Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin*

*Olympics* by Daniel James Brown

## Should you have any questions, please reach out to the following teachers:

On-Level English 3: Kurt Anderson; [kanderson@ndpsaints.org](mailto:kanderson@ndpsaints.org)

English 3DE Honors: Mary Jane Wright; [mwright@ndpsaints.org](mailto:mwright@ndpsaints.org)

English 3AP: Taylor Ovens; [tovens@ndpsaints.org](mailto:tovens@ndpsaints.org) or Tracy McBride [tmcbride@ndpsaints.org](mailto:tmcbride@ndpsaints.org)

General Questions: Tracy McBride, English Department Chair; [tmcbride@ndpsaints.org](mailto:tmcbride@ndpsaints.org)

### On-Level English 3

**Directions:** Students must purchase a paperback copy of one of the novels listed below and annotate the whole novel. Guidelines for annotating each novel are found below. You will be doing a timed write at the start of the year and will be able to use your annotated copy of the book. Additionally, your annotated book will be checked at the start of the year for points.

**Grading:** Your annotated book will be graded using the below annotation rubric (with the points doubled), so the assignment will be worth 40 Formative points. In the first full week of school, you will also write an in-class essay based on your summer reading book for an additional 40 Formative points.

**Write your first and last name in sharpie on the outside binding of your novel.** This will prove the book is yours and no one else's.

Annotation is personal—often meticulous, eccentric and highly complex—but good general guidelines do exist. Consider the following from Mortimer J. Adler's "How to Mark a Book":

- **Underlining (or highlighting):** of major points, of important or forceful statements.
- **Vertical lines at the margin:** to emphasize a statement already underlined.
- **Star, asterisk, or other doo-dads in the margin:** to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
- **Numbers in the margin:** to indicate the sequence of points the author makes in developing a single argument.
- **Numbers of other pages in the margin:** to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.
- **Circling or highlighting of key words or phrases.**
- **Writing in the margin, or at the top or bottom of the page, for the sake of:** recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books.
- **Literary or rhetorical devices, or** interesting strategies the author employs. These may include but are not limited to: metaphors, symbolism, foreshadowing, allusion, etc.

#### ANNOTATION RUBRIC (adapted from Stephanie DiMartino)

- **20** The text is *extensively* annotated with *copious* margin notations. The annotations demonstrate a *comprehensive and thoughtful reading*. The margin notes show that the reader has made *insightful connections* and *drawn valid conclusions*.

- **18** The text is *mostly* annotated with *adequate* margin notations. The annotations demonstrate a *mostly comprehensive and thoughtful reading*. The margin notes show that **most** of the reader's *connections* are *insightful* and the reader has *drawn mostly valid conclusions*.
- **16** The text shows *some* margin notes. The annotations demonstrate that the reader understands the text beyond the literal level and has been able to make *some* connections and draw *some* conclusions.
- **14** The marginal notes are *basic* and consist mainly of *plot-driven questions* (What will happen...). Annotations indicate a *basic* understanding of the text. The reader has been able to make *one or two connections* but has been unable to use the text to draw valid conclusions.
- **12** The text is underlined in appropriate places, but there are *very few* margin notes making it difficult to evaluate how well the reader understood the reading. There are *very few* references to class discussion.
- **10** Significant parts of the text are completely *unmarked*. There are *no margin* notes, only underlined text.
- **0** The text is completely unmarked.

The front and back inside covers of your book are key places for further annotation. Consider creating a gloss of relevant vocabulary words and the pages on which they appear on one cover and noting on the back a list of characters, key passages (and their accompanying page numbers), themes/motifs, stylistic devices, etc. When annotating (based on the notes listed above), please utilize the questions listed below with your chosen book. Those questions are great starting points for your annotations.

### ***Of Mice and Men* by John Steinbeck**

Many parts of the novel deal with loneliness, friendship, freedom, and the American Dream. Annotate whenever a character talks about their loneliness. Annotate instances of freedom or lack thereof. What is holding characters back from freedom and happiness? Are the friendships in this novella true and loyal or just necessary for survival? How does the idea of the American Dream drive the internal and external conflicts of the story? What do the characters dream of?

## English 3 DEH Annotation Guidelines

**Directions for the entire summer assignment:** You will submit all of your work during the first week of school. Please have your annotations prepared by the start of your first class. You will write an in class essay over the play during the first week of school.

**Grading:** Your **annotated book** (assignment #1) will be graded using the below annotation rubric (with the points doubled), so it will be worth **40 formative points**. Your in class **essay** will be worth **50 formative points**.

**Book Annotations:** Please read and annotate a **paper copy** of the play. Meaningful annotation means interacting with the text. You must write words on the pages. Underlining/highlighting alone is NOT annotating and will earn you nothing. You will be scored on your annotations on your first day of school, so ***please bring the annotated book with you with your name on the inside of the front cover in permanent marker!*** If you cannot write directly in your book (not enough space in the margins), post-it notes will suffice. Please see the guiding questions below and the rubric below the questions to help guide your work.

### Guiding questions for annotating *Our Town*

1. Note whenever a character dies. Write out ideas about how the different deaths might be symbolic.
2. Note whenever someone awakens to a realization about life/humanity. Write out ideas about what allows them to make this discovery.
3. Note whenever someone appears oblivious, blind, or unaware of some idea about life/humanity. Write out ideas about what is keeping them in this state.
4. Note when one character tries to help another character realize some truth or reality about life/humanity. Write out ideas about what motivates them to do this.
5. Note what takes up characters thoughts and where they focus their emotions. Write out your opinions on these thoughts and emotions.
6. Note characters who could be the protagonist of play and give ideas as to why.

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**18** The text is *mostly* annotated with *adequate* margin notations. The annotations demonstrate a *mostly comprehensive and thoughtful reading*. The margin notes show that **most** of the reader's *connections* are *insightful* and the reader has *drawn mostly valid conclusions*.

**16** The text shows *some* margin notes. The annotations demonstrate that the reader understands the text beyond the literal level and has been able to make *some* connections and draw *some* conclusions.

**12** The marginal notes are *basic* and consist mainly of *plot-driven questions* (What will happen...). Annotations indicate a *basic* understanding of the text. The reader has been able to make *one or two connections* but has been unable to use the text to draw valid conclusions. This is the based point for one annotation per page.

**8** The text is underlined in appropriate places, but there are *very few* margin notes making it difficult to evaluate how well the reader understood the reading. There are *very few* references to class discussion.

**4** Significant parts of the text are completely *unmarked*. There are *no margin* notes, only underlined text.

**0** The text is completely unmarked.

The front and back inside covers of your book are key places for further annotation. Consider creating a gloss of relevant vocabulary words and the pages on which they appear on one cover and noting on the back a list of characters, key passages (and their accompanying page numbers), themes/motifs, stylistic devices, etc.

## English 3 AP Language & Composition

**Directions for the entire summer assignment:** You will submit all of your work during the first week of school; have everything prepared by the start of your first class (Thursday, August 10<sup>th</sup>). You will complete annotations and a rhetorical/literary device chart based on your choice book along with an AP-style/quality essay that will be completed in class during the 1<sup>st</sup> block period.

**Grading:** Your **annotated book** (assignment #1) will be graded using the below annotation rubric (with the points doubled), so the assignment will be worth **20 Formative points**. Your **rhetorical device chart** (assignment #2) will be worth **30 Formative points**. Your in-class **AP Essay** (assignment #3) will be worth **50 Formative points**.

**For your choice book, choose one of the following:**

1. *Where Men Win Glory: The Odyssey of Pat Tillman* by Jon Krakauer
2. *Boys in the Boat: Nine Americans and Their Epic Quest for Gold at the 1936 Berlin Olympics* by Daniel James Brown
3. *I Am Malala* by Malala Yousafzai (NOT the young adult edition)\*

\*Highly recommend

**Assignment #1- Annotations:** Please read and annotate a **paper copy** of your choice book. Annotate intelligently and orderly; you need not highlight the entire book. Meaningful annotation means interacting with the text. You will be scored on your annotations at random upon your return to the first day of school, so ***please bring the annotated book with you with your name on the inside of the front cover in permanent marker!*** If you cannot write directly in your book (not enough space in the margins), post-it notes will suffice. Please see the rubric below and the next page with specifics on the necessary annotations for guidance.

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**ANNOTATION:** Annotation is a method of notation that involves engaging directly with the page as it is read in the form of comments, summaries, analysis, etc. The quality of your annotations is not based on how many notes but the depth of thinking and strength of connection to the text those notes indicate.

### Why annotate?

- To better connect with a text and its layers of meaning
- To improve the depth of your initial understanding and focus of the text
- To improve your retention of the text
- To increase the efficiency of your studying

### What you'll need:

- An inexpensive copy of your text—or at least a copy you don't mind getting marked up
- Highlighter(s)- I'd have several colors to differentiate what each color means
- Pencil
- Post-it notes (if you are hesitant to mark the pages themselves because the book is not yours, because it is an heirloom copy, etc.)

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**Assignment #2- Literary/Rhetorical Device Chart- Directions:** Complete the following literary/rhetorical devices chart with direct quotes from the book as your “example” and then, in a response of at least three sentences, and explain the device in each quote and what its purpose/significance is. If you are unsure about what a literary device is, please go to this website to find a great write-up of some of the major literary terms that we will go over during the school year- <https://blog.prepscholar.com/ap-language-and-composition-terms> Your literary device chart should be typed and should follow MLA formatting (Times New Roman, 12 point font)

Literary/Rhetorical Device	Example (Quote with page #)	3+ sentence explanation of why that quote is a simile, metaphor, etc. (ex: explain the full comparison) & what its purpose/significance is to that section or the overall story
Allusion		
Alliteration		
Ethos		
Hyperbole		
Imagery		
Logos		
Metaphor		
Pathos		
Simile		
Symbol		
Theme (not just a 1-word answer)		
Tone		



**English 3AP Summer Reading Checklist**

- Label your copy of your chosen book with your first and last name in permanent marker on the inside cover; bring your book on the 1<sup>st</sup> day of class
- Read and annotate your chosen book following the instructions above
- Complete the rhetorical device chart based on your chosen book and be prepared to submit on the 1<sup>st</sup> day of class
- Be ready to write an AP-style rhetorical analysis essay during the 1<sup>st</sup> block period