

12th 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 constructing meaning

Task:

- **All rising 10th, 11th, and 12th graders must purchase a paper copy of their assigned book.**
- AP English students also will be required to read an **additional assigned** book(s) during the summer.

Assessment/Grading:

- Annotations: *Specifics for each grade level will follow.*
- Guided Reading Questions: *These will be provided after the book list.*
- 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.*

12th:

Regular

Read the following:

The Glass Castle by Jeannette Walls

Honors Dual Enrollment

Read BOTH of the following:

Outliers by Malcolm Gladwell

Frankenstein by Mary Shelley

AP English Literature & Composition

Read BOTH of the following:

Sula by Toni Morrison

The Scarlet Letter by Nathaniel Hawthorne

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

English 4: Theresa Smith; tsmith@ndpsaints.org

English 4 DE: Maureen Treadway; mtreadway@ndpsaints.org

English 4 AP: Mary Jane Wright; mwright@ndpsaints.org

General Questions: Tracy McBride, English Department Chair; tmcbride@ndpsaints.org

English 4 Directions

Directions: Students must purchase a paperback copy of *The Glass Castle* by Jeannette Walls. Students must annotate the memoir. Guidelines for annotating are listed (below). You will write in class (a timed write) at the start of the school year based on a prompt from *The Glass Castle*, and you 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. **Bring your annotated book to class with you on the first day. Again, it is due on the first day of school.**

Write your first and last name in sharpie on the outside binding of your memoir, as proof that the book is yours and no one else's.

Toole: two writing instruments are required for annotation: a highlighter (assorted colors are okay) and a pen (not a pencil)

As you read *The Glass Castle* make annotations on the following topics and be prepared to provide answers and evidence for the questions related to the topic.

1. family --- how important is family, including the reliance of siblings on each other? Is there a lack of trust between children and parents? Is there a loving relationship despite the parents' neglect?
2. poverty --- what are the effects of hunger on the child? How does their lack of stability – constantly moving --- affect their socialization and education?
3. perseverance – in what ways do the children grind out the unfortunate incidents in their lives, most importantly, the narrator?
4. education --- how do the children learn? Do children value learning? Do their parents? Look for examples.
5. nonconformity --- in what ways do the unconventional behaviors of the Walls' parents benefit their children? In what ways are these nonconformist ways a hindrance, even a danger?

Numerical guide for categorizing types of annotation:

1. Unknown Words: Look up the meaning of unknown words in an online dictionary. Highlight the word and write down the meaning (denotation) in the margin. Say the word out loud to yourself: repeat the pronunciation of the word and the meaning, re-read the sentence to ascertain how it is used in the sentence.
2. Identify and take note of revelations of the main subjects (non-fiction _ REAL PEOPLE) in the book, including personality traits (patterns of thoughts and behaviors) and motivations (what is driving them)
3. Identify and write down setting TIME AND PLACE (time _ year or decade/season/specific time of day _ morning/noon/night) (place: rural or urban; specific country/state/city) --- this is a repeated annotation, since the family moves frequently, and time moves in chronological order after the first mini chapter.

4. Indicate and evaluate themes (moral, lesson, main idea), archetypes (a model or pattern from which all similar things are based; for example: The Journey, Coming of Age, Fall of Man, Loss of Innocence) and motifs (recurring (repeated) image, idea or symbol, which EXPLAINS/DEVELOPS the theme)
5. Identify figurative language (metaphor, simile, alliteration, personification, foreshadowing, irony, symbolism, hyperbole, satire, allusion)
6. Notice especially descriptive language (adjective and adverb used freely; use of all five SENSES)
7. Make predictions about the rest of the text
8. Make connections with the text to your own life, other books, other characters/real people, history, current events

Annotation directions: Use the numbers, 1 through 8, to categorize your annotation. Using the required highlighter, highlight the words in the text, then, using the required pen, write the number and the information (annotation) in the margin.

For example:

Read the text (below) and highlight the descriptive words and the essential items.

"That's my girl!" Dad said with a hug, then barked orders at us all to speed things up. He took the essentials—a big black cast-iron skillet and the Dutch oven, some army-surplus tin plates, a few knives, his pistol, and Mom's archery set—and packed them in the trunk of the Blue Goose. He said we shouldn't take much else, just what we needed to survive. Mom hurried out to the yard and started digging holes by the light of the moon, looking for our jar of cash. She had forgotten where she'd buried it.

Now, using a pen, write #6 in the margin, and write an annotation.

For example shows lack of material possessions of the Walls' family, a sign of poverty, a sign of a nomadic lifestyle, and/or a sign of anti-materialism.

You will be graded for content, based on the 1-8 categories, and for detail and thorough effort, based on the rubric (scroll down to the next page)

ANNOTATION RUBRIC (adapted from Stephanie DiMartino)

100 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*.

90 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*.

80 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.

70 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.

60 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.

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

0 The text is completely unmarked.

Directions for Honors English 4 DE

On the first day of class in August, you will bring your annotated copy of *Frankenstein and The Outliers*. Please see the Summer Reading annotation list for each book—it will serve as your guide, telling you exactly what to look for as you read. Think of annotations as “showing your work” while you read just as you sometimes show your work in a math problem. You are showing what you are thinking while you read and analyze. Thinking is how you connect to the text. This, of course, requires ACTIVE participation with the text, engaging your mind while you read, not skimming the page. Listening to your iPod or the TV can split your focus so that you don’t have as much of a connection with the text. Marking important passages can also be helpful in locating them quickly during our discussions and for your timed essay.

Tools: Highlighter/Pen/Pencil, Summer Reading Annotation Directions, and **Your Own Paperback Copy of each Text**

Some general ways to mark or annotate your book (you are NOT required to do ALL of the following):

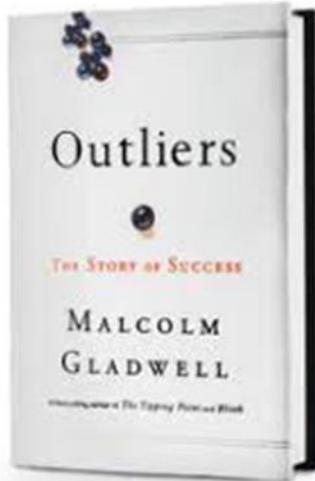
- Underline or highlight keywords, phrases, or sentences that are important to understanding the work.
- Write questions or comments in the margins.
- Connect ideas with lines or arrows.
- Use ??? for sections or ideas you don’t understand.
- Circle words you don’t know. Define them in the margins.
- Use !!! when you come across something new, interesting, or surprising.

And other literary devices (see below). Some of the things you may want to mark as you notice them are:

- S for Symbols: A symbol is a literal thing that also stands for something else, like a flag, or a cross, or fire. Symbols help to discover new layers of meaning.
- I for Imagery: Imagery includes words that appeal to one or more of the five senses. Imagery is important in understanding an author’s message and attitude.
- F for Figurative Language: Figurative language includes things like similes, metaphors, and personification. Figurative language often reveals deeper layers of meaning.
- T for Tone: Tone is the overall mood of a piece of literature.
- Th for Theme: In literature, a theme is a broad idea in a story or a message or lesson conveyed by a work. This message is usually about life, society or human nature. Themes explore timeless and universal ideas.
- D for Diction (effective or unusual word choice)

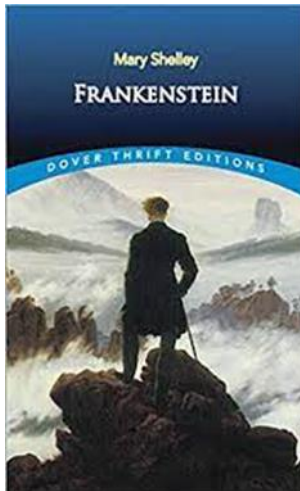
Book-specific directions: In addition to the recommendations above -- look for the following themes and ideas that are specific to your book as you read

**Feel free to use different colored pens/highlighters for marking different things or you could number certain passages which correspond to the numbers of the book specific annotation list.*



The Outliers by Malcolm Gladwell

1. Case studies and their impact on Gladwell's argument
2. Use of statistics
3. Gladwell's philosophy about achieving success
4. Compare Gladwell's observations to more conventional opinions about success
5. Personal connections to Gladwell's philosophy about goals and success
6. Role of opportunity and practice for achieving success
7. Individual merit vs. Accumulated advantages in determining success
8. What is Gladwell's definition of an outlier?
9. Note the use of suspense, imagery and metaphor



Frankenstein by Mary Shelley

1. The importance of family
2. The power of nature/the environment
3. The pursuit of knowledge
4. Light vs. Dark
5. God's creations vs. Man's creations
6. Characters feeling distant from their loved ones or distant from their sense of self
7. Note the use of imagery and suspense
8. Biblical Allusions
9. The notion of duty and responsibility

Assessment:

1. **Your Annotated Copy of Each Book = 100 Formative Points Each** (once your book has been checked, your teacher will mark it so that it may not be used by a friend in another class); **(your name must also be printed in permanent marker on the inside cover of your book)**
2. During the first week of class, you'll have time to break into groups and go over plot and characters = **Formative Participation Points**
3. **Socratic Discussion** -- (open book) covering all of the annotation points on the summer reading annotation assignment = **10 Summative Points**
4. **In-Class, 40 minute, 4 paragraph essay** on a specific prompt from one of the books = **20 Summative Points.**

ANNOTATION RUBRIC (adapted from Stephanie DiMartino)

100 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*.

90 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*.

80 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.

70 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.

60 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.

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

0 The text is completely unmarked.

Honors English 4 DE Summer Reading Checklist

- **Label both books in permanent marker with your first and last name.**
- **Read and annotate according to the instructions above.**
- **Bring your annotated books with you on the first day of school.**

English 4 AP Literature & Composition

Directions: Students must purchase a paperback copy of both *Sula* by Toni Morrison and *The Scarlet Letter* by Nathaniel Hawthorne. Students must annotate both novels. Guidelines for annotating each novel are found below. You will be doing a timed write at the start of the year on each novel, and you will be able to use your annotated copies of the books. Additionally, your annotated books will be checked at the start of the year for points. **Bring both annotated books to class with you on the first day.**

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.

Sula

Directions: Think about the following ideas as you read. Base the majority of your annotations on these concepts. You can add other ideas, but make these ideas your main focus.

1. The bonds of friendship
2. The relationship between mothers and children (both positive and negative)
3. The reasons for society turning against someone
4. The suffering and advantages of being an outcast
5. The quality of relationships between men and women
6. The possibility of reconciliation

The Scarlet Letter

Directions: Think about the following ideas as you read. Base the majority of your annotations on these concepts. You can add other ideas, but make these ideas your main focus.

1. The suffering and advantages of being an outcast
2. The relationship between mothers and children (both positive and negative)
3. The symbolism of the letter A and the color red (keep an eye out for how it changes)
4. How hypocrisy, guilt, and suffering affect the soul
5. Look for symbolic events, phrases, and items
6. How the desire for revenge affects the soul
7. The possibility of redemption
8. Nature vs. Society as a supportive force for humanity

ANNOTATION RUBRIC (adapted from Stephanie DiMartino)

100 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*.

90 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*.

80 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.

70 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.

60 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.

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

0 The text is completely unmarked.