



# REGINA DOMINICAN

## English Department Grade 10 Level 1 and 2: Summer Assignment - 2026

**Course:** American Literature      **Level:** 1, 2      **Grade:** 10

**Instructor:** Mr. Pesole

**Course Description:** Students study a cross-section of American authors and their works and selections from the Early Native American period through the 21<sup>st</sup> century by investigating the geographical, political, cultural, and historical background of the time period. Students discuss various literary genres such as the novel, the short story, poetry, and drama. The course is designed to develop students' reading skills needed for the critical analysis of literature, as well as to develop composition skills through a variety of writing opportunities. Critical thinking skills are also developed through class discussion and oral presentation. Standardized test preparation, vocabulary, grammar, study methods as well as improved reading, discussion and presentation skills are also stressed.

### What to Read:

1. ***When the Emperor was Divine*** by Julie Otsuka

<https://www.amazon.com/When-Emperor-Divine-Julie-Otsuka/dp/0385721811>

Please purchase this book and read **IN PRINT**. **E-Books are not allowed.**

*This book is a fictionalized account of a family in an Internment Camp in the United States during WWII.*

**PLEASE WATCH THIS VIDEO FOR A BRIEF HISTORICAL EXPLANATION BEFORE YOU BEGIN READING:**

 **Japanese-American Internment During WWII | History**

**Assignments:** The purpose of this assessment is to prepare you for further work with this book at the start of the semester, as well as to provide your teacher with a sense of your comprehension and interaction with the text as a reader. Enjoy the reading, but read closely: demonstrate close reading by actively engaging (pencil/pen/highlighter in hand) with the text, perhaps even re-reading intriguing sections. This assignment is not simply for "completion." Please use this opportunity to develop a nuanced understanding of the book as a whole.

**1. READ, HIGHLIGHT, AND ANNOTATE THE BOOK (\_\_50\_ pts for quality of work).**

On the first day of school, your annotated book WILL BE COLLECTED. An annotation is simply a note or comment.

Annotate by:

- highlighting or underlining
- making notes in margins for the majority of the above
- adding sticky notes (optional if you find this helps you be organized)

The act of annotating a text is making comments in the margins or within the text of your reading.

*See rubric for more instructions.*

**2. OPEN-NOTE QUIZ ON THE BOOK (\_35\_ pts for understanding expressed):** This will occur within the first week of school, and you will be given more information on the content of the quiz on day one.

**Due Date:** The completed assignment is due in class on the first day of school. Your books will be checked for complete and quality annotations. You will be given an assessment during the first week of school.

Annotations Rubric: 50 pts

Point Value	Quality of annotations	Further details:
A-/A/A+: 45-50 pts	The text is <b>extensively</b> annotated with <b>copious</b> margin notations. The annotations demonstrate a <b>comprehensive and thoughtful reading</b> . The margin notes show that the reader has proficiently <b>analyzed</b> the text, made <b>insightful connections</b> and drawn <b>valid conclusions</b> . Notations are balanced and <b>show deep reading and thinking</b> . <u>All</u> of the text is addressed.	Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.  Based on text type, the following types of responses should be evidenced in annotations: <ul style="list-style-type: none"> <li>● Questions, reactions, opinions</li> <li>● Predictions and Inferences</li> <li>● Locating important passages / key evidence or ideas</li> <li>● Connections <ul style="list-style-type: none"> <li>○ other sources/accounts</li> <li>○ our current world</li> <li>○ other texts, films, etc.</li> </ul> </li> <li>● Key words or phrases including figurative, connotative and specific word choices of the writer</li> <li>● Challenges of author’s bias/assumptions</li> <li>● Identification of author’s strategies: <ul style="list-style-type: none"> <li>○ Development of events or</li> </ul> </li> </ul>
B-/B/B+: 40-44	The text is <b>adequately</b> annotated with margin notations. The annotations demonstrate that the <b>reader understands the text beyond the literal level</b> . The margin notes show that the reader has <b>analyzed</b> the text, made <b>some connections</b> and drawn <b>some conclusions</b> . Notations are balanced and <b>show some deep reading and thinking</b> . <u>Most to all</u> of the text is addressed.	
C-/C/C+: 35-39	The text is annotated with <b>some</b> margin notations. The annotations are <b>basic</b> and consist mainly of plot driven questions or <b>literal ideas</b> . Annotations indicate a <b>basic</b>	

	<b>understanding</b> of the text. The reader has been able to make <b>one or two connections</b> , but has been <b>unable to use the text to draw valid conclusions</b> . Notations are unbalanced and <u>only half</u> of the text is addressed.	<p>characters OR</p> <ul style="list-style-type: none"> <li>○ Structure and development of argument</li> <li>● Writer’s Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices, (diction, point of view, tone, repetition, etc.)</li> <li>● Literary elements such as characterization, setting, narrative (point-of-view), allusions, imagery, setting, mood, etc.)</li> <li>● A comment on something that intrigues, inspires, confuses, aggravates, etc.</li> <li>● Definitions of any unfamiliar words or allusions</li> <li>● Particular difficult lines (it’s okay to be confused)</li> </ul>
D-/D/D+30-34	The text is underlined in appropriate places, but there are <b>very few margin notes</b> making it difficult to evaluate how well the reader understood the reading. <b>Notes are illogical</b> and not balanced. <u>Only one quarter</u> of text has been glossed. Insufficient length and depth in comments.	
F: 25-29	Significant parts of the text are completely unmarked. There are no margin notes, only underlined text; OR the text is completely unmarked.	<p>RL.9-10.1,RL.9-10.2,RL.9-10.3,RL.9-10.4,RL.9-10.5, RL.9-10.6,RL.9-10.8,RL.9.10.9,RL.9-10.10,</p> <p>RL.11-12.1,RL.11-12.2,RL.11-12.3,RL.11-12.4,RL.11-12.5, RL.11-12.6,RL.11-12.8,RL.11-12.9,RL.11-12.10,W 11-12.4,</p>

**Academic Integrity and Honor Code of Regina Dominican**

Regina Dominican is an academic community defined by its commitment to scholarship and to developing students to become independent thinkers. We expect all students to be honest and committed to the principles of academic and intellectual integrity in their preparation and submission of course work. Academic dishonesty is defined as unjust or unethical manipulation of material to achieve an academic advantage. It is the intention to circumvent learning and to present work as one’s own when it isn’t. Examples include but are not limited to - handing in any work that is not one’s own; - distributing and/or receiving answers on any graded assignment, test, quiz, paper, or homework; - distributing and/or receiving a copy of any test, quiz, paper, or homework assignment; - altering answers after an assessment is returned to gain credit; - using study materials or accessing technology without a teacher’s permission during an assessment; - communicating during an assessment without permission; - manipulating grades in any manner; - the uncredited use, whether intentional or unintentional, of another person’s words or ideas; - passing off work generated from an AI website or generator as one’s own If a student suspects or has knowledge of an act of academic dishonesty, the student is obligated to inform the teacher, the Assistant Principal, a Counselor, or the Principal.