

American Literature
Summer Reading Project
2019-2020 School Year

This Summer Reading project will constitute as your first major grade for American Literature. The rubrics are attached. Students will receive a written assignment based on the two novels upon returning to school. This project is due (*for all students no matter the date of entry into the school or the class*).

BY:

August 30, 2019.

Directions:

1. You will read the following books:
 - *Native Son* by Richard Wright
 - *The Narrative of Frederick Douglass* by Frederick Douglass
 - *Poe: Stories and Poems: A Graphic Novel Adaptation* by Gareth Hinds
2. Read the books and annotate the books, each chapter, according to the instructions below. No, you cannot answer questions with “yes or no” they must be answered in complete thoughts. You must adhere to the attached instructions. If you do not annotate in your book you must use a notebook with a table of contents and all pages listed or you may print out and annotate the pdf versions.
3. See Below for further help in understanding what and how to annotate.
4. Rubrics can also be found on the last 3 pages of this document. These will be the official rubrics used to grade your Summer Reading annotations.

PLEASE NOTE—The reading and annotating of these books are not optional! These Three novels will be re-used and explored Throughout the Entire school year!

HOW TO ANNOTATE A TEXT

1. At the top of the page or on a post-it, mark the important plot events. Every page will not necessarily be marked.
2. Be sure to figure out any unfamiliar words through context or by using a dictionary. You can write the definitions right in the text for yourself.
3. Highlight and mark for yourself any conflicts that occur with the main character (protagonist). Note your ideas about these conflicts in the text (who / what is involved, attempts to resolve conflicts, etc).
4. Highlight and mark for yourself words and phrases that help describe the personality of characters. Note your ideas about the characters right in the text (personality, motivation, fears / dreams, etc).
5. Highlight and mark for yourself any symbolism and note your ideas in the text as to what abstract ideas or concepts these tangible objects may represent.
6. Don't mark too much. If you mark everything, nothing will stand out.
7. Once you are completely finished the book and annotating, pick the three most important thematic statements from the following list that your book addresses. Write those themes on an inside cover or any blank pages of your book AND find supporting evidence from the text to support your ideas. Mark those supporting passages with post-its.
 - a. A just individual has obligations toward society.
 - b. A just society has obligations it owes to an individual.
 - c. Individual freedom is limited by . . .
 - d. An individual can develop methods for judging right and wrong.
 - e. kind of government is effective.
 - f. Society must contend with the dichotomies presented by freedom and equality.
 - g. An individual can experience redemption through . . .
 - l. The accumulation of money and power leads to a loss of spirituality.

Annotation is a key component of close reading. Since we will annotate texts all year, you need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- ✓ Make brief comments in the margins. Use any white space available – inside cover, random blank pages, etc.
- ✓ Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- ✓ Circle or put boxes, triangles, or clouds around words or phrases.
- ✓ Use abbreviations or symbols – brackets, stars, exclamation points, question marks, numbers, etc.
- ✓ Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.
- ✓ Underline – CAUTION : Use this method sparingly. Underline only a few words. **Always combine** with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- ✓ Highlight – use CAUTION – don't highlight everything!
- ✓ Create your own code.
- ✓ Use post-it notes ONLY if you have exhausted all available space (unlikely).

Close Reading. What should you annotate? Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations **must** include comments. I want to see evidence of thinking.

- . Have a conversation with the text. Talk back to it.
- . **Ask questions** (essential to active reading).
- . Comment on the actions or development of a character. Does the character change? Why? How? The result?
- . Comment on lines / quotations you think are especially significant, powerful, or meaningful.
- . Express agreement or disagreement.
- . Summarize key events. Make predictions.
- . Connect ideas to each other or to other texts.
- . Note if you experience an epiphany.
- . Note anything you would like to discuss or do not understand.
- . Note how the author uses language. Note the significance if you can:

- ☆ effects of word choice (diction) or sentence structure or type (syntax)
- ☆ point of view / effect
- ☆ repetition of words, phrases, actions, events, patterns
- ☆ narrative pace / time / order of sequence of events
- ☆ irony
- ☆ contrasts / contradictions / juxtapositions / shifts
- ☆ allusions
- ☆ any other figure of speech or literary device
- ☆ reliability of narrator
- ☆ motifs or cluster ideas
- ☆ tone / mood
- ☆ imagery
- ☆ themes
- ☆ setting / historical period
- ☆ symbols

The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point. If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

Approach the works with an open mind. Let them inspire you and stretch your imagination. If you have questions before school starts, feel free to email me.

USING ANNOTATIONS TO ENHANCE YOUR UNDERSTANDING OF A TEXT

If you have the habit of asking a book questions as you read, you are a better reader than if you do not. But . . . merely asking questions is not enough. You have to try to answer them. *And, although that could be done, theoretically, in your mind only, it is easier to do it with a pencil in your hand.* The pencil then becomes the sign of your alertness while you read.

When you buy a book, you establish a property right in it, just as you do in clothes or furniture when you buy and pay for them. But the act of purchase is actually only the prelude to possession in the case of a book. Full ownership of a book only comes when you have made it a part of yourself, and the best way to make yourself a part of it – which comes to the same thing – is by writing in it. Why is marking a book indispensable to reading it?

- First, it keeps you awake – not merely conscious, but wide awake.
- Second, reading, if it is active, is thinking, and thinking tends to express itself in words, spoken or written. The person who says he knows what he thinks but cannot express it usually does not know what he thinks.
- Third, writing your reactions down helps you to remember the thoughts of the author.

For this class, and for these reasons among others, you will be asked to annotate the novel selected for your outside reading. Feel free to purchase your own copy to annotate as you read. If you are using a borrowed copy, however, you will need to use post-it notes placed at the spot where you are commenting. Your copies of the novels will be collected and graded at the end of each novel unit.

NOTE: The outside reading assignment must be read *and* annotated before class begins. It is perfectly okay to add to your markings (in fact I encourage you to do so) after you finish the book and are working on an essay, but the bulk of the job should be done in conjunction with your reading for class preparations.

NOTE: If you find annotating while you read to be annoying and awkward, do it after you read. Go back after a chapter or assignment and then mark it carefully. You should be reading assignments twice anyway, so this isn't any less efficient than marking as you read and then rereading the material.

For the sake of standardization of annotating for class and for grading purposes, your book notes should follow this format:

Inside Front Cover Character list with small space for character summary and for page references for key scenes, moments of character development, etc.

Inside Back Cover Themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. List and add page references and / or notes as you read.

Bottom and Side Page Margins Interpretive notes, questions, and / or remarks that refer to meaning of the page. Markings or notes to tie in with information on the inside back cover.

Top Margins Plot notes – a quick few words or phrases that summarize what happens here (useful for quick location of passages in discussion and for writing assignments).

Additional Markings: underlining – done while or after reading to help locate passages for discussion, essays, or questions
brackets – done while or after reading to highlight key speeches, descriptions, etc, that are too long to underline easily.

Chapter Summaries / Titles. At the end of each chapter, write a brief summary of the plot as it occurred in that chapter. This does not have to be long or greatly detailed, but should include all relevant incidents. Use plot-related language (TP, CF, CX, RA, etc.) whenever possible in your summary. Supply an instructive title for each chapter of the book. This may prove useful for books in which chapters are already titled. This practice will help you solidify your understanding of a chapter in just a few of *your own words*.

Underlining. Within the text of the book, underline or otherwise note anything that strikes you as important, significant, memorable, etc. If possible and profitable, write brief comments within the side margins that indicate your motivation in underlining. Focus on the essential elements of literature (plot, setting, characterization, point of view and theme) and any other aspects of literature study as instructed by your teacher. You need not underline every word. Often, I underline isolated words and phrases. Occasionally, I connect such underlinings with a line, in essence creating a new sentence, a distillation of ideas or meaning.

Vertical Bars. Use vertical bars and double vertical bars together with abbreviations and symbols to indicate passages that contain important themes, wonderfully nuanced descriptions, especially delightful phrasing and/or syntax, provocative assertions, figurative language, etc. And, of course, write comments and analytical snippets to clarify your thinking.

Vocabulary / Unusual Diction. Within the text of the book, circle words that are unfamiliar to you or whose use strikes you as unusual or inventive. Look up words in a dictionary that seem essential to an understanding of the meaning or the sense of the author. If it helps to do so, jot a brief definition or synonym nearby.

Questioning. Actively engage the text and further / confirm your understanding of each chapter by writing at least two open-ended questions for each. Short essay questions are most useful. If you have time, you may profit, however, from writing multiple choice, fill in the blank, matching, and true / false questions as well.

Shifts. Note all shifts in point of view. Note all shifts in time. Note all shifts in diction and syntax.

Final Thoughts on Annotation. I expect you to think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read more critically – any attempt to annotate your book will help you to understand the reading as you read – and, I hope this handout has made clear, will help you return to the reading with confidence later.

Annotation is a discrete skill, and like any skill, it takes significant practice to hone your ability to the point of acquiring expertise. So push the pencil! Push the pencil! Push the pencil!

**Native Son—Summer Reading Annotations
American Literature**

Criteria	Points Received
<p>Front of book (ELACC11RL4) Identified and commented on the characters of the novel. Should contain commentary of the characters that shows reflection and thought-provoking analysis. (4 points max)</p>	
<p>Margin Work-Char. Dev. ELAGSE11RL3 Uses marks to identify the introduction of a character, changes to his/her attitudes or beliefs, situations that reflect character development (5 points max)</p>	
<p>Margin Work-Vocab ELAGSE11RL4 Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Defining unfamiliar words • Paraphrasing a particularly challenging phrase or sentence • Identifying the connotative meaning of a word <p>(6 points max)</p>	
<p>Margin Work-Lit Device (ELAGSE11RL2) Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Identifying language devices and how they are used • Asking questions • Analyzing • Recording delight/ confusion • Evaluating/Personal Connection • Inferring <p>(10 points max)</p>	
<p>Margin Work—Completion (ELAGSE11RL1) Annotations show that student has engaged with the text on every page using several previously taught reading and comprehension skills. (5 points max)</p>	
<p>Back of book (ELACC11RL4) Identified key words, themes, allusions, images, and other KEY rhetorical and language elements at the back of the book. (3 points max)</p>	
Total	_____ /33

**The Narrative of Frederick Douglass —Summer Reading Annotations
American Literature**

Criteria	Points Received
<p>Front of book (ELACC11RL4) Identified and commented on the characters of the novel. Should contain commentary of the characters that shows reflection and thought-provoking analysis. (4 points max)</p>	
<p>Margin Work-Char. Dev. ELAGSE11RL3 Uses marks to identify the introduction of a character, changes to his/her attitudes or beliefs, situations that reflect character development (5 points max)</p>	
<p>Margin Work-Vocab ELAGSE11RL4 Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Defining unfamiliar words • Paraphrasing a particularly challenging phrase or sentence • Identifying the connotative meaning of a word <p>(6 points max)</p>	
<p>Margin Work-Lit Device (ELAGSE11RL2) Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Identifying language devices and how they are used • Asking questions • Analyzing • Recording delight/ confusion • Evaluating/Personal Connection • Inferring <p>(10 points max)</p>	
<p>Margin Work—Completion (ELAGSE11RL1) Annotations show that student has engaged with the text on every page using several previously taught reading and comprehension skills. (5 points max)</p>	
<p>Back of book (ELACC11RL4) Identified key words, themes, allusions, images, and other KEY rhetorical and language elements at the back of the book. (3 points max)</p>	
Total	_____ /33

**Poe: Stories and Poems: A Graphic Novel —Summer Reading Annotations
American Literature**

Criteria	Points Received
<p>Front of book (ELACC11RL4) Identified and commented on the characters of the novel. Should contain commentary of the characters that shows reflection and thought-provoking analysis. (4 points max)</p>	
<p>Margin Work-Char. Dev. ELAGSE11RL3 Uses marks to identify the introduction of a character, changes to his/her attitudes or beliefs, situations that reflect character development (5 points max)</p>	
<p>Margin Work-Vocab ELAGSE11RL4 Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Defining unfamiliar words • Paraphrasing a particularly challenging phrase or sentence • Identifying the connotative meaning of a word <p>(6 points max)</p>	
<p>Margin Work-Lit Device (ELAGSE11RL2) Comments accomplish the following purposes:</p> <ul style="list-style-type: none"> • Identifying language devices and how they are used • Asking questions • Analyzing • Recording delight/ confusion • Evaluating/Personal Connection • Inferring <p>(10 points max)</p>	
<p>Margin Work—Completion (ELAGSE11RL1) Annotations show that student has engaged with the text on every page using several previously taught reading and comprehension skills. (5 points max)</p>	
<p>Back of book (ELACC11RL4) Identified key words, themes, allusions, images, and other KEY rhetorical and language elements at the back of the book. (3 points max)</p>	
Total	_____ /33