

Summer Reading Assignments
2019
English III AP Language and Composition
Mrs. LeBlanc

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Statement on Book Selection and Objectionable Material

The Runnels English faculty has as its first mission to teach novels that engage, inspire, inform, uplift, and above all educate our students. While our first consideration is always the merit of an assigned novel, sometimes those books could contain material that some may find objectionable. In fact, almost every classic novel has been challenged at some point, and modern books are even more frequently challenged because of objectionable content. As Runnels is a school that embraces those of many faiths, cultures, and value systems, content that is deemed to be offensive will vary from family to family. As educators, we have made every effort to give students choices in their summer reading assignments, as we understand that student engagement strongly correlates with the ability to have ownership over reading choices. Please be aware, however, that this list includes books with language, themes, or situations that some students or families may find offensive. Therefore, in the spirit of academic freedom, we leave it up to each student and his or her family to make the reading selections that best fit their unique value system and interests.

Summer Assignments

Summer Reading is a long tradition in many schools including Runnels. Research has shown conclusively that continued reading over long breaks keeps students from falling behind in reading skills. Because students will be expected to retain key information from their summer reading, many teachers assign corresponding work to help students remember what they read and to provide guidance and scaffolding for how to read the book closely. These assignments are mandatory. All English teachers in Junior and Senior High will require summer assignments for the summer of 2019. Additional copies of the assignments will be available through a link the Runnels Web Page at www.runnels.org. Teachers will be available (via email) over the summer to answer questions concerning their assignments. English teachers will also meet with currently enrolled students before the end of the 2018-19 school year to discuss the requirements for these assignments. Students who are new to Runnels should contact the administration and/or Norma Marsh, Dept. Head, English and Social Studies, at n.marsh@runnels.org for more information. All students will be expected to have completed these assignments upon their return to school for the 2019-2020 school year.

AP Assignments

Many AP classes require summer assignments. Please check the Advanced Placement Summer Assignment for each course for more information. For students who are new to Runnels in the 2019-2020 year, please contact the administration for more information concerning summer assignments. AP teachers will be available via email to answer any questions concerning summer assignments as well.

Norma Marsh

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11th Grade Summer Reading

Mrs. LeBlanc
English III AP
(4 books total)

Required:

Fiction:

- *The Scarlet Letter*—Nathaniel Hawthorne

Non-Fiction:

- *Outliers: The Story of Success*—Malcolm Gladwell

Choose one work of fiction from this column:

Fiction:

- *A Tree Grows in Brooklyn*—Betty Smith
- *A Farewell to Arms*—Ernest Hemingway
- *As I Lay Dying*—William Faulkner
- *Babbit*—Sinclair Lewis
- *Death Comes for the Archbishop*—Willa Cather
- *East of Eden*—John Steinbeck
- *The Grapes of Wrath*—John Steinbeck
- *Ethan Frome*—Edith Wharton
- *For Whom the Bell Tolls*—Ernest Hemingway
- *Invisible Man*—Ralph Ellison
- *Main Street*—Sinclair Lewis
- *Moby Dick*—Herman Melville
- *My Antonia*—Willa Cather
- *Native Son*—Richard Wright
- *Sister Carrie*—Theodore Dreiser
- *Tender is the Night*—F. Scott Fitzgerald
- *The Age of Innocence*—Edith Wharton
- *The Awakening*—Kate Chopin
- *The Call of the Wild*—Jack London
- *The Catcher in the Rye*—J. D. Salinger
- *The Grapes of Wrath*—John Steinbeck
- *The House of the Seven Gables*—Nathaniel Hawthorne
- *The Last of the Mohicans*—James Fenimore Cooper
- *The Maltese Falcon*—Dashiell Hammett
- *The Old Man and the Sea*—Ernest Hemingway
- *The Optimist's Daughter*—Eudora Welty
- *The Red Badge of Courage*—Stephen Crane
- *Their Eyes Were Watching God*—Zora Neale Hurston
- *This Side of Paradise*—F. Scott Fitzgerald

Choose one work of non-fiction from this column:

Non-Fiction:

- *102 Minutes: The Unforgettable Story of the Fight to Survive Inside the Twin Towers*—Jim Dwyer and Kevin Flynn
- *Black Hawk Down*—Mark Bowden
- *Fast Food Nation: The Dark Side of the All-American Meal*—Eric Schlosser
- *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*—Steven D. Levitt and Stephen J. Dubner
- *How Soccer Explains the World: An Unlikely Theory of Globalization*—Franklin Foer
- *How Starbucks Saved My Life: A Son of Privilege Learns to Live Like Everyone Else*—Michael Gates Gill
- *In Cold Blood*—Truman Capote
- *Kabul Beauty School: An American Woman Goes Behind the Veil*—Deborah Rodriguez
- *Narrative of the Life of Frederick Douglass, an American Slave*—Frederick Douglass
- *Profiles in Courage*—John F. Kennedy
- *Quiet: The Power of Introverts in a World That Can't Stop Talking*—Susan Cain
- *The Blind Side: Evolution of a Game*—Michael Lewis
- *The Immortal Life of Henrietta Lacks*—Rebecca Skloot
- *The Man Who Mistook His Wife for a Hat: And Other Clinical Tales*—Oliver Sacks

How to Annotate

There are many ways to read a book and just as many ways to remember its important points. One of the most effective ways to get the most from a book is to annotate it. Annotation is the addition of notes to a text. **There is no standard way to mark up a text**, but below are a few ways to annotate that may prove effective. Remember, the whole purpose and idea behind annotating a text is to enter a conversation with the author; the author's knowledge is added to yours, and a synthesis occurs whereby you gain new knowledge.

What Not to Do:

- **Do not use only a highlighter.** You cannot write comments and notes to yourself with a highlighter. If you do use a highlighter, use a pen or pencil to add notes in the margins.
- **Do not mark large volumes of text.** Mark the information that makes an impression, raises a question, stimulates your curiosity, or piques your interest.
- **Do not mark the obvious.** Do not waste time marking up sections that are already in your knowledge-base or skill set. If you already know it, you do not need to mark it.

What to Do:

- **Mark the text with a pencil, pen, or colored fine-tipped pens.** Remember, you are having a conversation with the text by writing.
- **Know your preferences.** Some of you may have an aversion to marking directly in the text. If this describes you, grab some sticky notes and write on them. This method also gives you the advantage of moving and reorganizing your notes.
- **Circle new and unfamiliar words.** Look them up as soon as possible!
- **Write the passage topic in the top margin as a reminder.** Just a word or two will serve to remind you about the information in the passage.
- **Underline the topic sentence/main point in a passage.** Remember, each paragraph has one topic sentence. The remaining sentences support or reinforce the main point.

- **Write questions in the margins.** When you do not understand the author's thought process on a topic, write the question in the margin as a reminder to settle the question.
- **Work out your own code for marking.** For example, use an exclamation point, if something makes you angry, a question mark if you are confused or disagree; a smiley face if you agree with something, a light bulb if you encounter a new idea, an "E" for strong emotional language, an "L" when logical reasoning, etc. You may even draw pictures.
- **Add your own or another author's perspectives in the margins.** Other authors surely have written on the same subject. What do they say? Do they agree? If not, what do they say? Add these names/ideas in the margins.
- **Add structure to a text, if necessary.** Use an outline format...1, 2, 3, 4 or A, B, C... to help you follow and better understand how the author has structured his piece.
- **Draw arrows** to related ideas or even to unrelated ideas that may somehow be connected.
- **Summarize.** At the end of a chapter or section, add your own one-sentence summary. If you cannot distill your summary into one sentence, you may need to reread.

As you read, consider the following:

Reader Response

- Your reaction/emotional responses (humor, sadness, surprise, anger, frustration, disappointment, tension, disgust, criticism, confusion, disagreement)
- Your questions, doubts, or lack of understanding
- Your revelations: when things become clear to you, when you make connections
- Your recognition of the similarities between what you are reading and other works
- Wonderfully written passages that strike you artistically/aesthetically and why

Speaker

- Introductory facts about the author's background and relationship to the topic or bias
- How the author establishes his/her credibility on a given topic
- Words and language that indicate the author's attitude or tone and where it shifts/changes
- Key lines that stand out as crucial to the author's argument

Occasion

- The author's reasons for writing
- Historical, political, social issues surrounding the topic
- The author's personal reasons as well as the greater world/national reasons for the piece
- Evidence of views characteristic of the period and culture surrounding the work
- Descriptions of class judgments, racism, gender biases, stereotypes, etc.

Audience

- Evidence of whom the author is trying to reach
- Any "call to action" that the author issues to the reader
- Appeal by the author to the reader's sense of emotion through anecdotes and figurative language

Purpose

- Specific reasons for writing: informing, persuading, arguing, refuting, exemplifying
- The author's appeal to reason and logic

Subject

- Elements related to the problem and issue
- How the author develops or deepens the aspects of the problem/issue
- How the author shows the complications related to the subject and their implications for the reader, the nation, the world, etc.

Devices and Structures the Author Uses in the Argument

- Changes in point of view/emphasis
- Crucial language/vocabulary – not just a word that you do not understand but one that seems crucial to understanding the argument
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors, and other notable literary and rhetorical devices
- How the author’s structure of the argument influences the reader and relates to the subject, audience, and purpose

Tone

Think about the attitude of the author toward the subject matter as expressed through choice of words, emotions expressed, and imagery used. Tone extends meaning beyond the literal.

Below are some sample TONE words. There are many, many more tone words you may use. Here is a partial list of tone words:

animated	ambivalent	apathetic	accusatory
amused	disapproving	condemning	cautionary
angry	belligerent	aggressive	distressed
arrogant	detached	awestruck	admiring
condescending	benevolent	ardent	bitter
didactic	cynical	comic	optimistic
passionate	earnest	disheartened	unbiased
nostalgic	reverent	outraged	caustic
critical	scornful	flippant	somber
foreboding	formal	zealous	apprehensive
apologetic	provocative	formal	grave

Assignment for *The Scarlet Letter*

Although this course deals primarily with works of non-fiction, we will read both non-fiction and fiction as we explore the chronology of American literature. A study of Nathaniel Hawthorne's *The Scarlet Letter* will allow us to connect to a couple of key periods. Published in 1850, the novel's depiction of one woman's choice to live by a moral code that is in direct conflict with Puritan law serves to highlight the hypocrisy within the early-American, religious community.

Critical Reading Portfolio (CRP)

As you closely read and annotate *The Scarlet Letter*, consider the elements of the novel listed here. Read closely, digging beneath the surface of the text in order to gain greater insight. Be sure to label each section. Your responses should be thorough and insightful. All information must be typed, and you will upload your work to Google Classroom the first week of school.

Significance of Title:

Consider the title before you begin reading. What does it mean? What might it mean? Consider the title again after you have read the work. With your new understanding of the literary work, discuss the significance of the title. Is there a Biblical, historical, or mythological allusion present in the title? Is the title possibly an allusion to another work? How is the title of the piece thematically connected to the work as a whole? Does the title have multiple meanings? Explain.

Author:

Briefly discuss the author and how the work reflects his or her concerns. How does the work demonstrate concerns important to the author and the culture, social issues, and beliefs or values of his or her time? Note that you may have to do a bit of outside research on the author to address this element of the CRP.

Setting:

Sometimes the setting of a story is so important that it essentially serves as a character. Describe the time and place in which the story takes place. How does the setting relate to the time period of the story? What is significant about the setting? What is symbolic about the setting? How does the setting reflect themes of the novel?

Plot:

Briefly summarize the plot in terms of exposition, rising action, turning point, climax, falling action, and resolution. Do not merely list these elements. Instead, discuss the story in these terms. Be sure to address conflict and any other elements that significantly impact the plot.

Point of View:

Discuss the perspective from which the story is told. Is the narration reliable? Explain. How does the author's choice of the narrative point of view impact the thematic choices of the work?

Characterization:

Describe the protagonist and primary antagonist of the literary work and the roles that they play in the story. Then discuss any other characters who have a significant impact on the story. What motivates each of the characters that you choose to discuss?

Theme:

Theme is an essential message that an author wishes to convey. It is a universal idea that transcends the literary work and makes a statement about the human experience. A literary work generally has more than one theme, although one theme may be central. Theme can be revealed through the various elements of the work. In order to be considered thematic, the idea must be repeated in some way throughout the work. Discuss the major theme and some of the minor themes of the work. What messages is the author conveying in the literary work? Explain.

Symbols and Literary Devices:

Identify and discuss symbols and literary devices in the work. How did these elements enhance your understanding and/or appreciation of the work? How do they reveal theme?

Quotations:

Choose **5 significant quotations** in the literary work. Introduce each quotation by giving context. Who is speaking? To whom is he or she speaking? What is happening in the work at this point? Then give the quotation. Work to seamlessly integrate the quotation into your own sentence. Cite each quotation in proper MLA format. Now explain the significance of the quotation.

Response:

Discuss your response to the work. Did you like this piece of literature? Perhaps a more important question is: Did you appreciate this piece of literature? Why do you think we still read this work today? How can you connect this work to the world in which we live?

Assignments for *Outliers*

I. SOAPSTone

For this book selection, use **SOAPSTone** to analyze the text. SOAPSTone is an acronym for a series of questions that a reader must ask him/herself, especially when reading non-fiction. Review the notes regarding annotating. Although this book is a series of essays, the essays are related, and you can analyze them together by using the SOAPSTone method.

Read the descriptions below and complete the assignment for each bulleted prompt. Please answer the questions in complete sentences and in paragraph form when necessary. You will upload your answers in a Google Doc and submit them through Google Classroom. All work is due the first week of school. Your work will be graded, and you will use your answers and thoughts in a class discussion about the book.

1. **Who is the Speaker?** (the voice that tells the story)

Consider the authority and credibility of the writer: How does Gladwell establish his credibility?

- Find three specific passages that establish the writer as a trustworthy and/or qualified speaker. Write out the quotations and the page numbers. For example: “ ” (65).
- Below each quotation, explain how the passage establishes Gladwell’s credibility.

2. **What is the Occasion?** (the context that prompted the writing)

Analyze the reason(s) the writer is choosing to approach the topic at this particular moment in time. Is he writing in reaction to a specific event or person? Discuss how the occasion is revealed in the text.

- Why did Gladwell choose to write this text at this time? How do you know?

3. **Who is the Audience?** (the group of readers to whom this piece is directed)

Determine to whom this piece is directed. How do you know who the audience is? How is the audience defined? Discuss how Gladwell demonstrates understanding of the audience and how he uses that understanding to accomplish his goals.

- Who is the audience? How do you know?

4. **What is the Purpose?** (the reason behind the text)

Analyze the purpose/argument/claim of the text. Explore the purpose beyond its basic informative nature. Discuss how the purpose is revealed in the text.

- Are the purpose and occasion similar or different in this piece? Explain your reasoning.

5. **What is the Subject?** (State the subject in a few words or phrases.)

Consider the general topic, content, and ideas contained in the text.

- Pick three subjects that Gladwell tackles in this work, and create a sentence for each subject that reveals the author’s message about this subject.

For example: *Iliad*

Subject: Trojan War

Message: War is an inhumane experience that reveals man’s humanity.

6. **What is the Author’s TONE?**

- What is Gladwell’s attitude toward his subject matter and the examples he discusses in his book? List at least two words to describe his tone and any shifts in his attitude throughout the book.
- Give an example from the text for each tone word you chose, and explain why you chose these descriptive words.

At the beginning of the school year, I will assess your writing skills. You will need Gladwell's *Outliers* to respond to the writing prompt.

Assignments for Fiction and Nonfiction Choices

Closely read and annotate each of your summer reading choices. You will also collect information as you read and fill in the Major Works Data Sheet for your fiction choice and the Nonfiction Data Sheet for your nonfiction choice. Both data sheets are on the following pages. You may use bullet points, but all answers should be thorough and insightful. These assignments will be due the first week of school.

A Final Word:

Please let *integrity* be your compass as you navigate through these and all school assignments. All summer assignments are to be your own work. Do not collaborate with anyone else. If the assignment requires you to look up information, you must cite the information that you use. I am looking for an honest effort on your part to tackle the work before you. If you need assistance, please feel free to contact me by email. I will check my email regularly (every day or two) throughout the summer.

Read, relax, and enjoy your summer!

Mrs. LeBlanc

c.leblanc@runnels.org

Major Works Data Sheet

AP English Language and Composition

Name _____

<p>Title:</p> <p>Author:</p> <p>Date of Publication:</p> <p>Genre:</p>	<p>Biographical information about the author</p>
<p>Historical information about period of publication</p>	<p>Characteristics of the genre</p>

Plot summary	

Describe the author's style

Examples that demonstrate style

Memorable quotations, cited in MLA format

Significance of quotations

Characters

Name	Role in story	Significance	Adjectives

Setting	Significance of opening scene
Symbols	Significance of closing scene
	Old AP questions
	Possible themes / Topics of discussion

Nonfiction Data Sheet

AP English Language and Composition

Name _____

**Information about the person
or subject's place in history**
(Why is this person or subject worthy of a book?)

Author Information

Who is the author? What are the author's qualifications for writing on the subject? Is the author an authority in the subject area? How does the author present the subject and his/her expertise? Do the acknowledgements and bibliography indicate thoughtful research? (Cite your sources)

Quotations

Your choices should be SIGNIFICANT to and REPRESENTATIVE of the book, and your explanation should include discussion of this significance. Include page numbers, and put your choices in order.

Quotation	Device and Explanation
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Writing Style

Discuss the author's style. Include the following as part of your discussion: Is the language level appropriate? Is there clarity in the style of writing? Is the material fairly easy to follow and understand? Does the author avoid stereotypes and generalizations? Does the author avoid didactic and condescending language? You must discuss the author's syntax (sentence structure) as well as his/her use of tone, diction (word choice), and form (how the author develops the story).

Significance of the opening scene

Significance of the ending/closing scene

