

2019-2020

Summer Reading and Socratic Seminar Preparation

10<sup>th</sup> Grade English College Prep (Regular) and American Studies 10

Motifs: Individualism, Identity, Conflict, Transformation, and Rebellion

Students taking College Prep English 10 and American Studies should read and annotate BOTH *Anthem* and their selected choice book per instructions below. In addition, they should complete the Socratic Seminar Preparation Sheet for *Anthem*.

- *Anthem* by Ayn Rand
- Your choice of EITHER *The Call of the Wild* by Jack London OR *The Glass Castle* by Jeannette Walls

**BASIC INSTRUCTIONS FOR ANNOTATIONS PER CHAPTER**

Your annotations of BOTH *ANTHEM* and your CHOICE BOOK should include, at a minimum, the following PER CHAPTER:

1. **Highlight** one important passage (at least) that contributes to one of the motifs mentioned above. In the margin, explain the meaning, impact, or importance of the selected passage.
2. **NOTE** any important events per chapter (introduction of characters, plot, thematic developments, etc.)
3. **NOTE** any questions you have about the chapter's events, vocabulary, or ideas.
4. **FIND** a personal or cultural connection you can make with the story.

## *Anthem* Socratic Seminar Preparation Sheet

You will not be allowed to participate in the discussion without this preparation sheet completed.

### STEP 1: Teacher-Generated Question

- Choose one of the prompts from the “Teacher-Generated Question” section of this handout. **Write down the question number you chose, along with your answer.** Include **specific examples** from the text to support your answer!

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### STEP 2: Select Quotations

- Write down at least three lines, quotes, excerpts, or phrases you found interesting, important, confusing, or just caught your attention. **Cite in MLA (#). Put the page number.** Be prepared to discuss.
- Please pull these quotes from three **different** chapters in the book.

Quotations
1. <hr/> <hr/> <hr/>
2. <hr/> <hr/> <hr/>
3. <hr/> <hr/> <hr/>

**STEP 3: Student-Generated Questions:** Refer to the student question-stems section to write **TWO** questions for each level.

Level 1 (Comprehension Question)	Possible Answer
1.	1.
2.	2.
Level 2 (Interpretive Question)	Possible Answer
1.	1.
2.	2.
Level 3 (Application Question)	Possible Answer
1.	1.
2.	2.

**STEP 4: Complete the Sentence (explore the deeper meaning/themes of the text)**

· \_\_\_\_\_ is *really* about...

### Teacher-Generated Questions (For Step 1)

1. Which characters do you **admire or dislike** - and why? What are their primary characteristics; how would you describe them? In what ways do the characters interact with others?
2. What **motivates the actions** of a given character? To what degree does the character's past play a role in his or her present actions? Are those actions justified or ethical?
3. Which characters **grow or change** over the course of the novel? What do you think causes this? What is the specific lesson learned? Which character(s) is static, unchanging from beginning to end? What prevents this character from experiencing a change?
4. What role does conflict play any of the character growth or failure to grow? Choose one character that grew or changed and give a specific example from the text that shows how conflict did or did not impact his growth.
5. What do you see as the **central conflict** of the plot? Is the conflict internal to the character (a psychological conflict)? Is it external, having to do with character vs. character? Character vs. society? Character vs. nature? (Most novels have a combination of both internal and external conflict.)
6. Is the novel **plot-driven**? In other words, does the plot unfold quickly, focusing more on action than on the inner lives of the characters? Which do you prefer?
7. Is the plot **well-developed**? Is it believable or is it forced? Is it suspenseful or more contemplative? Does it unfold naturally, or do you feel manipulated along the way by coincidences, odd plot twists, or cliffhangers?
8. Is the **ending** satisfying? Predictable or not? Does it wrap up the ends neatly? Is it too neat, cliché even? Does it leave some issues unresolved, questions unanswered? If you could change the ending, would you; if so, how would you change it?
9. What **central ideas** might the author be exploring (the novel's themes)? Consider ideas about transformation, rebellion, the importance of individuality, the impact of personal experience as you explore.

### Student-generated Questions: Question Stems (for Step 3)

What type of questions should I ask during the seminar? There are three levels of questions. You will write one according to each level for your peers.

**Level I (Comprehension Questions):** Questions that help you understand the story. You may use the following question stems:

- Can you state, *in your own words*...
- Can you *describe*...
- Can you *defend* your position...
- Can you *summarize* the information...

**Level II (Interpretive Questions):** These are critical thinking questions that require examples and evidence from the text.

You may use the following question stems:

- Explain how ...
- Explain why ...
- Interpret the reasons ...
- Compare and contrast ...
- Connect and explain ...

**Level III (Application Questions):** These are critical thinking questions that connect the text to the outside world.

You are encouraged to use the following question stems:

- Imagine ...
- What if ...?
- Hypothesize ...
- Theorize...

