

11th and 12th grade Summer Reading List:

11th grade American Literature and Composition (CP and Honors)

Required: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

- Annotate and be prepared to write an in-class, timed SOAPStone essay for this novel upon your return to school in August. (See SOAPStone directions below.)

Choose one:

Catch 22 by Joseph Heller

Catcher in the Rye by J.D. Salinger

One Flew over the Cuckoo's Nest by Ken Kesey

Beloved by Toni Morrison

The Bridge of San Luis Rey by Thornton Wilder

- Annotate and complete the quote analysis. (See directions below).

11th grade AP Language and Composition

1. *In Cold Blood* by Truman Capote

- Annotate and be prepared to write an in-class, timed SOAPStone essay for this non-fiction novel upon your return to school in August. (See SOAPStone directions below.)

2. *How to Read Literature Like a Professor* by Thomas C. Foster

- Annotate and complete the quote analysis. (See directions below).

11th grade IB American Literature and Composition

1. *Native Son* by Richard Wright

- Annotate and be prepared to write an in-class, timed SOAPStone essay for this novel upon your return to school in August. (See SOAPStone directions below.)

2. *The Color of Water* by James McBride

- Annotate and complete the quote analysis. (See directions below).

*Over the summer, upcoming juniors will begin their IB American Literature course by reading *Native Son* by Richard Wright and *The Color of Water* by James McBride. **We would like to give parents the opportunity to join Mrs. Martin and Ms. Hiers in a book discussion on *Native Son*. We will give you examples of class assignments and close reading analysis so you understand how we approach the text and so you can continue the conversations at home. This book discussion will take place on the evening of Thursday, May 22nd.** While McBride's memoir poignantly chronicles a mother's brave journey across racial divides and a son's growing appreciation of her heroism, Wright's novel is a sharp indictment of a society steeped in oppressive social constructs and hypocritical systems of justice. We encourage parents to read these texts along with students as the texts may open the door to discuss challenging but important life issues.

12th grade British Literature and Composition (CP and Honors)

Required: *Grendel* by John Gardner

- Annotate and be prepared to write an in-class, timed SOAPStone essay for this book upon your return to school in August. (See SOAPStone directions below.)

Choose one:

The Handmaid's Tale by Margaret Atwood

On the Beach by Nevil Shute
Wide Sargasso Sea by Jean Rhys
The Reluctant Fundamentalist by Mohsin Hamid
The Hound of the Baskervilles by Sir Arthur Conan Doyle
Juliet, Naked by Nick Hornby

- Annotate and complete the quote analysis. (See directions below).

12th grade AP Literature and Composition

1. *Invisible Man* by Ralph Ellison
 - Annotate and be prepared to write an in-class, timed SOAPStone essay for this novel upon your return to school in August. (See SOAPStone directions below.)
2. *How to Read Literature Like a Professor* by Thomas C. Foster
 - Annotate and expect a short-answer reading quiz upon your return to school.

12th grade IB World Literature and Composition

1. *Persepolis (complete edition)* by Marjane Satrapi
 - Annotate and be prepared to write an in-class, timed SOAPStone essay for this graphic novel upon your return to school in August. (See SOAPStone directions below.)
2. *The Sailor Who Fell From Grace with the Sea* by Yukio Mishima
 - Annotate and be prepared to write an in-class, timed SOAPStone essay for this novel upon your return to school in August. (See SOAPStone directions below.)
3. *Fievel's Child* by Dalene Matthee
 - Annotate and be prepared to write an in-class, timed SOAPStone essay for this novel upon your return to school in August. (See SOAPStone directions below.)

*You will only write ONE essay, but you will not know which book you are assigned until the day of the timed, in-class essay. This is why you must thoroughly read and annotate all three.

Quote Analysis Assignment:

1. Annotate! Follow the guide below.
2. Quote analysis for 10 selected quotes. See instructions below.

Annotation Guide: Color marking and margin notes

Color 1: THEME

Mark anything which supports the main idea/s of the story. Include margin notes to explain your marking.

Color 2: SETTING

Mark every significant description of the setting with the understanding that there may be more than one prominent setting in each story. Include margin notes to explain your marking.

Color 3: CHARACTERIZATION

Mark anything which helps readers gain a greater understanding of the character (actions, dialogue, description, etc.) Include margin notes to explain your marking.

Color 4: LITERARY DEVICES/SIGNIFICANT PASSAGES

Mark literary devices and explain the effect of each. Literary devices include (but are not limited to): metaphor, simile, personification, repetition, allusion, irony, foreshadowing. Also, highlight any significant passages which stand out to you as a reader.

Include margin notes to explain your marking.

Color 5: AUTHOR

Mark any passage which illustrates the author's perspective. Include margin notes to explain your marking.

Pen or Pencil: UNKNOWN VOCABULARY WORDS and MARGIN NOTES

Circle or box all unknown words. Look up the definition and write it in the margin.

Include margin notes to explain your marking, offer an analysis, and interact with the text.

Quote Analysis for 10 selected quotes:

Directions: Choose 10 quotes or passages from your book. Type them out and give a thorough analysis of each. Include the following information:

1. Paraphrase the message of the passage.
2. Explain the significance of the passage in relation to the story as a whole.
3. What literary elements are in this passage and how are they used effectively?

SOAPSTone Essay Assignment:

1. Annotate! Follow the guide below. (Do this over the summer. See directions below.)
2. Timed, in-class essay based on the SOAPSTone model (You will do this in class during the first week of school. So you can prepare yourself, see the directions for this essay below.)

Annotation Guide: Color marking and margin notes

Color 1: THEME

Mark anything which supports the main idea/s of the story. Include margin notes to explain your marking.

Color 2: SETTING

Mark every significant description of the setting with the understanding that there may be more than one prominent setting in each story. Include margin notes to explain your marking.

Color 3: CHARACTERIZATION

Mark anything which helps readers gain a greater understanding of the character (actions, dialogue, description, etc.) Include margin notes to explain your marking.

Color 4: LITERARY DEVICES/SIGNIFICANT PASSAGES

Mark literary devices and explain the effect of each. Literary devices include (but are not limited to): metaphor, simile, personification, repetition, allusion, irony, foreshadowing. Also, highlight any significant passages which stand out to you as a reader.

Include margin notes to explain your marking.

Color 5: AUTHOR

Mark any passage which illustrates the author's perspective. Include margin notes to explain your marking.

Pen or Pencil: UNKNOWN VOCABULARY WORDS and MARGIN NOTES

Circle or box all unknown words. Look up the definition and write it in the margin. Include margin notes to explain your marking, offer an analysis, and interact with the text.

SOAPSTone Essay for required reading: (to be completed in class upon your return to school)

A SOAPSTone is one of the best ways that you can begin to look at analysis differently, essentially analyzing the author's purpose and effectiveness of diction, syntax... and so much more. Here are the areas for analysis for the summer readings assigned to this format:

Speaker: The voice that tells the story. What is it that you know about the writer or speaker that may impact an argument the speaker makes? A speaker's ethnic background or place of origin, class, gender, nationality, sexual orientation, religious affiliations, or membership in any identity group may lead you to make inferences about the speaker's argument. Please understand, too, more localized or specific identity groups like jazz musician, football player, high school student, reporter, soldier, or mother are just as important, if not more, as the larger identity groups like that of being female or American.

Occasion: the time and place of the piece. What prompted this to be written? All writers are influenced by the larger occasion: an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the immediate occasion: an event or situation that catches the writer's attention and triggers a response.

Audience: The group of readers to whom this piece is directed. Audience is a significant element in understanding an argument. Writers and speakers tailor their arguments to the interests of their perceived audience. The evidence or support that a writer employs to make an argument might change based on the audience.

Purpose: the reason behind the text. Knowing the writer's purpose is also important. How does the writer want the audience to react? Does this writer call for some specific action or is the purpose of writing to convince the reader to think, feel, or believe in a certain way?

Subject: the clear idea of the writing. The subject of an effective argument should be clear to the reader. The reader should be able to describe the subject with a few words or phrases. A clear subject ensures that the writing be focused and does not drift into commentary that detracts from the writer's purpose.

Tone: the author's attitude. The degree to which an argument is effective may ultimately hinge upon the writer's attitude toward the subject or audience. Here again is an area where audience is significant. Writers adopt different tones to further the same argument as the audience changes. The presence of anger, sarcasm, or guilt can affect an overall argument significantly.