

Summer Reading for Incoming 11th graders

Your 11th grade American literature English class is designed to survey American literature over the last 300 years, starting with Colonial writers like Anne Bradstreet and ending with modernists like Tennessee Williams these works are referred to as non-fiction works. Nonfiction writing connects us to a world of information. Autobiographies, biographies, essays, informative articles, and interviews teach us about real people, places, and events.

Directions: To prepare for the journey, you need to read one (1) book from the list provided. For the work that you read, choose 6 quotes from the reading to be recording in a graph similar to the sample below, and then you will write an essay of 500 words. Be prepared to present your summer reading experience, and then engage in a Q & A session with your classmates and instructor.

1. FYI

The assignments will receive one daily grade for quotes graph, one test grade for essay and one test grade for class presentation.

2. As you Read:

While you are reading, choose **at least 6** passages that stand out to you and then create a layout such as the one below to display your response. Make sure your document columns are adaptable to the responses you will provide. Record your responses in the left-hand column and in the right-hand column, include the page number, and write your response to the text as illustrated below (3-5 sentences).

Look for passages from the novel that address the following:

- A theme or central idea developed over the course of the novel, including how it emerges and is shaped and refined by specific details
- How complex characters develop, interact with other characters, advance the plot or develop the theme.
- Passages that strongly support an analysis of what the novel says explicitly as well as inferences drawn from the text.

Notice: This graph will be submitted at the end of your class presentation for a grade!
(You will need six (6) quotes)

Quotation sample (from <u>A Separate Peace</u>)	Page:	This Shows...
<p><i>“The tree was not only stripped by the cold season, it seemed weary from age, enfeebled, dry. I was thankful, very thankful that I had seen it. So the more things remain the same, they more they change after all ...Nothing endures, not a tree, not love, not even a death by violence.”</i></p>	14	<p><i>...how the author uses foreshadowing at the beginning of the novel. Gene notices that the tree is old and weary, maybe like how he is feeling about the memories from his school days. He has come back to the school to relive his experiences from 15 years before and they seem like they were traumatic. He makes reference to death and change, which will probably come up later in the book .</i></p>
1.	Pg. #	This shows...

Summer Reading List: Assignment # 1 Choose one (1) Novel/book from the list below (Highlighted works will be addressed as a class, so please do not choose!)

1. **The Great Gatsby**
F. Scott Fitzgerald
2. **The Scarlet Letter**
Nathaniel Hawthorne
3. **The Adventures of Huckleberry Finn**
Mark Twain
4. **Of Mice and Men**
John Steinbeck
5. **To Kill a Mockingbird**
Harper Lee
6. **The Catcher in the Rye**
J.D. Salinger
7. **The Grapes of Wrath**
John Steinbeck
8. **Their Eyes Were Watching God**
Zora Neale Hurston
9. **The Crucible**
Arthur Miller
10. **The Things They Carried**
Tim O'Brien
11. **The Awakening**
Kate Chopin
12. **Ethan Frome**
Edith Wharton
13. **Fahrenheit 451**
Ray Bradbury
14. **A Raisin in the Sun**
Lorraine Hansberry
15. **The Red Badge of Courage**
Stephen Crane
16. **The House on Mango Street**
Sandra Cisneros
17. **The Jungle**
Upton Sinclair
18. **A Separate Peace**
John Knowles
19. **The Sun Also Rises**
Ernest Hemingway
20. **Anthem**
Ayn Rand
21. **The Old Man and the Sea**
Ernest Hemingway
51. **The Color of Water:
A Black Man's Tribute to His White Mother**
James McBride
52. **Maggie**
Stephen Crane
53. **Song of Solomon**
Toni Morrison
54. **The Turn of the Screw
and Other Short Novels**
Henry James
55. **Alas, Babylon**
Pat Frank
56. **Annie John**
Jamaica Kincaid
57. **The Call of the Wild**
Jack London
58. **Cold Mountain**
Charles Frazier
59. **Fallen Angels**
Walter Dean Myers
60. **For Whom the Bell Tolls**
Ernest Hemingway
61. **The Fountainhead**
Ayn Rand
62. **Into the Wild**
Jon Krakauer
63. **The Last of the Mohicans**
James Fenimore Cooper
64. **A Prayer for Owen Meany**
John Irving
65. **Pudd'nhead Wilson**
Mark Twain
66. **The Road**
Cormac McCarthy
67. **Sula**
Toni Morrison
68. **When I Was Puerto Rican: A Memoir**
Esmeralda Santiago
69. **The Namesake: A Novel**
Jhumpa Lahiri
70. **The Absolutely True Diary
of a Part-Time Indian**

22. **As I Lay Dying**
William Faulkner
23. **The Color Purple**
Alice Walker
24. **A Farewell to Arms**
Ernest Hemingway
25. **The Secret Life of Bees**
Sue Monk Kidd
26. **Invisible Man**
Ralph Ellison
27. **Native Son** (abridged)
Richard Wright
28. **My Antonia**
Willa Cather
29. **Narrative of the Life of Frederick Douglass, an American Slave**
Frederick Douglass
30. **Beloved**
Toni Morrison
31. **Hiroshima**
John Hersey
32. **Moby Dick**
Herman Melville
33. **One Flew over the Cuckoo's Nest**
Ken Kesey
34. **Black Boy**
Richard Wright
35. **Bless Me, Ultima**
Rudolfo Anaya
36. **Death of a Salesman**
Arthur Miller
37. **In Cold Blood: A True Account of a Multiple Murder and Its Consequences**
Truman Capote
38. **A Lesson Before Dying**
Ernest J. Gaines
39. **Slaughterhouse-Five**
Kurt Vonnegut Jr.
40. **The Poisonwood Bible**
Barbara Kingsolver
41. **The Bluest Eye**
Toni Morrison
42. **The Sound and the Fury**
William Faulkner
- Sherman Alexie
71. **All the Pretty Horses**
Cormac McCarthy
72. **Ceremony**
Leslie Marmon Silko
73. **The Five People You Meet in Heaven**
Mitch Albom
74. **The Freedom Writers Diary**
Erin Gruwell
75. **Johnny Got His Gun**
Dalton Trumbo
76. **The Light in the Forest**
Conrad Richter
77. **O Pioneers!**
Willa Cather
78. **Out of the Dust**
Karen Hesse
79. **McTeague**
Frank Norris
80. **The Lone Ranger and Tonto Fistfight In Heaven**
Sherman Alexie
81. **Dreaming in Cuban**
Cristina Garcia
82. **Before We Were Free**
Julia Alvarez
83. **The Autobiography of Malcolm X**
Malcolm X with Alex Haley
84. **The Autobiography of Miss Jane Pittman**
Ernest J. Gaines
85. **Caramelo**
Sandra Cisneros
86. **The Dollmaker**
Harriette Anrow
87. **Ellen Foster**
Kaye Gibbons
88. **Fences**
August Wilson
89. **A Gathering of Old Men**
Ernest J. Gaines
90. **The Glass Castle**
Jeanette Walls
91. **Going After Cacciato**
Tim O'Brien
92. **How the Garcia Girls Lost Their Accents**

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| <p>43. The Adventures of Tom Sawyer
Mark Twain</p> <p>44. Catch-22
Joseph Heller</p> <p>45. The Chosen
Chaim Potok</p> <p>46. East of Eden
John Steinbeck</p> <p>47. I Know Why the Caged Bird Sings
Maya Angelou</p> <p>48. Walden and Other Writings
Henry David Thoreau</p> <p>49. The Bean Trees
Barbara Kingsolver</p> <p>50. Billy Budd
Herman Melville</p> | <p>93. Kindred
Octavia E. Butler</p> <p>94. Little Women
Louisa May Alcott</p> <p>95. A Streetcar Named Desire
Tennessee Williams</p> <p>96. A Yellow Raft in Blue Water
Michael Dorris</p> <p>97. Our Town
Thornton Wilder</p> <p>98. Go Tell It on the Mountain
James Baldwin</p> <p>99. Mule Bone: A Comedy of Negro Life
Langston Hughes & Zora Neale Hurston</p> <p>100. If Beale Street Could Talk
James Baldwin</p> |
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3. Essay (Test grade)

To prepare for the journey, you need to read one book from the list provided. For the work that you read, you will choose one (1) from the choices provided, and then write an essay of at least 500 words.

Author's purpose: To provide information to the reader an author uses three reasons to provide information. Three reasons to provide information are:

- Inform
- Entertain
- persuade

Choice #1: Some novels and plays seem to advocate changes in social or political attitudes or in traditions. Choose such a novel or play and note briefly the particular attitudes or traditions that the author wishes to modify. Then analyze the techniques the author uses to influence the reader's or audience's views. Avoid plot summary.

Choice #2: Choose a novel or play that depicts a conflict between a parent (or parental figure) and a son or daughter. Write an essay in which you analyze the sources of the conflict and explain how the conflict contributes to the meaning of the work.

Choice #3: Choose a distinguished novel or play in which some of the most significant events are mental or psychological; for example, awakenings, discoveries, changes in consciousness. In a well-organized essay, describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action. Do not merely summarize the plot.

Choice #4: Select an important character who is a villain. Then, in a well-organized essay, analyze the nature of the character's villainy and show how it enhances meaning in the work. Do not merely summarize plot. Please refer to rubric as you write!

Scoring Rubric for literary Analysis/Interpretation

SKILL AREA	6 Responses at this level:	5 Responses at this level:	4 Responses at this level:	3 Responses at this level:	2 Responses at this level:	1 Responses at this level:
Meaning: the extent to which the writing exhibits sound understanding, interpretation, and/or analysis of the writing task and text(s)	<ul style="list-style-type: none"> convey an accurate and in-depth understanding of the topic, audience, and purpose for the writing task offer insightful interpretations of the text(s) with analysis that goes well beyond a literal level 	<ul style="list-style-type: none"> convey an accurate and complete understanding of the topic, audience, and purpose for the writing task offer clear and explicit interpretations of the text(s) with analysis that goes beyond a literal level 	<ul style="list-style-type: none"> convey an accurate although somewhat basic understanding of the topic, audience, and purpose for the writing task offer partially explained and/or somewhat literal interpretations of the text(s) with some analysis 	<ul style="list-style-type: none"> convey a partly accurate understanding of the topic, audience, and purpose of the writing task offer few or superficial interpretations of the text(s) with a tendency to retell instead of analyze 	<ul style="list-style-type: none"> convey a confused or largely inaccurate understanding of the topic, audience, and purpose for the writing task offer unclear interpretations of the text(s) and no attempt to analyze 	<ul style="list-style-type: none"> provide no evidence of understanding the writing task or topic make no interpretations of the text(s)
Development: the extent to which ideas are elaborated using specific and relevant details and/or evidence to support the thesis	<ul style="list-style-type: none"> develop ideas clearly and fully, effectively integrating and elaborating on specific textual evidence reveal a thorough and insightful understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas clearly and consistently, incorporating and explaining specific textual evidence reveal an understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop some ideas more fully than others, using relevant textual evidence reveal an implicit understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> develop ideas briefly or partially, using some textual evidence but without much elaboration reveal a vague or limited understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> attempt to offer some development of ideas, but textual evidence is vague, irrelevant, repetitive, or unjustified reveal a confused understanding of the author's use of literary elements and techniques 	<ul style="list-style-type: none"> completely lack development and do not include textual evidence reveal no awareness or understanding of the author's use of literary elements and techniques
Organization: the extent to which the writing establishes a clear thesis and maintains direction, focus, and coherence	<ul style="list-style-type: none"> skillfully establish and maintain consistent focus on a clear and compelling thesis exhibit 	<ul style="list-style-type: none"> effectively establish and maintain consistent focus on a clear thesis exhibit a logical sequence of 	<ul style="list-style-type: none"> establish and maintain focus on a clear thesis exhibit a logical sequence of claims, evidence, and 	<ul style="list-style-type: none"> establish but fail to consistently maintain focus on a basic thesis exhibit a basic structure but lack the 	<ul style="list-style-type: none"> establish a confused or irrelevant thesis and fail to maintain focus exhibit an attempt to organize ideas 	<ul style="list-style-type: none"> fail to include a thesis or maintain focus complete lack of organization and coherence make no

	logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis <ul style="list-style-type: none"> • make skillful use of transition words and phrases 	claims, evidence, and interpretations to support the thesis and effectively used transitions <ul style="list-style-type: none"> • make effective use of transition words and phrases 	interpretations but ideas within paragraphs may be inconsistently organized <ul style="list-style-type: none"> • make some attempt to use basic transition words and phrases 	coherence of consistent claims, evidence, and interpretations <ul style="list-style-type: none"> • make an inconsistent attempt to use some basic transition words or phrases 	into a beginning, middle, and end, but lack coherence <ul style="list-style-type: none"> • make little attempt to use transition words and phrases 	attempt to use transition words or phrases
Language: the extent to which the writing reveals an awareness of audience and purpose through word choice and sentence variety	<ul style="list-style-type: none"> • are stylistically sophisticated, using language that is precise and engaging, with notable sense of voice and awareness of audience and purpose • effectively incorporate a range of varied sentence patterns to reveal syntactic fluency 	<ul style="list-style-type: none"> • use language that is fluent and original, with evident awareness of audience and purpose • incorporate varied sentence patterns that reveal an awareness of different syntactic structures 	<ul style="list-style-type: none"> • use appropriate language, with some awareness of audience and purpose • make some attempt to include different sentence patterns but with awkward or uneven success 	<ul style="list-style-type: none"> • rely on basic vocabulary, with little awareness of audience or purpose • reveal a limited awareness of how to vary sentence patterns and rely on a limited range syntactic structures 	<ul style="list-style-type: none"> • use language that is imprecise or unsuitable for the audience or purpose • reveal a confused understanding of how to write in complete sentences and little or no ability to vary sentence patterns 	<ul style="list-style-type: none"> • use language that is incoherent or inappropriate • include a preponderance of sentence fragments and run-ons that significantly hinder comprehension
Conventions: the extent to which the writing exhibits conventional spelling, punctuation, paragraphing, capitalization, and grammar	<ul style="list-style-type: none"> • demonstrate control of the conventions with essentially no errors, even with sophisticated language 	<ul style="list-style-type: none"> • demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language (e.g., punctuation of complex sentences) 	<ul style="list-style-type: none"> • demonstrate partial control, exhibiting occasional errors that do not hinder comprehension (e.g., incorrect use of homonyms) 	<ul style="list-style-type: none"> • demonstrate emerging control, exhibiting frequent errors that somewhat hinder comprehension (e.g., agreement of pronouns and antecedents; spelling of basic words) 	<ul style="list-style-type: none"> • demonstrate lack of control, exhibiting frequent errors that make comprehension difficult (e.g., subject verb agreement; use of slang) 	<ul style="list-style-type: none"> • illegible or unrecognizable as literate English

Individual Class Presentation

Examples: (*must be addressed in presentation- Test Grade)

1

***1. Your name**

***2. Name of novel/book and author...**

***3. Main characters...**

4. **Plot:** Essentially the story, or the events that make up what the book is about and is defined by conflict, either internal (Coming to terms with the loss of a spouse, for example) or external, (A stalker is watching through the window)

5. **Setting:** The place and time that your story is set in. How does this add or take away from the reading?

6. **Point of view:**

7. **Theme:** The major idea that keeps your book going.

8. **Writing Style:** How the novel is written. Is the writing style efficient or complex? Does the author use an extensive vocabulary or get straight to the point? Are words used appropriately with regard to meaning, or do they seem written to showcase the "sound" of a sentence? Style should always be appropriate for the genre or story.

***9. Rate the novel: would you recommend this book? Why or why not?**

2. Another way you may want to present your novel (most is the same). (A, B, C, D, E)

A = action. All stories consist of rising and falling actions.

B = background. Spending the time to develop rich characters and settings will help readers connect with the story.

C = conflict. Good stories often involve some sort of conflict, that is, a wanting that is not yet attained.

D = denouement. Everything begins to make sense here. The knots are untangled. The protagonist "knows" now what to do and begins to solve the conflict.

E = ending. How has the protagonist evolve?

Of course, not all novels follow the pattern of A, B, C, D, E. Some start with B, then A, C, D, E and so forth. BUT, all novels have these elements.

Scoring rubric for oral presentation

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	