

High School Summer Reading Packet

Grade 10

The summer reading assignment requires that you read the following text and complete the attached assignments. This summer work **will be DUE** in your English Language Arts class **on the first day of class**.

The summer assignment has many purposes and values:

1. Coming to class having read the same text allows students to begin with a common focus and it allows the class to begin deep instruction on the first day of class. It's like getting a two-week head start on school.
2. This common reference point is used throughout the first few weeks to enhance the practice of active reading and teaching of deep text analysis.
3. The assignment rekindles the higher thought processes that we will begin using in earnest on the first day of class.
4. The project is NOT an "audition" for the honors program. Instead, it is a diagnostic tool for teachers, allowing us to assess a student's ability to understand and annotate texts as well as to follow directions.
5. The project adds more award-winning and critically-acclaimed books to the students' high school reading list, which is essential in preparing for the open question on the AP Literature Test.
6. The project prepares students for college experiences, now that many universities assign a common book to incoming freshmen.

OVERALL ASSIGNMENT: The summer assignment requires you to read a text and complete the tasks explained in this assignment. You must bring your book to class the first day of class. You must be prepared to discuss the text and complete assignments related to the text when school begins. Refer to the table below to make sure that you know the specific text(s) assigned at your high school, as well as any additional elements required at your school. Please check the district website or your high school's website if you have any questions.

Text Selections:

Fences by August Wilson

The Power of Myth by Joseph Campbell

A Raisin in the Sun by Lorraine Hansberry

School Specific Assignments

Ferris	<i>The Power of Myth</i> (Introduction and Chapter 1)
Lewis & Clark	<i>Fences</i> or <i>A Raisin in the Sun</i>
North Central	<i>A Raisin in the Sun</i>
Rogers	<i>A Raisin in the Sun</i>
Shadle Park	<i>A Raisin in the Sun</i>

SUMMARY OF READING ASSIGNMENTS (*all due on the first day of school*):

- Activity 1: Reading and Annotating the Text for elements of culture and SIFT
- Activity 2: Post-Reading Writing Prompt

DIRECTIONS:

1. Obtain a copy of the text from your high school **book room** before you leave for summer break **OR** obtain a copy on your own from local **bookstores/online**.
2. Please LEGIBLY **annotate** your text for qualities of **culture** and the elements of **SIFT** (Symbol, Imagery, Figurative Language, Tone/Theme). Please write in the margins of the text if you own your own copy or use sticky notes/double-entry journal if you are borrowing the text from the school.
3. Respond to the **writing prompt** after your reading.

Activity 1: Reading and Annotating the Text: *Thinking critically and analyzing a text*

Annotation: the act of making notes in/on a text as you read so that it shows your critical thinking and analysis of the text. You are capturing your thinking as you read for your “future self.” Think of annotation as writing notes that provide active interaction with a text while making your thinking obvious to an outside observer.

Your assignment: Please annotate your text in the margins, on sticky notes or with a double-entry journal. Please note that annotating includes both marking literary elements and what you feel the text is revealing about **culture**. Read the scoring rubric (attached) carefully.

Your annotations should have two main focuses:

Culture: the shared set of arts, ideas, skills, institutions, customs, attitude, values, and achievements that characterize a group of people, and that are passed on or taught to succeeding generations

SIFT: Focus your annotations so that they track and identify the elements of SIFT: Symbols, Image, Figurative Language, Tone, and Theme

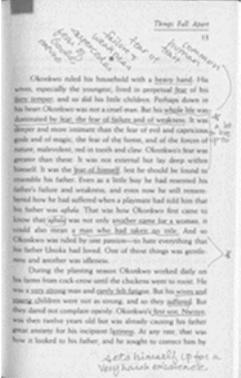
- **Symbol:** anything (object, animal, event, person, or place) that represents itself but also stands for something else on a figurative level
- **Imagery:** a word or phrase that appeals to one or more of the 5 senses and creates a picture: visual, auditory, olfactory (smell), kinesthetic (motion/touch), gustatory (taste)
- **Figurative Language:** words or phrases that describe one thing in terms of another; not meant to be taken literally: similes, metaphors, personification
- **Tone:** a writer or speaker’s attitude toward a subject/ **Theme:** a writer’s central idea or main message about life

Three Levels of Annotation

Your annotations should attend to all three levels of questioning the text:

Level 1	Level 2	Level 3
Literal – found directly in the text	Interpretative/Analytical – found by making inferences	Universal/Thematic – found outside of the text
Questions/notes that check for understanding	Questions/notes about the author’s choices	Questions/notes about how the text relates to the world outside the text, including how it relates to my life and what I know.

You can choose to annotate the text for this assignment in three different ways:

1) Mark the Text	OR	2) Use Post-its	OR	3) Create a Double Entry Journal				
<p>Please obtain the text and annotate in the margins. Your teacher will collect the text and assess your annotations using the rubric.</p> 	<p>Annotate the text on post-its and place them in the book. Your teacher will collect the book and post-its to assess your annotations using the rubric.</p>	<p>If you would like to interact with the text using a double entry journal, please create a journal using the annotation symbols and textual evidence to demonstrate your interaction with the text.</p> <table border="1" data-bbox="1019 401 1425 688"> <thead> <tr> <th data-bbox="1019 401 1219 443">Text and Page Number</th> <th data-bbox="1219 401 1425 443">Connections and Insights</th> </tr> </thead> <tbody> <tr> <td data-bbox="1019 443 1219 688"> <p>"You were the river current/carrying the roaring notes..." (Lines 37-38 page 8)</p> </td> <td data-bbox="1219 443 1425 688"> <p>The speaker uses a metaphor to compare her mother to the current in a fast-flowing river that seems to be carrying a song. The song might represent...</p> </td> </tr> </tbody> </table>			Text and Page Number	Connections and Insights	<p>"You were the river current/carrying the roaring notes..." (Lines 37-38 page 8)</p>	<p>The speaker uses a metaphor to compare her mother to the current in a fast-flowing river that seems to be carrying a song. The song might represent...</p>
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Activity 2: Post-Reading Writing Prompt

CONTEXT: CULTURE is defined as "the behaviors and beliefs characteristic of a particular social, ethnic, or age group." These behaviors and beliefs can center on any of the following:

Laws/Rules	Race/Ethnicity	Neighborhood	Food/Music
Traditions/Customs	School	Sports/Activities	Clothing/Fashion
Rites ceremonies	Religion/Spirituality	City/State	Heirlooms

Ultimately, though, one's personal culture is directly reflective of **one's personal values and/or beliefs.**

This author demonstrates that cultural identification is one way in which we create a sense of self. Cultural background and experiences create a perspective from which we understand ourselves, others, and even the world. Each of us belongs to different and often overlapping groups and subcultures that shape and influence our perceptions of the world around us.

In the text, we learn a lot about the characters' individual and collective cultures. Each of us also has our own culture. Take some time to reflect on your personal culture and how it compares/contrasts with that of one of the characters from your summer reading.

PROMPT: Compare and contrast your own personal culture with the values and beliefs presented in the summer reading text. Please write in expository essay form. If working with informational (non-fiction) text, you should use passages from the work as text-based evidence in your essay. If working with a fictional text, you should focus on what the particular character's core values are by looking at what s/he said, what s/he does, and what other characters say about him/her. You should do the same when trying to discover your own personal culture. Be sure to use specific concrete examples from the text and from your own life to support your claims regarding similarities and/or differences you find in regard to personal culture. Remember, your essay should include an introductory paragraph, multiple body paragraphs, and a concluding paragraph. Please submit a word-processed final draft, if possible.

REQUIREMENTS:

- It must include both similarities and differences.
- It must use numerous textual examples.
- It must use specific examples from your own life.

Summer Reading Annotations Rubric

Little Evidence 1	Approaching Standard 2	Adequate Annotations 3	Effective Annotations 4
<p>The student annotates too few sections of the text.</p> <p>The meanings of the student's annotations are not clear to the reader.</p> <ul style="list-style-type: none"> The student's notes do not show understanding of the text in a way that is clear to the reader The student's notes are limited to highlighting without annotating the highlights The student's annotations are limited to personal responses 	<p>The student annotates some of the scope of the text though some lapses in legibility may occur.</p> <p>The student's annotations are sometimes difficult for a reader to understand what he/she thinking as he/she read.</p> <ul style="list-style-type: none"> The student's annotations are limited to personal responses or paraphrase more than analysis The student may not focus his/her responses on cultural qualities in the text The student does not note some obvious SIFT elements used by the writer. The student does not attend to main points/claims over the scope of the whole work. Student does not identify some obvious figurative language/rhetorical strategies at work in the passage. 	<p>The student annotates the majority of the scope of the text on a variety of levels.</p> <p>The annotations make clear to the reader what the writer was thinking as he/she read:</p> <p>The annotations attend to a variety of levels of thinking. For instance, the student:</p> <p>Level one:</p> <ul style="list-style-type: none"> notes important main points/claims (particularly regarding culture) over the scope of the whole work. identifies literary symbols identifies significant images identifies most of the figurative language/rhetorical strategies in the passages notes tone/connotatively charged diction comments on the form/format/structure and shifts in style/structure <p>Level two:</p> <ul style="list-style-type: none"> identifies the function of language/rhetorical strategies in the passages identifies the function of the style/structure makes inferences evaluates the author/character's arguments/claims and may challenge these claims <p>Level three:</p> <ul style="list-style-type: none"> notes personal responses/emotional connections asks questions and theorizes answers makes connections outside of the text notes universal human behaviors, themes 	<p>The student meets all of the expectations in the adequate column, plus:</p> <p>The student annotates the text with clear, thorough insight and apt observations.</p> <ul style="list-style-type: none"> All of the annotations are easily interpreted by the reader. The student pays particular attention to analyzing the function of figurative/rhetorical strategies at work in the passage. The student recognizes patterns and identifies complicated themes at work in the text

Writing Prompt Rubric

Incomplete 1	Emerging 2	Proficient 3	Exemplary 4
<p>The writing is not coherent and does not clearly maintain a central focus.</p> <p>The student does not describe his/her own culture and/or the student may misunderstand the prompt.</p> <p>The student may paraphrase/plagiarize information from a source without giving credit to the source.</p> <p>The student uses too few or no examples to support the description.</p> <p>The student's writing:</p> <ul style="list-style-type: none"> is too brief to assess contains frequent errors in standard conventions that seriously interfere with meaning the final product lacks evidence of planning, revision, and/or editing. It is not ready for publication 	<p>The writing has an unclear or insufficiently maintained central idea and lacks focus.</p> <p>The student does not thoroughly describe his/her own culture.</p> <p>The student may depend on outside sources without making personal connections.</p> <p>The student uses few examples to support the description.</p> <p>The student's writing:</p> <ul style="list-style-type: none"> has a weak arrangement of ideas that detracts from the author's message. contains frequent errors in standard conventions that interfere with meaning the final product shows lapses in planning, revision, and/or editing. It is not ready for publication. 	<p>The writing has an adequately maintained central idea to focus the topic.</p> <p>The student provides a FINAL DRAFT that describes his/her own culture.</p> <p>The student uses relevant examples to support the description, including personal connections as necessary to convey his/her message.</p> <p>The student's writing:</p> <ul style="list-style-type: none"> has appropriate organization demonstrates control of standard writing conventions. Though some errors may appear, they do not seriously interfere with the meaning. demonstrates planning, revision, and editing in preparing for publication 	<p>The writing has a clear and strongly maintained central idea to focus the essay.</p> <p>The student perceptively describes his/her own culture on a variety of levels.</p> <p>The student uses specific and well-chosen examples to support the description, including personal connections as necessary to effectively convey his/her message.</p> <p>The student's writing:</p> <ul style="list-style-type: none"> is well organized shows strong control and mastery of standard conventions of written English. Either no errors appear, or they are so slight that they do not interfere with the meaning. demonstrates thoughtful planning, significant revision, and careful editing in preparing for publication