

Rising 11th Grade Summer Reading Assignment

American Literature (Standard & Honors)

For the 2019-2020 School Year

Summer Reading Texts (please read in the order listed below):

1. *Their Eyes Were Watching God* by Zora Neale Hurston
2. *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie

Due date: August 28 (A Day classes) or August 29 (B Day classes)

Summer Reading Assignments for both novels:

1. Read and annotate the novel
 - Annotate for figurative language, author's purpose, unknown words, etc. See annotations guides below for ideas.
2. Complete a SOAPStone Outline (directions are on the next page)
3. Type a personal reflection (**minimum of 800 words**).
 - This must be typed so I can check the word count.
 - In your personal reflection, write about how this book has changed your understanding of how society shapes the way we define ourselves and others. Please address issues and expectations of community, identity, gender, stereotype, time, and place as they apply.

***See the following pages for SOAPStone and annotation guides.**

SOAPSTone Outline Directions:

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.

****Each section needs to be a minimum of 100 words****

Here are the areas for analysis for the summer readings assigned to this format:

Speaker: *The voice that tells the story.*

What do 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 text.*

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 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 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 presences of anger, sarcasm, or guilt can affect an overall argument significantly.

Guide #1 for annotation:

The symbol you place in the text:	What the symbol means:	What you write in the margins next to the symbol:
?	QUESTION	When you come across something you do not understand, write out your question in the margins.
*	IMPORTANT	When a piece of information seems particularly important, note WHY it is important in the margin.
!	SURPRISED	When someone said in the text surprises you or is unexpected, note WHY it is important in the margin.
	UNFAMILIAR WORDS	Circle unfamiliar words and write short definitions in the margins.
=	CONNECTION	When you find a connection to something else in the text, something in another text, or something in real life, explain the connection in the margin.
-	DISAGREE	If there is something said in the text with which you disagree, write why you disagree in the margin.

Guide #2 for annotation:

If you prefer to use different colors, use this annotation guide instead:

Margin notes (this list is not exhaustive):

- Note what the author implies as well as what you, the reader, infer.
- Note author's purpose as well as his/her technique.
- Explain the significance of the text.
- Define unknown vocabulary.
- Write down any questions that arise.

Color Marking:

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.