

# Rising 12<sup>th</sup> Grade British Literature and Composition 2019 Summer Reading List:

## 12<sup>th</sup> GRADE BRITISH LITERATURE AND COMPOSITION (COLLEGE PREPARATORY AND HONORS)

### Required: *Grendel* by John Gardner

Annotate and be prepared to write an in-class, timed SOAPSTone response 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 quote analysis directions below).

## Annotation Guide: Margin notes and color marking

**Mandatory: Margin notes** in which you do the following (this list is not exhaustive):

- Write your personal response as well as questions that arise.
- Note implications of the text.
- Note author's purpose as well as his/her technique.
- Explain the significance of the text.
- Define unknown vocabulary.

### Optional, but recommended: 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.

## 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 written assessment:

1. Annotate! (Do this over the summer and follow the guide above.)
2. Timed, in-class assessment based on the SOAPSTone model (You will do this in class during the first week of school. In order to prepare yourself, see the directions for this written response below.)

### SOAPSTone written response for required reading: (to be completed in class in August)

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.