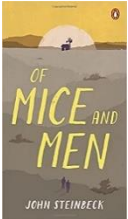


# ENGLISH 11 SUMMER READING ASSIGNMENT

Welcome to Junior English! Summer reading assignments will be due the **first day** of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned text the first few weeks of school. Our theme this year is THE NATURE OF MAN, so please be reflective about how your assignment represents this theme. **WARNING:** If you do not **carefully read**, you will not be successful in class the first weeks of school. If you have any questions, please feel free to contact me at [kphinney@ccslancers.com](mailto:kphinney@ccslancers.com).

**NOVEL: *Of Mice and Men* by John Steinbeck** (fiction NEW/CLEAN COPY in PRINT only - ISBN-13: 978-0140177398)



**Synopsis and Rationale:** *Of Mice and Men* is a novella written by John Steinbeck, American author and the 1962 Nobel Prize in Literature winner "for his realistic and imaginative writings, combining as they do sympathetic humor and keen social perception. Published in 1937, *Of Mice and Men* narrates the experiences of George Milton and Lennie Small, two displaced migrant ranch workers, who move from place-to-place in California in search of new job opportunities during the Great Depression in the United States. As you read, pay close attention to the idea of "The American Dream" and how that dream is realized or unrealized by the various characters. Also, pay close attention to The Nature of Man and how our natural tendencies toward corruption and disillusionment taint experiences and cause conflict.

## **ASSIGNMENT PART 1: In-depth Annotations -**

You will do **30 numbered and evenly spaced annotations**. You may write directly in your book or use post-it notes by placing them directly on top of your marked text. Focus on literary devices. See annotation directions and exemplars on page 2.

### How to Create In-depth Annotations:

- 1) Find meaningful text and highlight or underline it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 2-3 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Annotations analyze. The definition of analysis is as follows: *a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships*. Thus, annotations and reading logs do not merely summarize your reading or provide commentary about your personal feelings. **Annotations are the beginning of analytical thought and your "proof of purchase" that you did—indeed—closely read and analyze your text.** Please pay close attention to step number four above. This is where many of us need to improve. Be certain all your annotations follow all four steps for an "A" in the gradebook. Be sure all annotations have a **VARIETY** of terms from the rhetorical and literary word banks below.

Rhetorical and Literary Word Banks: Use the word banks below to create your annotations with a **variety** of terms. If you are unfamiliar with a term, please make a personal glossary of definitions. You will need to know ALL of these terms for class. Be sure you study them.

**Rhetorical Devices:** ethos, pathos, logos, diction, syntax, style, logical fallacies (look up the various ones), claim, counterclaim, rebuttal, concession, appeals, Toulmin's Model of Argumentation (qualification, generalization, analogy, sign, causation, authority, principle) **Literary Devices:** imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary

## **ASSIGNMENT PART 2: Reading Logs (P.D.C.) -**

This will be **5 entries, hand-written in two columns**. In the first column, you will copy a significant passage you located during your annotations (3-6 sentences) with its provided page number. In the second column, you will analyze the passage in a paragraph for any devices found in the above word banks and discuss how these devices help to create theme and develop elements of a story.

Reading Passage (3-6 sentences minimum with pg. #)	Analysis and Connections (paragraph minimum)
"This is your quote" (Author #).	This paragraph is your analysis where you discuss how certain devices create theme and develop elements of a story. This is not a summary. Follow point-data-commentary: point- the thesis statement includes title, author, genre with specific language; data- direct text is quoted at least one-two times and is engaged with via the commentary with proper MLA in-text citations; commentary- analysis addresses RIPE and major themes/concepts in at least three sentences. Analysis displays "bigger picture" thinking.

**RESOURCES & ADDITIONAL SUPPORT: PLEASE READ DOCUMENTS BELOW BEFORE STARTING WORK!! THANK YOU!!**

[A Rationale for Summer Reading](#)

[A Note on Grading, Checklists, & Rubrics](#)

# ANNOTATION & READING LOG EXEMPLARS

## ANNOTATION EXEMPLARS:

See both the typed annotation exemplar below from *My Antonia* and the picture to the right from *Hamlet* submitted by Caroline Wright Quarter 4 in AP Literature and Comp.

Excerpt from the novel *My Antonia* (text used for annotation highlighted in gray):

The feelings of that night were so near that I could reach out and touch them with my hand. I had the sense of coming home to myself, and of having found out what a little circle man's experience is. For Antonia and for me, this had been the road of Destiny; had taken us to those early accidents of fortune which predetermined for us all that we can ever be. Now I understood that the same road was to bring us together again. Whatever we had missed, we possessed together the precious, the incommunicable past.

Annotating for symbolism & theme:

The **purpose** of the road is to **symbolize** Jim's connection to the past and to Antonia. The **effect** is highly sentimental (pathos) as the novel ends, showing Jim's strong nostalgia for the past and his friendship with Antonia. This is important because it brings the theme—the complexities of life and coming of age—to a conclusion.

## READING LOG EXEMPLAR:

Exemplar #1: Submitted by Blake McCoy Quarter 3 in AP Language and Comp.

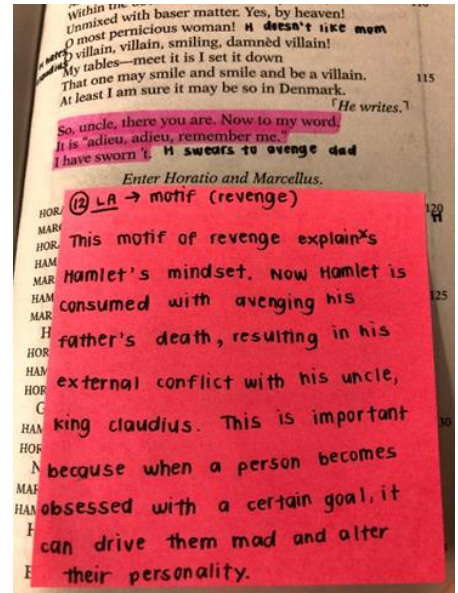
Student Text: Outside Reading *Into the Wild* by John Krakauer + Reader Response Theory submitted by Mrs. Phinney

Reading Passage (3-6 sentences minimum with pg. #)	P.D.C. Analysis (paragraph minimum)
<p>"I was always getting on Mom and Dad's case because they worked all the time and were never around,' she reflects with a self-mocking laugh. 'And now look at me: I'm doing the same thing.' Chris, she confessed, used to poke fun at her capitalist zeal by calling her the Duchess of York" (Krakauer 129).</p>	<p>In the biography <i>Into the Wild</i>, Jon Krakauer introduces Carine, Chris's sister, as a character to shift point of views and to build dramatic foil to uncover Chris's intentions and the virtue of the theme: liberation from materialism and society. Carine is introduced in Chapter 13, when she is interviewed. Here, the reader learns her struggles as a child due to household instability, which were Chris's struggles, too. Krakauer presents the suffering Chris endured at home as a source of Chris's hatred for society and ultimately, his fatal journey. The two point of views develops juxtaposition between the pain Chris's parents caused and the subsequent pain Chris caused. However, Krakauer presents Carine to prove Chris's struggles at home are an inadequate reason to reject his family and inflict pain: "I can't seem to get through a day without crying" (Krakauer 129). Carine's ability to overcome the pain from her father's infidelity makes her a dramatic foil to Chris. Chris and Carine are depicted similarly in character, mainly due to the same upbringing. However, Carine is characterized as the more stable counterpart, which seems to detract from Krakauer's theme. However, this is when he inserts Carine's materialism to depict the contrast: "they worked all the time and were never around,' she reflects with a self-mocking laugh" (Krakauer 129). Krakauer provides Carine's materialism with her ability to compartmentalize her parents' affliction. However, Chris is juxtaposed against his sister in this sense to further solidify Krakauer's theme, surrounding the positive nature of extracting one's self from materialistic society.</p>

Exemplar #2: Submitted by Anna Wild Quarter 3 in AP Language and Composition

Student Text: Outside Reading *A Thousand Splendid Suns* by Khaled Hosseini

Reading Passage (3-6 sentences minimum with pg. #)	P.D.C. Analysis (paragraph minimum)
<p>"Mariam backed away. She was hyperventilating. Her ears buzzed, her pulse fluttered, her eyes darted from one face to another. She back away again, but there was nowhere to go—she was in the center of a circle. She spotted Fariba, who was frowning, who saw that she was in distress. 'Let her be!' Fariba was saying, 'Move aside, let her be! You're frightening her!'" (Hosseini 68).</p>	<p>In the historical fiction novel, <i>A Thousand Splendid Suns</i>, Khaled Hosseini utilizes abrupt and hasty syntax in order to illustrate the fragile, child-like archetype portrayed by Mariam. As Mariam makes her first public appearance following her marriage, she is engulfed with questions and statements. In this moment, Hosseini writes, "her ears buzzed, her pulse fluttered, her eyes darted from one face to another," conveying that such a young mind cannot handle such pressure (Hosseini 68). This setting expects much from young women—even the nearly orphaned Mariam. Hosseini develops this intense setting as Mariam was "backed away" and "in the center of a circle" forced to uphold this status of being a married woman at such an early age (Hosseini 68). Through such brisk syntax and a contrasting innocent archetype, the reader can infer Mariam will be expected to obtain societal measurements that may never be achievable.</p>



Note: All logs are handwritten; however, for the sake of readability and publication, students volunteered to type their logs. Both logs above earned an "A" in class. The work was 100% their own, established high-level depth and insights, and demonstrated a strong command of language. Please use the responses above to edify yourself as you complete your logs.