

**Summer Reading Assignment
English III & III AP**

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The following is your summer reading assignment for English next year, with me, Mrs. Trebert, ☺. Please feel free to contact me this summer if you have any questions or concerns. I can be reached by phone at (972)757-5705 (please don't call after 10:30 pm) or by e-mail at ballerinalw@hotmail.com.

All of the following books will be in stock and available to purchase at the Macarthur Barnes and Noble location in Irving this summer.

The Scarlet Letter ISBN: 0486280489

The Great Gatsby ISBN: 0743273567

Hold onto it until needed early in the fall semester. **You are not required to read these over the summer.**

Summer Reading:

The Grapes of Wrath & Chronicle of a Death Foretold

Test: Given the first week of school. List of important people-places-items-events for identification. You tell me both the literal meaning/role in the story, and the symbolic significance to the whole. This is what you ought to mark as you read!

1. ***The Grapes of Wrath*** by Steinbeck ISBN: 0140186409

“When *The Grapes of Wrath* was published in 1939, America, still recovering from the Great Depression, came face to face with itself in a startling, lyrical way. John Steinbeck gathered the country's recent shames and devastations--the Hoovervilles, the desperate, dirty children, the dissolution of kin, the oppressive labor conditions--in the Joad family. Then he set them down on a westward-running road, local dialect and all, for the world to acknowledge. For this marvel of observation and perception, he won the Pulitzer in 1940.” --*Melanie Rehak*

No assignment. Read and annotate very carefully, because you will be tested on this novel the first days of school next fall. The exam will include items NOT featured on sparknotes.com and the like. You must READ it.

2. ***Chronicle of a Death Foretold*** by Marquez ISBN: 0345310020

“This investigation of an ancient murder takes on the quality of a hallucinatory exploration, a deep, groping search into the gathering darkness of human intentions for a truth that continually slithers away.” --*The New York Review of Books*

“A tour de force . . . In prose that is spare yet heavy with meaning, Garcia Marquez gives us not merely a chronicle but a portrait of the town and its collective psyche . . . not merely a family but an entire culture.” --*The Washington Post Book World*

Assignment:

- A. Read the novel.

B. As you read, annotate:

Marking and annotating a text is like having a conversation with a book—it allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit. The annotation can also take place during a lecture or a discussion that is focused upon a certain textual passage.

How to Annotate:

- Make brief notes at the top of the page or on a sticky note to mark important plot events, narrative shifts, or thematically important moments.
- Circle words that are unfamiliar or unusual—try to figure out the word’s meaning through contextual clues and supplement with a dictionary.
- When new characters are introduced, underline phrases that describe them.
- Mark words, images, and details that seem to form a pattern throughout the text (motif). For example, if a large clock appears in the first chapter, and then you notice words like “timely” or “ticking” in the text, and then a character checks his/her watch or is late, you may have uncovered a pattern of imagery which will lead you to a thematic idea.
- Mark passages you think might be symbolic.
- Write (pencil seems most helpful for me) your thoughts in the margins as you read.
- On a second reading, note any early references/foreshadowing to events that will occur later in the text.
- If you have a question, write it on the page on which it first occurred to you.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or things you want to come back to later.

C. Do the following Reading Journal:

- 1) For each section (there are five sections total), select **one** short passage (a sentence or two) that strikes you as important. Divide your journal into two columns—the left, for the entire passage (you must write all it out, with page numbers), and the right for commentary. Thus, five entries.
- 2) For your commentary,
 - a. put the passage in literal context,
 - b. analyze how the devices in the quotation relate to its meaning, and
 - c. explain the significance of the quotation to the work as a whole. You must integrate key words and phrases from the passage in this commentary. Think of them as expository paragraphs.

Example Entry from *The Christmas Carol*:

Passage	Commentary
“Old Marley was as dead as a doornail! Mind! I don’t mean to say that I know, of my own knowledge, what there is particularly dead about a doornail. I might have been inclined, myself, to regard a coffin-nail as the deadest piece of ironmongery in the trade. But the	In this beginning passage of the work, Dickens establishes the satirical character of his narrator. Despite the grim tidings he relates (Marley’s death), he makes fun of the very simile he uses to express it. Aware of the clichéd nature of the phrase “dead as a doornail,” he proceeds to explain the

<p>wisdom of our ancestors is in the simile; and my unhallowed hands shall not disturb it, or the Country's done for. You will therefore permit to repeat, emphatically, that Marley was as dead as a doornail" (1).</p>	<p>absurdity—and yet necessity—of using it. First, he remarks that he prefers a “coffin-nail,” a much more fitting comparison, as “the deadest piece of ironmongery in the trade.” Here, he creates humor not only in using the technical term “ironmongery” but also in even discussing the appropriateness of his own expression—who talks about a simile in this detailed a manner? Despite a “door-nail” being an inappropriate simile, he must use it, as “the wisdom of our ancestors” created it. Now he directly refers to it as a cliché, an empty expression used only as tradition, but in such elevated language—“wisdom,” for example, and that his hands are “unhallowed” for changing it—to satirize our, and his own, use of it. To cement the joke, he ends with a hyperbole: if he changes the simile, “the Country's done for”! Here we see the narrator's light satire of his own writing, contrasting his tone with the heavy morality of the tale he will soon impart.</p>
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Grading Rubric: Each entry is worth 20 pts.

18-20 pts.	Entry places passage in literal context, blends words/phrases from passage into entry, analyzes effect of literary devices on the meaning, and relates to the significance of the whole. In addition, student uses particularly mature language, insightful and mature analysis, or both.
16-17 pts.	Entry places passage in literal context, blends words/phrases from passage into entry, analyzes effect of literary devices on the meaning, and relates to the significance of the whole.
14-15 pts.	Entry falters in one or more of the particulars above: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, it may not analyze a literary device, or it may not relate to the significance of the whole. In addition, its language is unclear or demonstrates errors.
13 - below	Entry falters in one or more of the particulars above, and in addition must be especially weak in language or unacceptably brief.