

10th Grade LEAP / AP Humanities Summer Reading

Presented by:
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Due Date:

The annotated novels are due the first day of school. They must be turned in at the beginning of the class period. Work turned in after the beginning of the class period will be considered late. It is due whether you are absent or not. If you are absent, have a parent or another student bring it to school for you. Late work will start with a grade of 70. Late work will only be accepted the day after the due date (the second day of school). Work turned in after the second day of school will be considered a zero.

Assignments:

- ❖ Read and thematically annotate **“To Kill a Mockingbird” – Harper Lee – District approved reading list choice**
 - **Good and Evil**
 - **Education (Traditional / Moral)**
 - **Bravery**
 - **Social Inequality**
 - **Prejudice**
 - **Perspective**

- ❖ Read and fully annotate ONE of the following novels:
 - **“The Glass Castle” (Memoir) – Jeannette Walls – (Issue = Homelessness)**
— The author describes in fascinating detail what it was to be a child in a homeless family; from the embarrassing (wearing shoes held together with safety pins; using markers to color her skin in an effort to camouflage holes in her pants) to the horrific.
 - **“Never Let Me Go” – Kazuo Ishiguro – (Issue = Cloning) --** All children should believe they are special. But the students of an elite school in the English countryside are so special that visitors shun them, and only by rumor and the occasional fleeting remark by a teacher do they discover their unconventional origins and strange destiny – clones who will one day be organ donors.
 - **“the curious incident of the dog in the night-time” – Mark Haddon (Issue = In depth look at Autism)** — autistic boy, fifteen-year-old Christopher John Francis Boone is mathematically gifted and socially hopeless, raised in a working-class home by parents who can barely cope with their child's quirks because of autism. He takes everything that he sees (or is told) at face value, and is unable to sort out the strange behavior of his elders and peers.
 - **“My Sister’s Keeper” – Jodi Picoult – (Issue = Donor issues) --** The difficult choices a family must make when a child is diagnosed with a serious disease are explored with a look at genetic planning -- the prospect of creating babies for health purposes and the ethical and moral fallout that results.
 - **“19 Minutes” – Jodi Picoult – (Issue = School Violence) --** an alienated teen who has been bullied for years by the popular crowd, brings weapons to his high school one day and opens fire, killing 10 people. Flashbacks reveal how bullying caused Peter to retreat into a world of his own. Ripped-from-the-headlines read.
 - **“Three Little Words” (Memoir) – Ashley Rhodes Courter – (Issue = Foster Care System)** — the story of a young girl who is placed in the Foster Care System and shuttled back and forth between her family and the system
 - **“The Memory Keeper’s Daughter” – Kim Edwards (Issue = Dealing with Down’s syndrome) --** the novel hinges on the birth of fraternal twins, a healthy boy and a girl with Down syndrome, a father who disavows his newborn daughter because of her condition, and the results of his decision.

- **“A Separate Peace” – John Knowles** (Issue = Codependency (being psychologically dependent on someone in an unhealthy way) – **District approved reading list choice** – Gene, a lonely, introverted intellectual. Phineas, a handsome, taunting, daredevil athlete. Book concerns what happened between them at school one summer during the early years of World War II.

Focus for reading novel #1:

- Your major task will be to annotate your book.
- There will also be a test over “To Kill a Mockingbird” when you return to school (usually the second week of class). The best way to be prepared for this is to properly annotate the novel.
- Your annotated novel will be due on the first day of class. The annotation grade for “To Kill a Mockingbird” will count as a test grade.
- The theme that you choose to annotate will be used to develop an essay.
- **If you cannot obtain your own copy of either novel, come see me in room 2225 before school is out.**

Focus for reading novel #2:

- You will have a research project connected to your novel of choice! This will be assigned during the first week of class. So, choose well ☺ -- your research paper topic will be over the issue in your novel.
- Your annotated novel will be due on the first day of class.
- The annotation grade for your novel of choice will count as a test grade.
- **If you cannot obtain your own copy of either novel, come see me in room 2225 before school is out.**

Suggestions for Annotating a Text

Annotate – v. To furnish (a literary work) with critical commentary or explanatory notes

Careful readers often annotate their texts. Here are some suggestions for how to make notes in your novels. (If the book is NOT yours, you may use stickies/post-it notes.) Some of these terms will not be familiar to you, but as an independent learner, you should be able to research and find definitions and examples to help you.

Inside Front Cover – Character list with small space for character summary and for page references for key scenes, moments of character development, etc...

Inside Back Cover – Themes, allusions, images/symbols, etc... List and add page references and / or notes as you read.

Underline – Within the text of the book, and **as you read**, underline or otherwise note anything that strikes you as important, significant, or memorable. If possible, write brief comments in the side margins that indicate your motivation in underlining. Focus on elements of literature (plot, setting, characterization, point of view, and theme). Explain significance of the underlined text in the margin in a few words.

Brackets – Use brackets, **as you read**, together with abbreviations and symbols to indicate passages (too long to underline) that contain important themes, wonderfully nuanced descriptions, especially delightful phrasing, and figurative language. And, of course, write comments and analytical snippets to clarify your thinking. You may use post-it notes for more extensive commentary.

Vocabulary / unusual diction – Within the text of the book, circle words that are unfamiliar to you or whose use strikes you as unusual or inventive. Look up words in a dictionary that seem essential to an understanding of the meaning or the sense of the author. Jot a brief definition or synonym in a nearby margin.

Shifts – Note all shifts in point of view. Note all shifts in time. Note all shifts in diction.

Summarize – Summarize, in one sentence, the main idea of each chapter

Title – give each of the numbered chapters a title

The Process:

There are a number of procedural expectations that make annotation practical and effective.

1. Implement a consistent system. Use the same abbreviations and symbols every time you annotate. (See below).
2. Do underlining, bracket notations, and circling as you read.
3. At chapter or section ends, stop to index page numbers on your front cover list of character information and traits as well as on your back cover list of themes, images, allusions, etc.
4. Be neat and be disciplined.

Final Thoughts on Annotation:

Think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read more critically – any attempt to annotate your book will help you to understand the reading as you read – and will help you return to the reading with confidence later.

Some suggested ABBREVIATIONS / SYMBOLS:

b/c = because	
+ = and	PLOT = plot item (and / or use one of the following):
w/ = with	EXP = exposition
w/o = without	TP = turning point
b/t = between	Cf = conflict
e.g. = for example	RA = rising action
ex = example	Cx = climax
info = information	FA = falling action
b4 = before	RES = resolution
↑ = increase, improvement, rising	Ch = characterization
↓ = decrease, decline, falling	S = setting
* = important	POV = point of view (mention type: 1 st person, limited omniscient, etc.)
** = very important	Th = theme
# = of the utmost importance; crucial to understanding	Top = topic
> = use caret to point to an exact location	LT = literary term (identify the term by name: irony, tone, foreshadowing, personification, metaphor, symbol, etc.)

If you have questions, feel free to email me, but know that I WILL NOT CHECK EMAIL EVERY DAY. Be patient, I'll get to you as soon as I can.

Getting an early start on your reading is recommended in case you run into problems; however, please review the novels before the beginning of the school year in order to refresh your memory.

Have a great summer!