

ENGLISH 2 SUMMER READING ASSIGNMENT

Your Summer Reading Assignment contains three graded parts:

Part I and II should be completed independently over the summer and turned in the first day of school:

- I. **Annotated Book:** You will read and, as you read, annotate a book from the list (see instructions below).
- II. **Creative Project:** You will utilize a theme of your book in a creative project after reading (see instructions below).

Part III will be completed in class during the first week of school:

- III. **In Class Writing Assessment:** You will be tasked with an in-class essay based on this book in the first week of school that demonstrates your comprehension of your summer reading text. Reading and carefully annotating your chosen memoir before the school year begins will be essential to your success on this assignment.

HOW TO COMPLETE THIS ASSIGNMENT:

First, **register for the English 2 Google Classroom at code k525hr.**

Review the [English 2 Summer Reading List](#) and **select a text** from the list of options. Purchase or borrow a copy or check it out of a library.

→ All options are **memoirs**, a kind of creative nonfiction narrative that reveals experiences within the author's lifetime. Unlike an autobiography, which is typically a chronological telling of one's life experiences, a memoir captures specific experiences in a person's life that the author considers most significant or that relate to a theme.

Next, **read** this book. As you read, **annotate** the text. This should be done thoroughly, approximately 1-2 annotations per page.

When finished, complete the **creative project** when you have finished your book (instructions are below).

Turn in your annotated text and creative project on the first day of class. Late work will be marked down one letter grade each day it is late.

ANNOTATION INSTRUCTIONS

WHILE READING ASK THE QUESTION: *“What stands out to me as I first examine this text?”*

Annotation is the act of “talking” to the text as you read it. Though you may not be speaking out loud, you will be writing/taking notes about what you are reading as you are reading it. Your annotations should sound like you are an actual human being with thoughts and EMOTIONS reacting to the text. Let the story move you, let it affect you, EVEN let it bother you.

Annotation gives you a purpose even when reading something that is not very interesting to you. If you notice that you haven’t made notes while reading a text, this is a good indication that you haven’t been giving the reading your full attention and that you need to go back and read.

What are we looking for in a well-annotated book?

- *Brief but consistent markings throughout the text*
- *Not wordy, but showing depth of thought*
- *Symbols and shorthand instead of full sentences--comments should be quick and to the point*
- *A balance between questioning and interpreting (try to answer some of your own questions!)*
- *A variety of kinds of commentary*
- *Engagement with the text as a work of literature--what is the author choosing to do, and why? What devices are they employing, and what effect is created?*

If reading a library book, please annotate using post-it notes and make sure the book is checked out long enough for it to be graded and returned. If possible, obtain a copy of the book you can write directly in. If annotating on an e-reader, many allow you to annotate directly on the text and then save the annotations to a file that you can print out. See annotation suggestions and rubric below.

Some of the different ways you might annotate are described below--try them all at different points in your reading.

Clarify

Explain what is happening or make a note when you do not understand any part of the text. This way, you'll remember to discuss it with a peer or a teacher.

Summarize

Briefly jotting down the main plot points or themes of a section improves your comprehension and retention of material.

Question ?

Note any question that comes to mind—no matter how simple or complex. Asking questions of the text keeps your mind engaged and keeps you looking for the answers as you read.

Predict

What do you think will happen next? How is this foreshadowed in this text?

Define

Make a note of any words you do not know and define them in the margin.

Connect ———→

Text to Self | Text to Text | Text to World

Does the text remind you of something? **Self:** Connect to your personal experiences; **Text:** Connect to another text, such as a song, poem, story, film, or artwork; or **World:** Connect to history, a current event, pop culture, society, a universal truth, etc.

Infer

Based on the information presented, is there anything that you think the author is subtly revealing rather than stating directly? How? Cite any clues.

Analyze

Break apart and explain any symbols/ characters/themes that become clear to you. Try selecting one motif or theme and following its emergence and development as you read.

REFLECT

Now that you've read a fair amount of the text, have you gained any understanding? Ask, "So what? How does this bring meaning to my world?"

CREATIVE PROJECT INSTRUCTIONS

For the Summer Reading Assignment, you were tasked with reading a memoir. This word comes from the French *mémoire*, which means “memory,” or “reminiscence.” More focused than an autobiography, a memoir is an intimate look at a collection of memories that have something in common **thematically**.

A **theme** is the main idea or underlying meaning a writer explores. In simpler stories, the theme may be a moral or message: “Don’t judge a book by its cover.” In more complex stories, such as these memoirs, **the central theme is typically a more open-ended exploration of some fundamental aspect of society or humanity.**

TASK: For your creative project, identify what you consider to be a **unifying theme** for the memoir that you read by browsing your annotations and looking for recurring ideas, then complete a creative work inspired in some way by this theme. *Thematic subjects that may apply to your memoir can be found in a list below.*

*Your creative work must relate to a THEME you identify in your memoir; whether or not it relates to the plot or characters of the memoir, or to yourself, is up to you.

Choose from the following format options and submit your work with your annotated text on the first day of school (email if you have an idea that isn’t listed below, i.e. a video or dance choreography). **Project Options:**

- A. Art work** | Create a work of art in any medium (illustration, painting, photograph, collage, digital artwork, etc.) that interprets the theme you have chosen in a creative way.
- B. Poem** | Compose a poem in any style (free verse, rhyming verse, etc.) that interprets the theme you have chosen in a poetic way.
- C. Song** | Compose lyrics and/or music in any style that interprets the theme you have chosen in a lyrical or musical way. Record your song (singing and/or instrumental, audio or video).
- D. Story** | Write a story in any genre based on the theme you have chosen. You might choose to write your own short memoir based on your own life or create a work of fiction that demonstrates this theme.

EXAMPLE: For instance, say I read “This is Just My Face” by Gabourey Sidibe. As I read, I notice that there is an ongoing theme of body image and ‘beauty in the eye of the beholder’, and as the narrator grows and matures, she works to see herself on her own terms and be less influenced by society’s expectations around appearance. For my project, I could then create something that focuses on body image, such as a self-portrait or collage; or I might write a story, poem, or short memoir that explores my own feelings around body image.

COMMON THEMATIC SUBJECTS

Coming of Age
Identity Crisis
Love and Sacrifice
Confidence vs. Insecurities
Fear; Overcoming Fears
Appreciation, Gratitude
Acceptance, Tolerance
Kindness
Truth Vs. Lies
Teamwork, Goals, Collaboration
Overcoming Adversity
Loss of Innocence, Fall From Grace
Sacrifice
Nature vs. nurture
Love: Platonic, Familial, Romantic
Friendship
Fate and Free Will
Revenge
The Unexplained
Importance of Education
Bravery vs. Cowardice
Racism and Prejudice
Gender Roles, Expectations
Challenging Stereotypes
Maturity vs. Immaturity
Social Class Structure
Inequalities, Poverty
Social Mobility, Social Change
Morality, Right and Wrong
Privacy and Security
Uncertainty, Ambiguity
Life and Death (Mortality)
The American Dream
Time (the value of it)
Civilized vs. Uncivilized Society
Hatred and Regret
Existence of Good and Evil
The Power of the Individual
Innocence and Experience
Choices and Possibilities
Guilt and Shame
Power and significance of names

Family Bonds, Loyalty
Faith and Doubt
Heroism
Motherhood, Fatherhood
Freedom (Causes/consequences)
Liberty and Authority
Fame and Fortune
Greed and Selfishness
Personal vs. Public Property
Commitment, Responsibilities
Abuse--Physical, emotional
Life out of balance/chaos vs. order
Individuality vs. Group Identity
Beauty (in the eye of the beholder)
Ephemeral Nature of Life
Alienation: Isolation, Detachment
Attraction, Temptation
Finding Purpose in Life
War and Peace
Betrayal and Forgiveness
Desire to Escape
Empowerment, Enfranchisement
Communication: Verbal, Nonverbal
Dangers of Ignorance
Emptiness, Loneliness
Traditions vs. Change
Power and Corruption, Hypocrisy
Crime and the Law
Peer Pressure
Body Image
Patterns, Cycles
Conflict (Inter/intra personal)
Exploration
Relationships
Force (attracts, repels)
Youth and Beauty
Wisdom of Experience
Self-Awareness
Reunion
Pride
Home/Homeland
Power of words

SUMMER READING ASSIGNMENT RUBRIC

Mind-blowing (A+)/Exemplary (A): 90 - 100

ANNOTATIONS: Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the writing; variety of topics marked for discussion; variety of stylistic devices marked/analyzed. Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, life experiences. Marginal comments accomplish a great variety of purposes and appear consistently throughout text (not bunched).

CREATIVE PROJECT: Project identifies and interprets a unifying theme of the memoir. The form (artwork, poem, song, or story) of the project is appropriate and used skillfully and creatively. All requirements are met or exceeded and the whole project gives an impression of neatness, creativity, forethought, and care.

Proficient (B): 80 - 89

ANNOTATIONS: Text has been annotated reasonably well with questions, observations, and/or reflections of the content as well as the writing. Comments demonstrate some literary analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident. Marginal comments accomplish a variety of purposes and appear fairly consistently throughout text.

CREATIVE PROJECT: Project identifies and interprets a theme or thematic topic of the memoir. The form (artwork, poem, song, or story) of the project is appropriate and used somewhat skillfully and creatively. Most requirements are met and the project shows some forethought and care.

Developing (C): 70 - 79

ANNOTATIONS: Text has been briefly annotated; some lapses in entries exist; may be sporadic. Commentary remains mostly at the surface level and suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections or analyze the text as a work of literature.

CREATIVE PROJECT: The assignment is mostly complete. The project shows minimal creativity or effort and could be neater.

Incomplete (D/F): 69 points or below