

Advanced Literary Arts 9

Summer Assignment



Rationale for Summer Reading

In the York County School Division, we believe summer reading should empower students to develop an appreciation for reading and enable them to become lifelong readers and learners. The required English summer reading assignment allows students to broaden their scope and knowledge of novels and other literary works, and it provides an opportunity for students to engage in critical thinking and analysis of texts. For students who continue to take advanced courses, summer assignments develop progressively each year. By senior year, students are expected to be fully sophisticated in their knowledge and use of the major elements and characteristics of literature.

Required Summer Reading

York County students enrolled in Advanced Literary Arts 9 at the **School of the Arts (SOA)** for the next school year are required to read (prior to the beginning of school in September) **two full-length works** that have been identified by their school.

Book 1: *The Secret Life of Bees* by Sue Monk Kidd

Book 2: *A Raisin in the Sun* by Lorraine Hansberry

Summary of Summer Assignment

During the summer, students will read, annotate, and respond to questions by providing textual evidence from **both** full length works identified above. For this assignment, students will be asked to place sticky notes (approximately 20 per book) near places in the text that relate to the items from a teacher provided reading guide. Students should write a word or phrase on the sticky note to indicate what the note corresponds to, such as “theme” for one indicating the author’s message, or “symbol of ____” for a symbol sticky note. Students will use the evidence from the passages that they sticky-noted in order to respond to four questions on the pre-annotation template for both texts. Students will turn in their pre-annotation guides and show their sticky notes to their teacher on the first day of English class in September.

Late work will not be accepted.

In September, students will write an in-class essay on one of the two required summer reading books. Students may use noted quotations, completed responses, and their book to write the in-class essay. The teacher will announce which book is selected for the essay topic when the essay is assigned. Possible essay topics are provided below.

Possible Essay Topics

1. Identify the physiological, sociological, and psychological factors that influenced a major decision made by a main character in the text.
2. Authors often create realistic, complex characters by showing how they change gradually over time or suddenly as a result of joyful or traumatic events. Explain how the protagonist in your text changes throughout the story, either positively or negatively.
3. Analyze the internal and external conflicts experienced by a main character in the text.
4. How does the title of the novel that you’ve read relate to the text itself? Does it serve as foreshadowing? Does it highlight theme or character? Of what significance is the title?
5. Consider the relationship between the characters and the setting of your novel. Think about the way that the characters are described: their characteristics, the conflicts that they face, the actions they take, and their emotional reactions. Compare these to the setting and the way it is described. Explain how the setting of the novel is representative, or is not representative of the characters.
6. A good book will often address several universal subjects, such as love, war, friendship, loss, growing up, etc. Over the course of the work, a theme will emerge about that subject. Pick one theme this book addresses and explain what readers learn about that subject from reading this selection. Your theme should have application not only to your book but to the world outside of the book.

Evaluation

The summer reading grades will include the following:

- Quiz grade for the pre-annotation guide
- Quiz grade for the in-class essay (timed writing)

Instructions

The summer assignment is designed to be completed by the student with minimal assistance. Assignments must be students' **original and individual work**. Although there are many ways to take notes while reading, the information below dictates how your notes must be completed in order to receive credit.

Students will receive reading guides from their teacher that accompany the required reading. The reading guides include items that students should "look for" and note as they read. Students should place sticky notes in places in the book which correspond to these "look for" items. Before students submit their work, they should check to ensure their work meets the following requirements:

- Students should have sticky notes corresponding to all of the teacher-provided "look for" items.
- Each "look for" item must be addressed, and these sticky notes should span the **entire** book.
- Quotations should only be used **once** in addressing the "look for" items.
- For Advanced Literary Arts 9, **4 final pre-annotations are required per novel for a total of 8.**

The fillable pre-annotation template and copies of the reading guides are available on the YCSD website: http://yorkcountyschools.org/parents/studentInfo/summer_readingListsEnglish.aspx . A hard copy of the summer reading assignment is located in the Guidance Department, and it is posted on the school's website under Summer Reading.

For general questions about the summer assignment, please contact: Ms. Renee Kingan at rkingan@ycsd.york.va.us .

Reading and Analysis Strategies

In **tenth and eleventh grade**, students will be asked to find passages to annotate using the following reading and analysis strategies, so the placement of sticky notes is practice for the kinds of annotations that will be taught in 9th grade and continued throughout high school. Below are the four annotation/passage analysis strategies that students will be taught in 9th grade.

Questioning: A crucial part of critical reading is to pose a thoughtful question that goes beyond simple plot events, such as wondering what will happen next. The purpose of questions is to explore what the author is communicating to readers. Once a question is raised, it must be answered. The answers should seek to describe the larger purpose(s) or the text as a whole. Do not merely summarize. Explain what the author intends.

Determining Importance: Authors create their theme throughout the text, using quotations or moments to hint at the larger meaning. For this strategy, choose a quotation that specifically contributes to the text's meaning or theme. The response should be detailed and push beyond the importance of the passage to the plot. Instead, think of the relevance to the work's meaning. It may be helpful to think of these as quotations that provide some kind of moral relevance to the story.

Making Connections: Literature is best understood and most meaningful when it can be connected to another literary work or to history. For this strategy, connect the point of a passage to another literary work (i.e. mythology, novel, poem, short story, play, artwork, movie and/or television show). Be sure to explain the connection being made, as it is not enough to make a basic connection. Are the consequences for characters similar? Do both share a common theme? You must develop the significance of this connection, and connect the messages of the texts.

Interpreting Language: In order to understand the theme, a reader must interpret the surface (literal) and deeper (figurative or symbolic) levels. For this strategy, locate a passage that contains important literary devices. There is no need to define the literary term or explain why it is an example of the term. Instead, show understanding of the author's use of those literary devices, and explain how it is significant to the text as a whole (theme). Some possible devices include allusions, examining specific diction (word choice), hyperbole, metaphor, motifs (recurring ideas), personification, simile, symbolism, repetition, or analogy.

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Student Reading Guide



Title of Book: *A Raisin in the Sun* by Lorraine Hansberry

During your reading of *And Then There Were None*, you will be expected to find evidence of several text items and place sticky notes to indicate your discovery of them. These include the evidence of the **theme, symbols, connections to other texts, and answers to a question posed by the teacher**. These sticky notes in the text (approximately 20) should have a word or phrase to indicate what the note corresponds to, such as “theme” for one indicating the author’s message, or “symbol of ___” for a symbol sticky note.

Helpful Tip: You may color code your sticky notes if you wish: Blue (theme), Green (symbols), Purple (character development), Yellow (connections to other texts), and Pink (evidence for the teacher selected question). This color coding is optional, but **sticky notes must have a label to indicate what is being noted**.

- 1) The **theme** is the author’s message, or the overall point he or she conveys. With the theme sticky notes, place them where the message(s) or point(s) of the following theme is clear: *Achieving goals is often complicated by demographic differences such as class, gender, and race.* (**approximately 4-5 sticky notes**)
- 2) In literary works, authors use **symbols** to convey meaning. A symbol is an object that represents something abstract, such as the color white meaning purity, or the apple connoting wisdom. In this text, look for references to the following symbols: *home, money, gender, and expectations.* (**approximately 4-5 sticky notes**)
- 3) Part of reading is being able to **connect** the text to other literary works. Literary works may be television shows, movies, poems, short stories, other novels, or artwork. Sometimes, connections to specific historical events might also be appropriate. Look for ways to connect the book to other works of literature; these might be character traits, plot moments, or thematic connections.
(**approximately 4-5 sticky notes**)
- 4) Teacher generated question: look for evidence which will help answer the question posed by the teacher.
(**approximately 4-5 sticky notes**)
How does Hansberry’s play connect to the themes and images in the epigraph (Langston Hughes’s poem (Harlem))?

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Student Reading Guide



Title of Book: *The Secret Life of Bees* by Sue Monk Kidd

During your reading of *And Then There Were None*, you will be expected to find evidence of several text items and place sticky notes to indicate your discovery of them. These include the evidence of the **theme, symbols, connections to other texts, and answers to a question posed by the teacher**. These sticky notes in the text (approximately 20) should have a word or phrase to indicate what the note corresponds to, such as “theme” for one indicating the author’s message, or “symbol of ___” for a symbol sticky note.

Helpful Tip: You may color code your sticky notes if you wish: Blue (theme), Green (symbols), Purple (character development), Yellow (connections to other texts), and Pink (evidence for the teacher selected question). This color coding is optional, but **sticky notes must have a label to indicate what is being noted**.

- 1) The **theme** is the author’s message, or the overall point he or she conveys. With the theme sticky notes, place them where the message(s) or point(s) of the following theme is clear: *Maturity comes through building personal strength and confidence.* **(approximately 4-5 sticky notes)**
- 2) In literary works, authors use **symbols** to convey meaning. A symbol is an object that represents something abstract, such as the color white meaning purity, or the apple connoting wisdom. In this text, look for references to the following symbols: *beekeeping, representations of Mary, parents and caregivers.* **(approximately 4-5 sticky notes)**
- 3) Part of reading is being able to **connect** the text to other literary works. Literary works may be television shows, movies, poems, short stories, other novels, or artwork. Sometimes, connections to specific historical events might also be appropriate. Look for ways to connect the book to other works of literature; these might be character traits, plot moments, or thematic connections. **(approximately 4-5 sticky notes)**
- 4) Teacher generated question: look for evidence which will help answer the question posed by the teacher. **(approximately 4-5 sticky notes)**
What are the significant factors, events, and people that contribute to Lily’s “coming of age” voyage?