

SBCS Summer Reading Assignment - Rising 10th-12th Grades

Students entering 10th-12th grades are required to complete a summer reading assignment for their English courses. Students will read the book assigned below, completing the annotation assignment as they read. On the first day of school, students are to submit their annotations to their English teacher, and be prepared to quiz and test over the novel. The summer reading assignment will be a test grade.

Assigned Books: **10th** - *Night* by Elie Weisel, **11th** - *Fahrenheit 451* by Ray Bradbury, **12th** - *Frankenstein* by Mary Shelley

****AP English Literature students will complete an additional assignment on *A Tale of Two Cities* by Charles Dickens. Both novels will have project requirements for AP in addition to the annotations.****

Annotations Assignment:

Annotations are a systematic way of taking note while we read, marking the text itself. As students read, they will take notes and highlight IN THE NOVEL. The novels will be handed to the English teacher on the first day of classes to be graded (students will receive their novels back). **Students need at least 15 annotations for every fifty pages**, appearing throughout the novel. (This means that any group of fifty pages has at least fifteen annotations, whether it is page 1-50 or 30-80.) Annotations **must include** written comments in addition to any highlighting, underlining, or circling. Use the following guidelines to mark the novels:

- **Blue** - Plot and characters. Make notes when something big or significant happens. Note new characters or changes in a character's physical appearance or personality (i.e. "Her skin went ghostly white as she realized the werewolf lurked in the shadows behind her" would warrant a note! *She's so afraid you can see it in her face!* might be your note in the margin.). Identify conflicts and resolutions, or relationships that change (falling outs, arguments, physical altercations, couples coming together, death, etc.)
- **Green** - Vocabulary and descriptive language. Mark and DEFINE unfamiliar words (no definition-no credit). Highlight important descriptions (imagery). Note physical descriptions of characters or setting. (i.e. "With the heat came clouds of insects—thick, swarming hordes of mosquitoes that flocked to his body, made a living coat on his exposed skin, clogged his nostrils when he inhaled, poured into his mouth when he opened it to take a breath" You may highlight this and comment on how gross it must be to live where the mosquitoes are so overwhelming.)
- **Orange** - Themes/recurring elements. Theme is the life lesson or purposeful message of the story. It's often developed through reoccurring elements or objects. Note dialogue between characters or narration that indicates theme. Mark ideas, expressions, or objects that keep showing up (symbols and motifs). (i.e. "Never look back, darling. It distracts from the now." When Edna Mose says this in *The Incredibles*, you might note that it's a powerful message for overcoming the past and pursuing the present.)
- **Pink** - Questions and personal responses. As you read, you may have questions or moments with which you identify. Mark those reactions in the margins. Mark passages that make you happy, sad, frustrated, angry, or even bored. Specific questions about what is happening, why events or people are significant, etc. or how you connect with the characters, situations, etc., how certain events or descriptions make you feel, and why you feel that way are all good things to note in the margins. (i.e. When the clock strikes twelve on Cinderella, it reminds me of how much trouble I get into when I break curfew.)

Annotations will be graded based on their number, variety of color, correct use of categories, and expression of original thought.

Struggling with thematic elements or ways to relate to the text? Maybe these questions can help!

***Night* by Elie Weisel**

If you're feeling a little lost, you may want to ask yourself:

- How does Elie wrestle between having and losing faith in God?
- What reactions and consequences to inhumanity do you see in the novel?
- How do the different father-and-son relationships look?
- What role does a sense of guilt play for various characters?
- How does inaction affect those who think but cannot or do not act on their ideas?

***Fahrenheit 451* by Ray Bradbury**

If you're feeling a little lost, you may want to ask yourself:

- What does Bradbury think about mass media?
- How does he feel about censorship?
- What contrast is presented between conformity and individuality?
- What does it mean to be distracted in this world? What about to be happy?
- How do the characters demonstrate action? What about inaction?

***Frankenstein* by Mary Shelley**

If you're feeling a little lost, you may want to ask yourself:

- How do family, society, and isolation interact throughout the novel?
- What are the positive and negative aspects to ambition? What about fallibility?
- How does Shelley depict seeking revenge?
- How does prejudice play a role in the character's relationships?
- What are the consequences when characters lose their sense of innocence?