

Eden Prairie High School 2009-2010

Summer Reading Requirement

for Advanced English 12 - Academic Composition & Literature and Advanced 12 Humanities

Dear Advanced English 12 student,

Welcome! In preparation for Advanced English 12 - Academic Composition & Literature or Advanced 12 Humanities, both of which focus on British literature, the English Department is requiring that you read one Shakespeare play and one British novel over the summer. The English department believes that our students do not have a wide enough experience in studying classic literature. This summer assignment is a means to address this gap.

The following assignment is **required** for all Advanced English 12 students. Buy your own copy of each book so that you may **actively read them**. Active reading will help you a great deal when it comes to reviewing the content in preparation for taking a test on these works and later in the course writing a paper based on the summer reading. On the next page, you will find advice on how to practice “**active reading**.”

THE SUMMER READING ASSIGNMENT

Read one book from each column below and complete the assignment described.

Shakespeare (You must purchase the Signet Classic edition. You may NOT use the No Fear Shakespeare by SparkNotes edition!)	Novels (You may purchase any edition of the novel)
Choose one from this column:	Choose one from this column:
<i>Richard III</i> or <i>Henry V</i>	<i>Tale of Two Cities</i> (Charles Dickens) or <i>Hard Times</i> (Charles Dickens) or <i>Pride and Prejudice</i> (Jane Austen)

- An objective test over the content of the reading will be given during the first two weeks of class.
- A literary analysis paper will be assigned later in the course making the active reading notes very important.

For students in Advanced English 12 - Academic Composition & Literature ONLY:

- You are required to actively read and mark up the book using the advice on the next page. If you decide not to purchase the books, you may do your notes in a separate notebook. Make sure you make meticulous notes; jot down the page number and phrases or sentences that will help you find the passage in the book. Also remember to record which edition you use because page numbers will be specific to that edition. You will be graded on this “active reading.” See the attached rubric for expectations.
- On the first day of class, bring your actively read books (or the notes you have taken) and make sure your actively read books are signed by you and your parents (as verification of completion of the assignment).

If you have any questions about this assignment, please contact your assigned English teacher through the English department (975-8190).

Sincerely,
Advanced Literature/Composition teachers,
Rolf Olson
Linda Wallenberg
Mari O’Meara

Advanced Humanities teachers,
Tim Welshons
Kristen Bankers

What is “Active Reading”?

- To develop and record ideas and opinions about a reading that can be used in class discussion
- To make it easier to organize information logically and to find it quickly when needed;
- To increase comprehension, vocabulary, analytical and evaluation skills, links with what a reader already knows, long term memory;
- To help the reader inductively discover the meaning of a work and to have stated it in his own words;
- To have a “conversation” with the author

HERE’S HOW (IN GENERAL)

Generally, for Active Reading of **passages**, highlight, box, star, code, translate, paraphrase, summarize over or beside lines, sentences, and passages. On **pages**, write notes in margins, on bottoms, tops, or in corners and/or add post it notes to accommodate reader’s notes. On **end flaps**, create titled lists and categories of information and collect information under these categories with quoted, key words from passages and the page # next to the quoted word (fuller notes will be on the entire quote in the reading).

- Highlight sparingly – coloring the entire reading does not help important information to stand out;

HERE’S HOW (IN MORE DETAIL)

- Analyze, evaluate, speculate about the **title** before beginning to read and then come back to the title after reading and summarize its relevance – always write a sentence or so explaining its relevance to the theme or thesis of the story/article;
- Examine **chapter or section titles or headings** before, during, and after reading;
- Identify and comment on the **narration** – 1st or 3rd person, why? Omniscient, dramatic, participating – why? Present tense? Past tense? Why? Formal or informal? Educated or not – why? Keep a section in the front of the book to add to a growing understanding of the narration, point of view, tone, and mood of the piece. Decide and write the author’s purpose for this narrative choice.
- Analyze the **narrator as a character**, even in nonfiction works – decide and comment on why he is reliable and unreliable.
- Highlight or underline **important ideas**;
- Write **parallel lines** to the side of passages too long to highlight but which need emphasis;
- **Star** ideas of utmost importance;
- Circle and define unfamiliar **vocabulary words** or ones with archaic or unusual meanings;
- Circle, box, or **color-code** with a highlighter groups or series of words that work together to develop an image, motif, theme, character, main idea, or some other element;
- Place post it notes as markers at the edge of the page with a note as to the significance of that page;
- Write **analytical notes, paraphrases, ideas in the margins** that will help the reader remember thoughts about the content of the page;
- Write key words that identify a symbol, image, or other important idea in the **upper outside corner of pages** so that when the reader flips through the book, he easily sees what significant idea, etc. is on the page and which has been thoroughly noted in the text of the page;
- **Cross reference images, motifs, recurring important ideas**, etc. Start a list on an end flap that gives a title to the group, e.g., “Christian Imagery” pp. 6, 9, 15, 80, 210, etc. On each page highlight and comment on the example itself;
- **Comment in the margins – react personally**, agree, disagree, compare or contrast to previous knowledge/ another book / ideas;
- Write **questions** about what is not understood;
- **Predict** what might happen, and **Speculate** about what could have happened– “What if the character had done...?” “What if the writer had been [different in some way]?”

For more information on Active Reading, you may want to read Mortimer J. Adler’s essay “How To Mark A Book.” From *The Saturday Review of Literature*, July 6, 1940, pp. 11-12 Copyright 1940, The Sat. Review Co., Inc.; renewed 1967 Sat. Review, Inc.

Advanced English 12 - Academic Composition & Literature

SUMMER READING RUBRIC

NOTE: Bring this to class along with your actively-read summer books.

Self-score each area & comment below!

Name _____

Due date: _____

NOVEL:	total	SHAKESPEARE PLAY:	total
<p>In-text margin notes and marking: As you read, keep a record of the following—storyline, key events, characters, changes in character, key quotations, new/important vocabulary, symbols, imagery. Do this by highlighting, color coding, underlining, writing notes in margins, on bottoms, tops, or in corners of pages, and/or adding post it notes to accommodate your notes. etc. (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>	<p>In-text margin notes and marking: As you read, keep a record of the following—storyline, key events, characters, changes in character, key quotations, new/important vocabulary, symbols, imagery. Do this by highlighting, color coding, underlining, writing notes in margins, on bottoms, tops, or in corners of pages, and/or adding post it notes to accommodate your notes. etc. (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>
<p>On end flaps or on separate sheets of paper: create titled lists of character names, symbols, significant quotations, motifs, themes, and vocabulary. Be sure to include page numbers on your lists. (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>	<p>On end flaps or on separate sheets of paper: create titled lists of character names, symbols, significant quotations, motifs, themes, and vocabulary. Be sure to include page numbers on your lists. (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>
<p>In-text personal commentary: As you read, keep a record of the following—agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood, predictions of what might happen “What if the character had done...?” (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>	<p>In-text personal commentary: As you read, keep a record of the following—agree, disagree, compare or contrast to previous knowledge/ another book / ideas; write questions about what is not understood, predictions of what might happen “What if the character had done...?” (+5)</p>	<p>Student self score: _____/5</p> <p>teacher score: _____/5</p>
<p>Parent/student signature verification (-1 if none)</p>		<p>Parent/student signature verification (-1 if none)</p>	
<p>Student comments: _____/15</p>		<p>Student comments: _____/15</p>	