Deerfield-Windsor School

CP World Literature and Composition
Summer Reading, 2023

BEFORE YOU DO ANYTHING, READ THIS GUIDE THOROUGHLY FROM BEGINNING TO END

WRITING ASSIGNMENTS FOLLOW THE READING/ANNOTATION GUIDE IN THIS DOCUMENT

If you have any questions, email me at:
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INSTRUCTIONS FOR READING AND ANNOTATION

A.   Acquire the book.

William Golding. *Lord of the Flies*. ISBN: 978-0399501487

Read the entire book, but annotate **only chapters 1, 2, 5, 8, 11, and 12**.

B.   Read the instructions below <u>before</u> you begin your summer reading.

1.   **Why we're doing this**
Like last year, the purpose of summer reading is to develop your critical reading skills. You will need these in class, when you take the ACT/SAT/PSAT, and when you enter college. Your ability to figure out not only WHAT is happening in a text, but also HOW it is written and WHY it is written this way will develop your critical reading skills, which are crucial to your success as a student. We call this **close reading** of a text. In order to keep track of your ideas, insights, and questions as you read closely, you will be **annotating** the text. An annotation is a "note of explanation or comment" written in the margin of a text that expresses an idea or insight by the reader about what s/he is reading. In other words, the reader (YOU) enters into a conversation with the text -- making comments, asking questions, noting areas of difficulty, for example. This may seem difficult at first, but like any skill, it takes practice -- and you have all summer to practice it!

2.   **How to read closely and annotate a text**

a.   **First, create your own system of annotation.**

- Your first task will be to devise a system of annotation that works for you. We are not prescribing a single system because reading is a very personal practice. <u>We want you to be in charge of the</u>

system you will be using. We will ask you to cover certain categories, but the methods you use are entirely up to you.

- You may use the method you used last year, or modify it to suit your purposes. No need to start from scratch, if you already have a method.

- If you find that annotation interferes with your reading, read the text without annotating it first, then go back and annotate the parts you consider to be important. You may find that knowing the entire book will help you identify the important details more effectively. **Again, let me stress, find a method that works for you.**

    DO NOT GO TO GOOGLE TO FIND ANNOTATIONS. WE ARE INTERESTED IN YOUR IDEAS AND QUESTIONS. COPYING SOMEONE ELSE'S ANNOTATIONS IS PLAGIARISM AND A VIOLATION OF THE HONOR CODE. AND YOU WON'T LEARN ANYTHING.

- We suggest that you buy a set of different colored highlighters, pens, post-its, and/or tabs to annotate your text.

- Make your system as simple and user-friendly as possible.

- Feel free to modify your system as needed. Do not feel you have to stick with your original design, if you find it's not working or it's too complicated.

b.   **Here are the categories that you will need to annotate:**

Vocabulary: Use one color to highlight all unfamiliar words. Look them up and write a brief definition in the margin or on a post-it.

Plot: use tabs/post-its to mark the major stages of the plot. This is probably best done **after** you finish the book, once you have an overview of the plot.

What type of conflict is developed?

Here are the possibilities: conflict between individuals; conflict between an individual and nature; conflict between an individual and him/herself; conflict between an individual and society; conflict between an individual and the Divine (god(s) of some kind).

Narrative Voice: determine what type of narrator is used (omniscient, 1st person, 3rd person); what perspective does this narrator provide? Write the type of narrator in the front cover of the book. Can you tell what kind of tone the narrator uses?

Setting: mark important details about setting (time and place, creation of mood and atmosphere, and historical details).

Diction: choose a highlighter color to indicate interesting word choices, repeated words, similes, metaphors, and other examples of figurative language that you recognize.

Characterization: indicate important details about characters (what they look like, what they do,

what they say, how they develop, what their function is in the book).

Irony: mark examples of irony if you find them (verbal, situational, and/or dramatic) and consider their effect.

Form and structure: in the inside back cover, indicate important details about how the text is organized (into parts? volumes? chapters?).

Themes/major ideas. What ideas does the book explore? What new understanding about life and humanity does the author want you to take away from this book?

c.   **When you've got your system in place, you can begin reading and annotating. Or, if you prefer, annotate after you read. Use the method that works for <u>you</u>.**

1.   Examine the following and see whether you can use them to predict anything about what to expect from this book. Make notes on a post-it, or on the inside cover of the book.

   - the front and back book cover
   - the title and any subtitles
   - the table of contents (if the book has one). If not, look at how the book is divided -- into chapters, volumes, sections? Do they have headings or titles?
   - Is there a preface, foreword, or epigraph? What expectations do they create about the text?

2.   Annotate it using the system you've established. Also pay attention to the following guidelines:

   ○   When you highlight, underline, or use a post-it to mark a particular section, write a comment in the margin about it. Highlighting without any commentary in the margin has little value -- you may not remember why you highlighted the section when you return to it.

   ○   Have a conversation with the text. Record your responses to it -- make connections to other texts you've read (text-text); to aspects of your experience (text-self); and to issues going on in the world (text-world).

   ○   Ask questions -- put a question mark in the margin next to sections that confuse you. Note why you're confused.

   ○   Comment on lines /quotations you think are especially significant, powerful, or meaningful, or ones that you really like or enjoy.

   ○   Note down predictions of what you think will happen.

   ○   Mark important details about plot, characters, setting, narrative voice, diction, tone and irony, form and structure.

   ○   Circle or put boxes, triangles, or clouds around words or phrases that seem important to you.

- Use abbreviations or symbols – brackets, stars (multiple stars for varying degrees of importance), exclamation points, question marks, numbers, etc.

- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.

3. **After you have finished reading the book, write down what you consider to be the themes (or major ideas) of the book. You can write these inside the back cover of the book, or on a Post-it placed at the end of the book.**

Write the themes as full sentences, containing a subject and a predicate. That is, identify the book's point of view on an important topic. For example, if your book is about "Freedom," then tell us what specific perspective the book expresses:

"Freedom cannot be achieved without sacrifice."

"Freedom should be guaranteed to every human being."

Here is an example of what an annotated text looks like:
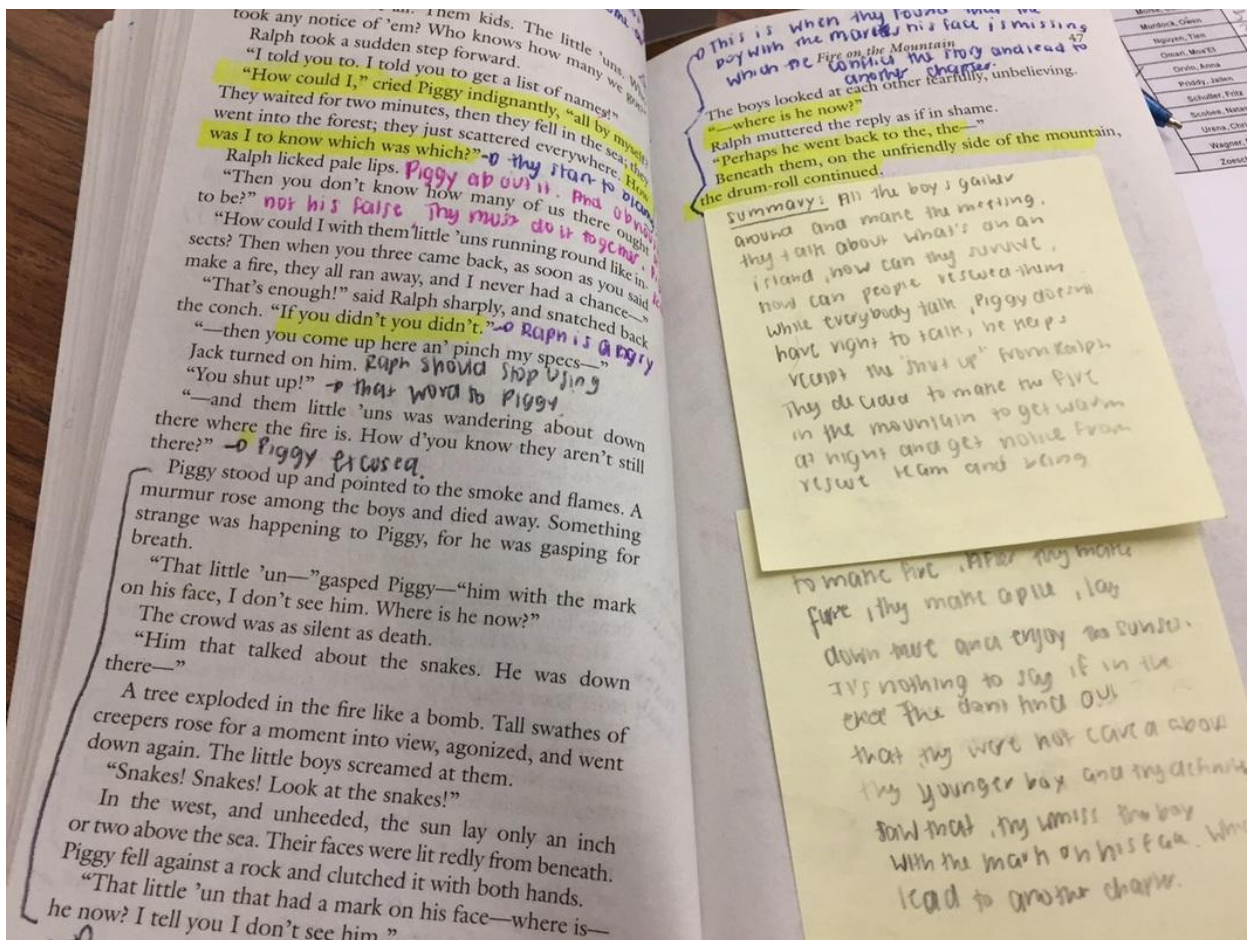
C.   ASSIGNMENTS (ORAL AND WRITTEN)

A.   Reading Test:

- On the second day of school, **Friday, August 11th**, you will take a reading test on the **content** of your summer reading book. It will be worth **50 points**.
- Before the test, I will take up all copies of the Summer Reading book and keep them until the Oral Test is completed.
- You will be given a copy of the Honor Pledge and will sign it, in order to affirm that all Summer Reading work is your own.
- The test will be based on quotations from the summer reading text. You will be required to identify any or all of the following: plot, characters, and setting (time and place)

B.   Oral Test:

- During the first full week of school, you will be given an oral test of approximately 10 minutes.

- You will meet in groups of three or four with me. The test will be a conversation in which you will be asked to explain your system of annotation to me and to show me examples of the different kinds of annotations you have made.

- Your goal will be to demonstrate that you have read the entire text deeply and thoroughly; that you have reflected on the text and have questions and ideas about it; that you are familiar enough with the text to move around it easily, finding annotations that you think are especially important.

- I will not be counting the number of annotations you have made or how many post-its you used. The overall impression I will be looking for is whether or not you have read the book thoroughly from beginning to end.

- The test will be worth **50 points**. The grading rubric is provided below.

Annotation Rubric

Please read through this rubric before beginning your annotations.

NAME: _____   GRADE: _____

Criteria	Proficient and	Satisfactory 8	Basic 7	Below Basic 6	Little to No

	beyond 9-10				Effort <6
System (20 points)	System is clearly marked at the beginning, used throughout on almost every page, and logically and thoughtfully developed through colors or symbols and marginal notes. Commentary is extensive and shows ample evidence of critical thinking.	System is clearly marked in the beginning of the piece, and used throughout. Marginal notes/symbols are clear. Some commentary, although less detailed and less frequent than the "proficient" level.	System is consistent throughout the piece, although perhaps poorly identified at the beginning. Commentary is occasional and basic -- little critical thinking is evident.	System may not be clearly marked at the beginning and/or follow through is inconsistent throughout. Annotations peter out or become infrequent. Little evidence of critical thinking.	There is no apparent system. Marks are haphazard, sporadic, inconsistent, and unclear. Almost no commentary or evidence of critical thinking.
Category #1 (10 points)	Student finds annotation with ease; has marked the category and has commented on it *in detail. Comment is insightful, and shows deep critical thinking.*	Student finds the annotation; has marked the category and has commented on it. *Comment shows some evidence of critical thinking, but needs development.*	Student finds the annotation; has marked the category, but has not commented on it.	Student eventually finds the annotation; marking is unclear; no commentary.	Student cannot find an example of the category.
Category #2 (10 points)	Student finds annotation with ease; has marked the literary technique and has commented on it *in detail. Comment is insightful, and shows deep critical thinking.*	Student finds the annotation; has marked the category and has commented on it. *Comment shows some evidence of critical thinking, but needs development.*	Student finds the annotation; has marked the category, but has not commented on it.	Student eventually finds the annotation; marking is unclear; no commentary.	Student cannot find an example of the category.
Category #3 (10 points)	Student finds annotation with ease; has marked the literary technique and has commented on it *in detail. Comment is insightful, and shows deep critical thinking.*	Student finds the annotation; has marked the category and has commented on it. *Comment shows some evidence of critical thinking, but needs development.*	Student finds the annotation; has marked the category, but has not commented on it.	Student eventually finds the annotation; marking is unclear; no commentary.	Student cannot find an example of the category.
TOTAL: 50 points					

C.   Written Assignments to be turned in at the beginning of class on the first day (Thursday, August 10th OR Friday, August 11th, depending on your schedule).

- All assignments should be presented in MLA format :

     -- 1" margins all around
     -- Your name, my name, the course name and the correct date in block formation on the left
     -- A header with your name and the page number in the top right-hand corner
     -- Double-spaced
     -- Times New Roman, 12 pt.

- Turn in a printed copy of your assignment.

- The assignment is worth 50 points.

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Writing Prompt

Write a well-developed paragraph to each of the following questions. Support your ideas with evidence from the novel and cite quotations in correct MLA style. Provide a Work Cited list at the end. The total amount of writing should be between 1-1 1/2 pages.

1.   Which leader would you prefer to follow -- Ralph or Jack? Or neither? Explain why or why not. (10 points)

2.   Which character in *Lord of the Flies* do you identify with most? Give reasons for your answer. (20 points)

3.   What does Golding say about leadership in *Lord of the Flies*? Discuss relevant evidence in support of your ideas. (20 points)

PLEASE NOTE: I will be submitting your essays to AI detector sites, so do not submit AI-generated writing. It will be considered an honor violation if you submit AI-generated work.

Literary Essay Rubric

Section	Points Possible	Points Awarded	Description
Thesis	5		Thesis is clear and focused; it states the topic and its angle or focus.
Commentary and Evidence	20		Writer develops the thesis through appropriate supporting evidence, and provides commentary that analyzes the evidence and shows how it develops and supports the thesis. Citations are not simply ''patchworked' into the paragraphs, but are introduced with a signal phrase and coherently integrated.
Organization	5		Organization is coherent; ideas, sentences, and paragraphs are effectively connected to create a response that flows well.
MLA/Works Cited	10		Quotations are accurately cited. Works Cited list follows MLA guidelines. (½ point deducted per error)
Writing	20		Writing is clear, correct and coherent.
TOTAL	60		
Out of 20 18+ -- excellent 16+ -- good 14+ -- adequate 12 and below -- does not fulfill the requirements of the assignment	Out of 10 9+ -- excellent 8 -- good 7 -- adequate 6 and below -- does not fulfill the requirements of the assignment	Out of 5 4.5 +excellent 4+ -- good 3.5+ -- adequate 3 and below -- does not fulfill the requirements of the assignment	

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