

## Summer Reading: English Three (Grade 11)

**Rationale:** Assigned reading is designed to provide enrichment for students over the summer. Students are required to read approved selections that give them an introduction to the level of reading that will be expected for English Three/ Junior English. Students will read two books this summer. One book is required reading and the other book must be selected from the list provided.

The required book is *In Cold Blood* Truman Capote (**ISBN-10:** 0679745580 **ISBN-13:** 978-0679745587). The goal for reading this book is to offer students the opportunity to appreciate and reflect on the value of reading and make connections between the themes of the book and their lives. The assignment choices for this book are listed below.

The optional book allows students to explore a genre that will be woven into the curriculum throughout the year. We will refer to those books often and make connections with current reading. The assessment for this book will involve a book presentation during the first few weeks of school and a Socratic Seminar. Both assessments will be explained at the start of the school year; however, the book **MUST** be completed prior to the first day of class. Choose one of the following books to read:

### Optional Books Choices:

#### *The Godfather*- Mario Puzo

- **ISBN-10:** 0451205766
- **ISBN-13:** 978-0451205766

#### *The Freedom Writers Diary*-Freedom Writers

- **ISBN-10:** 0451205766
- **ISBN-13:** 978-0451205766

#### *1984*- George Orwell

- **ISBN-10:** 0451524934
- **ISBN-13:** 978-0451524935

In addition to the project based assessments listed below, the students will be required to complete several activities during the first marking period including, but not limited to, a formal literary analysis paper during the first two weeks of school.

### **Required: *In Cold Blood* by Truman Capote**

This novel is required reading. Choose **one** of the project-based learning assessments listed below. This will be due the first day of school.

## Choice A: Journal/Quotation Analysis

As you read *In Cold Blood*, you are to keep a reading journal. In this journal, you will record quotations that seem significant to you, and then write comments in which you analyze the significance of the quote.

### PROCEDURE:

- o As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart provided.
- o In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- o After each comment you write, label your responses using the following codes:
  - o **(Q) Question** – ask about something in the passage that is unclear
  - o **(C) Connect** – make a connection to your life, the world, or another text
  - o **(P) Predict** – anticipate what will occur based on what’s in the passage
  - o **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
  - o **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  - o **(E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say

### Requirements:

- You must have at least 10 entries.
- Your chart should look like the one below.
- Entries must be drawn from all parts of the novel. You must include an entry on the last chapter and discuss the relevancy of the ending.
- Commentary must focus on interpretation or analysis, **NOT** summary. Please see the guidelines above.
- A printout of the assignment must be handed in on the first day of class

Example: Below is a sample entry from *To Kill a Mockingbird* to use as a guide:

Passage	Page Number	Comments and Questions
“The Radleys, welcome anywhere in town, kept to themselves, a predilection unforgivable in Maycomb. . . .”	Pg. 9	(R) It seems that the town is a little closed minded in viewing the Radleys since they don’t go to church or do other things common in Maycomb. This seems to be a prejudice against their lifestyle since it seems that the town might not really know them and has become superstitious about them. People often get suspicious about what they don’t understand or what seems strange to them.

## **Choice B:**

Your assignment is to make a chronological timeline of ten major events that occur in *In Cold Blood*. In creating your timeline, you should select the ten events that you feel are the most significant in the story.

### **Format**

- Create your timeline using either iMovie, Wevideo, Windows Movie Maker or Microsoft PowerPoint;
- For each event that you choose, include a direct quote from the story that illustrates/describes the action that occurred. Your quotes should be in MLA format;  
Ex: MLA Sample Quote: "I was sitting in a taxi, wondering if I had overdressed for the evening, when I looked out the window and saw Mom rooting through a Dumpster" (3).

### **Content**

In addition to a quote, each event on your timeline should include the following:

- The setting of the event (place and time);
- An explanation of the quote and its significance to the story
- A visual image depicting the event.

If you use iMovie, Wevideo, or Windows Movie Maker, your timeline should last 2-3 minutes; if you use Microsoft PowerPoint, your timeline should consist of at least 10 slides (one per event).

Be prepared to submit your timeline on the first day of class.