



## 11<sup>th</sup>-Grade American Literature Summer Reading Assignment

**NOTE: YOU MUST PURCHASE A HARD COPY OF THIS TEXT AS WELL AS ALL THE TEXTS FOR THIS CLASS. ANNOTATIONS AND NOTES WILL BE REQUIRED AND CHECKED REGULARLY.**

### **CONTEXT:**

Click on the following link and read through the context sections:

<https://sites.google.com/site/gatsbyguide/historical-context>

[http://mgilluly.weebly.com/uploads/7/8/1/8/7818584/roaring\\_1920s\\_article\\_packet.pdf](http://mgilluly.weebly.com/uploads/7/8/1/8/7818584/roaring_1920s_article_packet.pdf)

**AS YOU READ: Please annotate and take notes on your reading. We WILL be using this text to guide the first week of class.**

As you read the novel, think about how the novel portrays life in the 1920s, and what the primary characters seem to represent. Also think about **Nick Carraway** and **Jay Gatsby**. Nick tells us he is “inclined to reserve all judgments” and that “Gatsby turned out all right in the end.” What do you make of these two statements?

## Annotation Guidelines<sup>1</sup>

### *What are annotations?*

Annotations are the outward manifestation of your thoughts concerning a book and consist of coded marks, summaries of what's happening, and inferences that you make as you read. Annotating is chiefly used to help us read more deeply and identify what's important in a text. It is, at its core, a form of graffiti, an act of organized defacement, a means by which to make a text your own by mapping it. With that said, please be advised that annotating is *NOT* the simply the art of personally responding to the text. If a character makes you mad or sad or you think he's boring, put that in your notes. Writing "ha, ha," "crazy," or "WOW" is ultimately unproductive.

### *What do annotations look like?*

**Margin Comments:** these are the heart of annotations. Turn your book *sideways* to summarize what's happening or make inferences about what's important. They are always complete ideas, but don't have to be complete sentences. For example, in a paragraph where a character is kidnapped, you might write: "robbers take Jack" or "Jack kidnapped!" If you read a section about a bus boycott, you might make an inference "power in numbers" or "non-violent form of protest."

**Underlining/Bracketing:** If you find one or two sentences that are important, underline them. If you find a whole paragraph that's important, put a line or bracket down the margin. Too much underlining can be confusing when you're looking back through the book. Pretty much anytime you underline or bracket a section, you need to write a margin note explaining why it's important.

**Symbols:** Symbols are an easy way to classify your annotations. When you're going back through the book to find something, you'll have an extra hint. Below are general symbols that are helpful. You can create your own symbols, too. For example, if you have an essential question of "How should we behave," you might write "B=" next to places where you find an example. Just like underlining, symbols should always be accompanied by margin comments next to them.

- ! Use an exclamation point when you find important points or exciting events.
- = Use an equals sign to note connections. The connection could be to the essential question, a theme, another book, another time period, a current event, etc.
- ? Use a question mark to note the places where you have questions. Be sure to write the question in your notebook with the page number. Keep your margins question-free.
- ◎ Use a bulls-eye for parts of the text where you find a "kernel of truth." This is something that you read that you think brings an idea to life perfectly. For example, if a character talks about his or her feelings in a way that makes you feel the same way; or if an event is a turning point.

Most importantly, annotations should help you understand your reading fully, and allow you to find the important parts of the text quickly. At first, it might seem that annotations slow your reading down. Don't give up! Be sure to annotate as you go, and you will get quicker with practice.

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<sup>1</sup> Adapted from Rainier Scholars, Summer 2013