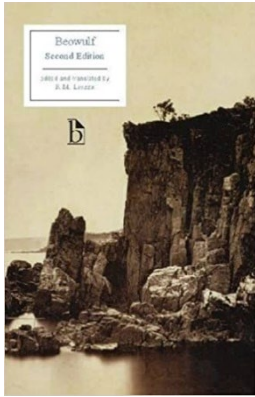


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## Summer Reading Assignment for 10<sup>th</sup> Grade

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### IF YOU ARE TAKING... MEDIEVAL LITERATURE & HISTORY

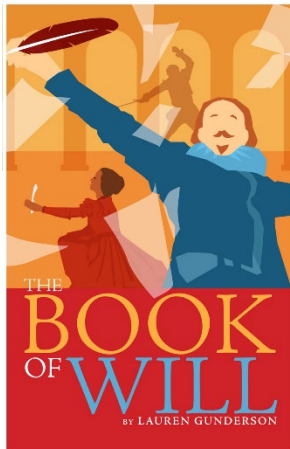


**Please read: *Beowulf* translated by R.M Liuzza**

(ISBN: 978-1554810642)

Written over 1,000 years ago, *Beowulf* is one of the most important works of Old English Literature. Enjoy immersing yourself in this epic poem about a classic hero. Practice some research skills by investigating the introduction and/or appendices to the book. Take a look at the Old English and find something interesting in the footnotes. Create your project in a way that shows your attention to the material in this edition beyond the poem itself.

### IF YOU ARE TAKING ... SHAKESPEARE & RENAISSANCE



**Please read: *The Book of Will* by Lauren Gunderson**

(ISBN: 978-0822237723)

Let's begin at the end! How is it that we have 37 plays by Shakespeare when his contemporary playwrights only have 20-30 plays surviving combined?! The answer is the publication of the First Folio in 1623, seven years AFTER Shakespeare died. This play is a fictional account about the real events that lead to the preservation of some of the greatest works written in the English language. It is the story of a group of friends who decide to immortalize the words of their dead friend and business partner. It is a funny play, a sad play, but most importantly a play about the events that have culminated in the experience you are about to share in taking this course. There would be no Shakespeare and no Shakespeare course without the tireless efforts of these men.

Please annotate and above all, prepare questions for our first week in class as we examine the life of William Shakespeare. You will also be preparing a project to share in class. The assignment is found at the end of this document.

### ASSIGNMENT FOR ALL 10<sup>th</sup> GRADE CLASSES:

This summer you will be required to read and annotate the text that corresponds to the English course you are enrolled in this fall, and to produce a project which does two things:

1. Shows that you read the book, annotated it, and thought deeply about it.
2. Shows your English teacher and your classmates how you like to learn and the type of projects you like to create.

The guidelines for this project are wide open, but your project should show that you have thought about your summer reading book in terms of character development, plot, key events, themes, concepts, language reoccurring motifs, and your own personal reaction.

Some examples of projects are: creating a podcast where you interview a character like Loki and swap stories of mischief you've caused in your lives. You could paint a picture of the pantheon of the Norse Gods and use colors to represent their personalities. You could write a series of poems or a short story about your summer but use the style and language of the ancient playwrights. You could develop a series of journal entries from the point of view of one of the characters and show how they change and develop over time.

Here are some other possibilities:

- Film Trailer or Book Trailer
- Journal entries
- Poems or a short story
- Song/Music Video
- Letters or postcards to and from characters
- Newspaper articles
- Painting, collage, mixed media project
- Monologue
- Screenplay
- Detailed map of the setting
- A legal or confidential document detailing a character's past (a transcript, a police record)
- A diorama
- Research the history of your place and make a travel brochure or website for Ancient Greece/Latin America/Scandinavia
- Take photos, caption them with events from the book, and make a scrapbook
- Or if you have another idea, go for it!

Whatever you decide to create, bring it to the first **full block day** of your English class.

We'll station these projects around the room and have you stand with your work. If you have created something digitally, bring in a laptop fully charged and ready to play your piece. We will walk around these projects as if in a museum and ask you questions about your process, the materials you used, and how your project links to the book. Keep in mind, this will be the first thing your English teacher will see from you, so have fun with it, but also demonstrate who you are as a student.

If you have any questions about the assignment, please contact your fall term literature teacher.

## 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

