

## Honors English 10 Summer Reading Assignment 2019-2020

While you will cut off and turn in the bottom of the contract page, keep the contract guidelines and summer assignment for your own use. **Please complete this summer assignment as preparation for the first day of school on Thursday, August 15th, 2019.**

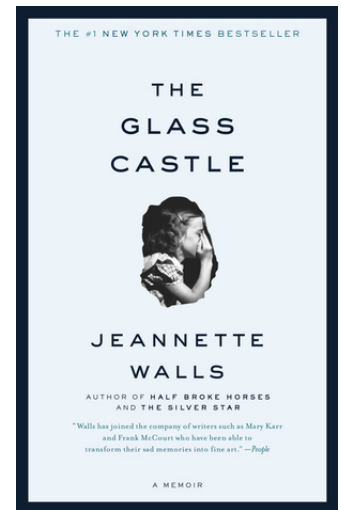
Honors English 10 Summer Reading Assignment 2019 Goals:

- Demonstrate your *understanding* and critical thinking about texts, specifically *The Glass Castle*.
- Demonstrate your ability to *select* evidence to *support* your *analysis* of a big idea.
- Demonstrate your ability to *connect* parts of the novel to your own life and *analyze* the significance, opening your mind toward others' views and to challenge your own perceptions.
- Familiarize yourself with the types of assignments, content, and skills covered in Honors English 10 so that you can make an informed decision about whether this class is the right fit for you.

Since we use this assignment as a baseline assessment of your abilities, please be sure that this assignment represents your best work.

Directions:

1. Please acquire the memoir [The Glass Castle by Jeannette Walls](#). There are a limited number of copies available in the textbook center; otherwise, you may check it out from a library or purchase from an online store such as Amazon.
2. Please purchase 3x3" post it notes to use for annotation (light colors, please).
3. Please purchase blue or black ink pens. All work for Honors English 10 will be completed using pen. Your annotations should be completed using pen.
4. As you carefully read the memoir, complete two types of text annotations:
  - a. **Text to Self:** Students analyze the connection or comparison between the plot and their own lives, values, morals, and backgrounds. *How is this text of value to you as an individual? What is your personal connection to this text? In what ways can you empathize with the characters? How does this text help you think about your past, your goals, your family, or your experiences?*
  - b. **Text to World:** Students analyze the connection between ideas and conflicts in the text and current or historic events. *How is the text relevant to current or historical events? How is the text relevant to humanity? How does this text make you think about the big ideas of goals and education?*



You may annotate using sticky notes or you may write directly in the book (if you own it). On each sticky note, write the idea as well as analysis about why that quote or passage is significant (see above for ideas).

Quality annotations should look like this  
→

*Jeanette's interest in going to college as a way to get out of Welch makes me think of 'Operation Varsity Blues.' The students whose families buy their way into good schools rob students like Jeannette of the chance to change her life, which she desperately needs.*

NOT this  
→

*Yeet!*  
*This is important.*  
*What does this mean?*  
*Education.*  
*That is messed up.*

We will not give you a specific minimum number of annotations because we do not want to encourage you to do the bare minimum. We will say that you should annotate consistently and thoroughly to demonstrate that you are analyzing and connecting as you read the text. Annotations should be insightful and original, not summary or Sparknotes.

5. Be prepared to write an in-class essay based on the memoir on the first day of class. You will use these annotations on the essay and throughout the first unit, so be sure to bring the book with its completed annotations to class daily.

A word to the wise- We alter the summer assignment each year and will be able to spot work from a previous student and a previous year's summer assignment. Plagiarism of another student's summer assignment will be documented, hurting your chance for membership in honors societies and organizations, and you will be removed from the course.

Grading Rubric:

<i>The Glass Castle</i> Annotations Rubric		Name:	Date:	Block:
Excellent (10/10)	Average (8/10)	Below Average (6/10)	Deficient (4-0/10)	
<ul style="list-style-type: none"> <li>• Student engages with the text through connections (Text to Self, Text to World).</li> <li>• Student analyzes the way the author uses language to create a textured meaning (connotation, tone, inferences, etc.). The meaning is explored.</li> <li>• Student answers questions that he/she poses while reading- completing.</li> <li>• Comments are consistent, complete, clear, and insightful.</li> </ul>	<ul style="list-style-type: none"> <li>• Student interacts with the text some, but might only focus on Text to Self, neglecting connections to big ideas.</li> <li>• Student includes some analysis, but a few comments are surface level summary or lack explanation.</li> <li>• Student poses questions, but does not always attempt to address them.</li> <li>• Most comments are complete. Some are underdeveloped.</li> </ul>	<ul style="list-style-type: none"> <li>• Student does not engage with the text to create personal meaning. Many comments are surface level.</li> <li>• Student summarizes the text rather than analyzing and responding.</li> <li>• Student may not ask questions or may ask, but does not attempt to answer them, putting off analysis.</li> <li>• Comments are sparse, brief, undeveloped, and do not demonstrate a deep comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's comments are pure summary, plagiarism from a Spark Notes-like website, illegible, or do not reflect the expectations of the instructions and grading rubric.</li> <li>• Comments are very sparse, missing, and/or shallow.</li> </ul>	