

This summer’s reading assignment will look slightly different from past assessments. In order to give a little more freedom while still staying true to a continuous idea/theme throughout the year to come, we’ve presented several titles. The intention is not to write an essay covering these stories, but instead to select one that speaks to you and analyze the author’s words, feelings, and point of view. We are **urging you to keep a journal and/or complete the attached worksheet** on themes, citations/evidence, interesting imagery, rhetorical devices (such as metaphors, symbolism, foreshadowing, etc), and point of view/perspective.

Here are **your options (select at least one title to read, feel free to explore more than one):**

<i>To Kill a Mockingbird</i> by Harper Lee	<i>A Separate Peace</i> by John Knowles
<i>Peter Pan</i> by J. M. Barrie	<i>This Side of Paradise</i> by F. Scott Fitzgerald
<i>The Catcher in the Rye</i> by J. D. Salinger	<i>On the Road</i> by Jack Kerouac
<i>Naked Lunch</i> by William S. Burroughs	<i>Walden</i> by Henry David Thoreau
<i>Hamlet</i> by William Shakespeare	<i>Looking for Alaska</i> by John Green

In addition to the novels listed above, we’d encourage you to watch at least one of the following movies. Each one is different in its own way, however, they all share a common theme and help us understand and explore an essential question(s): *who was I before now, who do I want to be, and how does environment impact one’s identity?*

Movies:

<i>10 Things I Hate About You</i>	<i>Breakfast Club</i>	<i>Clueless</i>
<i>Donnie Darko</i> (R)	<i>Eighth Grade</i>	<i>Rocky Horror Picture Show</i> (R)
<i>Spiderman: Into the Spiderverse</i>	<i>Stand By Me</i> (R)	<i>The Edge of Seventeen</i> (R)

A note: a movie’s “R” rating denotes that it is “Restricted, Children Under 17 Require Accompanying Parent or Adult Guardian. This **rating means** the film contains adult material such as adult activity, harsh language, intense graphic violence, drug abuse, and nudity.” - Motion Picture Association

As another aside: [here’s an interesting look](#) into the rating system of the American movie industry uses and why.

Example of an integrated quotation:

In the chapter “Loomings,” the narrator Ishmael claims he goes to sea “whenever I find myself involuntarily pausing before coffin warehouses and bringing up the rear of every funeral I meet” (18). Here, Ishmael is depressed and clearly feels that a voyage is a means to rejuvenate his psyche.

Breakdown of the above example:

- A. Establish context or importance and speaker
- B. Run quotation into your sentence
- C. Cite page
- D. Analyze
- E. Use third person and literary present tense.

If you have any questions, please email:

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Guidelines to follow:

1. Pull five quotations from the text that demonstrate the theme as well as the author's/director's rhetorical devices. A quotation does not have to be a character talking in the text; it can be any line or passage that you think speaks to the theme. The quotation should be in quotation marks with the page number in parentheses at the end.
2. Analyze each quotation in relation to the theme and author's word choice, choice of setting, point of view, use of figurative images, etc - what about the quotation demonstrates the theme you chose? This should NOT be a summary of the quotation - you may include some summary for context, but the focus should be an analysis of the quotation in relation to the theme.
3. We are looking for YOUR OWN insights and engagement with the text. Do not use any secondary sources (i.e. sources other than the book that you are reading). Using someone else's analysis of the text (professional critic or some random teen on the internet) is unacceptable (and questionable, at best).

SUMMER READING WORKSHEET:

	<p style="text-align: center;">BOOK - Quotation #1: Focusing on Writer's Style</p> <p>These can include quotations where you examine diction (word choice), sentence development, use of literary devices (allusion, simile, metaphor, personification, etc.) and other characteristics of the writer's style that helps him/her/them develop the theme.</p>
Quotation	
Commentary	

	<p style="text-align: center;">MOVIE - Quotation #2: Focusing on Director's Style</p> <p>These can include quotations where you examine the use of literary devices (foreshadowing, metaphor, dramatic irony, suspense, etc.) and other characteristics of the director's style that helps him/her/them develop the theme.</p>
Quotation	
Commentary	

	<p style="text-align: center;">MOVIE - Quotation #3: Focusing on theme</p> <p>Focus on the writer's theme or main point being presented in that section. Remember, you're analyzing how the author proves his or her point as well as what is being portrayed.</p>
Quotation	
Commentary	

	<p style="text-align: center;">BOOK - Quotation #4: Focusing on theme</p> <p>Focus on the director's theme or main point being presented within a scene. Remember, you're analyzing how the director proves their point as well as what is being portrayed.</p>
Quotation	
Commentary	

	MOVIE - Quotation #5: Your Choice This can be something that moved you, that made you laugh, that made you reflect on your own life, etc. Just make sure that you explain why the quote was significant.
Quotation	
Commentary	

Summer Reading Summative Rubric

Category	Exceeds	Meets	Partially Meets	Does Not Meet
<p>1.C. Determine a theme or central idea of a complex text and analyze its development over the course of the text</p> <p>This means: Analysis of quotations demonstrates the development of theme throughout the fiction and nonfiction texts.</p>	I can also identify and evaluate the effectiveness of the development of the theme over the course of the text.	<p>I can identify a theme that is evidenced within the text.</p> <p>I can also provide relevant details that contribute to the development of the theme.</p>	I can identify a theme evidenced within the text.	I can summarize the text.
<p>2.A. Cite strong and thorough textual evidence to support an analysis of the text.</p> <p>This means: Six quotations from the text; quotations are taken from the beginning, middle, and end.</p>	I can also make and defend inferences based on the evidence I've used.	I can find strong and thorough evidence from the text to support my analysis.	I can find evidence from the text that supports my analysis.	I can write a summary of the text.