

10th Grade English Summer Reading Assignment

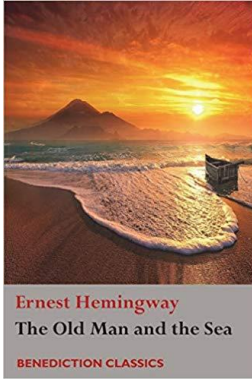
Summer of 2019

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The Old Man and the Sea by Ernest Hemingway

Annotated Novel = 100 points (Due first day of school)

Short Essay Questions = 50-100 points (Due first day of school)



All rising 10th grade students must read the required book for their grade level and complete the following assignment:

- *The Old Man and the Sea* by Ernest Hemingway
- ISBN: 978-1-781-39680-3

Please follow these directions in order to ensure success for this assignment. You will want to pace yourself in order to complete this assignment before school begins. Assignments submitted after the due date will incur a 50% late penalty. Students who enroll at CPS after the first day of school will until the end of September to complete their work.

The Old Man and the Sea is a seemingly simple story but tells a powerful tale of an old Cuban fisherman who faces an agonizing battle with a giant marlin fin out in the Gulf Stream. Through the character's struggles Hemingway explores the themes of courage and personal triumph. We will discuss the novel as a class when you return to school in August, so I am expecting you to do this assignment well in order to contribute to our discussion. You will also take a test on the novel the first week of school.

1. **Annotated Novel:** You will need to purchase a copy of *The Old Man and the Sea* (ISBN: 978-1-781-39680-3) so that you can annotate the text as you read (a used copy is fine but avoid one with lots of marking already).
 - In each chapter, highlight and annotate at least two (separate) sentences that connect ideas or that you have a question about in the chapter (write in the margin). These annotations might reference the author's themes, characters, symbols, foreshadowing, imagery, figurative language, tone, style, irony, and satire.
2. **Short Essay Questions:** Regular students should choose **ONE** question (50 points) and Honors/DE students should choose **TWO** questions (50 points each) from the five listed below. Students should answer the questions by writing a well-developed paragraph for each question. Each paragraph should be at least 300 words (please type and double-space). Make sure you write a thoughtful and directive topic sentence that includes the novel's title and author. Use at least three quotes/specific examples from the novel for your supporting details (put page numbers in parentheses). Take time to organize your literary evidence before you begin to write. Then wrap up your paragraph with a concluding sentence to show clear organization.

Short Essay Questions:

1. Every person makes choices and lives with the consequences. Choose one character from *The Old Man and the Sea* and describe a choice he made and the results of that decision.
 2. The theme of a work is the central idea, lesson, or message that the author wants to get across. Choose one theme from *The Old Man and the Sea*, explain how it is developed in the novel, and show how it could apply to your life.
 3. The setting of a literary work is the time and place of the action. Describe the setting of *The Old Man and the Sea* and explain how it influenced the action and plot of the story.
 4. Often in literature, a character struggles against powerful forces or obstacles that have a significant effect on that character. In *The Old Man and the Sea*, identify a character who struggled against powerful forces and obstacles. Explain what these forces and obstacles were, and how they affected the character.
 5. Hemingway might have written *The Old Man and the Sea* as a much longer novel, taking Santiago from his early childhood to his final dreams of the lions. What would have been lost if he had done this? What gained?
 6. Hemingway might also have written *The Old Man and the Sea* as a short story, concentrating on the struggle with the fish, with the sea, and with the sharks—and probably telescoping or omitting the scenes before and after the struggle. What would have been lost or gained?
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CPS Summer Reading Essay Rubric

This rubric will be used to assess each of the summer reading papers.

Student's Name: _____ Grade: _____

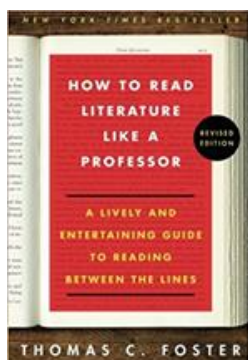
Assignment submitted: ON TIME _____ LATE _____

Prompt:	1 poor	2 weak	3 average	4 good	5 excellent
CONTENT					
• Essay addresses the assignment, stays focused on the topic, and is long enough					
• 1: Essay offers sufficient, relevant, interesting evidence from the text to support claim					
• 2: Essay offers sufficient, relevant, interesting evidence from the text to support claim					
• 3: Essay offers sufficient, relevant, interesting evidence from the text to support claim					
ORGANIZATION					
• Essay has a clear introduction with a thesis statement					
• Essay flows in a logical order					
• Essay has a clear conclusion that wraps up discussion					
STYLE & USAGE					
• Language is clear and appropriate					
• Sentence structure is varied and interesting					
GRAMMAR & PUNCTUATION					
• Writer has a clear grasp of how to construct sentences using phrases and clauses and essay is free of punctuation errors					
TOTAL POINTS:					
/ 50					

How to Read Literature Like a Professor (Revised Edition)

by **Thomas C. Foster**

Annotated Book Chapters & Reading Response Journal = 40 points (Due first day of school)



All rising Rhetoric students must read assigned chapters from the following book and complete the following assignment:

- *How to Read Literature Like a Professor* (Revised Edition) by Thomas C. Foster
- ISBN: 978-0-062-30167-3
- Students need to purchase a copy to use throughout their high school career

Please follow these directions in order to ensure success for this assignment. You will want to pace yourself in order to complete this assignment well before school begins. Assignments submitted after the due date will incur a 50% late penalty. Students who enroll at CPS after the first day of school will have until the end of September to complete their work.

How to Read Literature Like a Professor aims to help readers learn different approaches to understanding and appreciating literature. Becoming more comfortable with common techniques that writers use will also increase students' confidence and comfort in reading classic literature. This book is very valuable in recognizing patterns, allusions, and symbolism in literature; it is also written on an entertaining level and moves quickly. We will discuss the assigned chapters as a class when you return to school in August and use it throughout the entire year (and throughout all of high school), so we are expecting you to do this assignment well in order to contribute to class discussion.

- **Annotated Book Chapters:** You will need to purchase a copy of *How to Read Literature Like a Professor* (Revised Edition) by Thomas C. Foster (ISBN: 978-0-062-30167-3) so that you can annotate the text as you read (a used copy is fine, but avoid one with lots of marking already).
 - In each assigned chapter, highlight and annotate at least three (3) separate sentences that connect ideas or that you have a question about in the chapter (you should write in the margin). These might include a strong point the author makes, a new skill that you think could help you understand as you read, and so forth.
- **Reading Response Journal:** This may be hand-written or typed (please double-space). Each journal entry should be clearly labeled.
 - Write a 2-3 sentence response to each chapter (this is not just a summary but a response to what the author is suggesting for why and/or how you should read).

9th Grade

- Ch. 7 (Familiar Stories)
- Ch. 8 (Myth)
- Ch. 10 (Hero)
- Ch. 24 (Historical Context)

10th Grade

- Ch. 4 (Connections)
- Ch. 11 (Violence)
- Ch. 12 (Symbol)
- Ch. 26 (Irony)

11th Grade

- Ch. 3 (Vampires)
- Ch. 6 (Bible)
- Ch. 14 (Christ Figure)
- Ch. 23 (Illness)

12th Grade

- Ch. 13 (Political)
- Ch. 15 (Flight/Freedom)
- Ch. 24 (Historical Context)
- Ch. 26 (Irony)