

## 10<sup>th</sup> Grade Honors English Summer Reading Assignment

“Virtually all human skills and proficiencies deteriorate without practice. Imagine an athlete who takes several months off from training. It will take weeks, if not months, of training to return to peak performance. The same is true with readers and their reading” (“CBC Magazine: Perspectives” 1). Over one hundred years of research supports the use of summer reading programs to help students hone their reading skills.

At Seneca Valley, we believe it is important to foster essential reading skills over the summer to avoid this deterioration and to encourage students to continue to improve their reading skills.

Our Reading Program Goals:

- To help students maintain reading and writing skills over the summer and avoid summer reading loss
- To prepare students for the next level of English curriculum and for the college experience
- To encourage students to become lifelong learners and develop a love of reading.

### Grade 10 Required Novel

“Be prepared to meet three unforgettable women: Twenty-two-year-old Skeeter has just returned home after graduating from Ole Miss. She may have a degree, but it is 1962, Mississippi, and her mother will not be happy till Skeeter has a ring on her finger. Skeeter would normally find solace with her beloved maid Constantine, the woman who raised her, but Constantine has disappeared, and no one will tell Skeeter where she has gone.

Aibileen is a black maid who is a wise and regal woman raising her seventeenth white child. Something has shifted inside her after the loss of her own son, who died while his bosses looked the other way. She is devoted to the little girl she looks after, though she knows both their hearts may be broken.

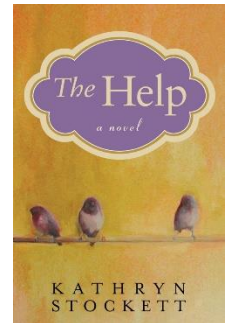
Minnie, Aibileen’s best friend, is short, fat, and perhaps the sassiest woman in Mississippi. She can cook like nobody’s business, but she can’t mind her tongue, so she’s lost yet another job. Minny finally finds a position working for someone too new to town to know her reputation, but her new boss has secrets of her own.

Seemingly as different from one another as can be, these women will nonetheless come together for a clandestine project that will put them all at risk. And why? Because they are suffocating within the lines that define their town and their times, and sometimes lines are made to be crossed.

In pitch-perfect voices, Kathryn Stockett creates three extraordinary women whose determination to start a movement of their own forever changes a town, and the way women – mothers, daughters, caregivers, friends – view one another. A deeply moving novel filled with poignancy, humor, and hope,

*The Help* is a timeless and universal story about the lines we abide by, and the ones we don't.”

-GoodReads.com



## Assignment:

You are to read and annotate *The Help* by Kathryn Stockett.








Annotating a text, or marking the pages with notes, is an excellent, if not essential, way to make the most out of the reading you do. Think of annotations as “showing your work” while you read. You are showing what you are thinking while you read. Annotating helps readers reach a deeper level of engagement and promotes active reading.

Purpose of annotating:

- Annotations make it easy to find important information quickly when you look back and review a text.
- They help you familiarize yourself with both the content and organization of what you read.
- They provide a way to begin engaging with ideas and issues directly through comments, questions, associations, or other reactions that occur to you as you read. It makes the reading process an active one, not just background for writing assignments, but an integral first step in the writing process.
- They help make connections between yourself - the book- the world.
- They provide evidence in the text to support inferences
- They help by having you draw/ list/ map out confusing parts of the book to make it visual.
- Annotations help you to learn new vocabulary words.

## How to Annotate a Text:

1. Choose your weapon - highlighter, pencil/pen, sticky notes
2. Remove yourself from distraction
  - Go to a quiet space; do not listen to music that will distract you from what you are reading.
  - You must read slowly and carefully.
3. During reading:

|   |  |
|---|--|
|  | Highlight any key words, phrases, or sentences that are important to understanding the work. Be sure not to just “color” and highlight too much. If a section is very important, use brackets instead of highlighting it all.      |
|  | Highlight anything that helps with the understanding of/ the identifying of the literary elements (see list of literary elements attached)   |
|  | Circle any words that you do not know then define them in the margin.  |
|  | Make connections to other parts of the text, yourself, the world, or other works you read. Note the connection in the margin.  |
|  | Mark plot structure (exposition, conflict, climax, resolution)   |
|  | Note and explain any historical context or traditions/ social customs in the text. Highlight and explain in the margin:<br>Any historical figures, diction or slang used, historical facts, and real events mentioned in the story |
|  | Write your thoughts throughout. Write your “conversation” with the book as you are reading it.   |

At the end of each chapter:

- Write a list of the main events
- Write reflections/ inferences/ reactions/ comments/ predictions
- Note the tone of the chapter and why you feel that way
- Any predictions on themes... what is the author saying to you? What are the universal messages in this chapter? Comment on these thematic topics (the importance of literature, society and class, racism and segregation, justice and judgement, dealing with loss, gender inequality, making changes).

## Expectations:

- Completed annotations will be due by Friday, August 30th. Annotations will be graded according to the attached rubric. There will also be a writing assignment that will require textual evidence. Therefore, a complete and thorough annotation will need to be complete when you return to school.

## Novel Access:

- Copies to borrow are available to sign out in room 118.
- Many websites including [thriftbook.com](http://thriftbook.com) and [Amazon.com](http://Amazon.com) have used and new books available at discounted prices

Please contact Ms. Hugus ([hugusal@svsd.net](mailto:hugusal@svsd.net)) Room 116, Mrs. Mihalik ([mihalikce@svsd.net](mailto:mihalikce@svsd.net)) Room 110, or Ms. Russo ([russom@svsd.net](mailto:russom@svsd.net)) Room 118 with any questions.

## LITERARY ELEMENTS

As you read, ask the following questions and annotate accordingly.

### Theme

The story's ideas? Author's attitude towards those ideas? Author's "statement" about those ideas? The story's message or main point? Lessons learned?

### Conflict

What people/forces/ideas/interests/values/institutions oppose each other? What decisions must the characters make? Between what two things is he/she deciding? What do these things represent?

### Characterization

What kinds of person/people are the character(s)? Their beliefs/hopes/dreams/ideals/values /morals/fears/strengths/weaknesses/vices/virtues/talents? How do they conduct themselves? What do they say and do to reveal themselves? What do others say about them? What are your opinions or feelings about them?

### Symbolism

What concrete, specific objects have been used to represent abstract ideas? What colors, names, settings, recurring objects have been referred to? What ideas do these represent?

### Setting



Setting refers to time and place: Time: of day, year, era/age? Place: city, country? Outside, inside? Rich and opulent or poor and simple? How does all this affect meaning? What feelings (atmosphere) are evoked just by the setting?

### Style

The way the writer chooses to arrange his sentence structure (syntax) as well as the words (diction) he chooses. What is the overall effect of the way he writes? Simple, involved, poetic, colloquial, humorous, pedantic, child-like? How does it contribute to the author's message and the overall effect the author wishes to create?

### Tone

The author's attitude towards what she is writing that translates into your attitude. What is the feeling of the work and the writing/artist's craft as you are reading? Joyful? Melancholy? Fatalistic? Angry? Peaceful? Scary? Mysterious?

| <p>Have you demonstrated that while reading you</p>                                        | <p>5 – exceeds/ meets standards</p>   | <p>4 – developing</p>   | <p>3-0 – needs improvement/ inconsistent/ incomplete</p>   |
|---|---|---|--|
| <p><b>Made Connections</b></p>  | <p>Responds and reacts to the text; notes a <b>variety of connections</b> (text to self, world, or other text) <b>throughout</b> the novel</p>  | <p>Responds to /or reacts to portions of the text; makes <b>some</b> connections to the text throughout</p>   | <p><b>Very few connections</b> are made throughout</p>   |
| <p><b>Identified</b></p> <ul style="list-style-type: none"> <li>• <b>Unknown Vocabulary</b></li> <li>• <b>Literary Elements</b></li> <li>• <b>Plot Structure</b></li> </ul> | <p><b>Clearly</b> identifies unfamiliar vocabulary words/phrases and defines them</p> <p>Highlights and labels literary elements and plot structure <b>throughout</b> the novel</p>   | <p>Identifies <b>some</b> unfamiliar vocabulary words or phrases; may also identify some literary elements and label the plot structure</p> <p>Attempts to determine meaning and label <b>but does not do so consistently</b></p> | <p>Makes a <b>minimal attempt</b> to identify unfamiliar words or literary elements and plot structure</p> <p>Things may be highlighted but <b>not defined or labeled</b></p>  |
| <p><b>Identified Important Text Details (gave an overall effort)</b></p>  | <p>Successfully <b>identifies the most important text details</b> that specifically relate to the purpose of the task</p> <p>Comments are consistent, thoughtful, and include insightful written annotation that <b>demonstrate understanding</b> of the work</p> | <p>Identifies details that are <b>mostly</b> relevant to the purpose of the task</p> <p>Includes relevant and clear written annotation, but these are <b>not consistent throughout</b></p>  | <p><b>Attempts</b> to identify important text details with some inconsistency; may identify too many details or too few details</p> <p>Does <b>not consistently</b> annotate selected text details with written comments</p> <p>Comments may be brief, irrelevant or confusing to the reader</p> |
| <p>At the end of each chapter did you</p>    | <p>5 – meets standards</p>  | <p>4 – developing</p>   | <p>3-0 – needs improvement/ inconsistent/ incomplete</p>   |
| <p><b>Note main events, write any predictions, reflect, react, infer</b></p>  | <p><b>Consistently and thoroughly</b> completed throughout the novel</p>  | <p>Completed this after <b>most</b> chapters</p>  | <p><b>Vague/ inconsistent/ incomplete</b></p> <p><b>Only summaries</b></p>   |