

## **2019 11th Grade Summer Reading Assignment and Documents**

### **PART ONE: ALL ENGLISH 11 STUDENTS**

**Directions:** Read and annotate ***To Kill a Mockingbird*** by Harper Lee and ***Twelve Angry Men*** by Reginald Rose. Use the prompt to guide your annotations directly in the text. You will receive a grade for your in-book annotations. Click on the link to understand how you will be evaluated for your in-book annotations: [Annotations Rubric](#)

**\*Honors English 11 students are to read ONE MORE additional book (for a total of 3 books read over summer for Honors). Choose your one additional Honors book from the list below:**

Lexile reading levels for each book are included for your reference:

1. ***I Know Why the Caged Bird Sings*** by Maya Angelou (1010L)\*
2. ***The Narrative of the Life of Frederick Douglass*** by Frederick Douglass (1030L) or ***The Life of Frederick Douglass: A Graphic Narrative of a Slave's Journey from Bondage to Freedom*** by David F. Walker

Reading your summer texts everyday for around 20-30 minutes per day will help you stay on track to finishing.

**PART TWO: TWO ANNOTATIONS SHEETS (ONE PER BOOK)**

**\*Honors English 11 students are to complete ONE MORE annotations sheet for their additional book (for a total of 3 annotations sheets completed over summer).**

Annotating is a skill that requires you to think critically about what you are reading, and will help you prepare for the themes in 11th grade English. As you read each text, focus on how prejudice, bias and/or justice play(s) a role in the text.

I will collect 1 annotations sheet for each text, for a total of 2 annotations sheets (3 for Honors students). You must record at least 5 CDs and 5 reflective CMs for each book.

**Fill out the sheets attached to this packet for your annotations.**

### **PART THREE: FOUR PARAGRAPH ESSAY**

You are required to complete a 4 paragraph essay to demonstrate your understanding of the themes of prejudice and justice in ***To Kill a Mockingbird*** and ***Twelve Angry Men*** by answering the following prompt:

#### **ESSAY PROMPT:**

How does the theme of justice and prejudice develop in *To Kill A Mockingbird* and *12 Angry Men*? What do these two works of literature demonstrate to readers about the themes of justice, bias and/or prejudice?

Below you will find a **sample Outline Shaping Sheet** to help structure your paper. **The Summer Essay Rubric** is attached as a separate document as well for your reference.

Name:

***Annotations Sheet***

***Title of Text #1:*** \_\_\_\_\_

| Quote and page # | Analysis (2+ sentences) |
|------------------|-------------------------|
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |

Name:

***Annotations Sheet***

***Title of Text #1:*** \_\_\_\_\_

| Quote and page # | Analysis (2+ sentences) |
|------------------|-------------------------|
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |
|                  |                         |

Name:

**HONORS ONLY Annotations Sheet**  
**Title of Book #3:** \_\_\_\_\_

| <b>Topic - explain 5 <u>major</u> events in the author's life.</b><br><br><b>Ex. Maya moves from Stamps to St. Louis</b> | <b>Quote and page #</b><br><br><b>How does this impact the author? Or How does the author respond to his/her circumstances?</b> | <b>Analysis (2+ sentences)</b><br><br><b>What does this say about the person?</b> |
|--|---|---|
| Event  |   |   |
| Event  |   |   |
| Event  |   |   |
| Event  |   |   |
| Event  |   |   |

**SUMMER 2019 ENGLISH 11**  
**4 PARAGRAPH ESSAY OUTLINE SHAPING SHEET for**  
***To Kill a Mockingbird* and *Twelve Angry Men*:**

- **Introduction Paragraph (at least four sentences):**

Contains a hook and thesis statement. Titles, author and playwright are introduced.

**\*Optional Thesis statement sentence starter:**

***In the book, *To Kill a Mockingbird*, and the play, *Twelve Angry Men*, both authors convey or develop the theme(s) of \_\_\_\_\_ because OR through \_\_\_(aspect #1)\_\_\_ and \_\_\_(aspect #2)\_\_\_.***

- **Body Paragraph #1 (suggestion - focus on aspect one for both texts or focus on one text and its development of theme)**

- Topic Sentence (explains aspect #1)
- CD/quote with lead-in (shows evidence for or supports aspect #1)
- CM/Commentary (explains how the CD supports aspect #1)
- CM (analyzes how the CD supports aspect #1)
- CD/quote with lead-in (shows more evidence for or support for aspect #1)
- CM/Commentary (explains how the CD supports aspect #1)
- CM (analyzes how the CD supports aspect #1)
- Concluding Sentence (sums up and leads to next aspect or draws a conclusion about what authors' message is about justice, bias and/or prejudice)

- **Body Paragraph #2 (suggestion - focus on aspect two for both texts or focus on the other text and its development of theme)**

- Topic Sentence (explains aspect #2)
  - CD/quote with lead-in (shows evidence for or supports aspect #2)
  - CM/Commentary (explains how the CD supports aspect #2)
  - CM (analyzes how the CD supports aspect #2)
  - CD/quote with lead-in (shows more evidence for or support for aspect #2)
  - CM/Commentary (explains how the CD supports aspect #2)
  - CM (analyzes how the CD supports aspect #2)
  - Concluding Sentence (sums up and leads to next aspect or draws a conclusion about what authors' message is about justice, bias and/or prejudice)
- 
- **Conclusion Paragraph** (sums up your analysis of how the two texts/authors develop the message about justice, prejudice or bias from your body paragraphs. Final thought: how do these topics continue to play a role in our society? Or evaluate the authors' attempts or techniques, etc.)



## SUMMER ESSAY RUBRIC (11<sup>TH</sup> GRADE ENGLISH)

Teacher: MS. Denis

Student Name: \_\_\_\_\_

PROMPT: Write a four paragraph essay (2 chunks of 1 CD: 2 CMs per paragraph) that effectively answers the summer reading prompt on the two summer reading books.

| Category                    | 5  | 4  | 3  | 1-2  |
|-----------------------------|--|--|--|--|
| <b>Analysis</b>             | Clearly analyzes with effective CDs and CMs; CMs provide strong analysis with supporting CDs; All CDs have lead-ins                          | Describes what the text is about with CDs and CMs; CDs support CMs; not all CDs may have lead-ins  | Includes the main idea but misinterprets details or includes inappropriate details; CDs do not have lead-ins   | Is confused about main idea  |
| <b>Organization</b>         | The sequence of ideas is consistent, clear, logical and relevant to the main idea. Paragraphs are unified and the transitions are effective. | The sequence of ideas is reasonably clear and logical, although parts of the argument may not be connected to the main idea. There are some digressions. Paragraph is coherent, but transitions could be better connected. | Ideas could be more logically arranged. There are unclear or missing transitions, and the writer has too many tangents that do not specifically relate to the main idea. | No clear sense of evolving or logical arrangement of ideas; haphazard paragraphs that are incoherent, undeveloped and unrelated. |
| <b>Mechanics of Writing</b> | Assignment has no mechanical errors that interfere with the readability  | Assignment has a few mechanical errors   | Assignment has several mechanical errors   | Assignment has mechanical errors that interfere with the readability   |

|                              |  |                                  |                             |                                 |
|------------------------------|--|----------------------------------|-----------------------------|---------------------------------|
| <b>Presence and neatness</b> | Complete MLA format (Name, Subject, Teacher, Date); 12pt and double spaced; indent | Partial MLA format (5-7 details) | Minimal MLA format followed | There is no MLA format followed |
|------------------------------|--|----------------------------------|-----------------------------|---------------------------------|

Total\_\_\_\_/20 points