

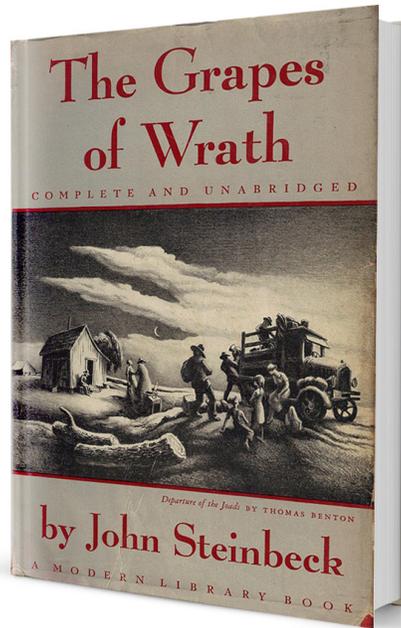
ACA Summer Reading: 11th Grade



Required Selection:

The Grapes of Wrath by John Steinbeck

This historical fiction published in 1939 is considered the tenth best novel of all time by the Modern Library Association. *The Grapes of Wrath* describes the effects of the Great Depression on the Joad family, who are representative of 1.8 million real American farming families that were evicted from their land in Oklahoma, Texas, Kansas, and Arkansas and replaced by wealthy farmers with heavy equipment. This novel addresses themes such as class conflict, the role of an individual versus the group, injustice, and redemption. The Joads must leave their tenant farm in Oklahoma to find work and shelter in California during the Dustbowl, the most significant climate change in the last century.



Please purchase a copy of *The Grapes of Wrath*. This book is available through Barnes and Noble and other sources. **You will need to have your own hard copy for annotating.** This document includes the assignments you will need to complete along with the summer reading. We encourage you to start your junior year off strong!

Please purchase a copy of *The Grapes of Wrath*. You will need your own hard copy for annotating.

2-Part Assignment Due Date

- Students are required to bring their books and typed assignments to class on the second day of school, **Friday, August 11**
- Any student who is **absent** on this day will be required to submit a **hard copy the day he or she returns to school**

Comprehensive Reading Test

- Students will be tested on the reading on **Wednesday, August 16**

Part 1: ANNOTATION

In higher-level learning, you are encouraged to practice and skillfully master the art of avid note-taking. As you read the summer novel, annotate the text. Annotating can be completed through underlining, highlighting, and note taking within the margins. However, simply highlighting and underlining is not enough. I will be looking for evidence that the book was read in its entirety and that you understood the book. Reading is thinking; through annotating, you reflect on your own metacognition—that is to say, you *think* about your thinking.

Things to look for:

- Important plot events
- Setting
- Conflicts (internal and external)
- Foreshadow
- Characterization
- Irony
- Mood
- Flashback
- Connotative and denotative uses of vocabulary
- Passages that describe or reveal characteristics
- Imagery
- Patterns (in meaning and syntax)
- Symbolism
- Themes
- Figurative language
- Your thoughts, analysis, and opinion of the writing and the plot

Continued

DO NOT MARK for the sake of marking. Annotating should make essay writing easier because you have front loaded all your thinking. Consider the difference in these examples:

- Bad example: "Wow. So cool."
- **Good example:** "That's a bold move. Until now, he seemed cowardly."
- Bad example: "What does this word mean?"
- **Good example:** "Capricious: prone to making sudden changes." Same as unpredictable?
- Bad example: "Lol."
- **Good example:** "It's funny to picture someone screaming in high-tiered vocabulary."

Annotation Scoring Rubric

60%	60-69%	70-79%	80-89%	90-100%
<ul style="list-style-type: none"> • Simple highlighting or identification is present throughout the <u>entire</u> book • Observations lack purpose and/or variety. 	<ul style="list-style-type: none"> • Highlighting or underlining, while intentional, is not accompanied by commentary. • The reader did not analyze the text. 	<ul style="list-style-type: none"> • Lots of highlighting and underlining, but noted commentary is infrequent; many pages are empty. • Annotations show comprehension but not analysis. • Annotations offer some variety. 	<ul style="list-style-type: none"> • Annotations are above the average. • There are notes on every other page. • Annotations show comprehension and analysis. • Annotations vary in content. 	<ul style="list-style-type: none"> • Annotations are among the best in the class. • There are multiple annotations on each page. • Annotations are analytical and unique. • Annotations vary in content.

Part 2: THE INTERCALARY CHAPTERS

Steinbeck's masterful prose is unique in his use of intercalary chapters (the alternating chapters separate from the Joad's narrative). Here is one instance of Steinbeck's own description of these chapters:

You say the inner chapters were counterpoint and so they were—that they were pace changers and they were that too but the basic purpose was to hit the reader below the belt. With the rhythms and symbols of poetry one can get into a reader—open him up and while he is open introduce—things on an intellectual level which he would not or could not receive unless he were opened up. It is a psychological trick if you wish but all techniques of writing are psychological tricks.

– John Steinbeck to Herbert Sturtz, 1953

Your task is to choose **one** intercalary chapter from **each of the three main sections** of the novel (listed below), and analyze each chapter's function and importance to the novel as a whole.

1. "The Drought and the Dust Bowl in Oklahoma" (Chapters 1, 3, 5, 7, and 9)
2. "The Journey to California" (Chapters 11, 12, 14, 15, and 17)
3. "Life as Migrant Farmers in California" (Chapters 19, 21, 23, 25, 27, and 29)

Below is an example of the questions you are to answer as part of your analysis of the three chapters you select. Each chapter analysis should be typed in paragraph form using in MLA format. For example, for "The Drought and Dust Bowl in Oklahoma" section, the "Chapter summary" should be one paragraph, "the roles of women" should be your second paragraph, "socio-economic issues and conditions" your third paragraph, and so on. Each paragraph will vary in length, but each should be about 80-100 words. You may include topic headers for each paragraph to make it easier for you and the reader to follow, if you prefer.

“The Drought and Dust Bowl in Oklahoma”

1. Chapter number
2. Chapter summary (What happened? Use your OWN words)
3. Chapter Function (WHY did Steinbeck include it? What is its purpose?)
4. Literary Devices Used in Chapter (Imagery, Symbolism, Dialogue, Point of View, Irony, Foreshadowing, Mood, Symbol/Motif, Simile/Metaphor, Diction, Etc.) **Cite examples (with page numbers) and explore their significance.**
5. Chapter Importance (WHY is this chapter important? How is it connected to an overarching theme or message in the novel? **Include AT LEAST one direct quotation to support your response**).

You are to complete the same analysis for your chosen chapter from “The Journey to California” and your chosen chapter from “Life as Migrant Farmers in California.”

PLAGIARISM POLICY •

If any form of plagiarism is detected on the assignment(s) submitted, the assignment(s) will not receive FULL credit or ANY credit, at the discretion of the teacher and the school. Therefore, it is imperative to **cite any borrowed material and quotes that you choose to incorporate in your responses.**

Plagiarism is a very serious issue in the academic world. Sometimes labeled as “literary theft,” plagiarism is defined as follows:

In an instructional setting, plagiarism occurs when a writer...uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of other student writers.

- The Council of Writing Program Administrators, in affiliation with Purdue University’s On-Line Writing Lab, <http://www.wpacouncil.org/node/9>

Plagiarism is the act of appropriating either the words or the ideas of any other writer without properly acknowledging the source of those words or ideas. It is cheating! God has given you increased potential to be in this class, and I would encourage you to learn how to tap into this potential throughout the school year.

