

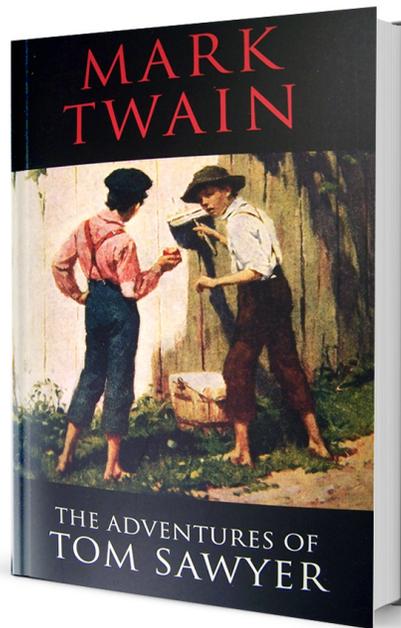
ACA Summer Reading: 9th Grade



Required Selection:

The Adventures of Tom Sawyer by Mark Twain

The Adventures of Tom Sawyer by Mark Twain is an 1876 novel about a young boy growing up along the Mississippi River. It is set in the fictional town of St. Petersburg, inspired by Hannibal, Missouri, where Twain lived. Twain was a master of rendering colloquial speech and helped to create and popularize a distinctive American literature built on American themes and language.



Please purchase a copy of *The Adventures of Tom Sawyer*. 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 freshman year off strong!

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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 (all the mischief Tom gets himself into)
- Setting
- Conflicts (internal and external)
- Foreshadow
- Characterization (keep track of all the characters)
- Irony
- Mood
- Flashback
- Passages that describe or reveal characteristics
- Imagery
- Patterns (in meaning and syntax)
- Symbolism
- Themes
- Figurative language (such as similes, metaphors, personification)
- Dialect
- 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: WRITING

For this section you will be required to complete three different writing assignments for the novel in reference to specific chapters. All assignments should be typed out in Times New Roman, 12 point font. Your responses should be 100-250 words.

1. **Chapters 1-10:** Chapter 9 marks a turning point in the novel. Up to now, Tom's adventures have been play and make-believe. In the scene at the graveyard, he and Huck witness real evil. Tom is forced to make life and death decisions. Analyze this chapter, addressing such questions as the following: How does Twain create the frightening atmosphere in the graveyard? To which senses does he appeal? How does he use foreshadowing—clues planted by an author that point to events to come—to prepare the reader for the change in mood? End your analysis by making a prediction about how you think the events Tom and Huck witness will affect the rest of the novel.
2. **Chapters 11-24:** What does it mean to see things through "rose-colored glasses"? Why, do you think, do some people see past events through "rose-colored glasses"? In other words, why does the past sometimes look better than it actually was? Apply what you learned in chapters 11 through 24. Can you find evidence that Twain's story and its setting are not entirely viewed through rose-colored glasses? Does he focus only on the good aspects of life in the small town, or does he include both good and bad aspects? Use examples from the novel to support your argument in writing.
3. **Chapters 25-35:** By the end of the novel, Tom and Huck have shared a life-changing experience and become good friends. But they are quite different in many ways. Examine the text to compare and contrast the two characters' personalities, citing differences and similarities. Offer evidence from the text to support your comparison. Passages you may want to pay special attention to are the treasure hunting scene in chapter 26, the scene in which the boys dig for the treasure in the cave in chapter 33, Widow Douglas's party in chapter 34, and the last chapter.

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.



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