

REQUIRED READING

Students enrolled in 11th grade gifted classes are required to read the following selections during the summer break. In addition to the reading, these students will also annotate the novel *The Grapes of Wrath*. See instructions below.

For better understanding, please read the following in the order that they appear.

- *How to Read Literature like a Professor*, by Thomas C. Foster:
*You will not be required to annotate this text or answer specific questions about it; however, this text will be useful to you **THROUGHOUT** the year. After reading both Foster and the biblical passages below, you should be able to apply these to your reading of Steinbeck's *Grapes of Wrath*.
- Biblical passages: (King James version only) *NOTE: These passages are required reading due to the overwhelming influence that they have exerted upon American literature. Biblical knowledge is key in interpreting many of the works we will study this year.*

Old Testament

- Genesis
- Exodus (to ch. 20)
- I Samuel (ch. 15-21)
- II Samuel (ch. 8-19)
- I Kings (ch. 3)
- Job
- Ruth
- Psalms 8, 9, 22, 23, 24, 91, 100, 104, 123, 137, 139
- Proverbs 1-7, 22, 24-29, 31

New Testament

- Matthew
- Book of Revelation

- *The Grapes of Wrath*, by John Steinbeck: Following the directions below, read and annotate. The annotated text will be your first grade of the semester. Once finished, complete the pages entitled "Independent Reading Exam." You may wish to read and know what this sheet is asking of you before, during, and after reading, as it asks for specific quotes to demonstrate knowledge of theme, storyline, etc. Use more pages if needed.

Instructions for Annotating a Text¹

1. Inside Front Cover: Character list with small space for character summary and for page references for key scenes, moments of character development, etc. -- if there's not enough room on the specific page, just use the margins and/or the next few pages.

2. Inside Back Cover: Themes, allusions, images, motifs, key scenes, plot line, epiphanies, etc. List and add page references and/or notes as you read-- -- if there's not enough room on the specific page, just use the margins and/or the next few pages.

3. Chapter summaries/titles: At the end of each chapter, write a brief summary of the plot as it occurred in that chapter. This does not have to be long or greatly detailed, but should include all relevant incidents.

- Supply an alternate title for each chapter of the book. This practice will help you solidify your understanding of a chapter in just a few of your own words.

4. Underline: Within the text of the book, and **as you read**, underline or otherwise note anything that strikes you as important, significant, or memorable. Always write brief comments within the side margins that indicate your motivation in underlining. Focus on essential stylistic devices (diction, syntax, imagery, literary devices, tone) and elements of literature (plot, setting, characterization, point of view and theme).

5. Brackets: Use brackets, **as you read**, together with abbreviations and symbols to indicate longer passages that contain important themes, wonderfully nuanced descriptions, especially delightful phrasing and/or syntax, provocative assertions, and figurative language. And, of course, write comments and analytical snippets to clarify your thinking.

6. Vocabulary/unusual diction: Within the text of the book, circle words that are unfamiliar to you or whose use strikes you as unusual or inventive. Look up words in a dictionary that seem essential to an understanding of the meaning or the sense of the author. If it helps to do so, jot a brief definition or synonym nearby.

7. Questions: Actively engage the text and further/confirm your understanding of each chapter by writing at least two open-ended questions for each. Short essay questions are most useful.

8. Shifts: Note all shifts in point of view. Note all shifts in time. Note all shifts in diction and syntax.

The Process: There are a number of procedural expectations that make annotation practical and effective.

1. Implement a consistent system. Use the same abbreviations and symbols every time you annotate (See below).
2. Use one color ink to do initial marking while reading; then go back with another color or colors to mark more thoroughly once you have finished a larger section and have had time to think about it. Why? You may change your mind and/or make subsequent discoveries that prompt a reevaluation of earlier findings.
3. Do underlining, bracket notations, and circling as you read.

4. At chapter ends, stop to index page numbers on your front cover list of character information and traits as well as on your back cover list of themes, images, allusions, etc. Also, write chapter summaries at that time.
5. Be neat and be disciplined.

Some suggested ABBREVIATIONS/SYMBOLS:

<p>b/c = because + = and w/ = with w/o = without e.g. = for example ex = example info = information ↑ = increase, improvement, rising ↓ = decrease, decline, falling * = important ** = very important □□ = of the utmost importance; crucial to understanding > = use caret to point to an exact location</p>	<p>PLOT = plot item (and/or use one of the following) EXP = exposition TP = turning point cf = conflict RA = rising action Cx = climax FA = falling action RES = resolution Ch = characterization S = setting POV = point of view (mention type: 1st person, limited omniscient, etc.) Th = theme LT = literary term (identify the term by name: irony, tone, foreshadowing, personification, metaphor, symbol, etc.)</p>
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Final Thoughts on Annotation:

Think critically about what you are reading. While the amount of annotation may vary widely from page to page, any notes you add to a text will help you to read more critically – any attempt to annotate your book will help you to understand your initial reading, and (hopefully) will help you return to the reading with confidence in August.

If you have any questions or concerns about this assignment, email langlois.melissa@fcboe.org. For more urgent matters or if a response is needed *immediately*, please feel free to call my cell at (404) 819-0834.

¹ *These Annotation Instructions have been adapted from Chris Rokous's excellent guide to annotating which, in turn, was in part inspired and informed by "How to Mark a Book," an essay by Mortimer J. Adler, Ph. D.*

Independent Reading Exam (open book, of course)

Part I: Write a theme statement using the following model in which you fill in the blanks thoroughly and completely. Use the hints in parentheses as a guide. (20 points).

(author) _____ **novel,**

(title) _____,

through the depiction of (the main crisis of the novel for the protagonist)

[portrays, demonstrates, dramatizes] the conflict between

(abstract) _____ **and** (abstract) _____, **showing that man**

(thematic concern) _____

_____.

Part II: For each of the following 5 questions, find 2 examples of textual support, parenthetically document them, and thoroughly explain them in no more than 4 sentences per quote.

1. Find textual support that demonstrates the thematic concern above **in the first chapter** of the text and cite it; then in your sentences, explain how the quotes show that concern.

Independent Reading Exam (open book, of course)

2. Find textual support that demonstrates the thematic concern above **in the final chapter** of the text and cite it; then in your sentences, explain how the quotes show that concern.

3. Within the novel, find the key sentence that shows the climactic moment of crisis by the protagonist, where he is challenged internally, by himself. Additionally, find a key text that shows the main protagonist challenged by nature or society (not another individual). Explain both.

Independent Reading Exam (open book, of course)

4. Find 2 passages that show the protagonist and his relationship with the land/nature. One should show a harmonious relationship and one should show discord. Comment in each how the character's behavior changes the balance of this relationship.

5. Find the passage where the protagonist acts in a way that causes the falling action in the plot and brings closure. Compare this action to the final paragraph of the novel. How do they relate to one another?