



Required Summer Reading for English 10 Honors

Unbroken

By Laura Hillenbrand

Available at Barnes & Noble, Amazon.com

***Be sure to obtain the original version, not the “Young Adult Adaptation”.**

All students registered for English 10 Honors must...

- 1. read this novel.**
- 2. complete the attached assignment (students may turn assignment in at open house or 1st day of school; assignment is due to teacher no later than Tuesday, September 5, 2017).**
- 3. write an in-class essay the first week of class (teacher will provide a writing prompt on Hillenbrand’s novel).**

Assignment modified from:

"Summer Assignment." Summer Reading Assignments. York County School Division. Web. 1 June 2015.

If you have signed up for English 10 honors for the 2017-18 school year, you are responsible for completing the following assignment and bringing it to the very first class meeting. **LATE WORK WILL NOT BE ACCEPTED. Your due date is no later than Tuesday, September 5, 2017.**

Required reading – *Unbroken* by Laura Hillenbrand

Students are expected to annotate the book assigned for summer reading. Annotation is a method frequently used to note comments, questions, and observations when one is actively and critically engaged with a text. Annotations should reflect thoughtful commentary that demonstrates critical thinking through reflection, analysis, questioning, evaluating, and determining relevance.

Listed in this document are three reading & analysis strategies that are strongly recommended as a basis for annotation. Students may certainly go beyond these approaches and topics, but wise students will include these topics and ideas among their annotations. Students are expected to provide a valid interpretation avoiding weak, inarticulate, insincere, simple, and/or obvious entries without any attempt to convey the meaning of the content.

The three reading and analysis strategies mentioned below are the foundation for annotations. Before students submit their work, they should check to ensure their work meets the following requirements.

- Students should apply one of the three reading strategies to **each** annotation they prepare.
- Each reading strategy must be addressed **at least once**, but an accomplished reader will provide an **even distribution of these reading strategies**.
- Students must ensure that the annotations span the **entire** book.
- Each passage may be referenced **only once**.
- Each passage must be quoted **exactly** as it appears in the book and **include a page number**.
- 9 annotations are required**.

Reading and Analysis Strategies

Determining Importance: When reading longer literary texts, a critical reader will work to determine the importance or significance of the text as a whole. For this strategy, choose a quotation that specifically contributes to this larger significance, and then use that passage to explain and justify your own interpretation of the text's overall meaning. This analysis could possibly focus on the treatment of certain groups of people, traits, or values within society. It could also represent the values of a certain historical time period. The options are infinite, but the response should be detailed, argumentative in nature, and push beyond the importance of the passage to the plot.

Making Connections: Literature is best understood and most meaningful when related to personal knowledge. For this strategy, select a passage and explain at least one connection between the text and something in your own life or something else you have read. You might refer to a portion of the text which reminds you of another work, characters who seem much like someone in your own family or circle of friends, or events that are similar to ones that have been in the news. Explain how this connection contributes to your understanding of this piece.

Interpreting Language: In order to fully appreciate the language used in literature, a reader must interpret it on both the surface (literal) and deeper (figurative) levels. For this strategy locate a passage that contains a powerful literary device.

There is no need to define the literary term or to explain why this is an example of the term. Instead, explain why the use of that specific device, comparison, or image is significant within the text as a whole. Explanations related to the purposes, causes, and consequences of the device are good places to begin. Again, push past superficial or cursory observations. Some possible devices include (but are not limited to):

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- Allusion
- Diction
- Hyperbole
- Metaphor
- Motifs (repetition of ideas, symbols)
- Personification
- Simile
- Symbolism
- Theme

Format

Students can create their own template but must adhere to the following guidelines:

- Students should prepare a Landscape Word document.
- The document must have a heading giving the title of the work.
- The page should be divided into three columns.
- The first column must contain the strategy.
- The second column must contain the passage and page number where the passage is located.
- The third column must contain the analysis.
- Font styles should be either Times New Roman or Arial (both 12 pt. size).
- **This assignment is due the first day of school, Tuesday, September 5, 2017. You may turn it in at open house as well. While you may send a copy electronically, the complete document must be printed turned in to the teacher, on time, to receive credit.**

Annotation Example

Fahrenheit 451 by Ray Bradbury

Strategy	Passage & Page Number	Analysis
Interpreting Language	He had chills and fever in the morning. "You can't be sick," said Mildred... "But you were all right last night." "No, I wasn't all right." He heard the "relatives" shouting in the parlor (48).	This passage is ironic because Montag's wife, Mildred, is treating the people in the television show more like family than him. Montag is sick and simply wants his wife to turn down the parlor wall, but she refuses because she has a stronger emotional connection to the television program than she does to her own husband. Also her lack of concern for his well-being shows her desensitization to the needs of others.

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