11th Grade Honors Thematic Introduction and Summer Reading Project

Class Overview:
Our primary focus for 11th grade Honors English will be an intensive examination and linear survey of American Literature and American Voices, and their relationship with the development of The American Dream. Specifically, we will try to answer the following essential questions, generating year-long hypotheses for each: What is the American Dream? How has it evolved from America’s beginning? What is the symbiotic relationship amongst the Dream, American Authors, and American Society? What is your version of an American Dream, and how has it developed? Whose voices have sometimes gone unheard? How is the Dream both real and an imaginary fantasy? Other motifs include the roles of love, death, family, voice, quality, liberty, happiness, success, and socio-cultural privilege.

We will make a chronological journey through the many Fiction and Non-Fiction genres, authors, and periods of American Literature, analyzing how American writers both influenced this dream, and were affected by it within the context of their various time periods. We will move through the Colonial Period, Revolutionary Writers, the American Renaissance, Transcendentalism, Romanticism, Regionalism, Realism, Naturalism, Modernism, Post-Modernism, and Early Contemporary American Eras/Writers, while reading, experiencing, and analyzing famous American authors/poets such as Benjamin Franklin, Washington Irving, James Fennimore Cooper, Nathaniel Hawthorne, Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Edgar Allen Poe, Walt Whitman, Emily Dickinson, Mark Twain, Robert Frost, F. Scott Fitzgerald, Langston Hughes, William Faulkner, Ernest Hemingway, John Steinbeck, August Wilson, Arthur Miller, Toni Morrison, Joyce Carol Oates, and others.

Assignments will include several reflective and literary essays in which we assert our own viewpoints/hypotheses, some creative assignments, group work, presentations, quizzes, tests, vocabulary, and Common Core/Regents Exam Scaffolding. You will learn how writers manipulate their craft to produce specific stylistic effects including argumentative rhetoric, and then to incorporate literary criticism into your writing. You may even generate an elaborate American tale that is based upon your own family’s ancestry and experiences in America. Besides Common Core Regents Exam Preparation, you will finish the year with a culminating final research project/or portfolio-based final exam.

***A Note before you take this course:
Honors English 11H is a Pre-AP/College Prep Class***
This means we have high standards and expectations for participation, credibility, productivity, and excellence for all in an attempt to prepare you for both AP Literature and AP Writing. We will read, read, read, and write, write, write… if you are not prepared to work hard to meet the challenge, you should consider dropping the course immediately, as drops will only be teacher initiated in the Fall.
**Summer Reading:**

Everyone planning to take 11H must come to see Mr. Hultgren/Mrs. Heine at a brief **MANDATORY MEETING Tues June 10th in Room 122 at 7:10am sharp**. You will need to acquire and read the following **book** this summer, **as well as follow the assignment instructions on the back**:

*The Scarlet Letter* by Nathaniel Hawthorne

It is highly suggested that students purchase their own copy for directly taking notes in the text, but each must let us know of his or her intent to borrow a text at sign out. Students will earn 5 points of extra credit on the summer assignment for acquiring the book.

**Summer Reading Project (50pts):**

As you read novels throughout 11H, you will need to learn to keep detailed notes and reflections about thematic observations and questions, how characters are being developed, and connections that you make within the novel and to other texts. You will need to learn how to shift your approach to academic writing from simply summarizing, analyzing, and writing *about* literature and articles... to writing organized argumentation *about* Ideas *using* literature and articles as *support*. It sounds simple, but many of you will find this subtle shift quite difficult.

For this summer you will need to complete (5) Cited SSR entries as outlined below **in a 100pg. composition notebook**: You will be using this journal/notebook all year. Bring it with you to turn in on the first Thursday of school when you will also be taking a 50 point reading check quiz/test. We will also use this material to generate a writing assignment and/or first quarter group presentation project for up to an additional 100pts- so you better get reading!
Journal Instructions for Cited SSR

In your journal, be sure to START A NEW PAGE FOR EACH ENTRY and number JE# S.1 – S.5.

Then complete one entry for “The Custom House” Introduction.

Complete four more disbursed throughout your reading (@ every 5-7 chapters).

JE# _____: Cited SSR  Date: xx/xx/xx

1) **Complete the Book Citation Every Time (Before) You are Going to Complete an Entry:**

   Works Cited
   Author Last, First. “Chapter or Article Title.” Book or Magazine Name. City: Publishing Co. Year. Print.

2) **Read for 25-30 minutes (@10-30pp), and then list what you read & total pages:**

   2) (p# 83-96) = 13pp

3) **Label and SUMMARIZE Today’s Reading in a complete/thorough paragraph (7-11 sentences):**

   3) Summary- The simple Who, What, Where, & When of what happened… and What were the results. Generally, this type of writing is not done in upper academic levels, but as you summarize the plot, setting, and key characters, you will reveal evidence of your reading, and will hopefully begin to generate deeper Ideas about the world, inspired by what you read.

4) **Write a complete 4-7 sentence Cited IDEA as described below:**

   4) An IDEA looks like a brief paragraph, but it is **NOT** actually a paragraph- it is the simplest form of a complete academically supported thought, usually as support in part of a larger academic Body Paragraph’s Main Argument Topic Sentence (BP-MATS). It has 4 parts that you combine into one 4-7 sentence IDEA.

   - **I= IDEA IDENTIFIED-** your Idea or claim statement explained to the reader- It says nothing about the source text. **Ex:** People should avoid judgment, as it demonstrates both arrogance and a lack of understanding of other’s circumstances. (Notice- no mention of a text).
   - **D= DESCRIBE DOCUMENT DATA & DETAILS-** a brief summary Description of how the Document Data and Details support your Idea. **Ex:** In Harper Lee’s To Kill A Mockingbird, the protagonist Scout casts judgment on the Ewell family and her father Atticus Finch reminds her how hard some people have it.
   - **E= EXAMPLE/Cited EVIDENCE-** “a thematically or symbolically meaningful, direct, in-text, 20-40 word parenthetical citation, or data from the document, that clearly supports your Idea,” (Source-ID, P#-Ref). **Ex:** Atticus admonishes Scout about getting along with people who have different backgrounds stating, “You never really understand a person until you consider things from his point of view… until you climb into his skin and walk around in it,” (Lee 34).
   - **A= ANALYSIS-** An in-depth analysis of your “citation” analyzing HOW/WHY the author is emphasizing his/her ideas through the action, characters, symbols, and literary devices found in the selection! Explain how the quote is related to bigger ideas, world concepts, and other works of literature in a way that reveals a deeper truth about life in general. **Ex:** By referencing the idiom about walking a mile in another man’s shoes, Lee is creating a rhetorical appeal through both emotional Pathos and our sense of value (Ethos). This is not just a reminder for Scout, but a thematic reminder for all of us that people’s situations are partially determined by how the “fundamental decencies are parcelled out unequally at birth” (Fitzgerald 2).