

SUMMER READING ASSIGNMENT: C.P. AMERICAN LITERATURE

Total Point Value: 100

PART I: A Raisin in the Sun by Lorraine Hansberry

15 PTS for annotating

15 PTS for TQE

Instructions:

1. Read and annotate the play. Use sticky notes. Use your best judgement on the appropriate amount. For ideas on how to annotate, see the last page of this assignment.
2. After each scene, please write down a TQE based on what you just read. 'T' stands for thought; 'Q' stands for question; 'E' stands for epiphany. See the description below:
 - 2 thoughts about the text - you may have a thought about characters, a plot point, stage directions, purpose of the setting, symbols, writing style, the author's life, etc.
 - (Ex. *The house is described in a way that makes it seem shabby, but there's always a little bit of light shining in.*)
 - 1 question you have about the text - you may have a question about the author's choices relating to action, characters, descriptions, etc.
 - (Ex. *Why does Hansberry keep talking about the little plant?*)
 - 1 epiphany (aha moment) you had while reading - you may have a realization about what something really means, why the author chose to write something the way she did, what a symbol might mean, how the author's life relates to the story, etc.
 - (Ex. *The plant is symbolic of Mama and her desire to move up in the world and grow her family.*)

TQE Chart to be filled out - MUST BE ORIGINAL TO YOU

Act 1 Scene 1	Thought: Thought: Question: Epiphany:
Act 1 Scene 2	Thought: Thought: Question: Epiphany:
Act 2 Scene 1	Thought: Thought: Question: Epiphany:
Act 2 Scene 2	Thought: Thought: Question: Epiphany:
Act 2	Thought:

Scene 3	Thought: Question: Epiphany:
Act 3	Thought: Thought: Question: Epiphany:

PART II: *The Age of Miracles* by Karen Thompson Walker

15 PTS for annotating

15 PTS for TQE

Instructions:

1. Read and annotate in your text (annotations will be checked).
2. When you are finished with the entire novel, fill in the TQE section below.

After reading the entire novel

- Thought:
- Thought:
- Question:
- Epiphany:

PART II: Writing Prompts

20 PTS for Prompt 1

20 PTS for Prompt 2

Instructions: Select 1 characterization prompt and 1 theme-driven prompt from the questions listed below. Write a paragraph response (7-10 sentences) to each question using textual evidence to support your opinion. We will be revising and editing these responses in class upon your return to school.

Characterization Paragraph Prompts: *Select one*

- How does Lorraine Hansberry use symbols and/or motifs to enhance character development in the play *A Raisin in the Sun*?
- How does Lorraine Hansberry explore changing gender roles through her characters in the play *A Raisin in the Sun*?

- In Karen Thompson Walker’s novel *The Age of Miracles*, the main character goes from adolescence to adulthood. How does the author use supporting characters (like her mom, dad, Seth, or Gabby) to highlight Julia’s qualities and changes?
- How does Karen Thompson Walker use symbols and/or motifs to enhance the character development in the novel *The Age of Miracles*?

Theme-Driven Paragraph Prompts: *Select one*

- The play *A Raisin in the Sun* includes the motif of dreams, as each character reveals her or his dreams for the future. How does Hansberry portray a message about dreams in the context of the play?
- Are the details of the play *A Raisin in the Sun* - like poverty, racism, and discrimination - secondary to the overall message of the play? In other words, is this play universal in its theme? Why or Why not?
- How do the experiences of the characters in *The Age of Miracles*, an “end of the world” story, help to deliver a potent message to the reader?
- In Karen Thompson Walker’s novel *The Age of Miracles*, Julia’s father tells several crucial lies. What point does the author make about the nature of lies and lying?

Your work will be **due on August 22/23 (A or B day)**. This means you will have one more weekend after school starts before you must turn it in. Turning it in means **submitting it to the Google Classroom assignment and clicking “Turn In.”** Late grades will be assessed according to the syllabus after this point. Save your summer reading books; we will be discussing them at length, and you will be given some assignments associated with them.

I look forward to meeting you and discussing these works.

Welcome to American Literature!

-Mrs. Vitatoe

How to Annotate

Notice and comment upon a literary device – simile, metaphor, alliteration, repetition, irony, symbolism, etc. What effect does it create for you?

Discuss a part that is confusing to you.

Ask the author a question about a passage.

Jot down any connections to other texts, movies, or historic/current events that you notice. Is the author alluding to something else? If so, discuss this.

Explain a moment of emotional impact. How are you feeling? Is this what the author hoped you would feel? How did the author create this feeling in you?

Why do you think the author phrased a passage in a particular way? What's the effect of that word choice?

Do you agree or disagree with an idea being presented? Why?

When you encounter a word that you don't know, look it up in the dictionary and write down its definition.

Discuss your changing feelings toward specific characters. What's causing this shift for you?

Describe what's missing in the text. What do you wish the author had included?

Use your inference skills. Is the author using a passage or relationship to try to tell you something deeper than what is being said directly?

Or write about anything else that comes to mind as you're reading...

It's important to annotate, or interact with a text, as you read. As you naturally have ideas, feelings, questions, or make mental connections to other things in your world based on the bit of text you just read, you need to pause and jot down those thoughts. An easy way to do this is with sticky notes. Just write your thought and stick it on the page next to the bit of relevant text. (If you own the book you're reading, feel free to write directly on the page.) Each annotation needs to include at least two well-developed sentences that help me understand what you're experiencing as you read.

Check out these models of what to do – and what **not** to do:

Do this



Thunder cracks outside as Vivian walks into the room, which gives me a small knot in my stomach. I think the author is using that weather effect to make readers fear this new character. Will Vivian be the ultimate villain of this story or is the author just trying to trick me?

The author keeps taking us back to this post office. This is the third time we've been here, so I'm wondering what's significant about this. I think it might be symbolically important, but I don't get it. Author, what's with your post office obsession?

Not this



I LOVE this!
I'm so happy right now.

Wait, what?
I don't understand.

← Make your own bookmark. Just clip along the dotted line and you'll have easy access to annotation-inspiration as you read. Enjoy.