

English I Summer Reading Assignment

The following is your summer reading assignment for English I next year with me, Mrs. Anderson. Please feel free to contact me this summer if you have any questions or concerns. I can be reached by e-mail at sanderson@uplifteducation.org.

Reading Assignments – explore & Annotate BOTH texts below:

At the start of next year there will be an essay analyzing major themes and elements in the two works you've investigated.

- Read and annotate carefully because we will be discussing the texts all of Quarter 1. ***You will be able to use your annotation notes for any graded work in the first quarter.***
 - Marking and annotating a text is like having a conversation—it allows the reader to ask questions, comment on meaning, and mark excerpts to revisit.
 - Make brief notes marking important plot events, narrative shifts, moments, or themes, images, and details that form a pattern throughout the text (motif).
 - Circle words that are interesting, unfamiliar, or unusual—try to figure out the word's meaning through contextual clues and supplement with a dictionary.

1. Anchor TEXT:

Read the following text before school next year. The full text is available for free online and OR you can purchase your own.

Edith Hamilton's *Mythology* (READ only Part Four – Chapter One: The Trojan War and Chapter Two: The Fall of Troy)

Edith Hamilton's *Mythology* succeeds like no other book in bringing to life for the modern reader the Greek, Roman and Norse myths that are the keystone of Western culture—the stories of gods and heroes that have inspired human creativity from antiquity to the present.
– Amazon.com

2. Secondary Anchor TEXT:

The Epic of Gilgamesh: please use the below version (Penguin Classics) and read introductory material through Tablet XII (page 100)

<https://dn790004.ca.archive.org/0/items/12CPReadingTheEpicOfGilgamesh/12CP%20Reading%20-%20The%20Epic%20of%20Gilgamesh.pdf>

Gilgamesh, King of Uruk, and his companion Enkidu are the only heroes to have survived the ancient literature of Babylon, immortalized in this epic poem that dates to the third millennium BC. Together they journey to the Spring of Youth, defeat the Bull of Heaven, and slay the monster Humbaba. When Enkidu dies, Gilgamesh's grief and fear of death are such that they lead him to undertake a quest for eternal life. A timeless tale of morality, tragedy, and pure adventure. – Amazon.com

Supplementary texts: These are not required but highly suggested.

Troy (2004) full film

Percy Jackson and the Olympians (2023) on Disney+

Harry Potter and the Sorcerer's Stone (2001) full film

Writing Assignment:

You will complete this writing assignment and bring it with you to revise and edit the first week of class next school year.

Select TWO of the questions below to respond to in connection to the anchor texts:

EACH response should be between 250 – 350 words.

EACH response should address the chosen question and be supported by direct textual evidence.

1. How are the stages of the epic journey represented in both texts?
2. Discuss one character's arc throughout the text. The character could be a major or minor character. How does the character develop and contribute to the narrative?
3. Why are quest narratives told? How does the telling of the quest narrative serve a purpose in developing that story's society and/or culture?
4. What is the purpose of studying a historical quest narrative? How can it be related to current/world events, past cultures and societies, or modern society?

Written Response Rubric

Content & Analysis

0 - Insufficient	1 - Partially Sufficient	2 - Sufficient	3 - Exemplary
Below 34	35-39	40 - 44	45-50
<p>Answer:</p> <ul style="list-style-type: none"> --not based on selections --not reasonable --too general or vague to see if it is reasonable --incomplete or irrelevant textual evidence from one or both selections --incorrect or vague analysis of text --lacks clarity 	<p>Answer:</p> <ul style="list-style-type: none"> --reasonable assertions based on both selections but general, incomplete, or partially accurate/relevant textual evidence from one or both selections, or no support at all --evidence from both selections is only weakly connected --accurate/relevant evidence from both selections with no idea or analysis/evaluation --somewhat unclear/vague or show trouble making connections b/w selections 	<p>Answer:</p> <ul style="list-style-type: none"> --reasonable assertions based on both selections with accurate/relevant textual support from both selections --reasonable analysis/evaluation of textual characteristic based on both selections with accurate/relevant textual support from both selections --clear and specific connections across selections 	<p>Answer:</p> <ul style="list-style-type: none"> --particularly thoughtful or insightful idea based on both selections, strongly supported with accurate/relevant textual evidence from both selections --particularly thoughtful or insightful analysis of textual characteristic based on both selections, strongly supported with accurate/relevant textual evidence from both selections --student can make meaningful connections across selections --demonstrate student's depth of understanding --effective connection of evidence to idea/analysis/evaluation

Grammar & Structure

0 - Insufficient	1 - Partially Sufficient	2 - Sufficient	3 - Exemplary
Below 34	35-39	40 - 44	45-50
<p>Answer:</p> <ul style="list-style-type: none"> -- Entry falters in three or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear. -- Style falters in three or more particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors. 	<p>Answer:</p> <ul style="list-style-type: none"> -- Entry falters in two or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear. -- Style falters in two or more particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors. 	<p>Answer:</p> <ul style="list-style-type: none"> -- Entry falters in one or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear. -- Style is generally clear, but it falters in one or more of the particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors. 	<p>Answer:</p> <ul style="list-style-type: none"> -- Entry follows analytical paragraph form: a clear topic sentence relating to the passage, transition places passage in literal context, sentences blend words/phrases from passage into analysis, clear transitions between sentences (word glue) -- Style is mature and clear: sentences show varied syntax, strong verbs, precise vocabulary, and grammatical/mechanical correctness.