



SAINT IGNATIUS

Cleveland • Jesuit • 1886

May 1, 2021

Dear Class of 2023,

This summer the English Department is requesting that you spend some time engaged in summer reading. For more information on the Honors English III title and assignments, please see the enclosed materials.

Availability

If obtaining a copy of your assigned book is a financial challenge for your family, please contact me via email at tcaputo@ignatius.edu. Please be sure to have a copy of the text with you during the opening weeks of school. E-books are also acceptable.

Summer Reading Assessment

Students should be prepared to complete a summer reading assessment during the opening weeks of school.

Active Reading Strategies

The English Department recommends that students keep a reading journal and/or that they annotate their personal copies of their assigned summer reading text. An effective active reading process may include:

Recording chapter summaries. Take some time at the end of each chapter to write, in your own words, what the chapter was about.

Annotating while reading. Make notes on important events, character developments, symbols, use of literary elements, and your own observations.

Asking critical thinking questions. What questions do you have after reading your book? What are the issues, viewpoints, and themes of the book? How does the content of this book apply to your life or the lives of others?

We hope that the summer break provides you with some time to rest, reflect, and prepare for the new academic year at Saint Ignatius High School.

Sincerely,

Dr. Terra Caputo
Chair, English Department

Dear Parents and Scholar:

With the attached guide and rubric for your summer reading novel, I welcome you to Honors English III.

In Honors English III you will hone your critical thinking skills through exercising critical skills in reading, and writing. In just about every class and every assignment, the requirement *to show and not simply tell* is emphasized so that you will become not only a knowledgeable scholar but also a most articulate one.

Notice the word “art” in articulate. In Honors English III, we learn to appreciate the artistry of essayists, poets, and authors as we ourselves develop into more proficient scholars and artists. The skill of annotating is a valuable one to focus your attention and to prepare to write well on your reading later. Your well-annotated summer reading novel will assist the writing of your first analysis.

Being more than simple recall and so practical for our writing purpose, the annotated novel is the form of evaluation I will use for your summer reading, not a test. ***Show me your summer reading, don't just remember details for me.*** Your connections, reactions—interpretations—are what count the most, and so they are what I will reward. Please know, therefore, that if you follow the directions (and the rubric) you will have plenty of points for not only showing your reading but also plenty of preserved ideas for writing that first essay!

I encourage my scholars to take time to read the novel and as you do to complete the annotation thoughtfully over time instead of rushing during the last days of summer vacation. Honors scholars do not start the year with a deficit of points due to neglecting what we love—reading books.

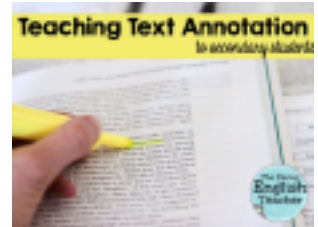
I look forward to meeting you soon. Enjoy your summer vacation and reading.

Sincerely yours,

Mr. Arko



Evaluation of Annotations in The Hollow Hills



Scholar: _____ Period _____ August, 2021

REMINDERS:

1. All your answers and highlights need to appear *in the book*, not on separate paper.
2. Your annotations must be made using the stated colors to facilitate a systematic and uniform evaluation.
3. A complete annotation is a product of two critical moves—a highlight and a corresponding margin note. Highlighting by itself is worthless and will be graded accordingly.

ADHERENCE TO DIRECTIONS

_____ **2. pts.** Reader strictly complies with requirement for particular use of colors to facilitate evaluation.

Red / Pink for Annotating Language & Literary Elements & Motif

Green for the God Question

Yellow for Characters & Character Development

Blue for Plot Elements Orange for Sexuality

EVIDENCE OF PRE-READING

_____ **2 pts. 1. from Pre-view Instructions:** Annotations show evidence of pre-reading in **two or more** of these extra-text sections of the book:

“Praise,” “The Legend,” “Author’s Note,” “A Note about the Author,” or on copy of relevant internet material (submitted folded & inside the book).

(<https://www.theguardian.com/books/2014/may/15/mary-stewart>)

_____ **2 pts. 2. Answering Critical Questions:**

A) Genre? Particular *type* of fiction? Fiction, yes, but which kind?

Romance? Historical fiction? Science Fiction? Mythic fiction? Annotations of review excerpts identify the genre of the novel **and** genre have accurately been written by scholar on the title page of the novel.

B) Narrator & Genre? Particular *form* of fiction?
Biography? Autobiography?

Scholar has further refined understanding of genre through distinguishing the author from the narrator of the novel and thus arriving at the *form* of the fiction. This **form** of fiction has also indicated on the title page by the scholar.

EVIDENCE OF CRITICAL READING

Bk. I

Bk. II

Bk. III

Bk. IV

____ **6 pt. 3. Characters:** For each book, the reader has highlighted the introduction of important new **characters in yellow** and has written **“Enter”** (character’s name) in the margin. (A repeated name usually indicates importance.)

____ **2 pt. 4.** For the **main character(s)**, the reader has made highlights *and* margin notes of personal response to the character and notes on the **complications /problems** that give this character dimensions—personality, complexity.

____ **3 pt. 5. The Sexuality of Merlin:** Stewart’s Merlin is not a typical hero in several respects. Using an **orange highlighter**, the reader has highlighted some lines that discuss or reflect Merlin’s own sexuality, meaning capacity for sexual feelings and / or sexual orientation. Be sure to record your accompanying thoughts in the margin.

____ **2 pts. 6. The God Question:** Stewart’s story is set at a time of transition, from Roman to Briton, from gods to God as in the Judeo-Christian-Islamic tradition. Using **a green highlighter**, the reader has made highlights and corresponding text notes to record the God Question. Please highlight the page number for these as well.

____ **2 pts. 7. Author’s Language:** The reader has demonstrated a critical awareness of Stewart’s use of language by making margin notes. (As you read with a pen in hand, place a check in the margin next to any superlative use of language that particularly strikes you as clever, beautiful, profound, etc. Then, after finishing a chapter, go back and highlight those lines using your **pink highlighter**. Be sure to record your accompanying thoughts in the margin.)

Metaphor, Simile, Imagery, personification, Repetition, Dialoguing with the Reader, humor,

Aphorisms, Perspective, etc. Profound or favorite quotation?

____ **4 pts. 8. The White Motif & Theme:** In each book, Stewart utilizes the repetition of images which are all connected by the color white. White images. Motif is like the flexible steel bars inside the long stretches of concrete highway; they have a strengthening and unifying role, particularly in novels divided into separate books just like Stewart’s. **A) Having used a pink highlighter** the reader has recorded appearances of the white imagery—in each of the four books.

B) IN THE MARGIN; WHY DOES STEWART USE THESE IMAGES? Beneath the label “Motif” the reader has commented briefly on its significance in that specific context. (This use if motif gradually becomes apparent, so you will need to return to your earlier notes.)

Continue to page 3.

Bk. I

Bk. II

Bk. III

Bk. IV

_____ 1 pt. 9. **Title Line:** The reader has found the title line of the novel and commented on the context of this line in the story for what it may mean at that point. **The page number** has been marked with **a blue square** for a quick finding.

_____ 4 pts. 10. **Plot:** Using a blue highlighter, the reader has noted these parts of plot by making a blue circle on both the page number and the lines on the pages for

the **GENERAL problem / conflict** for the novel in plot's **Exposition**

Additionally, the reader has tracked the **complications of this problem** through each book—the **Rising Action**

and identified the page number of and the event on the page for **climax (high point)** of the novel as a

whole as well as the page number in the book where the **resolution** of the novel begins.

_____ 10 pts. 11. **Chapter Summaries:** At the top of each chapter page, above the chapter number, the reader has provided a single-sentence summary of the chapter. One formulation that works well is this: ***In which we learn . . .***

Bk I: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) Bk II: (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11, p. 282) Bk III: (1) (2) (3) (4) (5) (6) (7) (8) (9, p. 367)
Bk IV: (1) (2) (3) (4) (5) (6) (7) (8) (9,) (10) (11, p. 463)

_____ / 40 Total Points

Comments: