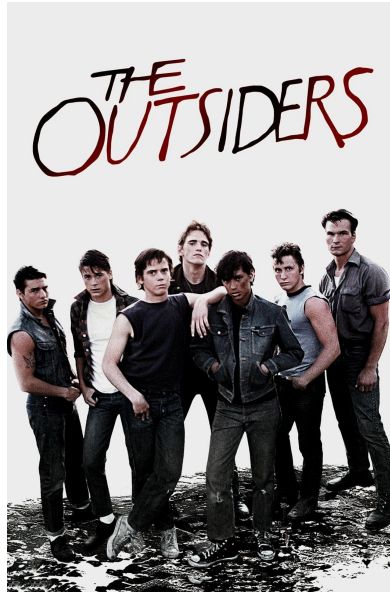


Hampshire Regional Middle School Summer Reading Assignment



Incoming Grade 8 2019-2020

Name: _____ Grade: _____

ELA Teacher: _____

This packet must be completed and submitted to your ELA teacher on the first day of the 2019-2020 school year.

During reading: Active Reading

What is Active Reading? Active Reading requires the reader to interact with the text (ask questions, make observations and connections, and define vocabulary in context). Consider it a dialogue between you, the reader, and the text of the novel.

Directions: FIRST- Read the open-ended questions on the following pages. **Then** begin to actively read the novel. Keep the open-ended questions in mind, and **take notes** while reading. **Write in the margins of the novel** itself—unless the novel belongs to a library or to another person. In that case, **use Post-It notes** throughout the novel to mark up passages and to **write down observations**. Note the page numbers and chapters on each Post-It note and keep them to be used later. Students borrowing a book may also elect to take Active Reading notes in a separate notebook, making sure to record corresponding chapters and page numbers for their annotations.

Be sure to answer the essay questions completely and **use textual evidence** (quotations and paraphrased examples) from the novel. A holistic scoring rubric will be used to grade responses; it has been provided for guidance. **Students are expected to write at least one full double-spaced page in response to each prompt. Responses may be handwritten or typed.**

Scoring Rubric	
Score	Description
5	Student's language and ideas offer a clear, complete, and accurate explanation in response to the prompt, including important and appropriate details from the text supported by insightful analysis of that textual evidence in support of the claim.
4	Student's language and ideas offer a mostly clear, complete, and accurate explanation in response to the prompt, including relevant but often general details from the text supported with analysis of that textual evidence in support of the claim.
3	Student's language and ideas offer a partial explanation in response to the prompt, including limited details from the text and may include inaccuracies and misinterpretations. Analysis of textual evidence is limited or inaccurate.
2	Student's language and ideas offer a minimal response to the prompt and may include inaccuracies or misinterpretations. No analysis of textual evidence is provided.
1-0	The response is incorrect, irrelevant, or contains insufficient or unrelated information to demonstrate comprehension. Response is missing or plagiarized.

Students should NOT use reference books, Internet sites, or reading guides in order to answer the questions. Students must rely only on the novel to answer the questions. If a response is "plagiarized," the student will not receive any points for the assignment.

We believe that students will try to do the right thing and not plagiarize. Students often tell teachers they do not realize that they are plagiarizing. We have included the Hampshire Regional School District's definition of plagiarism so that students can understand what plagiarism is. Teachers want to know what students are thinking about what they have read.

Hampshire Regional School District defines plagiarism as follows: "plagiarism" is the act of using someone else's ideas or words without giving proper credit to the original author or source where those ideas or words were found. Students are not allowed to read or use any source such as SparkNotes, Shmoop, Wikipedia, or similar sites that provide summary, explanation, background information, or analysis of assigned material. A student who plagiarizes shall receive a zero on the assignment with no opportunity to make up the assignment. The teacher will then notify the parents or guardians, the department curriculum coordinator, the guidance department, and the school administrators.

After Reading: Pre-Writing

After you have read the book, go back to your active reading notes, review the text, and pull out key quotations that are relevant to the writing prompts in this packet. For EACH writing prompt, you will fill-out an Evidence Analysis Organizer.

Explanation of the Evidence Analysis Organizer—

During your reading of *The Outsiders*, you kept track of key information, observations, questions, connections, etc. in your active reading notes. In your Evidence Analysis Organizer, you begin to analyze the best and most relevant information. The **left side** of your entry will consist of direct quotations taken straight from the novel (and cited correctly according to the expectations outlined by the Modern Language Association—in MLA Format). The **right side** of the entry will be your *literary analysis* where you strive to provide a focused and in-depth analytical response to the direct quotation that shows you are an active reader and that you have carefully thought about the significance of the quotation within the text. In a sense, the right side becomes a formal way of assessing why you chose the quotation in the first place and seeks to describe its overall literary significance. **There is an example provided on the organizer for Theme.**

Literary Analysis is the practice of considering how the smaller parts of a novel fit into the novel as a whole. Analysis consists of a reader's observations about certain situations, descriptions, or the use of literary devices (figurative language, foreshadowing, characterization, conflict, imagery, irony, symbolism, etc.) in order to come to a larger understanding of theme, character development, plot, etc.

Writing Prompts:

1. Conflict and Characterization

A **conflict** moves a plot forward. It may be an **internal conflict** (within a character) or an **external conflict** (between characters, or between a character and another kind of antagonist, e.g., society, prejudice, etc.). A **dynamic character** demonstrates growth within a literary work. A conflict must be identified in the following format: _____ versus _____. Be sure to use very specific words or phrases in the blanks.

Prompt: Select a **dynamic character** in *The Outsiders* who struggles with an **internal conflict** throughout the story. Identify the conflict and explain the evolution of that **internal conflict**, supporting it with textual evidence from the beginning, middle, and end of the story.

Students are expected to write at least one full double-spaced page in response to each prompt. Responses may be handwritten or typed.

2. Thematic Connection

Theme is a central idea. William Harmon's *A Handbook to Literature* defines theme in fiction as "an abstract idea that is made concrete through representation in person, action, and image" (508).

Prompt: Identify a theme in *The Outsiders*, and explain how that theme is developed throughout the novel. Be sure to use specific evidence from the beginning, middle, and end of the novel to show the development of this theme.

* Take a closer look at Robert Frost's poem *Nothing Gold Can Stay*. S.E. Hinton prominently features this poem in her novel *The Outsiders* purposely. The theme of both the poem and the novel parallel each other, adding new insight and meaning to both.

Theme should **not** be expressed as a single word (innocence, time, friendship, love, hope). That single word is the text's subject. "Hope" is a subject; the "value of hope" is a theme.

Use the phrase template "the _____ of/for/with _____" to help develop a subject into a theme. For example, one could say that the novel's theme involves "the loss of innocence," or "the struggle with change." Then, develop that phrase into a complete sentence expressing the theme.

Students are expected to write at least one full double-spaced page in response to each prompt. Responses may be handwritten or typed.

We hope that you enjoyed *The Outsiders* and are having a wonderful summer! We look forward to meeting you in September.

- Ms. O'Shea and Mr. Ritt

Pre-writing for Writing Prompt #1: Internal Conflict and Characterization

<p>1. Evidence:</p>	<p>1. Analysis:</p>
<p>2.</p>	<p>2.</p>

3.

3.

4.

4.

Pre-writing for Writing Prompt #2: Theme

<p>1. “. . . and maybe Dallas would see that there was some good in the world after all, and Mom would talk with him and make him grin in spite of himself. “You’ve got quite a mom,” Dallas would say. “She knows the score.” She could talk to Dallas and kept him from getting into a lot of trouble. My mother was golden and beautiful” (Hinton 48).</p>	<p>1. In the third chapter of S.E. Hinton’s novel, <i>The Outsiders</i>, the narrator, Ponyboy Curtis, recalls a dream he had of the days before the death of his mother and father eight months earlier. He imagines everyone together, focusing particularly on his mom’s impact on his friend Dallas Winston. Pony imagines, “Maybe Dallas would see that there was some good in the world after all”(48). Outside of this dreamworld in Pony’s mind, Dally sees little “good in the world” because of the violence and neglect that he has endured, but Pony’s mom could see past that. She “was golden and beautiful” according to Ponyboy. Her gold represented her ability to see goodness and innocence where others saw trouble. While this is just a dream, Pony holds his mother’s beauty and golden outlook close to his heart as he struggles with his own loss of innocence.</p>
<p>2.</p>	<p>2.</p>

3.

3.

4.

4.

