

## Summer Reading for students entering English 11H

### Course Description:

English 11H uses classic and contemporary American literature to examine the theory, practice, and efficacy of our country's founding philosophies. Students will explore how the principles on which The United States of America was founded through writing reflective of various genres. Oral and written responses to literature will help students deepen their critical thinking skills, and extend the focus of their expository writing.

### Summer Reading Assignment:

Please read, enjoy, and annotate all of the short pieces which can be read online and/or printed before the start of the school year. Annotations (notes, questions, observations) can be made by highlighting and writing on the printed copies of the articles or may be typed or handwritten in a kind of log with paragraph numbers.

**Before** you return to school in August, you will:

1. **Annotate** the texts (both short pieces and novel) either on the hard copies, post-it notes, or in a kind of log.
2. **Complete** the SOAPStone chart on the short pieces **and** on the novel.
3. **Be ready to discuss both** the essays and the book on the first day of class.

**For the first day of class** you will need to:

1. **Bring** a copy of the texts with your annotations or notes. (Your chromebooks will suffice for the essays if you have done a kind of log but that log must be available off-line (*ie.* printed).
2. **Bring a hard copy of both assignments** if you have not joined and submitted the work as an attachment to the post to the Honors English 11 Classroom page.
3. **Be prepared to discuss** the structure of the short works as well as the novel of your choice. Be sure to consider both the information and the perspectives that each work presents.

**By the second day of class** you will need to:

1. Craft an outline for the in-class essay.
2. **Write an in-class essay** which includes evidence from the works that supports a driving thesis.

**Part one:** Read and annotate all 4 short pieces listed below.

**About the Summer Reading:**

**“A Worn Path” (short story) by Eudora Welty**

**Eudora Alice Welty** (April 13, 1909 – July 23, 2001) was an American short story writer and novelist who wrote about the American South. Her novel *The Optimist's Daughter* won the Pulitzer Prize in 1973. Welty received numerous awards, including the Presidential Medal of Freedom and the Order of the South. She was the first living author to have her works published by the Library of America. [Her house](#) in Jackson, Mississippi, has been designated as a National Historic Landmark and is open to the public as a house museum.



<https://www.theatlantic.com/magazine/archive/1941/02/a-worn-path/376236/>

**“The Corner Store” (essay) by Eudora Welty**

Eudora Welty's essay called “The Corner Store” takes you on a journey back in time to her childhood memories of Mr. Session's corner store. Welty gives an illustrated description of the store, from the red brick exterior to the obscured darkness and you enter inside the store.



[https://textsandforms.files.wordpress.com/2014/03/welty-the-corner\\_store.pdf](https://textsandforms.files.wordpress.com/2014/03/welty-the-corner_store.pdf)

**Note:** It is best if you open each link in a new window; However, If you have any trouble with the links at all, please do not hesitate to email me at [lbucco@hvrhs.org](mailto:lbucco@hvrhs.org). I will be happy to help you out.

### **“Railroad Horror! 1888 Train wreck kills John T. Ray and 30-odd others”**

In 1855, during the ceremonial opening of a bridge connecting St. Louis and Jefferson City, the structure collapsed and all but one car of a Pacific Railroad train plunged into the Gasconade River, killing more than thirty passengers and injuring scores of others. Among the dead was the father of five-year-old Katherine O’Flaherty, who would later become famous as the writer Kate Chopin.



<https://raycityhistory.wordpress.com/2010/12/22/railroad-horror-1888-train-wreck-kills-john-t-ray-and-30-odd-others/>

### **“The Story of an Hour” (short story) by Kate Chopin**

**Kate Chopin**, born Katherine O’Flaherty; February 8, 1850 – August 22, 1904) was an American author of short stories and novels based in Louisiana. She is now considered by some scholar to have been a forerunner of American 20th-century feminist authors of Southern or Catholic background, such as Zelda Fitzgerald, and is one of the most frequently read and recognized writers of Louisiana Creole heritage.



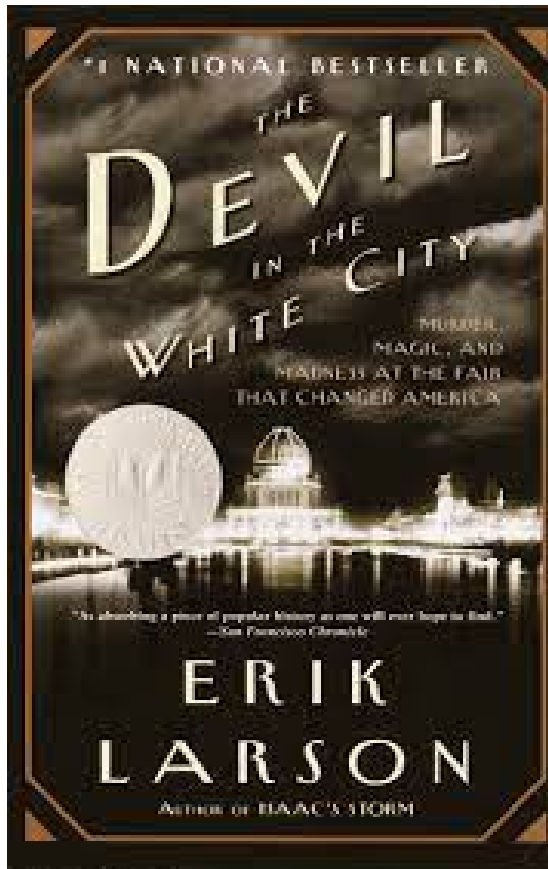
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**Quotes from the people who matter most:**

- “Greater than scene is situation. Greater than situation is implication. Greater than all of these is a single, entire human being, who will never be confined in any frame.”--**Eudora Welty**
- It is greater than the stars - that moving procession of human energy; greater than the palpitating earth and the things growing thereon.”--**Kate Chopin**

- **Part two:**



- **by Erik Larson**

In *The Devil in the White City*, author Erik Larson uses extensive research to recreate the lives of two real men and to reinvent Chicago during the World's Columbian Exposition. In the process, he creates two separate, yet connected plot lines and attempts to fill in some of the gaps left by history.

**Note:** The novel is available in room 136 before the end of school (in the main office in the summer) if you would like to check it out through the library and annotate either on your own paper or with post-it notes. However, feel free to purchase your own copy if you would like to be able to take annotations directly in the book.

**Quotes from the people who matter most:**

- "It was so easy to disappear, so easy to deny knowledge, so very easy in the smoke and din to mask that something dark had taken root. This was Chicago, on the eve of the greatest fair in history."-- **Erik Larson**

### **Themes to look for while reading:**

- ✓ **American experience**
- ✓ **Minorities and sub groups**
- ✓ **Society and class structure**
- ✓ **Literary techniques and Rhetorical strategies such as:**
  - **simile**
  - **metaphor**
  - **symbolism**
  - **allusion**
  - **hyperbole**
  - **understatement**
  - **imagery**
  - **antithesis**

### **SOAPSTONE- An Acronym for Analyzing Texts**

Adapted from an AP ListServe adaptation of a College Board Resource  
*Rhetorical Elements: Things to look for when analyzing any piece of literature in AP Lang & Comp!*

**Subject:** The general topic, content, and ideas contained in the text. This can be stated in a few words or a phrase. (This is the message and can NEVER be overlooked.)

**Occasion:** Where and when did the story take place? In what context? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, etc.? Note the larger occasion, that is, the *broad* issue which is the center of ideas and emotions. Also note the immediate occasion, that is, the issue that catches the writer's attention and triggers a response.

**Audience:** Toward whom is the text directed? Does the author identify an audience? Is it one individual, a group, many groups? What assumptions can you make about the intended audience?

**Purpose:** What is the speaker's reason for writing the text? Considering the purpose is important so that the reader can examine the writer's argument and the logic of it. In what ways does the author convey the message of the purpose? What is the message? How does the speaker try to spark a reaction in the audience? How is the text supposed to make the audience feel? What is its intended effect?

**Speaker:** (The voice telling the story). Is someone identified as the speaker? What assumptions can you make about the speaker? (e.g., age, gender, class, emotional state, etc.). The author and the speaker are not necessarily the same. The author may tell the story from many different points of view. So who is telling the story? How do you know this? How does the writer present his/her narration? Assess the character of the speaker. These are crucial considerations. Are the author and speaker a different gender? Do not be confused by the gender of the author and assume the speaker must be the same. Let the facts lead you to the speaker. What does the speaker believe? Do not assume that the author believes what the speaker believes. If the text is nonfiction (and it almost ALWAYS is), do not simply identify the speaker/author by name. Include important facts about the speaker that will help the reader (the audience) make judgments about the speaker's position (the speaker's point of view).

**Tone:** What is the author's attitude toward the subject? What emotional sense do you take from the piece? How does the diction (choice of words) point to tone? How does syntax (sentence construction) point to tone? Finally, how does imagery (vivid descriptions that appeal to the senses) point to tone?

## SOAPSTONE in Summer Reading

### In "A Worn Path":

What is the <b>Subject</b> of the story?	
What was the <b>Occasion</b> of the story?	
Who was the intended <b>Audience</b> of the story?	
What was the author's <b>Purpose</b> for writing this story?	
Who is the <b>Speaker</b> in the story?	
What is the <b>Tone</b> of the story?	

### In "The Corner Store":

What is the <b>Subject</b> of the essay?	
What was the <b>Occasion</b> of the essay?	
Who was the intended <b>Audience</b> of the essay?	
What was the author's <b>Purpose</b> for writing this essay?	
Who is the <b>Speaker</b> in the essay?	
What is the <b>Tone</b> of the essay?	

### In "Railroad Horror! 1888 Train wreck kills John T. Ray and 30-odd others":

What is the <b>Subject</b> of the article?	
What was the <b>Occasion</b> of the article?	
Who was the intended <b>Audience</b> of the article?	
What was the author's <b>Purpose</b> for writing this article?	
Who is the <b>Speaker</b> in the article?	
What is the <b>Tone</b> of the article?	

**In “The Story of an Hour”:**

What is the <b>Subject</b> of the story?	
What was the <b>Occasion</b> of the story?	
Who was the intended <b>Audience</b> of the story?	
What was the author’s <b>Purpose</b> for writing this story?	
Who is the <b>Speaker</b> in the story?	
What is the <b>Tone</b> of the story?	

**In *The Devil in the White City*:**

What is the <b>Subject</b> of the story?	
What was the <b>Occasion</b> of the story?	
Who was the intended <b>Audience</b> of the story?	
What was the author’s <b>Purpose</b> for writing this story?	
Who is the <b>Speaker</b> in the story?	
What is the <b>Tone</b> of the story?	

**Prep for Outline Form *Honors English 11*--Based on all works. (*Looking ahead*)**

- Opening idea:
  - Words to consider: (Highlight any (but not all) that you think would be appropriate):

■ Entitlement	■ Determination
■ Brutality	■ Duality
■ Subservience	■ Responsibility
■ Class	■ Success
■ Opportunity	■ Failure
■ Juxtaposition	■ Drive
  - Potential Thesis Sentence:
- Topic for first support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2

- Topic for second support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Topic for third support paragraph
  - Topic sentence:
    - Quote 1 (each quote may be as short as 2 words)
    - Quote 2
- Restate thesis idea (not verbatim) and whether either Cooper or Frazier were successful in achieving his purpose.
  - Thesis:
  - Words to consider: (Highlight any that you think would be appropriate):

■ Conflicted	■ Progress
■ Resigned	■ Change
■ Inevitability	
■ Malleable	
  - How does this relate to today? Closing sentence.