

9th Grade English Summer Assignment - Avenmarg

Step 1 - acquire your own copy of the text (you will submit this copy on Monday, August 9, 2021.)

Step 2 - Read and fully annotate *The Awakening* by Kate Chopin. Before starting, please watch this video to see what a fully annotated book should look like.

<https://www.youtube.com/watch?v=muZcJXlFCWs>

Students may come up with their own system, but your notes should include highlighting, written notes, and sticky notes for summarizing or making longer comments than will fit in the margins. If you get stuck, or can't figure out how to begin, Cliffsnote or some other similar website would be a resource to guide you. However, copying/pasting others' ideas and words will not make you any more 'educated' - so please attempt this on your own as much as possible.

There are five categories that should be considered when annotating:

- 1- PLOT** - you are simply summarizing what happens - also, be sure to note any major plot shifts
- 2- CHARACTERS** - the major characters should be analyzed (what motivates them / what is their personality)
- 3- THEME(s)** - the major ideas that the author keeps bringing up (analyzing themes leads us to WHY the author wrote this)
- 4- LITERARY ELEMENTS** - structure (HOW the author wrote the text) - also, look for repeated images/symbols
- 5- VOCABULARY** - great ideas are nothing more than the 'right' words put in the 'right order' - so, the more words we know, the more great ideas we can have - two categories to create here: "text specific" terms (words that only this author would use for this work) and "academic" terms (words you did not know the meaning of so you took the time to look up the definition and place that in the margin)

If you want to create a separate list for the terms, that is fine also. Again, the format and system you create for this activity should help you interact with and understand the text.

At the end of the day, this activity, along with everything else that will be presented to you for this class, is for YOUR education. If you are doing this only to 'get a grade' then you are missing the point.

Annotations will be graded using this rubric:

| Grade | Quality of Annotations |
|---------------|--|
| Level 5 = 100 | The text is extensively annotated with copious margin notations. The annotations demonstrate a comprehensive and thoughtful reading. The margin notes show that the reader has proficiently analyzed the text, made insightful connections and drawn valid conclusions. Notations are balanced and show deep reading and thinking. All of the text is addressed. |
| Level 4 = 90 | The text is adequately annotated with margin notations. The annotations demonstrate that the reader understands the text beyond the literal level. The margin notes show that the reader has analyzed the text, made some connections and drawn some conclusions. Notations are balanced and show some deep reading and thinking. Most, to all, of the text is addressed. |
| Level 3 = 80 | The text is mostly annotated with some margin notations. The annotations are basic and consist mainly of plot driven questions or literal ideas. Annotations indicate a basic understanding of the text. The reader has been able to make one or two connections, but has been unable to use the text to draw valid conclusions. Notations are unbalanced and some of the text is not addressed. |

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|--------------|---|
| Level 2 = 70 | The text is underlined in appropriate places, but there are very few margin notes making it difficult to evaluate how well the reader understood the selection. Notes are illogical and not balanced. Some of the text is not addressed. Comments are insufficient in length and depth. Very little evidence of thematic understanding. |
| Level 1 = 50 | Significant parts of the text are completely unmarked. There are no margin notes, only a few marked lines. This is usually the student who waits until the night before the first day of school, then hurriedly marks random parts hoping the teacher won't actually grade this assignment. |
| 0 | The text is completely unmarked or not turned in. |

RESPONSE ITEMS

Directions - For the following prompts, compose an original response using your analysis of the novel. (I am looking for a well thought out, grammatically solid, half page for each item - you are always welcome to write more.) *We will submit the response items (via) GoogleClassroom - please compose your responses in a GoogleDoc.*

Response Prompt 1 - Chopin was concerned with women being viewed only as “mother-wives” - women who should only: look pretty for their men, raise children ‘properly’, and maintain the house. Does 2021 America still maintain these expectations for women (explain how so - OR, argue how things have improved for women) How has ‘the mom’ in your life maintained and established her own identity other than mom, or wife?

Response Prompt 2 - Consider the last decision and action that Edna commits to at the close of the novel. Was this a cowardly act? A final awakening? Is she being selfish, or just finally being free?

ALL OF THIS IS DUE ON **Monday, August 9.**

BE PREPARED TO PHYSICALLY SUBMIT YOUR COPY OF THE TEXT AND ANY/ALL NOTES YOU HAVE COMPLETED. I WILL HAVE A GOOGLE CLASSROOM SET UP TO SUBMIT THE RESPONSE ITEMS.

Enjoy your summer - recharge, relax - but also do some good in the world - be productive from time to time.

“Be the change you wish to see in the world.”

See you in August!

Josh Avenmarg
(Coach A)