

West Seneca West Senior High School

3330 Seneca St.

West Seneca, NY 14224

June 2021

Dear English IV Enriched Students and Parents/Guardians:

Summer reading is part of West Senior's English curriculum. Reading books during the summer helps develop lifelong reading habits. Also, it assists students in preparing for the New York State Common Core Exam and the Advanced Placement Exam.

Listed below is the summer reading title for English IV Enriched. While not a requirement, I highly recommend purchasing the book so students can annotate the text as they read. Alternatively, students may be able to get a physical copy through the public library, depending on the availability of public services. An electronic copy of the book may be obtained using SORA, accessible through the West Senior library's web site <http://wswshs.wscschools.libguides.com/home>, and through the West Seneca Public Library's catalog of ebooks and via Overdrive https://bepl.ent.sirsi.net/client/en_US/default. I encourage students to reach out to me (jskotnicki@wscschools.org) or Ms. Knaze (lknaze@wscschools.org) if they need assistance utilizing these resources. Students will need to use their books to complete the *Enriched Program Summer Reading Journal*.

Students should read the text and complete the *Enriched Program Summer Reading Journal* by the end of August. Students will turn in their Enriched Program Reading Journals by September 10th. This assignment and additional classwork on the book will be assessed in the first marking period.

English IV Enriched with Mrs. Skotnicki (grade 11 students)

Read *A Raisin in the Sun* by Lorraine Hansberry and keep a reading journal according to the directions on the *Enriched Program Reading Journal* criteria.

If students have any questions about the Enriched summer reading requirement or journal, they are encouraged to email me this summer for clarification.

Sincerely,

Mrs. Skotnicki

Enriched Program Reading Journal Criteria

Complete the following for *A Raisin in the Sun* by Lorraine Hansberry (English IV Enriched):

As you read, complete journal entries according to the directions below. The number of entries should reflect complexity and length of the text you are analyzing for class; you should have at least 10 entries. **More entries are encouraged to cover the full scope of the play.**

Do not consult online resources or other literature guides for assistance.

Directions:

- In the textual evidence column, you will write exact quotes using ellipses (. . .) for long passages and enclosing text in quotation marks. Document page number or act & scene, speaker, and any other information necessary for recall.
- In the commentary column, you will record your thoughts and reactions using the reading strategies listed below. Each entry must be labeled according to the strategy used, i.e. (LT) for identification of a literary term and its use.
- Your textual evidence should be collected evenly throughout the book, reflecting consistent journal-keeping effort. The accompanying commentary must demonstrate use of all reading strategies and insight, a focus on details, and the beginning of analysis.

Examples of Journal Entries:

TEXTUAL EVIDENCE	COMMENTARY
<p>1. “I know I fib a good deal. After all, a woman’s charm is fifty percent illusion, but when a thing is important I tell the truth, and this is the truth: I haven’t cheated my sister or you or anyone else as long as I have lived” (Williams 41) or (Williams Scene 2) <i>Blanche to Stanley when he questions her about losing Belle Reve</i></p>	<p>Blanche begins by owning up to “fibbing,” which suggests that her intentions are harmless. However, fibbing is a euphemism for lying, a word with much darker connotations. If Blanche is a liar, should we trust her assertion that she has never “cheated [her] sister or you or anyone else?” The word “illusion” seems consistent with Blanche’s character. She is secretive about her age and concerned about how she looks, as if she is trying to be someone she is not. How much did these illusions cost, and upon whose backs was the expense borne? Could illusion be part of the theme of the play? (DS) (LT) (Q)</p>
<p>2. Stage notes description of “inhuman voices like cries from a jungle” and “shadows and lurid reflections” and a prostitute “rolling” (stealing from) a drunkard until a police officer breaks it up (128) or (Scene 10).</p>	<p>Williams’ choice to describe the street noise as “inhuman cries” and reflections as “lurid” seems purposefully contrary to the soft light and illusion created by Blanche. By alternating Stanley’s advance with Blanche’s anxious calls to the operator, Williams builds the tension leading up to this scene, which is further reinforced by the parallel scene at the back of the room. This parallel scene of struggle might serve as foreshadowing for what is about to happen between Blanche and Stanley. Does Blanche see this scene played out, or is it only for the eyes of the audience? Who do each of the players in the parallel scene represent? (DS) (LT) (Q)</p>

Reading Strategies:

(C) CONNECT: Relate to a quote, description, character, setting, etc. by connecting it to your own life, another text, or to the larger world.

(P) PREDICT: Anticipate what might happen in the story based on details and plot.

(Q) QUESTION: Address any confusion by posing a question about a quote, passage, character, etc. – Who? What? When? Where? Why? How?

(CL) CLARIFY: Answer questions you raised earlier to aid your understanding of the plot, a character's motivation, etc. Confirm that earlier predictions you made were true or comment on how the story took a different course than anticipated.

(DS) DETERMINE SIGNIFICANCE: Explain why you think the line, passage, or description is important. How is it connected to other events? What does it reveal about the theme?

(LT) LITERARY TERM: Consider techniques, such as symbols and allusions, the author uses to reveal themes. How does the author use diction and dialogue to reveal character? What is the author's tone?