

# Summer Reading Assignment: English III—All Levels

For questions before the start of the school year, contact Mr. Jonathan Herrera ([herreraj@leonschools.net](mailto:herreraj@leonschools.net))

## General Instructions

All 11<sup>th</sup> grade, non-AP students will complete the following assignment their junior-level English class requirement. You can find all of the reading materials and instructions needed for this assignment in this packet. This assignment will be due the second Friday of school—August 22<sup>nd</sup>—and this will count for 5% of your grade for the first nine weeks. Only your annotations (Task 1) should be handwritten; your responses to the writing tasks (Tasks 2, 3, and 4) must be typed. Handwritten responses will not be accepted. Be sure to save your work as you go! You will be submitting your typed responses digitally to Turnitin.com through Canvas, and your teacher will give you instructions for submitting your assignment the first week of school.

## Texts

1. Short Story Fiction: “The Story of an Hour” by Kate Chopin (p. 2-4)
2. Poetry: “On Being Brought from Africa to America” by Phillis Wheatley & “An Address to Miss Phillis Wheatley” by Jupiter Hammon (p. 5-7)
3. Argumentative Text: *Life After High School* (p. 8-11)

## Breaking Away: How Does Independence Define the American Spirit?

Deep inside most individuals lurks a desire to define who they are as an individual. Why is there a longing to be independent? The conflict caused by the desire to fit in and the wish to be an individual is a common theme in literature.

Why do we feel the need to find our independence in high school? Why is it such a struggle to find that independence? What’s wrong with being an independent person? Is there value in an individual’s perspective? What risks do individuals take?

This summer reading assignment offers a wide variety of literature—a fictional short story, poetry, and an argumentative text—for you to explore these questions as you close read texts and analyze their deeper meanings. You will practice skills that are foundational to English III: close reading and annotating a text, writing a short-constructed response that uses text evidence, modeling your own writing on that of established writers, and analyzing multiple texts for a common theme.

## **"The Story of an Hour"**

### **Fiction**

**Kate Chopin**

**1894**

*American author Kate Chopin (1850-1904) wrote feminist literature before the term even existed. Her writing is famous for depicting strong, independent women, liberated to a degree that made many in her time uncomfortable. Considered today to be a widely influential work of proto-feminist literature, "The Story of an Hour"—first published in Vogue magazine in 1894—is a quintessential Chopin narrative. In this brief, powerful tale, a wife learns that her husband has died suddenly. But her reaction after digesting the news might not be what you'd expect.*

*BEST Standards addressed in this task: ELA.K12.EE.1.1, ELA.K12.EE.3.1, ELA.11. R.1.1*

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1 Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

2 It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

3 She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

4 There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

5 She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

6 There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

7 She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

8 She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

9 There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

10 Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

11 When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

12 She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

13 She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

14 There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

15 And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

16 "Free! Body and soul free!" she kept whispering.

17 Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

18 "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

19 Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

20 She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

21 Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

22 But Richards was too late.

23 When the doctors came they said she had died of heart disease—of joy that kills.

### **Task 1: Close Reading**

After you have read the short story, complete the following by highlighting and annotating the text.

1. Identify by highlighting details about the story element setting in paragraphs 4 through 6. Evaluate how the setting in this passage adds a layer of meaning to the text.
2. Key literary elements include point of view and characterization. Reread paragraph 21. Then highlight and evaluate how these key elements are used to add layers of meaning to the story. What is effective or ineffective about Chopin's use of these elements?
3. Identify and highlight examples of diction and figurative language in paragraphs 11 and 12. Then evaluate Chopin's use of these stylistic techniques. What effect do they create? Do they help to make the author's message more effective?
4. Recall the style techniques include diction, syntax, grammar, and figurative language. Identify and highlight the style techniques used in paragraph 22. Evaluate how they help to develop an ironic tone and make the author's message more effective.
5. What bearing does the idea of independence have on Mrs. Mallard's feelings and actions? What might independence mean to her?

## **“On Being Brought from Africa to America”**

### **Poetry**

**Phillis Wheatley**

**1773**

*Seized from her home in West Africa by slave traders when she was no more seven years of age, Phillis Wheatley (ca. 1753-1784) nevertheless learned to read and write in hostile, unfamiliar land. Named for the ship (Phyllis) that brought her to America in chains, she would become the first African American writer to have a book of poetry published. Due to prejudices at the time, Wheatley's authorship of her poems was quickly contested. Seventeen Boston men (including John Hancock) signed a preface to Wheatley's volume, verifying her authorship. Wheatley's poems are stylistically complex and sophisticated, with themes focusing on faith, perseverance, and morality. This poem, “On Being Brought from Africa to America,” is an autobiographical reflection of Wheatley's journey to America.*

*B.E.S.T Standards addressed in this task: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.2.1, ELA.11. C.3.1*

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1 "Twas mercy brought me from my Pagan land,  
2 Taught my benighted soul to understand  
3 That there's a God, that there's a Saviour too:  
4 Once I redemption neither sought nor knew.  
5 Some view our sable race with scornful eye,  
6 "Their colour is a diabolic die."  
7 Remember, Christians, Negros, black as Cain,  
8 May be refin'd and join th'angelic train.

## **“An Address to Miss Phillis Wheatley”**

### **Poetry**

**Jupiter Hammon**

**1778**

*Jupiter Hammon (1711ca. 1806) was America's first published African American poet. His first poem appeared in a broadside in 1761; his second, featured here, was not published until 17 years later. Hammon was born into slavery; although supportive of the abolitionist movement, he was never himself emancipated. A devout Christian, he encouraged enslaved people to look to heaven for salvation from the evils of slavery on Earth. “An Address to Miss Phillis Wheatley” was a direct entreaty to America's first published African American female poet, herself an emancipated Christian. In the poem, Hammon encourages Wheatley to improve as a Christian and become more devout. In the original publication, each stanza was accompanied by a corresponding Bible verse.*

*B.E.S.T Standards addressed in this task: ELA.11.R.1.4, ELA.K12.EE.1.1, ELA.9.V.1.3, ELA.K12.EE.1.1, ELA.K12.EE.3.1*

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I

O come you pious youth! adore  
The wisdom of thy God,  
In bringing thee from distant shore,  
To learn His holy word.

II

Thou mightst been left behind  
Amidst a dark abode;  
God's tender mercy still combin'd  
Thou hast the holy word.

III

Fair wisdom's ways are paths of peace,  
And they that walk therein,  
Shall reap the joys that never cease  
And Christ shall be their king.

IV

God's tender mercy brought thee here;  
Tost o'er the raging main;  
In Christian faith thou hast a share,  
Worth all the gold of Spain.

V

While thousands tossed by the sea,  
And others settled down,  
God's tender mercy set thee free,  
From dangers that come down.

VI

That thou a pattern still might be,  
To youth of Boston town,  
The blessed Jesus set thee free,  
From every sinful wound.

VII

The blessed Jesus, who came down,  
Unvail'd his sacred face,  
To cleanse the soul of every wound,  
And give repenting grace.

VIII

That we poor sinners may obtain  
The pardon of our sin;  
Dear blessed Jesus now constrain  
And bring us flocking in.

IX

Come you, Phillis, now aspire,  
And seek the living God,  
So step by step thou mayst go higher,  
Till perfect in the word.

X

While thousands mov'd to distant shore,  
And others left behind,  
The blessed Jesus still adore,  
Implant this in thy mind.

XI

Thou hast left the heathen shore;  
Thro' mercy of the Lord,  
Among the heathen live no more,  
Come magnify thy God.

XII

I pray the living God may be,  
The shepherd of thy soul;  
His tender mercies still are free,  
His mysteries to unfold.

XIII

Thou, Phillis, when thou hunger hast,  
Or pantest for thy God;  
Jesus Christ is thy relief,  
Thou hast the holy word.

XIV

The bounteous mercies of the Lord  
Are hid beyond the sky,  
And holy souls that love His word,  
Shall taste them when they die.

XV

These bounteous mercies are from God,  
The merits of His Son;  
The humble soul that loves his word,  
He chooses for His own.

XVI

Come, dear Phillis, be advis'd  
To drink Samaria's flood,  
There's nothing that shall suffice  
But Christ's redeeming blood.

XVII

While thousands muse with earthly toys;  
and range about the street;  
Dear Phillis, seek for heaven's joys,  
Where we do hope to meet.

XVIII

When God shall send his summons down  
And number saints together  
Blest angels chant (Triumphant sound)  
Come live with me forever.

XIX

The humble soul shall fly to God,  
And leave the things of time.  
Stand forth as 'twere at the first word,  
To taste things more divine.

XX

Behold! the soul shall waft away,  
Whene'er we come to die,  
And leave its cottage made of clay,  
In twinkling of an eye.

XXI

Now glory be to the Most High,  
United praises given  
By all on earth, incessantly,  
And all the hosts of heav'n.

## Task 2: Constructed Response

After you have read the two poems, complete the following short constructed response.

Write an expository paragraph (250-300 words) that uses text evidence (cite your text evidence in parentheses with the author's last name and the page number at the end of the quote) to answer posed by the title: Analyze in which ways these two poems reflect the themes (universal message) and issues of the Colonial and Early National period?

- If you are stuck, use the following questions and/or sentence frames to guide your analysis of the text (do not simply list answers to these questions; they are meant to guide your analysis and response):
  - What themes does Wheatley develop in her poem?
  - What themes does Hammon develop in his poem?
  - How do their poems develop themes or issues common to the literary period?
  - What factors may have caused each poet to form their respective attitudes toward religion?

## Life After High School

### Argumentative Text

2018

*Are you thinking of moving away from home after graduating from high school? In the two argumentative essays presented here, each writer makes a case for what's best. One discusses the positive opportunities of moving away from home, whereas the other explores why staying near home might be more beneficial in the long run. Both writers present strong arguments and support their claims with evidence. Which of the arguments do you find more convincing?*

*BEST Standards addressed in this task: ELA.11.R.2.1, ELA.11.R.2.4*

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### Life After High School: Is it better to move far away or stay close to home?

**Point: It is better to move far away from home after high school.**

1 For a recent high school graduate, now is the best time to move far away from home because moving to a new place offers more independence, new experiences, and increased awareness about the world.

#### Gain Independence

2 According to Eurobarometer and the 2005 Current Population Survey, almost 12% of people in the United States move each year. This percentage puts Americans only slightly behind the most frequent movers in the world, the Finnish and the Danish. Considering that the United States was founded by people moving from England to escape the restraints of their old lives and begin anew, moving seems to be an important part of our national character.

3 One of the main reasons to move far away from home after high school is to gain more independence. At home, young adults have to follow their parents' or guardians' rules. Even if these young adults move but stay close to home, they may find themselves encountering similar rules and hearing unwanted advice from family and old friends. In another place, whether at a college or at a new job in a new city, young adults will be able to make their own rules and form their own habits.

4 Some people argue that moving far away will make it harder for young adults to get help if they need it. It's true that parents cannot easily rush to aid their children if they live hundreds of miles apart, but depending on the situation, this may actually be a benefit. For example, according to the U.S. Bureau of Labor Statistics 2011 Consumer Expenditure Survey, moving from an urban environment to a more rural one can actually save you money. Additionally, moving away from home forces you to learn critical budgeting and household management skills: it's a crash course in adulting. For example, if young adults have always had meals prepared by a parent or guardian, then living far away means that they must learn to provide meals for themselves that suit their individual tastes and budgets. Besides, parents or guardians will not always be available to help, even if young adults live close by, so it is important for young adults to learn how to pay bills, communicate with others, and solve problems on their own.

### **Expand Understanding**

5 Another reason to move away is to have new experiences. Many students spend the majority of their childhood and adolescence in one place; they may have even spent their entire lives in the same house or apartment and learned alongside students a lot like themselves from elementary school through high school. Yet, most respondents to a 2015 Allstate/Atlantic Media Heartland Monitor Poll indicated that they would value living in an area where there are people from many different ethnic and racial backgrounds:

6 Once students move away from home, they will have the opportunity to meet new people. A college campus has people from all around the country and even from other countries; likewise, living in a new city allows young adults to explore new places, such as museums, restaurants, and venues for entertainment. As part of their military experience, some young adults may travel to distant bases or move to other parts of the country.

7 Moving to a new place also increases a person's awareness about the world. According to the Pew Research Center, 53% of people around the world and 60% of people in advanced world economies use social media as of 2017. Those numbers suggest that we already have increased connection to the world from our computers or smartphones. While it is possible to make new friends from around the world via social media, those numbers also show that 47% of people worldwide are not posting pictures, watching videos, and chatting on the internet. In a new place, young adults can meet people they never would have met online. By taking a chance and exploring, young people may discover a whole new world; they may walk into a new favorite restaurant and meet fascinating people who help them see an entirely different way of experiencing the world.

### **Seize the Moment**

8 Although it may seem scary at first, moving far away may be one of the most beneficial things young adults can do for themselves. Many young adults have not settled down with a partner, had children, or purchased property yet, which means that young adulthood is the perfect time to seize the moment and try living in an exciting, new place. Maybe the new place will become their new home—a place to settle down and raise their own family—or

maybe the place will give them unique insight about the world that they can take back to their hometowns and share with others.

## **9 Takeaways:**

- Moving far away is a great way to gain and assert independence.
- Moving far away will expand young adults' understanding of the world.
- Moving right after high school allows young adults to take advantage of the freedom of youth.

10 Being on their own, meeting new people, and learning new things are valuable experiences for young adults. After living in a new place, young adults will discover that the rewards of moving far away from home far outweigh any reason to stay behind.

## **Counterpoint: It is better to stay close to home after high school.**

11 The struggle to leave childhood behind is difficult enough without having to acclimate to a new environment and create a new support system, so new high school graduates should stay close to home as they transition into their new roles as adults.

## **Stay Nearby, Save Money**

12 In "Out of High School, Into Real Life," New York Times reporter Jack Healy reveals that 30% of the graduating class of 2017 did not plan to go directly to college. For many, this decision was based on the following criteria:

- ❑ Finances: some did not have enough money to pay for higher education, and others wanted to help support their parents or other family members.
- ❑ Employment: some young adults already have jobs before graduating, which allows them to contribute to their household's income.

13 Additionally, moving far away, whether it is to attend college or to pursue job opportunities in another city, involves moving expenses. Shipping furniture and electronics can be prohibitively expensive, so young adults will likely need to purchase such essentials once they've arrived at their new homes. Some say that living in a new city is exciting, and while it's true that urban environments often afford young people new opportunities, a new graduate has to consider whether or not a new lifestyle is worth the cost. The cost of living for fundamental requirements, such as food, clothing, and housing, can be more expensive in an urban environment.

14 By staying close to home, students can contribute to their families as well as save money for their future plans instead of spending money on traveling or moving.

## **Use an Existing Network**

15 Some people move to be closer to friends or distant relatives, but for most, moving away means starting over and losing networking connections. According to Healy's article, one graduating senior mentioned that he already

works for a car detailing business and that his plan is to take advantage of the connections he already has in his hometown in order to start a career. He is already working to build a life for himself, so leaving to search for a new opportunity in a new place does not appeal to him.

16 Although not all families have the same business ventures, young adults can still benefit from family and friend connections. Young adults can ask people they know if someone is hiring or request advice when approaching local businesses for opportunities. Young adults may also have connections from their own experiences. Being a trusted member of the community could lead to other opportunities if people see and appreciate the young adult's work. These kinds of connections must start from scratch when young adults move somewhere new, unless they have pre-existing connections before moving.

### **Maintain Relationships with Family and Friends**

17 Some may claim that living in a digital world means we don't need to live physically near friends and family in order to stay connected to them. Social media and technological advancements like Skype and FaceTime do make it easier to spend virtual time with faraway loved ones. Still, nothing can replace time spent together in person; seeing a person's face on a screen does not fulfill the same emotional needs as a hug or sharing an experience together. For some, it is more important to strengthen bonds with parents, siblings, grandparents, aunts, uncles, and cousins than it is to meet new people. This familial closeness can take the form of staying in the same area or living in multigenerational households, which as of 2016 make up 20% of all U.S. households according to the Pew Research Center.

18 Aside from being close and easily accessible, family and trusted friends can offer valuable moral support that can help ease young adults' transition from high school to the adult world. Everyone needs help sometimes, and knowing that a loved one is around to help at any time offers valuable peace of mind. A parent or guardian might be able to help with repairs around a nearby apartment or could offer roadside help with a flat tire, while trusted friends may be able to help you make important life decisions that a new acquaintance would not care to understand. Besides, according to the Pew Research Center, 53% of people around the world and 60% of people in advanced world economies use social media as of 2017. This means that young adults can create new friendships and expand their understanding of the world without having to leave loved ones behind.

19 Looking at recent data regarding the movement of different generations supports the assertion that it is better to stay close to home after high school. Research shows that almost 12% of people in the United States move each year (Eurobarometer and the 2005 Current Population Survey). That means the majority of Americans choose not to move. If moving was the best option, wouldn't more people do it? Additionally, for the past three generations of Americans, fewer and fewer young adults are moving. For all of the reasons provided above, young adults are abandoning a transient lifestyle for the stability of home.

20 While the transition to full independence may be slower, staying close to home ultimately offers more benefits than drawbacks. Young adults can save money or contribute to their family's income, maintain lifelong networking connections, and strengthen the relationships with the people who mean the most to them. Travel can happen at any time, but the benefits of staying close to home are irreplaceable.

### **Task 3: Argumentative Writing**

After you have read the excerpt, complete the following short narrative paragraph.

"Point/Counterpoint: Life After High School" addresses related topics about where to settle after high school is over—and although the authors cite the same information, they come to very different conclusions. Compare and contrast the development of these arguments in the text, evaluating the effectiveness and validity of each author's claim, as well as the author's use of reasoning.

- If you are stuck, use the following questions and/or sentence frames to guide your analysis of the text (do not simply list answers to these questions; they are meant to guide your narrative response):
  - For instance, how do the authors use of the same information to achieve different ends?
  - What print and graphic features do they use to support their arguments?
  - Which argument is more persuasive and why?

### **Task 4: Literary Analysis**

Once you have read the four texts, complete the following analysis.

"The Story of an Hour", "On Being Brought from Africa to America", "An Address to Miss Phillis Wheatley", and Argumentative Text: *Life After High School* discuss the longing and need for independence and freedom. Write a literary analysis (450-500 words) that argues the ways in which the setting in each text enhances the conflict faced by the narrator and influences the themes that are explored. Your analysis must be based on ideas and information that can be found in the four texts. Use parenthesis to cite evidence from the texts to support your analysis (author's last name and page number in parentheses at the end of your text evidence).

- If you are stuck, use the following questions and/or sentence frames to guide your analysis of the text (do not simply list answers to these questions; they are meant to guide your analysis and response):
  - What conflict does character face? How does the setting enhance the conflict?
    - They all face the conflict of...
    - Character struggles with...
  - How does the setting in each story influence the theme?
    - The setting increases the conflict because...
    - The setting(s) influences the theme by...
  - How are the stories similar and different in these ways?
    - The stories are similar/different because...