



**Canterbury High School  
Grade 12 Other Voices  
Summer Reading Questions**

This assignment is due after we return to school in August. If you have questions about this assignment, you can [email Mr. Todoran](#).

### ***Things Fall Apart***

**Reading Assignments/Chapters:** 1-2; 3-4; 5-6; 7-8; 9-10; 11; 12-13; 14-17; 18-19; 20-21; 22-23; 24-25. Twelve total readings.

**Guiding Questions:**

- **Social Lens:** *What traditions, rituals, and practices define the cultural identity of the Igbo?*
- **Gender Lens:** *What are the traditional gender roles in this culture? How are masculinity and femininity defined in this culture?*
- **Post-Colonial Lens:** *How is the novel an attempt to preserve the cultural identity of the Igbo? What conflicts and challenges to that identity arise with the arrival of the colonizers, their religion, and their system of government?*

**Note:** Track all three of the above. You will be randomly assigned ONE for the in-class writing.

**Annotations:** Keeping the guiding questions in mind, annotate your text. Highlight passages and use sticky notes to jot down an inference or question for each. You will be allowed to use an annotated text for the in-class writing. Track the following for each reading assignment:

1. Review the Notice and Note Signposts and Anchor Questions on the back. As you read, annotate signposts (you may find and annotate several, so choose the most salient to the guiding questions above). See the handout for anchor questions. Keep an eye out for the following echoes/motifs: *storytelling (including fables, myths, and historical accounts); gender (masculinity and the role of women); tradition and change.*
2. Create a **double-entry reading log** according to the model on the back of this sheet. Keep a running file of this work for submission to turnitin. *From your annotations, choose and enter a minimum of **four signpost** quotations plus an inference or question for each reading assignment. (at least four per chapter or chapter range). You may cut down longer passages with ellipses if necessary.*

**Assessment:** “Meets the Standard (B+/-)” equals a minimum of four quotes with inferences and/or questions for each reading assignment.

**Reading Log (example)**

**Title:**

**Chapter(s):**

Quotation (with page number)	Inference or Question
Motif/Echo: “Well I’ve had a pretty hard time, Nick, and I’m pretty cynical about it” (16).	Nick is once again “privy” to a “secret grief” (1). Why do people seem to open up to Nick?

**You will do a minimum of four of these for each of the twelve reading assignments above.**

**Preparation for Class Dialogue**

**Annotations: This is how we will take notes in preparation for class work.** Everyone brings an annotated text. Capture your thinking on sticky notes. Note page number, type of signpost or craft element, and your (brief) inference or question. Keep more extensive notes in a separate notebook.

**Important rule of thumb:** Notice and Note strategies are designed to help us recognize important moments – actual *passages* – that add up to meaning. By focusing our attention on those passages, we can make inferences, form interpretations, engage in dialogue, and ultimately write interpretations and analysis. For the sake of rich and meaningful class or group dialogue, we should be working toward the quality of questioning and interpretation represented by the far right-hand column below. Recognizing salient passages and applying the anchor questions should get us there.

**Note:** *If you have NO experience with Notice and Note signposts, or if you’ve been discouraged from reading in this way, simply do your best. It’s MEANT to be INTUITIVE. Before long, it becomes second nature.*

**Notice and Note: Close Reading and Annotation**

When you notice...	...annotate the passage, apply the anchor question, capture your thinking...	...and apply these notes to discussion, interpretation, and writing about...
Contrasts and Contradictions: When a character acts in a way contrary to what we would expect. Any	Why might the character behave this way?	Character traits and motivation; theme; metaphors; <i>irony</i>

juxtaposition of characters, settings, images, etc. C&C		
Epiphany. Growing awareness or a sudden realization. A-ha!	How might this change things?	Character development/changes; theme
Tough Questions (moral or ethical dilemmas or choices): TQ	How might this challenge the character's belief or values?	Internal conflict; theme
Echoes or <b>motifs</b> : recurring ideas, images, situations, etc.	Why does the author call attention to this again and again?	Recurring images, events, places, words, or ideas offer insight into character motivation, theme, symbolism
Memory Moment (or any reflective "moment," digression, or flashback: MM	How is this moment significant?	Character motivation; insight into theme
Words of the Wiser: advice, words of wisdom from often an older, but sometimes younger, character. WoW	What is the life lesson, advice, warning, and why is it important?	"big ideas" related to theme, values, morality, moral character, and choices.
Illuminating Allusions: references to other works, characters, or situations--- literary, art, musical, historical, Biblical. "ALL"	Why is this allusion relevant to the story?	Theme; historical or cultural context; character traits
Voice: Diction, Imagery, Details, <i>figurative</i> Language, Syntax	<i>How</i> does the text <i>mean</i> ?	Mood, atmosphere, tone, effect

**Active Reading:** Keep a highlighter, pen, and sticky notes handy as you read. This isn't a scavenger hunt for every single possible signpost. The idea is to recognize salient passages---- moves that all authors make---that build meaning. Recognizing these salient features will make you a more autonomous reader and enable you to take ownership of the reading process.

**Assessment:** You may be familiar with the "gobbets quiz" from freshman year. My quizzes and tests are similar; however, my reading assessments focus on "significant signposts."

### ***Between the World and Me***

**Reading Log:** For each assigned reading, write a brief\*, thoughtful, and well-supported response to each of the following. Cite specific examples from the text. Include MLA

parenthetical citations. Label each reading assignment IN BOLD. Number each response in each section. You will submit this work to turnitin on the second day of the semester.

1. What surprised me?
2. What did the author expect me to already know? There are loads of ALLUSIONS to people, places, historical events, and literature. Identify three or more per reading. Give a brief description of to whom or to what the author is alluding.
3. What challenged, changed, or confirmed what I already know about race in America?
4. Track and discuss motifs/echoes. For example: “the body” and “the Dreamers.” Note how the motif changes or develops as the text unfolds.
5. The text is written as an *epistolary*, or letter of advice, from father to son. Quote, paraphrase, and/or summarize specific “lessons” that Coates passes on to his son.

\*Each response will be three or more concise and coherent sentences. You will have a minimum of fifteen sentences per reading assignment, or approximately 200 words. That makes approximately 1800 words total over the course of the Reading Log for Coates.

### **Reading Assignments**

reading #1, pages 5-21.

reading #2, pages 21-39.

reading #3, pages 39-57

reading #4, pages 57-71.

reading #5, pages 72-91

reading #6, pages 92-108.

reading #7, pages 108-119.

reading #8, pages 119-132.

reading #9, pages 135-152

**Plagiarism:** This is individual work. Sharing or borrowing this work from another student is an act of plagiarism that will result in academic consequences. Caveat: If you “let somebody read” your notes/journals and they plagiarize them, claiming that you “didn’t know they were gonna to copy ‘em” is not an excuse.