English III 2018

The course goal is to motivate students to read, write, discuss and analyze a variety of texts with imagination and enthusiasm. Going into junior year students will also be taking American History. The selected texts this year will correspond with the novels, short stories, speeches, articles and poems being written by and taking place within US history.

Summer Work:

Summer will focus on the skills learned and acquired in English II. While reading these materials students should annotate the texts, yes I will be asking to see these annotations when collecting the essays. Annotating is personal and writing notes and marking what you find important so that you may create a connection and decipher the texts.

-Reading:

Please buy the hard or soft copy of the book. The articles can be found online.

- *The Absolute True Diary of a Part-Time Indian* by Sherman Alexie

- "The Gruesome Story of Hannah Duston, Whose Slaying of Indians Made Her an American Folk "Hero"" by Barbara Cutter
- "Probing the Paradoxes of Native Americans in Pop Culture" by Ryan P Smith
- "We Are the Original Southerners" by Malinda Maynor Lowery

-Listen:

- "An American Secret: The Untold Story Of Native American Enslavement" by the Hidden Brain show on NPR

Assignment:

After reading and annotating the novel and the articles and listening to the clips, students will construct a synthesis essay. A synthesis essay is when one looks at a variety of texts and finds ways in which they connect. The essay should incorporate **the novel and at least two other source** from the reading or listening list.

When writing think of these questions:

• How do all of these texts and clips connect?

• What common theme or argument do they share?

Essay Structure
Think about the hamburger model (Back from sophomore year)

▪ Intro- This is the top bun of sandwich. This is the time and when you hook in your reader. Think about how to introduce your paper without summarizing what it is about. At the end of the paragraph is your **thesis statement** which may be open or closed. Your thesis is where you state what your paper is about, which should refer back to the initial prompt or question.

A basic example of a thesis, which prompt asks for a theme:
_____ is a central theme of (book title) and can be seen _____, _____, and _____.
The three blanks reveal the three body paragraphs, where you will go into depth about where the theme is prevalent.

▪ Body- This is the meat of your paper. This is when you need to support your thesis through research on the topic, in text citations (MLA: "…….." (author, pg. #). / APA "……" (author, date, pg.#).), and your analysis of the evidence and examples you provide.
Think of the acronym RACE for each sentence of the paragraph:
R- restate: restate the part of the thesis that you will be addressing in the body paragraph.
A-answer: expand upon the topic sentence.
C-cite: cite from a source or research using the correct in-text citations.
E- explain: explain and analyze the citation provided earlier.

Be sure to include topic and transitional sentences and the beginning and end of the paragraphs.

▪ Conclusion-This is the bottom bun. This is where you go back to how you introduced your topic (have buns connect). Remember to not simply summarize your paper or the intro.

Annotating

Use the table below and choose either the acronym DIDLS or TWIST when annotating.

D- diction Word choice, what words did the author use and why? Is it formal or informal?	**T- tone** How does the author feel about the topics discussed in the text?
I- imagery What visuals did the author provide?	**W- word choice** Word choice, what words did the author use and why?
D- details What were major lines in the text? Did they reveal anything such as theme, character development, etc?	**I- imagery** What visuals did the author provide?
L- language What language is being used? It is happening in the past, present or future?	**S- syntax** What are the sentence lengths, structures, types, etc in the text?
S- syntax What are the sentence lengths, structures, types, etc in the text?	**T- theme** What message(s) does the the author want the reader to get out of the text? What details in the text reveals this?