**CCS Summer Reading 2025**

**English III**

Required Reading: *The Grapes of Wrath* by John Steinbeckand *Moby Dick: A Graphic Novel* by Herman Melville

**About Summer Reading**

Students entering 11th grade are required to read the books selected by the CCS English Department. These texts will serve as part of the curriculum for the beginning of the school year. After reading both books, students must prepare the assignment described below and **submit the assignment through Google Classroom by 11:59 pm on August 4th.**. These questions will count as the **very first quiz grade** in English class, and if it is not submitted online by the deadline, it will receive a grade of zero (0). **No late assignments will be accepted.**

Log into the class with the following credentials:

* **Class invite link:** https://classroom.google.com/c/NzgzNjUwNDc1MTE4?cjc=zgmo4jcs
* **Class Code:** zgmo4jcs

**In addition, students must be prepared to take an in-class assessment on *The Grapes of Wrath*. This will serve as their first official test grade in English class.**

**Assignment Overview**

All students must read both novels in their entirety and make **personal annotations** throughout each text. These annotations should include:

* Reactions and personal insights
* Analysis of themes, motifs, and symbolism
* Character development observations
* Questions that arise as you read
* Significant passages and quotations

**Question Format:** In a new Word or Google document, type each question number followed by the full question and your complete answer. Be sure to leave a blank line between each question for clarity and organization. **Use textual evidence to support your answers.**

**The completed guided reading questions must be submitted through Google Classroom by the stated deadline.**

**Assessment Schedule**

* **By the third day of school:** An in-class test on *The Grapes of Wrath* will be administered.
* **During the first full week of school:** *Moby Dick* will be discussed in class with written and group-based assessments.

**A Note on Academic Integrity at CCS**

A student’s homework and in-class work fulfill the instructor’s intentions in a specific class:

1. Individual assignments must be represented by individual work. There are to be no “study groups” for this type of assignment.
2. In no case is direct copying allowed.

Academic integrity is **VITAL**. Plagiarism of any kind will not be tolerated and will result in a zero on the assignment. Plagiarism is defined as presenting the work **or** ideas of another as one’s own. This includes:

1. Direct copying of another person’s (living or dead) work;
2. Using any portion of another person’s material or ideas **without proper documentation** (i.e. internal citation/parenthetical documentation and Works Cited)
3. Paraphrasing another person’s original material **without proper documentation**

**Be prepared to bring your annotated books on the first day of school and to participate in meaningful discussion and assessments.**

### **The Grapes of Wrath – Guided Reading Questions**

1. How do Steinbeck’s intercalary chapters deepen the reader’s understanding of the broader social and economic landscape of the Great Depression? Choose one chapter to analyze closely and explain how it reflects or contrasts with the Joad family's journey.
2. Trace the transformation of Ma Joad throughout the novel. How does her character evolve in terms of leadership, emotional resilience, and her role within the family? What does her development reveal about gender roles and strength under pressure?
3. What symbolic significance does the turtle in Chapter 3 hold within the narrative? How does Steinbeck use this image to foreshadow major themes or conflicts that emerge later in the novel?
4. Analyze the economic and environmental forces that prompt the Joads to migrate westward. How does Steinbeck critique the American economic system and its treatment of working-class families?
5. As the Joads journey through California, how does the changing dynamic of their family structure reflect broader themes of displacement, adaptation, and survival?
6. Evaluate how Steinbeck portrays the tension between community cooperation and individual survival. How do different camps and social settings highlight this tension, and what message does Steinbeck seem to convey?
7. Explore the role of Jim Casy as a moral and philosophical guide. How does his worldview evolve, and in what ways does his legacy shape Tom Joad’s transformation by the end of the novel?
8. How does Steinbeck incorporate Biblical imagery and allegory throughout the novel? In what ways does the Joad family's migration mirror religious or spiritual journeys from scripture?
9. Examine the closing scene of the novel, particularly Rose of Sharon’s final act. How does this moment encapsulate key themes of human dignity, sacrifice, and hope amidst suffering?
10. In what ways does *The Grapes of Wrath* critique or redefine the traditional notion of the American Dream? How does the novel challenge readers to reconsider their understanding of success, justice, and collective responsibility?

### **Moby Dick (Graphic Novel) – Guided Reading Questions**

1. How does the graphic novel format affect the way *Moby Dick*’s major themes—such as obsession, fate, and the struggle against nature—are presented? Choose a specific scene to analyze visually and thematically.
2. Captain Ahab is portrayed as both a charismatic leader and a tragic figure. How do the illustrations reinforce or complicate your understanding of his motivations and downfall?
3. Consider the role of Ishmael as narrator. How is his perspective shaped or altered by the visual storytelling in the graphic novel? What elements of his character are emphasized or underplayed?
4. Examine the symbolic use of the sea in the graphic novel. How does the visual representation of the ocean contribute to the mood, tension, and philosophical undertones of the narrative?
5. In what ways do the artists depict the contrast between man and nature? How are these tensions reflected in the whale, the ship, and the crew’s experiences?
6. How do the visual elements (such as color, panel layout, or expression) enhance or limit the novel’s deeper explorations of vengeance, destiny, and humanity?
7. Compare the portrayal of Moby Dick himself in the graphic novel to your expectations or prior knowledge. How is the whale depicted as more than just an animal?
8. What role do secondary characters like Starbuck, Queequeg, or Stubb play in shaping the moral and philosophical debates within the story? How effectively are their personalities conveyed through both text and image?
9. Identify a moment in the graphic novel where the tone shifts significantly. How do the visual and narrative cues work together to signal this change, and what impact does it have on the story’s progression?
10. In adapting Melville’s complex novel into a visual format, what elements do you feel are lost or gained? Does the graphic novel succeed in preserving the literary depth and meaning of the original?

### **Guided Reading Questions Rubric**

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| **Category** | **Exceeds Expectations (10 pts)** | **Meets Expectations (8–9 pts)** | **Approaching Expectations (6–7 pts)** | **Below Expectations (0–5 pts)** |
| **Completion** | All questions are thoroughly answered; none are missing. | All questions are answered, with minor detail omissions. | Most questions are answered, but some are incomplete or overly brief. | Several questions are missing or mostly incomplete. |
| **Depth of Analysis** | Responses show thoughtful interpretation, strong insight, and original reflection. | Responses show adequate understanding and some analysis. | Responses are mostly surface-level with limited analysis or insight. | Responses are vague, overly simplistic, or show minimal understanding of the text. |
| **Textual Support** | Specific examples or quotes from the text are effectively incorporated when appropriate. | Occasional textual references are included to support points. | Few or no quotes/examples are included; general references are made without detail. | No textual evidence is provided to support responses. |
| **Organization & Format** | Answers are clearly labeled, well-spaced, and consistently follow the required format. | Formatting is mostly clear; questions and answers are numbered and spaced appropriately. | Formatting is inconsistent; may lack spacing or clarity between questions. | Disorganized format makes it difficult to follow or assess answers. |
| **Grammar & Conventions** | Responses are free of grammatical and spelling errors; writing is polished and academic in tone. | Minor grammatical or spelling errors are present but do not interfere with meaning. | Several errors in grammar or spelling occasionally interfere with clarity. | Frequent errors make responses difficult to understand. |

**Total Points Possible: 50**