



## Summer Reading Assignment

In conjunction with your reading of *Into the Wild*, I am asking you to go out of your way to experience nature and the intrinsic and valued connection that it possesses. For this assignment, you can visit any park in Florida or beyond. Your legible, HANDWRITTEN reflection should be 300-600 words (about a page to a page and a half) and should consider the following:

- Which Park did you attend and why? Who went with you?
- What did you see/do?
- What was something awe-inspiring that you experienced? (Find the flecks of beauty that resonate with you)
- Make a connection to McCandless and his perspective on nature's impact on our lives. Cite actual references to the text. (page, or at the least, chapter)
- Include photos of yourself at the park (examples: hiking, biking, running, kayaking, meditating/stretching, etc.) \*\*\*You must prove that this is a recent trip, not something you've previously done. The photo(s) should denote the time and date. You will not receive any points for photos and/or trips that were done previous to summer 2025.

**Florida parks to consider:** Phillippe Park, Starkey Park, Lettuce Lake, Hillsborough River State Park, Weeki Wachee River, Withlacoochee State Forest, Flatwoods Trail, Upper Tampa Bay Trail, Balm Boyette Nature Preserve, Honeymoon Island, Weedon Island.

## *Into the Wild Annotation Guide*

When we return from summer break, you will have a supervised writing assessment on one of the questions below. You will use your annotations to form and support your response. Your objective while reading is to select **three** chapters from the book to annotate based on **three** different guiding questions below. To be clear: the prompt for the writing and the focus for your annotations should be one of the questions below. You should **WRITE** the essential question at the beginning of the chapter you select. Also, you should be prepared for some form of test on the book.

- How does setting a place shape one's identity?
- What is the relationship between self and society?
- What is the definition of success, and how can success be qualified?
- How do we construct identity through our actions, interests, values, and beliefs?
- To what extent is community essential to happiness?
- To what extent does one choose to live a life with "purpose?"
- How can the natural world provide answers to human questions?
- How can one live "deliberately?"
- In what ways do our relationships shape us?

**\*Three separate questions for three separate chapters.**

Your annotations should consider the following devices: (90 percent of your annotations should include lit device)

- **Narrative structure**—The elements that Krakauer uses to construct and frame Chris McCandless's life story, including: Interviews; his personal life experiences/anecdotes; historical equivalents to McCandless/allusions; McCandless journal entries, postcards/letters; epigraphs; and highlighted/annotated excerpts from books found in McCandless's bus. For narrative structure annotations: narrative structure is the device- (put the element in parentheses) in your annotation
- **Language:** Examples of descriptive diction and syntax
- **Direct/indirect Characterization**—Krakauer's portrayal of Chris McCandless
- **Thematic Threads:** Nature, Relationship of self & society, Constructing identity, etc. (label the theme: some form of device should be attached to thematic threads annotations (how does the use of the device help build theme?))
- **Imagery**—Sensory details
- **Irony**—Literal and metaphorical

- All annotations must be attached to a word(s), phrase, sentence. NO FLOATING ANNOTATIONS.

Each chapter should have a minimum of ten annotations based on the above devices. Your textual evidence should be highlighted. Annotations should also be written in ink (legible color choice; not red), have a title/tag of the above devices, and commentary on purpose of the device you've selected- what is the author's intended effect Literary device + strong verb + effect. If I cannot read the annotations, I may not give credit for the annotations.

Annotations should address:

*What does the text say (text highlighted); what does it mean (device being utilized); and why does it matter in terms of the author's purpose (effect)?*

*A Note about the 2025-26 Booklist*

*(please download a copy of this so you have access to the Amazon links)*

*Dear Parents and Students,*

*I would like you to purchase all novels before the start of the school year. I do book checks digitally, through Canvas, typically two weeks before we start a new unit.*

*This year (24-25) many students did not have their novels on time, so teachers had to create PDFs of portions of the novel, or scramble to find an online version of the novel to start students off. This will not happen if you purchase all the novels/plays ahead of time.*

*The novels are locked in- we will not be making any changes in the middle of the year. Below are the novel links, with ISBNs included. It is important that we all have the same novels, especially *Siddhartha*, by Hermann Hesse, as that is a work in translation. If your student has a different translation, several assignments will be confusing for them.*

*Just a reminder, you must purchase physical copies of the works. While Audible is always a nice addition, students must be able to write in their novels.*

*Looking forward to an amazing year!*

*Buffy Vassey*

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[Into the Wild](#) *Into the Wild* Jon Krakauer (Summer read)

[Siddhartha](#) *Siddhartha* Hermann Hesse

[Their Eyes Were Watching God](#) *Their Eyes Were Watching God* Zora Neale Hurston

[Passing](#) *Passing* Nella Larsen

[Macbeth](#) *Macbeth* Shakespeare

Please keep your **Sadlier Oxford vocabulary workbook**, as well. We will resume vocabulary work in tenth grade.