Hello, and welcome to English IV! As an essential part of this course, you must complete a summer reading and writing assignment. These assignments from the foundation for further analysis and inform an essay we will work on in the opening weeks of school. Just a hint: Don’t wait until the last minute to do these assignments as procrastinating may ruin the book for you, and you will want to start the school year confident, not stressed!

**The reading and writing assignments are due on the first day of school.**

Please email me if you have any questions, and happy reading! [ritterfrizell@scspk12.org](mailto:ritterfrizell@scspk12.org)

**Reading Assignment**

English IV is a writing class designed to prepare you for the mandatory college writing class you will have to take at any college or university you choose to attend. It is with this in mind that I am requiring you to read a work of non-fiction, Jon Krakauer’s *Into Thin Air*. As you read you will need to interact with the text by annotating and writing about each chapter after you have read reflecting on what is happening, questions concerning events, intent, or confusion and any observations. Pay particular attention to the author’s audience and purpose: meaning who is he writing this story to and why is he writing it? Since this is an autobiographical work, you will also need to question why Krakauer is writing about this tragic event in his life.

**Written Analysis: Non-Fiction Analysis**

For *Into Thin Air*, in addition to your annotations and journal you will be using SOAPSTone to analyze the text. SOAPSTone (Speaker, Occasion, Audience, Purpose, Subject, Tone) is an acronym for a series of questions that a reader must first ask him/herself, especially when reading nonfiction.

Read the descriptions below and complete the assignment for each bulleted prompt. This should be typed as a Google Doc or Word document. Answers should be found throughout the book. Failure to do so will result in point deductions.

**Who is the Speaker? The voice that tells the story.**

As you are reading, consider the authority and credibility of the writer. How does the writer establish his or her credibility in the text?

- Find three specific passages to quote that establish the writer as a trustworthy and/or qualified speaker.
- Below each quote, explain how the passage establishes the writer’s credibility.
- Make sure to provide a complete in-text citation.

**What is the Occasion? The context that prompted the writing.**

As you are reading, analyze the reason(s) the writer is choosing to approach the topic at this particular moment in time. Is he writing in reaction to a specific event or person? Discuss how the occasion is revealed in the text.

- Why did the author choose to write this text at this time?
- How do you know? What proof is there? Explain your reasoning. (6-8 sentence par.)

**Who is the Audience? The group of readers to whom this piece is directed.**

As you are reading, determine to whom this piece is directed. How do you know who the audience is? How is the audience defined? Discuss how the writer demonstrates an understanding of the audience and how he uses that understanding to accomplish his or her goals.

- Who is the audience?
- How do you know? Explain your reasoning. Provide proof. (6-8 sentence par.)
What is the **Purpose**? The reason behind the text.
As you are reading, analyze the purpose/argument/claim of the writer. Explore the purpose beyond its basic informative nature. Discuss how the purpose is revealed in the text.

- Are the purpose and occasion similar or different in this piece? Explain your reasoning. Provide proof. (6-8 sentence par.)

What is the **Subject**?
You should be able to state the subject in a few words or phrases. As you are reading, consider the general topic, content, and ideas contained in the text. Does the writer explicitly state the subject or is it implied?

- Pick three subjects the author writes about and create a sentence for each subject that reveals the author’s message about this subject, essentially the theme.

Example from *Romeo and Juliet*:
Subject: hatred
Message: Unexamined hatred has far-reaching consequences, often affecting the lives of innocent victims.

What is the **Tone**? The attitude of the author.
As you are reading, analyze the attitude of the writer. Tone extends meaning beyond the literal. Examine the choice of words, emotions expressed, and imagery used.

- Identify three tones the author creates in the text.
- For each tone, find one example from the text illustrating tone.
- Explain how the tone affects the effectiveness of each passage. (2–3 sentences)

**Sample tone words**: These are just a sample. There are MANY, MANY more tone words you may use.

- Animated
- Amused
- Angry
- Arrogant
- Empathetic
- Disparaging

- Ambivalent
- Indignant
- Assertive
- Detached
- Cynical
- Depressed

- Apathetic
- Aggressive
- Distressed
- Awestruck
- Condescending
- Comic

- Accusatory
- Cautionary
- Bitter
- Disheartened
- Somber
- Optimistic

**PLAGIARISM**
The school’s plagiarism policy will be applied to any plagiarism for the summer assignment. You will NOT receive credit for plagiarism because you did not do the WORK, and you may NOT make up the assignment. You may NOT use SparkNotes, MonkeyNotes, or any other materials to replace reading the actual book. This also means you may NOT use information from these websites for your paper (i.e. direct quotes or paraphrasing). **You may NOT use materials from another student. Do NOT work collaboratively on these assignments** (Collaboration has its place, but not for this assignment)

If you are having difficulty comprehending the book, writing assignments, or completing the assignments, please contact me ([jritterfrizell@scspk12.org](mailto:jritterfrizell@scspk12.org)). This is the best way to avoid panicking and resorting to cheating; I will likely check my email once a week during the summer.