

Jackson Local Schools

June 2014

Striving for Excellence



Dear parents:

Next year, JHS is changing our requirements for summer reading. All students taking the English courses listed below are not required to complete summer reading; however, they may complete a summer reading assignment for extra credit.

Please see **To Receive Extra Credit** listed below for directions.

English 102
JSA English 102
English 103
JSA English 103

JAGS English 103
English 104
English 106
Dual Credit English

Students taking the courses listed below are required to complete summer reading. Please see **Required Reading Assignment** for instructions.

JAGS English 102
English 112
English 113
JSA English 113
JAGS English 113

English 114
AP Language and Composition
AP Literature and Composition
English IB HL 11
English IB HL 12

To Receive Extra Credit

To receive extra credit for summer reading, on-level students must select a work from the following list and must complete the corresponding quotes project:

David and Goliath by Malcolm Gladwell
And the Mountains Echoed by Khaled Hosseini
Inferno by Dan Brown
Hotel at the Corner of Bitter and Sweet by Jamie Ford

In the Garden of Beasts by Erik Larson
The Invention of Wings by Sue Monk Kidd
Saving CeeCee Honeycutt by Beth Hoffman

As you read your work, mark passages that you find important, provocative, dramatic, surprising, or disturbing. Once you have completed your work, select five passages from throughout the work. Copy the passages with the corresponding page numbers and write about each in the following ways:

- ▲ First, in a well-written paragraph explain how the passage fits into the work. Does the passage add to character development, develop the plot, add details to the setting, provide instruction on a given topic, etc. . .
- ▲ Then, in a well-written paragraph react to the passage as a reader; in other words, make your reader understand why you have selected this passage. To help you generate responses for this section, consider responding to one or more of the following:
 - Why does the passage impress, intrigue, horrify, or puzzle you?
 - Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
 - Does the passage prompt a strong response from you as you read it? Does it present itself as so well crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic?

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- Is this passage particularly meaningful in the work?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a personal situation?
- Does the passage make you laugh, make you melancholy, or make you angry?
- Does the author or character raise intriguing issues?
- Does the passage challenge or expand your thinking? (You get the idea.)

(You are not limited to the above list, nor should you attempt to answer every question, but you must explain why the passage you chose means something to you or why it caught your attention.)

Important Reminders

- ▲ All aspects of this assignment must be typed.
- ▲ Passages/quotes must be at least two sentences long, although many will, and should, exceed this.
- ▲ Passages must be from throughout the entire novel. Students who choose five quotes from the first chapter or section of the book will not receive full credit.
- ▲ All passages must be in quotation marks — be sure to copy the passage exactly as it appears in your novel.
- ▲ All passages must include the page number from which they are taken. Cite page numbers as (235), or (16), or (105).
- ▲ This assignment is due on the first day of school — no late summer reading assignments will be accepted.
- ▲ Students must also submit their work electronically; teachers will provide instructions on registering and submitting to turnitin.com on the first day of school.

Required Reading Assignment

English 112: Accelerated Freshman English

A biography or autobiography of the student's choice (250 page minimum)

The Alchemist by Paulo Coelho

English 113, JAGS 113, and JSA 113: Accelerated Sophomore English, including JAGS and JSA

Students must complete a choice reading option. Rather than the quotes project, however, students must come to class prepared to give an oral essay presentation in the opening days of class. Explanations, prompts, and rubric will be given on the first day of school. Students may not choose the same book that they are reading for AP US history for English 113.

In addition, students should purchase and read Ray Bradbury's *Fahrenheit 451*. It is recommended that students not read the novel until August so that it's fresh in their minds. Our first unit will be driven by the novel and will begin immediately following oral essays.

English 114: Accelerated Junior English

Students may choose any one book (fiction or nonfiction, 250 page minimum) with the corresponding summer reading quotes project. Although students may select any work for this course, the on-level quotes project guidelines still apply.

English 115: Advanced Placement Language and Composition

Choose one of the following to read and complete the corresponding essay:

Outliers: The Story of Success by Malcolm Gladwell

The Shallows: What the Internet is Doing to Our Brains by Nicholas Carr

Freakonomics: A Rogue Economist Explores the Inside of Everything by Steven Levitt & Stephen Dubner

The Geeks Shall Inherit the Earth: Popularity, Quirk Theory, and Why Outsiders Thrive After High School by Alexandra Robbins

Quiet: The Power of Introverts in a World That Can't Stop Talking by Susan Cain

The Green Boat: Reviving Ourselves in Our Capsized Culture by Mary Pipher

Unbroken by Laura Hillenbrand

Please note: Directions for the essay will be accessible on the English department webpage and on Mr. Gillette's, Mrs. Williams's, and Mrs. Adolph's webpages. Students must also purchase *On Writing Well* by William Zinsser and bring that book with them on the first day of class.

IB Junior English

The House of the Spirits by Isabel Allende

Frankenstein by Mary Shelley

Brave New World by Aldous Huxley

How to Read Literature Like a Professor by Thomas C. Foster

(Students, who may access the instructions for the assignment on Mrs. Adolph's webpage, should complete the literary analysis explication and the 3-5 page paper for the first day of school.)

IB Senior English

Hamlet with corresponding quotes project

Things Fall Apart by Chinua Achebe

English 117: Advanced Placement Literature and Composition (Grade 12)

Choose one per group:

Group 1: *Candide* by Voltaire, *Being There* by Jerzy Kosinski, or *Equus* by Peter Shaffer

Group 2: *The Fountainhead* by Ayn Rand, *1984* by George Orwell, *Brave New World* by Aldous Huxley, or *Slaughterhouse-Five* by Kurt Vonnegut

Group 3: *Alive* by Piers Paul Read, *The Right Stuff* by Tom Wolfe, or *The Road* by Cormac McCarthy

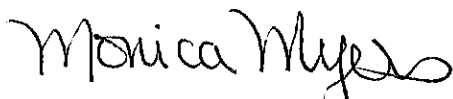
Mandatory: *How to Read Literature Like a Professor* by Thomas C. Foster (**Note:** Students should choose 15 key points of literary analysis, explicate each, and apply at least ten of the fifteen to one summer reading book. Work must be typed and is due the first day of class.)

JAGS 9th Grade

The Alchemist by Paulo Coelho (Students will be tested over this work within the first week of school.)

Please see the enclosed rubric and sample quotes. If you have any questions or concerns, please do not hesitate to call the high school.

Sincerely,



Monica M. Myers, Principal
Jackson High School

Enc.

Summer Reading Rubric

Criterion A: Quote Identification

Marks	Level Descriptor
2	Selected quote meets stated criteria: each quote is a minimum of two sentences and is cited appropriately.
1	Selected quote meets one of the aforementioned criteria.
0	Selected quote does not meet the above criteria
Q1:___ Q2:___ Q3:___ Q4:___ Q5:___	Total:_____/10

Criterion B: Analysis

Marks	Level Descriptor
2	Student clearly articulates the significance of the quote.
1	Student explains the quote, but the explanation may not be specific
0	Student either fails to explain the quote, or the explanation fails to convince the reader that the student has read the work.
Q1:___ Q2:___ Q3:___ Q4:___ Q5:___	Total:_____/10

Criterion C: Student Reaction

Marks	Level Descriptor
2	Student reacts to the quote and provides convincing evidence or explanation for the choice.
1	Student reacts to the quote, but may not provide sufficient evidence or explanation.
0	Student fails to explain the rationale for selecting the quote and fails to provide sufficient evidence or demonstrates little knowledge of the work.
Q1:___ Q2:___ Q3:___ Q4:___ Q5:___	Total:_____/10

Overall Quality of Work

Marks	Level Descriptor
5	Quotes are representative of the work as a whole and work is typed. Presentation of the work is impressive and overall quality of work is grade appropriate.
3	Quotes may not be evenly distributed throughout the work or work may not be neat or grade appropriate.
0	Quotes fail to meet any of the above criteria.
	Total:_____/5

Overall Total_____/35

Note: Students will not receive credit unless work is submitted to turnitin.com according to the guidelines established by the classroom teacher on the first day of school.

Sample Quotes

“Tis given out that, sleeping in my orchard,/A serpent stung me; so the whole ear of Denmark/Is by a forged process of my death/Rankly abused; but know, thou noble youth,/The serpent that did sting thy father’s life/Now wears his crown” (34).

This quote, spoken by the ghost of Old Hamlet to his son, Hamlet, occurs in Act 1 and establishes the central conflict of the play. The people of Denmark assume Old Hamlet was killed by a snake, when in reality his brother committed fratricide. Old Hamlet proceeds to ask his son to avenge his murder, a task that takes an eternity, since Hamlet spends most of his time thinking of killing Claudius instead of actually doing it. This particular quote establishes Old Hamlet's feelings toward Denmark and, obviously, his uncle, the new king, feelings that ironically mirror those of his son.

I selected this quote primarily because it provides the motive for all Hamlet's actions and really becomes the foundation of the play. After Hamlet expresses his disgust at his mother's remarriage, just two months after his father's death, I already knew he was unhappy about things in Denmark, but the type of treachery described in this quote is truly inexcusable. I try to think about how I would react if I were in Hamlet's shoes, but it's hard. While I can't empathize, I can understand the depth of his despair.

“He went on and we stopped in the hall and Caddy knelt and put her arms around me and her cold bright face against mine. She smelled like trees”

‘You’re not a poor baby. Are you. Are you. You’ve got your Caddy. Haven’t you got your Caddy’” (6).

Although this passage is held within Benjy’s chapter, it is most important for its characterization of Caddy. Throughout *The Sound and the Fury*, Caddy is known for her scandalous reputation. However, Faulkner also includes passages such as this one to show Caddy’s inherent goodness. Despite her inconsistent morality, Caddy’s love for her brother is unwavering. And as a result, Caddy becomes one of the three main things Benjy comes to take comfort in and love in life. Also, this passage makes reference to Caddy’s smelling like trees, which is something that Benjy associates with his sister throughout the chapter and is vital to clue the reader in to when he is discussing her.

The main reason I noted this passage was because it resonates with real life. Everyone has heard a mother cooing her baby with phrases like, “Mommy’s here, isn’t she?” Such motherly tones are evident here and in sharp contrast to the behavior of Benjy’s actual mother, Mrs. Compson, who doesn’t know how to treat her son. This concept is significant for two distinct reasons. First of all, it shows Caddy’s strength, as she is able to love her brother despite his condition, and she has been mature enough to do so since her adolescence. And secondly, despite the fact that Benjy is also an adolescent here, he is treated as a baby. Faulkner does not portray this circumstance as inappropriate, but rather, he uses it to strike a chord of sympathy in his reader and tune her in to the fact that Benjy’s thoughts and behaviors are limited within the confines of infancy: he cannot truly communicate with or comprehend the world around him.