

Summer Reading 2018

for all of the following courses:

JSA English 9, JSA English 10, JSA Accelerated English 10 , JAGS English 9, JAGS English 10, JAGS Accelerated English 10, JAGS/JSA English 11, Accelerated English 9, Accelerated English 10, Accelerated English 11, AP English Language and Composition, AP English Literature and Composition,

Please Note: If questions regarding these assignments arise over the summer, please contact Mrs. Myers by email at mmm3jc@bearworks.jackson.sparcc.org or by phone at 330-830-8000 Ext. 1754.

Summer Reading for JSA English 9, JSA English 10, and JSA Accelerated English 10

Read the following:

The Lion the Witch and the Wardrobe by C.S. Lewis

Please Note: As a freshman or sophomore JSA student, you will be reading C.S. Lewis's *The Lion the Witch and the Wardrobe*, a book beloved by children, teens, and adults alike. The book was chosen for summer reading since the play adaptation was selected for the Jackson High School winter play.

While the novel is often categorized as a children's classic, its timeless themes can be applied to anyone's life, regardless of his or her age. In addition to looking at the novel's historical significance, all English classes will be delving beyond simple plot and characterization summaries through analysis. As the year progresses, we will be analyzing the similarities and differences in the book, the movie, and the play, by evaluating the choices made in adapting the novel for the big screen and the small stage.

Please have the novel read by the first day of school. You must bring your book with you to class the first and second week of school. Be prepared to participate in discussions and assessments and be prepared to complete a formal assessment related to your book. Use strategies to help you dig deeper into your reading, which includes, but is not limited to, annotating the text, writing reflections, and taking notes while reading. Tracking the themes of light versus darkness, betrayal versus forgiveness, good versus evil, and courage will help prepare you for class activities.

Summer Reading for JAGS English 9

Read the following:

Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother by Sonia Nazario

Please Note: Read *Enrique's Journey* over the summer (not too early because you'll want it fresh in your head). Annotate or use Post-Its on any passages notable for their connection to theme, development of character, and overall meaning. You'll draw on these during the first week of school through class discussion and written assignments.

JAGS English 10, JAGS Accelerated English 10, JAGS/JSA English 11

Please Note: As a JAGS student, you will have the opportunity to choose your summer reading book. This book must be age appropriate and a minimum of 150 pages. The book must also focus on an issue that has global significance (any social, economic, environmental, or political issue which could have a negative impact on any part of the global population). This could include refugee/immigration issues, human trafficking, drug trade, access to clean water, degradation of the environment, human rights violations, civil wars, etc.

You will submit your book proposal through email to your English teacher for the 2018-2019 school year. You may submit your book proposal anytime before July 13. You will receive approval within two weeks of your submission. The book proposal will include the book title, the book author, one paragraph establishing why the book is an appropriate choice when considering the your reading abilities, and one paragraph that justifies why the choice book presents an issue that has global significance. The book proposal will not be graded as it is simply a way for you to communicate with your teacher your rationale for choosing a book.

You must bring your book with you to class the first and second week of school. Be prepared to participate in discussions about the issues in your book, and be prepared to complete a formal assessment related to your book. Use strategies to help you understand your reading, which includes, but is not limited to, annotating the text, writing reflections, and taking notes while reading. **This is a student choice and your teacher may not have read the book you've selected, so it is important for you to share your selection with your parent/guardian before seeking teacher approval.**

Students in **JAGS English 10** will email **Mrs. Muckley** at jkm4jc@jackson.sparcc.org

Students in **JAGS Accelerated English 10** will email **Mr. Gillette** at meg2jc@jackson.sparcc.org

Students in **JSA/JAGS English 11** will email **Mrs. Rankin** at dlr2jc@jackson.sparcc.org

Summer Reading for Accelerated English 9

Read both of the following:

The Alchemist by Paulo Coelho

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

Please Note: Please read both *The Alchemist* and your choice biography or autobiography over the summer. Annotate or use Post-its on any passages notable for their connection to theme, development of character, and overall meaning. You'll draw on these during the first two weeks of school through class discussion and written assignments.

Summer Reading for Accelerated English 10

Read the following:

The Road by Cormac McCarthy

Please Note: Read *The Road* over the summer (not too early, because you'll want it fresh in your head). Annotate or use Post-Its on any passages notable for their connection to theme, development of character, and overall meaning. You'll draw on these during the first couple of weeks of school through class discussion and written assignments. Be prepared for an in-depth study of the novel.

Summer Reading for Accelerated English 11

Read the following:

The Namesake by Jhumpa Lahiri

Please Note: Accelerated English 11 emphasizes World Literature, and seeks to answer the question, “how can literature enhance our understanding of our global community?” To that end, we will be reading several works from around the globe. To begin, we will be looking at writings from authors who offer insight into the diverse American experience.

Summary of *The Namesake*: In August 1968, Ashoke and Ashima Ganguli welcome their brand new baby boy into the world. Happy times, right? Well, sort of. Only in order to be released from their hospital in Cambridge, Massachusetts, they must break with Bengali custom and give their son an official name on that pesky birth certificate. Ashoke has got this one covered. He names their son Gogol, after the Russian novelist. Apparently Gogol saved Ashoke's life when he was injured in a train crash in India, back in 1961. And by Gogol we mean his books – not the man himself. The Gangulis eventually move to Cambridge, Massachusetts, where they raise Gogol and, a few years later, their daughter Sonali. Growing up, Gogol gradually realizes that his name is quite unusual, and he really doesn't like that. He doesn't like that at all. Annoyed by the Bengali customs of his parents, Gogol totally embraces American popular culture. The summer before he leaves to attend college at Yale, he officially changes his name to Nikhil. Gogol is no more.

Assignment Guidelines

Annotations (40 process points) - as you read, **color code your annotations** for theme and symbols as directed below.

Motif	Color	Symbol	Color
The Indian immigrant experience (alienation, distance, etc)	pink	Trains	green
Family, tradition, & ritual	yellow	Books	orange
Independence, rebellion, & coming of age	purple	Graves & graveyards	red
Identity & naming	blue	The Circle of Life: birth, death, and rebirth	Underline

Quote Analysis (5 product points per paragraph) - Choose a key quote from each of the above categories and write a one paragraph (5-7 sentences demonstrating critical thinking and your best writing ability) analysis that explains the significance of the quote and how it develops the theme or meaning of the symbol. Remember, these paragraphs are the first writing sample you are presenting to your teacher - make a good first impression!

***Note: remember that a theme is expressed in a complete sentence - it includes the author's thoughts or message surrounding the topic(s).**

Summer Reading for AP English Language and Composition
(Please Note: This course is now being offered to students at the Junior and Senior level.)

Please Note: We are providing you choice through a list of non-fiction Pulitzer Prize or National Book Award winning books. Please be aware that the non-fiction books on these lists contain content that is sophisticated, challenging, and, in some cases, jarring. In most cases, all texts selected by Jackson Local Schools are read by committee; however, in this case, we are relying on you to select the non-fiction book that best suits you, and are asking that you **share that choice with your parents** in order to ensure that it is appropriate for you.

AP Language & Composition Summer Reading Assignment (2018)

Welcome to AP Language & Composition! We're excited to have you in class for the 2018-2019 school year. This is going to be a bit different from your other English classes; our primary focus will be analyzing nonfiction writings. To that end, we're asking you to do some *nonfiction* reading over the summer. The good news is, *you get to choose what you read* (assuming it meets certain criteria, of course).

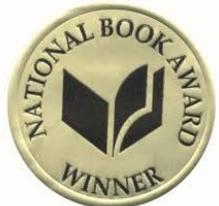
Why emphasize nonfiction? The purpose of AP Lang is to better equip you to engage with *various* types high-level reading and writing at the college level. With each piece you read, ask yourself "in what type of college class might I encounter this text?" Throughout the year, we will read various styles of nonfiction writing, including everything from pop-culture "think pieces" to pre-19th century musings on the nature of art & beauty. *If it engages you in high-level analytical discourse, it's fair game.*

How do I choose? First, look over the list of Pulitzer & National Book Award prize winners & finalists in non-fiction. Choose from these titles. *The rigorous criteria of these awards doesn't just ensure that your choice book will engage you in thought-provoking, college-level reading -- it also ensures that it will be worthy of rhetorical analysis, a key component of AP Lang & Comp coursework.*

- **Choose a topic about which you are genuinely curious.** The book you choose may very well become a source for your first *Inquiry Contract**, a semester long project-based learning activity in which you will choose a topic or issue you want to learn more about, research it, and then create a piece of media to educate others.

***Note:** the Inquiry Contracts (one per semester, a Podcast and then a documentary) are *a chance for you to take ownership over your curriculum - so take your choices seriously!* What have you always wished you could learn about in school, or wished there was more awareness about? Is there a topic you'd like to be more knowledgeable about, perhaps so you can get a head start on your future endeavors? Are you interested in STEM topics? The Humanities? Art? Anthropology? Philosophy? Sociology? This is your chance to influence what you spend your time learning about this year - don't waste it.

- **Here are some links to get you started. Browse the lists & look up reviews before deciding.**
- Pulitzer Winners, Nonfiction: <http://www.pulitzer.org/prize-winners-by-category/223>
- NBA Winners, Nonfiction: <http://www.nationalbook.org/nba2016.html#.WQYMLvOrLrc>



How will I be assessed? Before you begin to read, review the attached “SOAPSTONE” method of rhetorical analysis. As you read, annotate the text with an eye for subject, occasion, audience, purpose, style, and tone. During the first week of class, you will present your first 5-7 minute “book talk” that rhetorically analyzes your choice book. *You will be provided with an organizer for your book talk along with your course materials at the beginning of the year.* This talk will also require you to analyze key quotes - flagging significant quotes *as you read* will assist you greatly in this process.

- As you read, annotate carefully and think about the “why” and “how” of the text. *Why* is the author writing this piece (i.e., what does the writer hope to accomplish) - and *how* does the author attempt to achieve that purpose? Ultimately, consider the overall effectiveness of the text in achieving the author’s purpose, and be ready to justify your evaluation.

Questions? Contact Mrs. Palcko (alg2jc@jackson.sparcc.org) or Mr. Gillette: (meg2jc@jackson.sparcc.org)

SOAPStone Rhetorical Analysis Outline (AP Lang & Comp)

Term	Definition	How it Applies
Subject	The general topic, content, and ideas contained in the text. What is this piece about?	
Occasion	The situation or context which gave rise to the text or speech.	
Audience	The group of readers to whom this piece is directed. The audience may be one person, a small group, or a large group. What qualities, beliefs, or values do the audience members have in common?	
Purpose	The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose?	
Speaker	The voice that tells the story, or in nonfiction, the author. What do we know about the writer’s life and views that shape this text?	
Tone	What choice of words and use of rhetorical devices let you know the speaker’s tone?	

Summer Reading for AP English Literature and Composition

(Please Note: This course is now being offered to students at the Junior and Senior level.)

Choose *one* per group:

Group 1: *Candide* by Voltaire, *Great Expectations* by Charles Dickens, or *Equus* by Peter Shaffer

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

Group 3: *The Glass Menagerie* by Tennessee Williams, *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard, or *A Doll's House* by Henrik Ibsen

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

Complete the following blog assignments on the AP English Google Classroom

The class entry code is: xfl35ch

1. Blog Entry One: Choose five key points of literary analysis from *How to Read Literature Like a Professor*, explain each point, and then apply each of those points to **any two** of the aforementioned novels or plays. Post this information to the classroom blog by **July 15**. No exceptions. (20 pts.)

2. Blog Entry Two: Your second blog entry should address one of the questions below as it relates to any two of the novels or plays you read. Because this is a blog, you must also respond to at least two students' posts, but you must do so with integrity and courtesy, as any failure to uphold these standards will result in a complete loss of credit.

- Some writers select a narrative voice that sharpens or clarifies their stories; others choose a narrative voice that mystifies or misleads. How and to what effect have at least two of the above writers employed narrative voice?
- One of the strongest human drives seems to be a desire for power. Write an essay in which you discuss how a character in two of the novels or dramas struggles to free himself or herself from the power of others or seeks to gain power over others. Be sure to demonstrate in your essay how the author uses this power struggle to enhance the meaning of the work. Your response must connect two of the works in some fashion to maintain cohesion.
- Using at least two of the above novels or plays, show how the author uses symbol or figurative language to create meaning. Your response must connect the works in some fashion to maintain cohesion.

So, what constitutes an exemplary blog/ student comment response post? One that is thought-provoking, well-supported, original, and proofread. Everyday analysis from Spark Notes or Shmoop will do little to enhance your understanding of the work and will result in rather low marks in the grade department. Without exception, your submissions must be completed by **August 5**; responses in the comments section should be completed by **August 12**. (20 pts. for your original blog post, 5 pts. for each response)

* Please Note: Somewhere within your blogs, you must address all of the assigned summer reading books. So, if you write about group one and group two for your first entry, you must write about group three in conjunction with either one or two for your last entry.

