

# Summer Reading 2017

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, JSA/JAGS English 11, Accelerated English 9, Accelerated English 10, Accelerated English 11, Junior AP English Language and Composition, IB Junior English, Senior AP English Literature and Composition, IB Senior English**

\*\*\*\*\*

## **Summer Reading for JSA English 9, JSA English 10, JSA Accelerated English 10, and JSA/JAGS English 11**

**Read the following:**

*Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream* by Joshua Davis

**Please note:** Read *Spare Parts* 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 book.

## **Summer Reading for JAGS English 9, JAGS English 10, and JAGS Accelerated English 10**

**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.

## **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:**

*All the Light We Cannot See* by Anthony Doerr

**Please note:** Read *All the Light We Cannot See* 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 also complete the following assignment:

English 114 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.

Theme	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!









## Summer Reading for Junior AP English Language and Composition

**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 (2017)

**Welcome to AP Language & Composition!** We're excited to have you in class for the 2017-2018 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#.WQYMLvQrLrc>

**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](mailto:alg2jc@jackson.sparcc.org)) or Mr. Gillette: ( [meg2jc@jackson.sparcc.org](mailto:meg2jc@jackson.sparcc.org))

## SOAPStone Rhetorical Analysis Outline (AP Lang & Comp)

<b>Term</b>	<b>Definition</b>	<b>How it Applies</b>
<b>Subject</b>	The general topic, content, and ideas contained in the text. What is this piece about?	
<b>Occasion</b>	The situation or context which gave rise to the text or speech.	
<b>Audience</b>	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?	
<b>Purpose</b>	The reason behind the text. What does the speaker, writer, or filmmaker want the audience to do, feel, say or choose?	
<b>Speaker</b>	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?	
<b>Tone</b>	What choice of words and use of rhetorical devices let you know the speaker's tone?	



## Summer Reading for IB Junior English

Read the following texts thoroughly:

- *The Kite Runner* by Khaled Hosseini
- *Persepolis I* by Marjane Satrapi
- *Brave New World* by Aldous Huxley
- *How to Read Literature Like a Professor* by Thomas C. Foster

Complete the following blog assignments on the IB English Google Classroom

The class entry code is: **encgcn**

1. **Entry Number 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. Post this information to the classroom blog by **July 1**. No exceptions. (20 pts.)

2. **Entry Number Two:** Your second blog entry should address one of the questions below as it relates to **ANY two** of the novels above. 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.

- Discuss the ways in which at least two novels demonstrate that the search for identity can be a conscious or an unconscious process.
- In *The Writing of Fiction* (1925), novelist Edith Wharton states the following: "At every stage in the progress of his tale the novelist must rely on what may be called the illuminating incident to reveal and emphasize the inner meaning of each situation. Illuminating incidents are the magic casements of fiction, its vistas on infinity." Describe an "illuminating" episode or moment and explain how it functions as a "casement," a window that opens onto the meaning of the work as a whole. Avoid mere plot summary. Your response must connect two of the works in some fashion to maintain cohesion.
- Using two of the above novels, show how cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.
- Using at least two of the above novels, show how the author uses symbol or figurative language to create meaning. Your essay 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 1**; responses in the comments section should be completed by **August 5**. (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 *The Kite Runner* and *Persepolis* for your first entry, you must write about *Brave New World* in conjunction with either *The Kite Runner* or *Persepolis* for your last entry.**

## Summer Reading for Senior AP English Literature and Composition

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: 5x9q73y

**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 1**. 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 1**; responses in the comments section should be completed by **August 5**. (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.**



ACT II Main characters with descriptions of each (repetition of characters not necessary):

---

---

---

---

---

---

---

ACT II Plot Summary:

---

---

---

---

---

---

---

---

---

---

---

ACT III Main characters with descriptions of each (repetition of characters not necessary):

---

---

---

---

---

---

---

ACT III Plot Summary:

---

---

---

---

---

---

---

ACT IV Main characters with descriptions of each (repetition of characters not necessary):

---

---

---

---

---

---

---

ACT IV Plot Summary:

---

---

---

---

---

---

---

---

---

---

Define the author's style:

---

---

---

---

Major literary devices used in *Hamlet* (Pay particular attention to symbol, imagery, irony, etc. and clearly articulate the effect(s) the device(s) had on the work):

---

---

---

---

---

---

---

MAIN THEME:

# Significant Quotes

**Directions:** Choose two quotes from a different character from each of the acts from *Hamlet*. (Try to not repeat characters, but some repetition is okay.) Be sure to choose **significant** quotations and to explain the significance in context and to the drama as a whole. These quotes will be used in class.

**Act I A:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_

---

Quote:

Significance: \_\_\_\_\_

---

Page #: \_\_\_\_\_

**Act I B:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_

---

Quote:

Significance: \_\_\_\_\_

---

Page #: \_\_\_\_\_

**Act 2 A:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 2 B:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_



**Act 3 A:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_

\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 3 B:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_

\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 4 A:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 4 B:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 5 A:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_

**Act 5 B:** Speaker: \_\_\_\_\_

Context: \_\_\_\_\_  
\_\_\_\_\_

Quote:

Significance: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Page #: \_\_\_\_\_

## CONNECTIONS in/to *Hamlet*:

Describe any connection you find with the play. Respond in **complete, well-written paragraphs**. Write about text-to-self, text-to-text, and text-to-world connections.

- Focusing on text-to-self connections:
  - What does this story remind you of?
  - Can you relate to the characters in the story?
  - Does anything in this story remind you of anything in your own life?
- Focusing on text-to-text connections:
  - What does this remind you of in another book or play you have read?
  - How is this text similar to other things you have read?
  - How is this text different from other things you have read?
- Focusing on text-to-world connections:
  - What does this remind you of in the real world?
  - How are events in this story similar to things that happen in the real world?
  - How are events in this story different from things that happen in the real world?

TEXT-to-SELF connections in *Hamlet*

TEXT-to-TEXT connections in *Hamlet*

Text-to-World connections in *Hamlet*

## Part II: IB Senior English Summer Work Extended Essay/Final Research Paper

The next step in the final research paper process will be gathering sources that will be beneficial in answering your approved research question. You should already have three sources evaluated and finalized, so this assignment will be expanding upon that foundation.

**Sources: 10 required sources are due on 9/9/17 with annotations and MLA citations**

This can be completed electronically or in hard copy. If done electronically, be sure to make annotations/notes digitally and share all 10 articles with me on Google Docs. If done in hard copy, print all ten articles and be sure to include annotations. Also include a typed Works Cited page in MLA format.

Additionally, **diploma** students should prepare for their first formal session with their approved supervisors for their extended essay. Below is a description of which topics may arise during your first session according to the IB organization. Prior to the first week of school, please come prepared for this session by emailing your supervisor to schedule a meeting for the start of the school year with an outline of the research proposal and preliminary findings from your sources attached.

### First formal reflection session

This initial reflection session should be a dialogue between the student and the supervisor based on the student's initial explorations. It is recommended that the student sends their supervisor an outline of their research proposal ahead of the meeting in order to give the supervisor the opportunity to review their work. This will ensure that the reflection session is focused and productive.

Topics of discussion that should arise during this session include:

- a review of the requirements and assessment criteria for the subject
  - a review of ethical and legal implications, if applicable
  - a dialogue about possible approaches and any potential problems that might arise
  - a discussion of strategies for developing the student's ideas for the essay and expanding the research so that the essay starts to take form
  - probing and challenging questions that will help the student focus their thinking; this should lead to the development of the student's working research question
  - an outline of the next steps that the student should undertake in order to refine their question; this should take the form of a research and writing timeline.
-