

English II Summer Reading Work 2020-21

Requirement 1: All students are required to read and annotate the required text listed for their grade level, as well as one chosen from their grade level choice list. Again, you are expected to read AND annotate each novel.

Requirement 2: Create a glossary of new/unfamiliar words for each of your two novels (so, two glossaries). As you read, keep track of any unfamiliar words you encounter, and supply a definition for these words. Be ready to share this glossary on the first day of school. It can be handwritten or typed, but must include at least 15 terms.

Requirement 3: Each student is to research (3 sources per topic) and respond to the required topic of systemic racism and **one** choice topic below (for a total of two topics). Your response can be typed or handwritten (minimum of 2 typed/3 handwritten pages). Please do not respond to the questions until AFTER researching the topic. Your response is expected to be thoughtful and informed. Do not limit yourself to print sources. Your sources may be print, video, podcast, etc. You will be expected to share your sources at the beginning of the school year during our class workshops/seminars.

- (Required) **Understanding Systemic Racism:** What is systemic racism? What are some examples of systemic racism? How has a history of systemic racism in the United States led to what is happening in our country today?

(Choose One Additional Topic From Below)

- **The History of Policing in the United States:** What is the history of policing in the United States? How does that history reflect the relationship between the police and African-Americans today? Can law enforcement be reformed? Or should it be replaced?
- **The Right to Protest:** What role does protest play in a democracy? Is nonviolent protest always the best way to achieve change? Is violence ever justified?
- **Looking for Leadership:** What should leadership look like in a crisis like this one? (Consider local, state, federal)
- **The Role of the Media:** What role does journalism play in this moment? How can you think critically about the media — articles, images, videos and social media posts — that you consume?
- **Take Action and Take Care:** What can you do to gain a better understanding of racism and take action against injustices in your daily life?

<https://www.nytimes.com/2020/06/03/learning/lesson-plans/teaching-ideas-and-resources-to-help-students-make-sense-of-the-george-floyd-protests.html#link-4ef0b6de>

English II Required Text:

The Hate U Give by Angie Thomas

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed.

Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night?

Choice List:

Purple Hibiscus by Chimamanda Ngozi Adichie

Fifteen-year-old Kambili and her older brother Jaja lead a privileged life in Enugu, Nigeria. They live in beautiful house, with a caring family, and attend an exclusive missionary school. They're completely shielded from the troubles of the world. Yet, as Kambili reveals in her tender-voiced account, things are less perfect than they appear. Although her Papa is generous and well respected, he is fanatically religious and tyrannical at home. As the country begins to fall apart under a military coup, Kambili and Jaja are sent to their aunt, a university professor outside the city, where they discover a life beyond the confines of their father's authority. Books cram the shelves, curry and nutmeg permeate the air, and their cousins' laughter rings throughout the house. When they return home, tensions within the family escalate, and Kambili must find the strength to keep her loved ones together. Purple Hibiscus is an exquisite novel about the emotional turmoil of adolescence, the powerful bonds of family, and the bright promise of freedom.

Persepolis: The Story of a Childhood by Marjane Satrapi

Wise, funny, and heartbreaking, Persepolis is Marjane Satrapi's memoir of growing up in Iran during the Islamic Revolution. In powerful black and white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran's last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

The Shadow of The Wind by Carlos Ruiz Zafón

*Barcelona, 1945: A city slowly heals in the aftermath of the Spanish Civil War, and Daniel, an antiquarian book dealer's son who mourns the loss of his mother, finds solace in a mysterious book entitled *The Shadow of the Wind*, by one Julián Carax. But when he sets out to find the author's other works, he makes a shocking discovery: someone has been systematically destroying every copy of every book Carax has written. In fact, Daniel may have the last of Carax's books in existence. Soon Daniel's seemingly innocent quest opens a door into one of Barcelona's darkest secrets: an epic story of murder, madness, and doomed love.*

***The Curious Incident of the Dog in the Night-Time* by Mark Haddon**

Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He relates well to animals but has no understanding of human emotions. He cannot stand to be touched. And he detests the color yellow.

Although gifted with a superbly logical brain, for fifteen-year-old Christopher everyday interactions and admonishments have little meaning. He lives on patterns, rules, and a diagram kept in his pocket. Then one day, a neighbor's dog, Wellington, is killed and his carefully constructive universe is threatened. Christopher sets out to solve the murder in the style of his favourite (logical) detective, Sherlock Holmes. What follows makes for a novel that is funny, poignant and fascinating in its portrayal of a person whose curse and blessing are a mind that perceives the world entirely literally.

***In the Time of Butterflies* by Julia Alvarez**

*From the author of *How the Garcia Girls Lost Their Accents* comes this tale of courage and sisterhood set in the Dominican Republic during the rise of the Trujillo dictatorship. A skillful blend of fact and fiction, *In the Time of the Butterflies* is inspired by the true story of the three Mirabal sisters who, in 1960, were murdered for their part in an underground plot to overthrow the government. Alvarez breathes life into these historical figures--known as "las mariposas," or "the butterflies," in the underground--as she imagines their teenage years, their gradual involvement with the revolution, and their terror as their dissentience is uncovered.*

Guide To Annotating Literature

“Reading is a form of intellectual work. And intellectual work requires willingness to persevere through difficulties. But perhaps even more important, intellectual work requires understanding what such work entails.”

--*How to Read a Paragraph: The Art of Close Reading* by Richard Paul and Linda Elder.

As you read, you are expected to thoroughly annotate your text. Remember **indiscriminate highlighting and underlining** do NOT demonstrate your thinking as you read and will NOT earn you annotation credit. As a rule, highlighting an entire page does not usually help in distinguishing important information from less pertinent passages. **Be judicious** in your selections! Any highlighting and underlining should be accompanied by your written thoughts.

Why Do We Annotate?

Close reading means reading to uncover layers of meaning that lead to deep comprehension” (Nancy Boyles, Educational Leadership). Annotating is a sharp tool to dissect these layers.

The goal is not simply to identify devices but to consider the author’s purpose and the effect. Why use this metaphor? Why is this specific comparison meaningful? What effect does it have? How does it further develop plot, conflict, characterization, and theme? How does a detail, device, and/or passage support, emphasize, and/or exemplify either (or both) of the guiding questions?

Some students complain that annotating slows down reading. And they are right. It does. The objective is to read more actively, **with heightened awareness**. If annotating as you read annoys you, read a chapter, then go back and annotate. Re-reading a text is actually preferable. In a number of ways, meaningful annotating leads to a more rich experience in and out of the classroom.

How Do We Annotate?

Suggested system for notes/markings:

- Use a color code system: separate colors for different ideas such as new vocabulary (blue), symbolism (yellow), conflicts (red).
- Use abbreviations.
- Underline sparingly – always include commentary/words to explain underlined portions.
- Boxes around character names and character descriptions
- Brackets around key speeches, dialogue, descriptions that are too long for underlining. Remember, be judicious in your selections!
- Use one color ink for markings on first read through and second color ink for later reading/re-reading.
- As chapters end, revisit front and back covers of book to add to notes and to add page numbers.
- Inside front cover of book: create character list with room for notes summarizing character, character development, key scenes for character, etc.
- Inside back cover of book: Track themes, allusions, images, motifs, key scenes, plot line, etc. – include page numbers.
- On last page of chapter, summarize major events/character developments.
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*** Ultimately, annotating is a personal activity; therefore, each reader must develop a system of that works for her. Again, the bulleted list above is a collection of suggestions.

What Do We Annotate?

Elements and devices to look for and respond to:

- Plot developments – use abbreviations for plot terms
- Point of view – mark any/all shifts in POV

- Effect of diction (word choice) and syntax (word order)
- Repetitions, patterns in writing style
- Irony
- Contrasts, juxtapositions, contradictions
- Allusions
- Motifs or clusters of ideas/images
- Tone (author's attitude) and mood (reader's feeling)
- Imagery
- Themes (messages about life)
- Setting/historical period/setting changes
- Symbols
- Figures of speech (metaphors, similes, personification, etc.)

Exemplary Annotations meet the following expectations:

- Annotations are neat, clear, thorough, consistent, and purposeful.
- Annotations serve as markers for significant events.
- Annotations identify literary elements/devices AND comment on purpose/effect of those elements/devices.
- Annotations tracks shifts, changes, and patterns in characterization, motifs, themes, conflict, etc.
- Annotations note any repetitions, oppositions, strands, and anomalies seen in the text.
- Annotations offer insightful and specific responses to the text that go beyond plot summary.