

English I 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 I SUMMER TEXTS

Required Text:

***The Other Wes Moore* by Wes Moore**

Two kids with the same name lived in the same decaying city. One went on to be a Rhodes Scholar, decorated combat veteran, White House Fellow, and business leader. The other is serving a life sentence in prison. Here is the story of two boys and the journey of a generation.

Choice List:

***Speak* by Laurie Halse Anderson**

In Laurie Halse Anderson's powerful novel, an utterly believable heroine with a bitterly ironic voice delivers a blow to the hypocritical world of high school. She speaks for many a disenfranchised teenager while demonstrating the importance of speaking up for oneself.

***To Kill a Mockingbird* by Harper Lee**

*The unforgettable novel of a childhood in a sleepy Southern town and the crisis of conscience that rocked it, *To Kill A Mockingbird* became both an instant bestseller and a critical success when it was first published in 1960. It went on to win the Pulitzer Prize in 1961 and was later made into an Academy Award-winning film, also a classic.*

*Compassionate, dramatic, and deeply moving, *To Kill A Mockingbird* takes readers to the roots of human behavior - to innocence and experience, kindness and cruelty, love and hatred, humor and pathos. Now with over 18 million copies in print and translated into forty languages, this regional story by a young Alabama woman claims universal appeal. Harper Lee always considered her book to be a simple love story. Today it is regarded as a masterpiece of American literature.*

***How It Went Down* by Kekla Magoon**

When sixteen-year-old Tariq Johnson dies from two gunshot wounds, his community is thrown into an uproar. Tariq was black. The shooter, Jack Franklin, is white. In the aftermath of Tariq's death, everyone has something to say, but no two accounts of the events line up. Day by day, new twists further obscure the truth. Tariq's friends, family, and community struggle to make sense of the tragedy, and to cope with the hole left behind when a life is cut short. In their own words, they grapple for a way to say with certainty: This is how it went down. - A 2015 Coretta Scott King Author Honor Book

Aristotle and Dante Discover the Secrets of the Universe by Benjamin Alire Saenz

This Printz Honor Book is a “tender, honest exploration of identity” (Publishers Weekly) that distills lyrical truths about family and friendship. Aristotle is an angry teen with a brother in prison. Dante is a know-it-all who has an unusual way of looking at the world. When the two meet at the swimming pool, they seem to have nothing in common. But as the loners start spending time together, they discover that they share a special friendship—the kind that changes lives and lasts a lifetime. And it is through this friendship that Ari and Dante will learn the most important truths about themselves and the kind of people they want to be.

The Hobbit by J.R.R Tolkien

In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

*Written for J.R.R. Tolkien’s own children, *The Hobbit* met with instant critical acclaim when it was first published in 1937. Now recognized as a timeless classic, this introduction to the hobbit Bilbo Baggins, the wizard Gandalf, Gollum, and the spectacular world of Middle-earth recounts of the adventures of a reluctant hero, a powerful and dangerous ring, and the cruel dragon Smaug the Magnificent.*

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.