

Wossman High School Summer Reading 2021

Summer reading is mandatory for all students.

Students need to read the assigned novel over the summer and complete the attached assignments. Assignments differ by class level and are due

Monday, August 23, 2021. VISIT YOUR TEACHER'S WEBSITE FOR SPECIFIC INFORMATION REGARDING ASSIGNMENTS.

NOTE: If you attend the Summer Enrichment Program, you may use the book you read in that class.

A. Cooper (Tech. Writing 9 and Business English)

angelica.cooper@mcschools.net

J. Overacker (English II)

justin.overacker@mcschools.net

M. Jackson (English I and III)

mosi.jackson@mcschools.net

M. Soignier (English I)

melanie.soignier@mcschools.net

M. Manuel [GT English, English IV (AP, DE),
English IV, Tech. Writing 11]

michelle.manuel@mcschools.net

English I Regular:

We Beat the Street by Sampson Davis, G. Jenkins, R. Hunt OR
The Poet X by Elizabeth Acevedo OR
The Hate U Give by Angie Thomas

English III (Gifted):

Crime and Punishment by Fyodor Dostoevsky OR
Murder on the Orient Express by Agatha Christie OR
Just Mercy (adapted for teens) by Bryan Stevenson

English I Honors:

Animal Farm by George Orwell OR
The Underground Railroad by Colson Whitehead OR
The Poet X by Elizabeth Acevedo

Technical Writing (Gr. 11):

The Grind by Eric Thomas OR
The Purpose Map by Eric Thomas OR
The Power of Positive Thinking by Norman Vincent Peale

English I (Gifted):

Fahrenheit 451 by Ray Bradbury OR
The Autobiography of Miss Jane Pittman by Ernest Gaines OR
The Truths We Hold by Kamala Harris

English IV:

Born a Crime by Trevor Noah OR
Rebecca by Daphne du Maurier OR
Frankenstein by Mary Shelley

English II (Pre-AP):

Slay by Brittney Morris OR
Long Way Down by Jason Reynolds OR
A Gathering of Old Men by Ernest Gaines

English IV (AP):

How to Read Literature Like a Professor (2014 Edition) AND
Frankenstein by Mary Shelley

English II (Gifted):

Long Way Down by Jason Reynolds OR
Candide by Voltaire OR
Claudette Colvin: Twice Towards Justice by Philip Hoose

English IV (DE/GT):

Born a Crime by Trevor Noah OR
Becoming by Michelle Obama OR
Educated: A Memoir by Tara Westover

English III (H):

Their Eyes Were Watching God by Zora Neale Hurston OR
The Curious Incident of the Dog in the Night-Time by Mark Haddon OR
Stamped: Racism, Antiracism, and You by Ibram X. Kendi

Business English:

Dreams from My Father by Barack Obama OR
Born a Crime by Trevor Noah OR
Becoming by Michelle Obama OR

Business English:

Assignment: Annotate: Engage with the book by writing questions and comments in the margins. You may also annotate using post-it notes. Your annotations should reflect a CLOSE reading of the book, as you will use them during our class discussions of the text. Your notes should be ANALYTICAL, not personal, in nature. For example, vocabulary, point of view, ethos, logos, pathos, diction, syntax, predictions, connection to life, questions, etc.

*Aim to have at least 1 annotation every 2-3 pages.

*Annotations do NOT have to be in complete sentences, but they must be legible.

*Annotations are SEPARATE FROM highlighting. You may highlight in addition to annotating, but highlighting alone will receive NO CREDIT.

English IV (Must complete Assignment #1 and #2 for Fiction Choice--*Rebecca* or *Frankenstein*)

Assignment #1: Annotate: Engage with the book by writing questions and comments in the margins. **You may also annotate using post-it notes.** Your annotations should reflect a CLOSE reading of the book. Your notes should be ANALYTICAL, not personal, in nature. For example, note point of view, ethos, logos, pathos, diction, syntax, character development, setting, etc.

*Aim to have at least 1 annotation every 2-3 pages. Doing the minimum will earn you a passing grade.

*Annotations do NOT have to be in complete sentences, but they must be legible.

*Annotations are SEPARATE FROM highlighting. You may highlight in addition to annotating, but highlighting alone will receive NO CREDIT.

Assignment #2: WRITING TASK

Write a 500 to 750-word literary analysis that discusses the significance of at least two of the motifs used in the novel. Be sure to include details (evidence) from your annotations to support your claims. *This composition should be typed and double spaced, using Times New Roman 12-point font. MLA heading should be used, including your full name and the due date.*

* All summer reading assignments are due Monday, August 23* **Late assignments WILL NOT be accepted.**

Assignments for NONFICTION CHOICE (*Born a Crime* by Trevor Noah)

Assignment #1: Annotation and Highlights: Use the chart below for your highlights and margin notes (annotations). You should have at least 2 highlights per page and at least 2 annotations or margin notes

Types of Highlights	Margin Notes (Annotations)
Vocabulary(unknown words/figurative language)	Record the meaning IN CONTEXT in the margin.
Possible evidence to highlight: <ul style="list-style-type: none">● Major events● Characterization● Themes● Contrasts and contradictions● Extreme or absolute language● Numbers and stats	Possible notes: <ul style="list-style-type: none">Meaning in contextConnection to chapterConnection to themePredictionQuestionConnection to life

- | | |
|----------------|--|
| • Quoted words | |
|----------------|--|

Assignment #2: Summary, Reflection, and Author's Claim

Summary: Write a journal entry for each chapter of the book that summarizes the main events in the chapter. The summary should be approximately 50 words.

Reflection: Discuss how any of the events in the book relate to an event or events in your life. Be sure to include specific examples from the book and how they relate to this event. This should be approximately 100 words in length.

Author's Claim: Identify the author's overall message or lesson for the reader. Include three examples from the text to support your answer. This should be one page in length.

English IV AP:

Assignment for *How to Read Literature Like a Professor* (2014 revised edition). Respond to the following questions or statements for each chapter. Please type your responses in Times New Roman, 12-font type.

Introduction: How'd He Do That?: How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbols or patterns.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not):List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 4-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion: Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: --Nice to Eat You: Acts of Vampires: What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.

Chapter 4 -- Now, Where Have I Seen Her Before?: Define intertextuality. Discuss three examples that have helped you in reading specific works.

Chapter 5 -- When in Doubt, It's from Shakespeare...Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 6 -- ...Or the Bible: Read "Araby" (available [here](#)). Discuss Biblical allusions that Foster does not mention. Look at the example of the "two great jars." Be creative and imaginative in these connections.

Chapter 7 -- Hansel and Gretel: Think of a work of literature (including film) that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 8 -- It's Greek to Me:Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class. Greek mythology available online.

Chapter 9 -- It's More Than Just Rain or Snow:Discuss the importance of weather in a specific literary work, not in terms of plot.

Chapter 10 -- Never Stand Next to the Hero: Explain the difference between round and flat characters. Give three examples in literature or in a movie where the title of this chapter applies and how.

Interlude -- Does He Mean That?

Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence: Present examples of the two kinds of violence found in literature (including film). Show how the effects are different.

Chapter 12 -- Is That a Symbol?: Use the process described on page 113 and investigate the symbolism of the fence in "Araby." (Mangan's sister stands behind it.)

Chapter 13 -- It's All Political: Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you in a previous year is political.

Chapter 14 -- Yes, She's a Christ Figure, Too: Apply the criteria on page 126-129 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film -- for example, *Star Wars*, *Cool Hand Luke*, *Excalibur*, *Malcolm X*, *Braveheart*, *Spartacus*, *Gladiator* and *Ben-Hur*.

Chapter 15 -- Flights of Fancy: Select a literary work in which flight signifies escape or freedom. Explain in detail.

Chapter 16 -- It's All About Sex...

Chapter 17 -- ...Except the Sex

Chapter 18 -- If She Comes Up, It's Baptism: Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

Chapter 19 -- Geography Matters... Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season: Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

Interlude -- One Story: Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.

Chapter 21 -- Marked for Greatness: Why do authors give characters in literature deformities? Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

Chapter 22 -- He's Blind for a Reason, You Know: If it is difficult to write a story with a blind character, why might an author include one? Explain what Foster calls the "Indiana Jones Principle."

Chapter 23 -- It's Never Just Heart Disease... Why does Foster consider heart disease the best, most lyrical, most perfectly metaphorical illness? Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the “principles governing the use of disease in literature” (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

Chapter 24 -- Don't Read with Your Eyes: After reading Chapter 24, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

Chapter 25 -- It's My Symbol and I'll Cry if I Want To: Discuss a poet or author who uses an odd word/phrase that might be over-looked for its symbolic meaning. Give some explanation here – both of the author and of the work/s in which the symbol appears.

Chapter 26 -- Is He Serious? And Other Ironies: Select an ironic literary work and explain the multivocal nature of the irony in the work.

Chapter 27 -- A Test Case: Read “The Garden Party” by Katherine Mansfield, the short story starting on page 262. Complete the exercise on pages 282-283, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

Envoi: Choose a motif not discussed in this book (as the horse reference on page 304) and note its appearance in three or four different works. What does this idea seem to signify?

English IV AP:

Assignment for *Frankenstein*:

Annotate: Engage with the book by writing questions and comments in the margins. You may also annotate using post-it notes. Your annotations should reflect a CLOSE reading of the book, as you will use them during our class discussions of the text. Your notes should be ANALYTICAL, not personal, in nature. For example, vocabulary, point of view, ethos, logos, pathos, diction, syntax, predictions, connection to life, questions, etc.

*Aim to have at least 1 annotation every 2-3 pages.

*Annotations do NOT have to be in complete sentences, but they must be legible.

*Annotations are SEPARATE FROM highlighting. You may highlight in addition to annotating, but highlighting alone will receive NO CREDIT.

English IV DE, GT need to complete BOTH assignments listed below.

Please read the following assignments carefully. All assignments are due at the beginning of class on **Monday, August 25**. Any assignment plagiarized in whole or in part will receive a 0. We want to see your thoughts about these books – not the thoughts of your friends or people on the internet! If you have any questions about any part of the assignment, please do not hesitate to contact us over the summer.

Choose ONE of the books listed below.

Born a Crime: Stories from a South African Childhood by Trevor Noah

Becoming by Michelle Obama

Educated: A Memoir by Tara Westover

** Some of these books may contain mature content and language. If you need help making a selection, email your teacher for guidance.

Assignment #1 (Mandatory): Annotate: Engage with the book by writing questions and comments in the margins. You may also annotate using post-it notes. Your annotations should reflect a CLOSE reading of the book, as you will use them during our class discussions of the text. Your notes should be ANALYTICAL, not personal, in nature. For example, vocabulary, point of view, ethos, logos, pathos, diction, syntax, predictions, connection to life, questions, etc.

*Aim to have at least 1 annotation every 2-3 pages.

*Annotations do NOT have to be in complete sentences, but they must be legible.

*Annotations are SEPARATE FROM highlighting. You may highlight in addition to annotating, but highlighting alone will receive NO CREDIT.

Assignment #2 (Mandatory): Summary and Timeline: Write a bulleted summary at the end of each chapter/ break in the text. Summaries should include major information from the chapter or section. Additionally, create a timeline at the end of the book that includes major life events (minimum 5). Do your own work. Students **may** take an AR test on these books, but this is not required.

**Students will be required to turn in their annotated and highlighted book on Monday, August 23. You may annotate and highlight digitally if you would prefer to do so.*

Technical Writing:

Assignment: Annotate: Engage with the book by writing questions and comments in the margins. You may also annotate using post-it notes. Your annotations should reflect a CLOSE reading of the book, as you will use them during our class discussions of the text. Your notes should be ANALYTICAL, not personal, in nature. For example, vocabulary, point of view, ethos, logos, pathos, diction, syntax, predictions, connection to life, questions, etc.

*Aim to have at least 1 annotation every 2-3 pages.

*Annotations do NOT have to be in complete sentences, but they must be legible.

*Annotations are SEPARATE FROM highlighting. You may highlight in addition to annotating, but highlighting alone will receive NO CREDIT.

English III: Please read the following assignments carefully. Any assignment plagiarized in whole or in part will receive a 0. DO NOT use Sparknotes, Shmoop, Quizlet, Gradesaver, or any other online sites. We are not interested in what the writers of these sites have to say about this book. We want to know what YOU think!

Honors, Gifted, and AP Students must complete BOTH Assignments #1 AND #2.

Assignment #1: ANNOTATIONS -- Mandatory for ALL students --

Annotate the novel, writing questions and comments in the margins. Ideally, you should read the novel once, and annotate the novel upon a second reading.

Annotations consist of TWO PARTS:

A. Highlight or mark w/sticky notes **specific lines or phrases** in the text you wish to comment on. These should be color-coded (see below). *Do not mark entire paragraphs!*

B. Notes written in the margins of the book commenting on a specific idea such as character, plot, style, etc. You should have **at least 5 annotations per chapter**.

This minimum will earn you a passing grade, but does NOT guarantee an “A.” It is a *minimum*.

Your annotations should reflect a CLOSE READING of the novel. If you have never annotated for a close read before, Google “how to annotate literature” or follow these links:

Five close reading strategies to support the Common Core:

<http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Annotation Guide: https://www.covcath.org/uploaded/06_Students/Annotation_Guide_AP_Language.pdf

Use the following code to guide your comments:

- **BLUE HIGHLIGHTING/STICKY NOTES: IDENTIFY MOTIFS** -- a motif is a dominant idea in an artistic or literary composition. In a motif, you may have any literary element that repeats and forms a pattern that gives the audience a feeling of unity, recognition, or completion. Repeated elements may include but are not limited to *characterization, conflict, verbal expression, symbols, action, setting*.
- **YELLOW HIGHLIGHTING/STICKY NOTES: IRONY** (verbal, situational, dramatic). *Where do you see the author using irony, and what kind of irony is being used? What does the reader learn about human behavior? If you do not understand irony, watch this video: [What is Irony? Three Types of Irony Lesson](#)*

Assignment #2: WRITING TASK -- HONORS, GIFTED, PRE-AP, and AP students --

Write a 500 to 750 word literary analysis that discusses the significance of at least two of the motifs used in the novel. Be sure to include details (evidence) from your annotations to support your claims. *This composition should be typed and double spaced, using Times New Roman 12-point font. MLA heading should be used, including your full name and the due date.*

* All summer reading assignments are due Monday, August 23* **Late assignments WILL NOT be accepted.**

English II: Please read the following assignments carefully. Any assignment plagiarized in whole or in part will receive a 0. DO NOT use Sparknotes, Shmoop, Quizlet, Gradesaver, or any other online sites. We are not interested in what the writers of these sites have to say about this book. We want to know what YOU think!

Honors, Pre-AP, and Gifted classes must complete BOTH Assignment #1 AND #2.

Assignment #1: ANNOTATIONS -- Mandatory for ALL students --

Annotate the novel, writing questions and comments in the margins. Ideally, you should read the novel once, and annotate the novel upon a second reading. Annotations consist of TWO PARTS:

A. Highlighting or marking w/sticky notes **specific lines or phrases** in the text you wish to comment on. These should be color-coded (see below). *Do not mark entire paragraphs!*

B. Notes written in the margins of the book commenting on a specific idea such as character, plot, style, etc. You should have **at least 5 annotations per chapter.** This minimum will earn you a passing grade, but does NOT guarantee an “A.” It is a *minimum.*

Your annotations should reflect a CLOSE READING of the novel. If you have never annotated for a close read before, Google “how to annotate literature” or follow these links:

Five close reading strategies to support the Common Core:

<http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

Annotation Guide: https://www.covcath.org/uploaded/06_Students/Annotation_Guide_AP_Language.pdf

Use the following code to guide your comments:

- **BLUE HIGHLIGHTING/STICKY NOTES: IDENTIFY MOTIFS** -- a motif is a dominant idea in an artistic or literary composition. In a motif, you may have any literary element that repeats and forms a pattern that gives the audience a feeling of unity, recognition, or completion. Repeated elements may include but are not limited to *characterization, conflict, structure, symbols, plot, setting, motivation.*
- **YELLOW HIGHLIGHTING/STICKY NOTES: IRONY** (verbal, situational, dramatic). *Where do you see the author using irony, and what kind of irony is being used? What does the reader learn about human behavior? If you do not understand irony, watch this video: [What is Irony? Three Types of Irony Lesson](#)*
- **GREEN HIGHLIGHTING/STICKY NOTES: THEMES** -- a theme is a universal idea of a text: it is the central message and human truth of a text. Possible themes are the character’s sins/virtues.

*If highlighting or sticky notes are not available, record your annotations in a journal or Google Doc.

Assignment #2: WRITING TASK -- HONORS and GIFTED classes only --

Write a 500 to 750 word literary analysis that discusses the significance of at least two of the motifs used in the novel. Be sure to include details (evidence) from your annotations to support your claims. *This composition should be typed and double spaced, using Times New Roman 12-point font. MLA heading should be used, including your full name and the due date.* * All summer reading assignments are due Monday, August 23* **Late assignments WILL NOT be accepted.**

English I:

Please read the following assignments carefully. Any assignment plagiarized in whole or in part will receive a 0. DO NOT use Sparknotes, Shmoop, Quizlet, gradesaver, or other online sites. We are not interested in what the writers of these sites have to say. We want to know what YOU think!

Regular level classes must complete only Assignment #1.

Honors and Gifted classes must complete BOTH Assignment #1 AND #2.

Assignment #1: ANNOTATIONS -- Mandatory for ALL students --

Annotate the novel, writing questions and comments in the margins. Ideally, you should read the novel once, and annotate the novel upon a second reading. Annotations consist of TWO PARTS:

- A. Highlighting or marking w/sticky notes **specific lines or phrases** in the text you wish to comment on. These should be color-coded (see below). *Do not mark entire paragraphs!*
- B. Notes written in the margins of the book commenting on a specific idea such as character, plot, style, etc. You should have **at least 5 annotations per chapter**. This minimum will earn you a passing grade, but does NOT guarantee an "A." It is a *minimum*.

Your annotations should reflect a CLOSE READING of the novel. If you have never annotated for a close read before, Google "how to annotate literature" or follow these links:

[Five close reading strategies to support the Common Core:](#)

<http://iteachicoachiblog.blogspot.com/2012/06/five-simple-close-reading-strategies.html>

[Annotation Guide: https://www.covcath.org/uploaded/06_Students/Annotation_Guide_AP_Language.pdf](https://www.covcath.org/uploaded/06_Students/Annotation_Guide_AP_Language.pdf)

Use the following code to guide your comments:

- **BLUE HIGHLIGHTING/STICKY NOTES: IDENTIFY MOTIFS** -- a motif is a dominant idea in an artistic or literary composition. In a motif, you may have any literary element that repeats and forms a pattern that gives the audience a feeling of unity, recognition, or completion. Repeated elements may include but are not limited to *characterization, conflict, verbal expression, symbols, action, setting*.
- **YELLOW HIGHLIGHTING/STICKY NOTES: IRONY** (verbal, situational, dramatic). *Where do you see the author using irony, and what kind of irony is being used? What does the reader learn about human behavior? If you do not understand irony, watch this video: [What is Irony? Three Types of Irony Lesson](#)*

*If highlighting or sticky notes are not available, record your annotations in a journal or Google Doc.

Assignment #2: WRITING TASK -- HONORS and GIFTED classes only

Write a 500 to 750 word literary analysis that discusses the significance of at least two of the motifs used in the novel. Be sure to include details (evidence) from your annotations to support your claims. *This composition should be typed and double spaced, using Times New Roman 12-point font. MLA heading should be used, including your full name and the due date.* * All summer reading assignments are due Monday, August 23* **Late assignments WILL NOT be accepted.**