

Summer Reading For Junior English Courses 2018
Lawrence Central High School

Course	Expected Title	Assignment
English 11	Two books of the student's choosing. See website list of suggested titles.	Complete a "One pager" assignment for each book. See website for One pager sheet.
English 11 Honors	Two "American Dream" Articles.	Yes, see the assignment details below.
IB/AP Language and Composition-Ms. Legge	<i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>The Devil in the White City</i> by Eric Larson	Yes, see the assignment below for details.
AP Language and Composition(Interdisc.) -Ms. Howey	<i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>The Devil in the White City</i> by Eric Larson	Yes, see the assignment below for details.

(Books are available at Barnes and Noble -Clearwater Crossing)

One-Pager Assignment/English 11 Only:

Complete the Following:

Title: _____

Author: _____

Date started/completed: _____

Pages read: _____

Rating of book:(1-10) _____

Choose five (5) of the following sentence starters and write a brief reflection for each. Attach your reflections to this sheet:

I noticed... I wonder... I was reminded of... I think...

I'm surprised that... I'd like to know... I realized... If I were...

The central issue(s) is(are)... One consequence of _____ could be... If _____ then...

I'm not sure Although it seems...

What is the author's purpose?

Who was the intended audience(s)?

Academic honesty

By signing below, I am indicating that the information on this page is accurate:

Summer Reading
IB/AP English Language and Composition
Grade 11 Instructor: K. Legge 2018

By the start of school in August the following books and assignments should be completed:

Summer novels:

- ***The Scarlet Letter* - Nathaniel Hawthorne**
- ***The Devil in the White City* – Eric Larson**

In addition to reading the above novels, students are required to complete a six-entry handwritten journal. The parameters of the assignment are attached.

Some students may want to read ahead for the upcoming school year. Listed below are the selections we will cover.

Fall:

- *Flannery O'Connor: The Complete Stories*
- *Persepolis* – Marjane Satrapi
- *Maus I and II*—Art Spiegelman
- *The Collected Stories of Eudora Welty*
- *Antigone* – Sophocles

Spring:

- *MacBeth* – William Shakespeare
- Selected poems – Frost (packet distributed in class)
- *The Great Gatsby* - F. Scott Fitzgerald
- *Why We Can't Wait* – Martin Luther King, Jr.

Summer Reading Journal

The purpose of this journal is to promote independent, observant, and thoughtful reading. Students are reminded to have this assignment in mind throughout the reading of each novel.

Please follow these steps:

- Use lined paper, not spiral.
- Your journal **MUST** be handwritten.
- Mark three columns. The first one will be very narrow for page numbers only. The last two will take up the remainder of the paper equally. These are for text excerpts and commentaries.
- Your journal will include **3 entries on each novel: beginning, middle, end.**
- Include only one journal entry per page to allow ample room for commentary.
- Select an excerpt from the text that is somehow engaging. Consider:
 - Use of particular words
 - An interestingly-constructed sentence
 - An unusual metaphor or image
 - A provocative detail, contrast, moment, etc.
- Look at your excerpt. Reread its context. **THINK** about it. Now write why you chose it.
- Use support for your thinking. Do not write just, "I thought this was beautiful" and leave it. Get deep. Write a paragraph explaining the significance of your selection. (minimum of 200 words)
- Please write title of novel at top of each entry. **Remember you will need 3 entries per book. (6 total)**
- **This journal is due the first day of class—no exceptions.**
- **NOTE: In addition to the journal outlined above, there will be comprehensive quizzes and graded discussions on the novels, beginning the first day of class.**

It is important for you to do the summer reading. The work in the first three weeks of class will be based on these readings. If you do not do the readings, you will be doing serious injury to your grade.

AP Interdisciplinary Studies: AP English Language and Composition Summer Reading

Grade 11

Instructor: Ms. Lauren Howey

laurenhowey@staff.msdl.org

By the start of school in August the following books and assignments should be completed:

Summer novels:

- *The Scarlet Letter* - Nathaniel Hawthorne
- *The Devil in the White City* – Eric Larson

In addition to reading the above novels, students are required to complete a six-entry *handwritten* journal

Summer Reading Journal

The purpose of this journal is to promote independent, observant, and thoughtful reading. Students are reminded to have this assignment in mind throughout the reading of each novel.

Please follow these steps:

- Use lined paper, not spiral.
- Your journal **MUST** be handwritten.
- Mark three columns. The first one will be very narrow for page numbers only. The last two will take up the remainder of the paper equally. These are for text excerpts and commentaries.
- Your journal will include **3 entries on each novel: beginning, middle, end.**
- Include only one journal entry per page to allow ample room for commentary.
- Select an excerpt from the text that is somehow engaging. Consider:
 - Use of particular words
 - An interestingly-constructed sentence
 - An unusual metaphor or image
 - A provocative detail, contrast, moment, etc.
- Look at your excerpt. Reread its context. **THINK** about it. Now write why you chose it.
- Use support for your thinking. Do not write just, “I thought this was beautiful” and leave it. Get deep.

Write a paragraph explaining the significance of your selection. (minimum of 200 words)

- Please write title of novel at top of each entry. **Remember you will need 3 entries per book. (6 total)**
- **This journal is due the first day of class—no exceptions.**
- **NOTE: In addition to the journal outlined above, there will be comprehensive quizzes and graded discussions on the novels, beginning the first day of class.**

It is important for you to do the summer reading. The work in the first three weeks of class will be based on these readings. If you do not do the readings, you will be doing serious injury to your grade.

English 11 Honors Summer Reading 2018

Directions: First, read and annotate the articles about the origins of the “American Dream”. Secondly, interview a person older than yourself (10+ years) about his or her American Dream and write a one page summary. Finally, write a one page journal reflecting on the articles and interview. Be sure your writing uses correct spelling, punctuation, capitalization, grammar, etc.

Interview Questions:

1. When and where were you born? Your parents? Your grandparents?
2. What is your ethnicity?
3. How would you define the American Dream?
4. What is included in your American Dream? Has it changed with time or always been the same?
5. What impacts the American Dream, if anything?
6. Do you feel you have achieved your American Dream? Who helps/helped you to achieve it?
7. Is your dream different from your parents'? Grandparents? How so?
8. What are some challenges and obstacles to achieving the American Dream?
9. Do you think the American Dream is realistic to achieve? Do you think it was in the past and/or will be in the future?
10. Do you think the American Dream has meaning in 2018? Why or why not?

What is the American Dream?

James Truslow Adams, in his book *The Epic of America*, which was written in 1931, stated that the American dream is "that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." (p.214-215)

The authors of the United States' Declaration of Independence held certain truths to be self-evident: that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are life, Liberty and the Pursuit of Happiness." Might this sentiment be considered the foundation of the American Dream?

Were homesteaders who left the big cities of the east to find happiness and their piece of land in the unknown wilderness pursuing these inalienable Rights? Were the immigrants who came to the United States looking for their bit of life, liberty and the pursuit of happiness, their Dream? And what did the desire of the veteran of World War II - to settle down, to have a home, a car and a family - tell us about this evolving Dream? Is the American Dream attainable by all Americans?

Some say, that the American Dream has become the pursuit of material prosperity - that people work more hours to get bigger cars, fancier homes, the fruits of prosperity for their families - but have less time to enjoy their prosperity. Others say that the American Dream is beyond the grasp of the working poor who must work two jobs to insure their family's survival. Yet others look toward a new American Dream with less focus on financial gain and more emphasis on living a simple, fulfilling life.

Thomas Wolfe said, "...to every man, regardless of his birth, his shining, golden opportunitythe right to live, to work, to be himself, and to become whatever thing his manhood and his vision can combine to make him."

Is this your American Dream?

The Transformation of the ‘American Dream’

From The New York Times

By Robert J. Shiller Aug. 4, 2017

“The American Dream is back.” President Trump made that claim in a speech in January.

They are ringing words, but what do they mean? Language is important, but it can be slippery. Consider that the phrase, the American Dream, has changed radically through the years.

Mr. Trump and Ben Carson, the secretary of housing and urban development, have suggested it involves owning a beautiful home and a roaring business, but it wasn’t always so. Instead, in the 1930s, it meant freedom, mutual respect and equality of opportunity. It had more to do with morality than material success.

This drift in meaning is significant, because the American Dream — and international variants like the Australian Dream, Le Rêve Français and others — represents core values. In the United States, these values affect major government decisions on housing, regulation and mortgage guarantees, and millions of private choices regarding whether to start a business, buy an ostentatious home or rent an apartment.

Conflating the American dream with expensive housing has had dangerous consequences: It may have even contributed to the last housing bubble, the one that led to the financial crisis of 2008-9.

These days, Mr. Trump is using the hallowed phrase in pointed ways. In his January speech, he framed the slogan as though it were an entrepreneurial aspiration. “We are going to create an environment for small business like we haven’t seen in many many decades,” he said, adding, “So, essentially, we are getting rid of regulations to a massive extent, could be as much as 75 percent.”

Mr. Carson has explicitly said that homeownership is a central part of the Dream. In a speech at the National Housing Conference on June 9, he said, “I worry that millennials may become a lost generation for homeownership, excluded from the American Dream.”

But that wasn’t what the American Dream entailed when the writer James Truslow Adams popularized it in 1931, in his book “The Epic of America.”

Mr. Adams emphasized ideals rather than material goods, a “dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement.” And he clarified, “It is not a dream of motor cars and high wages merely, but a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and recognized by others for what they are.”

His achievement was an innovation in language that largely replaced the older terms “American character” and “American principles” with a forward-looking phrase that implied modesty about current success in giving respect and equal opportunity

to all people. The American dream was a *trajectory* to a promising future, a model for the United States and for the whole world.

In the 1930s and '40s, the term appeared occasionally in advertisements for intellectual products: plays, books and church sermons, book reviews and high-minded articles. During these years, it rarely, if ever, referred to business success or homeownership.

By 1950, shortly after World War II and the triumph against fascism, it was still about freedom and equality. In a book published in 1954, Peter Marshall, former chaplain of the United States Senate, defined the American Dream with spiritually resounding words: "Religious liberty to worship God according to the dictates of one's own conscience and equal opportunity for all men," he said, "are the twin pillars of the American Dream."

The term began to be used extensively in the 1960s. It may have owed its growing power to Martin Luther King's "I Have a Dream" speech in 1963, in which he spoke of a vision that was "deeply rooted in the American Dream." He said he dreamed of the disappearance of prejudice and a rise in community spirit, and certainly made no mention of deregulation or mortgage subsidies.

But as the term became more commonplace, its connection with notions of equality and community weakened. In the 1970s and '80s, home builders used it extensively in advertisements, perhaps to make conspicuous consumption seem patriotic.

Thanks in part to the deluge of advertisements, many people came to associate the American Dream with homeownership, with some unfortunate results. Increasing home sales became public policy. In 2003, President George W. Bush signed the American Dream Downpayment Act, subsidizing home purchases during a period in which a housing bubble — the one that would lead to the 2008-9 financial crisis — was already growing at a 10 percent annual rate, according to the S.&P. Corelogic Case-Shiller U.S. National Home Price index (which I helped to create).

This year, Forbes Magazine started what it calls the "American Dream Index." It is based on seven statistical measures of material prosperity: bankruptcies, building permits, entrepreneurship, goods-producing employment, labor participation rate, layoffs and unemployment claims. This kind of characterization is commonplace today, and very different from the original spirit of the American dream.

One thing is clear: Bringing back the fevered housing dream of a decade ago would not be in the public interest. In "House Lust: America's Obsession With Our Homes," published in 2008, Daniel McGinn marveled at the craving for housing in that era: "In many neighborhoods, if you'd judged the nation's interests by its backyard-barbecue conversation — settings where subjects like war, death, and politics are risky conversational gambits — a lot of people find homes to be more compelling than any geopolitical struggle."

This is not to say that homes have no appropriate place in our dreams or our consciousness. To the contrary, in a 2015 book "Home: How Habitat Made Us Human," the neuro-anthropologist John S. Allen wrote, "We humans are a species of

homebodies.” Ever since humans began making stone tools and pottery, they have needed a place to store them, he says, and the potential for intense feelings about our homes has evolved.

But the last decade has shown that with a little encouragement, many can easily become excessively lustful about homeownership and wealth, to the detriment of our economy and society.

That’s the wrong way to go. Instead, we need to bring back the American Dream of a just society, where everyone has an opportunity to reach “the fullest stature of which they are innately capable.”

