

**Summer Reading for Senior English Courses 2018
Lawrence Central High School**

Course	Expected Title	Assignment
English 12	Two books of the student's choosing. See website for list of suggested titles.	"One pager" assignment for each book. See "One-pager" assignment below.
AP/IB Literature and Composition	<i>Pride and Prejudice</i> by Jane Austen <i>Frankenstein</i> by Mary Shelley	Yes, see AP assignment below.
ADV Eng CC:Comp(ACP W131 Course) -Ms. Burke	Read a nonfiction text; see assignment below.	Yes, see the assignment below for details.
World Literature and Composition	<i>Sold</i> by Patricia McCormick	Yes, see assignment below.

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

One-Pager Assignment: 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'd like to know...

The central issue(s) is(are)...

If _____ then...

I'm not sure

Although it seems...

I was reminded of...

I realized...

One consequence of _____ could be...

I think...

If I were...

I'm surprised that...

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:

Lawrence Central High School
World Literature Summer Assignment
2018 – 2019
Mrs. Jacobs sharijacobs@staff.msdl.org

Reading Assignment:

Read the novel Sold by *Patricia McCormick*

Available through Amazon, Barnes and Noble, local libraries, etc.

Other Assignment:

Write out complete, thoughtful responses to the following questions:

1. What is Lakshmi's life like in her Nepal mountain home? What events create the need for her to go to the city?
2. Discuss the vignette entitled "Everything I Need to Know Now." What do you think of the cultural mandates that she must live by? Compare it to the vignette of the same title that appears later when she is in the city. How does it represent all the changes in her life?
3. Did you suspect bad intentions on the part of the "auntie" and "uncle" who escorted Lakshmi? Why do you think Lakshmi herself was not suspicious? What does this show you about her character?
4. What things does Lakshmi wonder about on her journey? What ordinary objects fascinate her? How does this innocence help seal her fate?
5. How does Mumtaz gain control over Lakshmi? What tactics does she use to own her both physically and emotionally? What punishment does she exact on girls who disobey or betray her?
6. Describe the other girls and women in the brothel. How do they accept or rail against their lives there? What does Lakshmi learn from them? In the end, what happens to them?
7. For the festival of brothers and sisters, Harish gives Lakshmi a new pencil. This small act of kindness undoes her. Why do you think it has this effect on her? How do the others reach out to help one another at the brothel?
8. What does despair look like? How does Lakshmi prevent her own despair from destroying her hope? Is it destroyed in others? How?
9. What happens when Monica leaves the brothel to return to the family she has supported? Do you think Lakshmi's own ama would treat her the same way upon her return? What about her stepfather? What makes you think so?
10. What was the most disturbing part of this story for you? What facts crawled under your skin and continue to haunt you? Do you think there is anything you can do to help? What?

Be prepared to turn in these questions during the first week of school. Also, we will have a class discussion and test over this book.

IB/AP English Literature and Composition Summer Reading

Grade 12

Instructor: Mr. Peck

2018

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

Summer novels:

- *Frankenstein* – Mary Shelley
- *Pride and Prejudice* – Jane Austen

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

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.
- 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 tests and graded discussions on the novels, beginning the first day of class.

ACP W131: Advanced Composition Summer Reading Assignment
Summer 2018
Claire Burke, Instructor
claireburke@msdlit.k12.in.us

In order to prepare for the rigors of W131, you will read a minimum of one nonfiction text over the summer, respond to it with written journal entries, and be prepared to share your observations and insights with your classmates during the early classes in August. The purpose of this assignment is twofold: (1) to ease you into close reading of the challenging nonfiction article we will be summarizing, analyzing, and critiquing in ACP; and (2) to advertise possible nonfiction options for your classmates, since you will be required to read another nonfiction book in the first term of W131.

Note the requirements for this 25-point assignment:

- Texts often included in high school classes, such as *Night*, *In Cold Blood*, and *The Devil in the White City*, are not options.
- Read and record five (5) typed, double-spaced, Times New Roman 12 pt. font journal entries over the text. The responses should be a MINIMUM of half a page.
- Include an MLA Works Cited Page for the book: (1) author, last name first name; (2) title of book; (3) publication information – place: publisher, latest copyright; (4) date of original publication, if republished; (5) make sure to format with hanging indentation. Follow punctuation guidelines. See sample below:

Works Cited

Wienczek, Henry. *The Hairstons: An American Family in Black and White*. 1999. St. Martin's Press, New York.

Journal entries 1, 2, 3: Describe the narration of three different sections of the text: the opening, the middle, and the conclusion. For each section, identify if it is first person or third person and its tone. Is it outraged, whimsical, admiring, objective, puzzled, smug, level-headed, or something else? Include cited examples as evidence of your assertions. Then, from the identified tone, discuss what you infer, what you sense the author is communicating about the topic, or possible biases.

Example of how to begin journal entries 1-3: In the first chapter of the *Emerald Mile* by Kevin Fedarko, the journalist narrator describes the Grand Canyon as “bewitching,” (1) indicating a tone of admiration for nature, hinting at the author’s bias towards environmentalists.

Journal entry 4: Note and comment on an observation or fact which intrigued, puzzled, or angered or somehow impacted you. Your response should include why you found this particular excerpt significant. Quote and cite the element.

Example of journal entry 4: “This was the reason why, among all of the outfitters and boatmen, the oarsmen were considered the aristocrats of the canyon. Motor guides made considerably more money, moving swiftly downstream, racking up one six-day trip after another and merrily pocketing their tips at the end of each run. But the motor trips rarely had layover days; they moved too fast to linger, and the most you might get would be extra morning or afternoon. The oar guides’ wealth was envied because their riches were calibrated not in dollars but in time” (Fedarko 165).

This observation that having the time to savor the beauty of the Grand Canyon is more valuable than money follows a description of the oar guides being able to “nap amid a bed of hellebore orchids and scarlet money flower” and seeing “a Puebloan granary stuffed with dried cobs of corn that had been harvested when Saracens were battling the Crusaders” (165). This idea that experiencing the beauty of this area and recognizing its historical significance as valuable, if not more so, than monetary rewards, resonates with me. Also, the images painted by Fedarko’s words are so vivid that I almost feel the

satisfaction of the oarsmen who prefer savoring nature to rushing through it; this focus on the riches provided by nature appeals to me.

Journal entry 5: Take a stance on the purpose of this text. Is it primarily persuasive, entertainment, or informative? Consider that the text probably combines persuasive, entertainment, and informative elements. Additionally consider including biographical information about the author that may bolster your claim.

Example of journal entry 5: Although writing *Night* was probably cathartic for Wiesel, according to the Nobel Peace Acceptance Speech he delivered in 1986, his primary purpose in writing the book was to present future genocides. He states that people need to be aware of the cruelty humans are capable of committing in order to be alert against possible inhumane acts. His memoir serves as a reminder that not taking action can allow evil to flourish. He did not record incidents of babies being “used as targets for the machine guns” (Wiesel 6) and the tale of Mrs. Schachter’s mental breakdown (24) for gratuitous reasons; he provided such disturbing visuals to inform his readers and persuade them so that they will not stand by passively in the event situations like the Holocaust reappear.

Nonfiction list suggestions

Options include, but are not limited to the books listed below. If you are unsure whether or not a book you are considering is acceptable, please email me at claireburke@msdl.k12.in.us, and I will respond.

- *Between the World and Me* by Ta-Nehisi Coates
- *Midnight in the Garden of Good and Evil* by John Berendt
- *The Beautiful Struggle* by Ta-Nehisi Coates
- *Evicted: Poverty and Profit in the American City* by Matthew Desmond
- *Hillbilly Elegy: A Memoir of Family and Culture in Crisis* by J.D. Vance
- *Behind the Beautiful Forevers: Life, Death, and Hope in a Mumbai Undercity* by Katherine Boo
- *Hunger* by Roxane Gay
- *Priestdaddy* by Patricia Lockwood
- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *Educated* by Tara Westover
- *Lab Girl* by Hope Jahren
- *I Am Malala* by Malala Yousafazi and Christina Lamb
- *Angela’s Ashes* by Frank McCourt
- *Teacher Man* by Frank McCourt
- *Catch Me If You Can* by Frank Abagnale
- *The Perfect Mile* by Neal Bascomb
- *A Long Way Gone – Memoirs of a Boy Soldier* by Ishmeal Beah
- *A Shining Season* by William J. Buchanan
- *Marriage, a History: How Love Conquered Marriage* by Stephanie Coontz
- *A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960s* by Stephanie Coontz
- *Bossypants* by Tina Fey
- *Along the Enchanted Way* by William Blacker
- *After the Fire* by Robin Gaby Fisher
- *What the Dog Saw: And Other Adventures* by Malcolm Gladwell
- *The Lost City of Z* by David Grann
- *Bitter Lemons* by Lawrence Durrell
- *The Butler, a Witness to History* by Wil Haygood
- *The Narrow Door* by Paul Lisicky
- *Disregard First Book* by Terry Martin Hekker

- *Wins, Losses and Lessons* by Lou Holtz
- *Sailor and Fiddler* by Herman Wouk
- *Steve Jobs* by Walter Isaacson
- *Surviving the Angel of Death* by Eva Kor
- *The Lovers: Afghanistan's Romeo and Juliet* by Rod Nordland
- *Into Thin Air* by Jon Krakauer
- *Where Men Win Glory* by Jon Krakauer
- *The Sound of Gravel* by Ruth Wariner
- *Moneyball* by Michael Lewis
- *One Breath* by Adam Skolnick
- *A Night to Remember* by Walter Lord
- *When Breath Becomes Air* by Paul Kalanithi
- *The Journalist and the Murderer* by Janet Malcolm
- *Lucky* by Alice Sebold
- *127 Hours* by Aron Ralston
- *The Right Kind of Crazy* by Adam Steltzner

