



Watertown High School
English Department
Summer Reading Program
Summer 2019

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Dear Watertown Parents and Guardians,

Summer is a time for relaxation, family...and reading! Research has proven that students who participate in summer reading are better prepared in reading comprehension for the following school year the following school year (School Library Journal). Therefore, it is the philosophy of the English Department to encourage students to read texts that are engaging, high-interest, and at the appropriate reading level.

We recognize that students also deserve a break from the rigors of the school year, which is why much thought has gone into crafting assignments that are manageable* and sensitive to students' time. With that being said, it is critical students complete these assignments as they will be given an in-class assessment at the start of the school year in which they will have to utilize their chosen summer reading text(s).

The assignments will be posted digitally on our school website before summer break. Under the "For Students" menu, click "Summer Assignments", and a link to a Google Doc for the "Summer Reading English Department" will be there. A table of contents in the document will guide students to the assignment for the English class that they are enrolled in for the next school year. QR codes with the link to the assignments will also be posted throughout the school in the weeks leading up to summer break. Finally, I would also encourage students to participate in our Summer Reading Recycling program. Please donate old summer reading books to the high school library so others may have the opportunity to read them.

Many of our text selections can be obtained for free in the high school and local libraries. They are also available for purchase at Barnes and Noble (the Waterbury location has our list) and Amazon (some used books can be found for a couple of dollars). If students need access to a computer, they can print out the assignment before the end of the current school year or visit the library during normal summer hours. Although all of the books are grade-level appropriate, some selections may contain mature content. If you have any questions or concerns about a particular text, please visit www.commonsensemedia.org or www.amazon.com for descriptions and reviews.

If students or parents have any questions about summer reading assignments, please email Mr. Lewis at lewismi@watertownps.org.

Have a restful (and well-read) summer.

-The English Department

**AP summer assignments tend to be more rigorous as to prepare for the nature of the course and test expectations*

***Watertown High School is creating a rigorous and accepting place of learning for all students.
We believe that our students will leave us better prepared for any success or challenge.***



English 1 (Honors and CP) Summer Reading

College Prep (CP): Read one of the books from the title selection list below. Be prepared to respond to the text the first week of school. If you have the book, please bring it with you during the first week of school. *Although not required, teachers recommend that you use sticky notes to highlight character changes and big ideas.*

TITLE SELECTIONS: Visit www.amazon.com for book descriptions and previews.

FICTION:

Turtles All the Way Down by John Green

Counting by 7s by Holly Goldberg Sloan

A Long Way Down by Jason Reynolds

I'll Give You the Sun by Jandy Nelson

Rikers High by Paul Volponi

NON-FICTION:

Double Take by Kevin Michael Connolly

Outcast United by Warren St. John

Wheelchair Warrior by Melvin Juette

Born a Crime by Trevor Noah

Billion-Dollar Ball: A Journey Through the Big-Money Culture of College Football by Gilbert M. Gaul

Honors (H):

1. Students must read the required text of *My Sister's Keeper* by Jodi Picoult. Your teachers recommend you track how characters are developing, but it is not required.

There will be an essay assigned in the first week of school on the novel.

2. Analyze one recommended TED Talk for teenagers (link below). The analysis of the TED talk should be **one-page** (due first day of class) and reference direct points from the video. Here are some questions that you can address in your reflection: *What is the message of the TED talk? Does it connect with you? Do you agree? Do you disagree with any points?*

TED TALK LINK: <https://blog.ed.ted.com/2017/03/16/9-ted-talks-recommended-by-students-for-students>

English 2 (Honors and CP) Summer Reading

Honors: If you are taking Honors sophomore English, please choose a minimum of two (2) books to read from the list below. You will be completing a summative assessment on your reading when you return to school in September. This will be a summative grade (50%) for marking period one.

College Prep: If you are taking College Prep sophomore English, please choose a minimum of one (1) book to read from the list below. You will be completing a summative assessment on your reading when you return to school in September.

This will be a summative grade (50%) for marking period one.

Fiction:

The Girl Who Fell From the Sky—Heidi W. Durrow

Revolution—Jennifer Donnelly

Defending Jacob—William Landay

Paper Towns—John Green

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

Slam—Nick Hornby

The Impossible Knife of Memory – Laurie Halse Anderson

Black and White— Paul Volponi

Non-Fiction:

Hole in My Life—Jack Gantos

Ghosts of War—Ryan Smithson

Three Little Words—Ashley Rhodes Courter

A Walk in the Woods—Bill Bryson

Ghost in the Wires—Kevin Mitnik

Book Choices and Previews:

http://prezi.com/5rkcu-wennq7/?utm_campaign=share&utm_medium=copy&rc=exoshare

As you read think about:

- What obstacles/struggles do the characters face?
- What qualities help the characters persevere?
- What do the characters learn about themselves?

American Studies English: Summer Reading List

The books listed below have been carefully selected to present you with the opportunity to learn more about America as a nation or some specific part of American history or culture. Use Amazon or another website to investigate titles that appeal to you. Choose one book from the list below. As you read, consider what your book says about America as a nation. You will complete a writing assignment related to your selection during the first two weeks of school. You may want to take some notes or journal while you read. While not required, this will help you complete your required assignment.

Fiction

Ragtime– E.L. Doctorow (1975)– This work of historical fiction blends the stories of three families living in the turbulent years between 1900 and WWI.

Thank you for Smoking– Christopher Buckley (1994)– This satirical novel attacks the tobacco industry and the role of lobbyists in American government.

Go Tell it on the Mountain– James Baldwin (1953)– Tells the story of a young boy growing up in Harlem in the 1930s.

Invisible Man– Ralph Ellison (1952)– Winner of the 1953 National Book Award, this novel explores the struggle faced by a young African American man who feels “invisible” in society.

On the Road– Jack Kerouac (1957)– This revolutionary beat generation novel follows the adventures of young men who travel across America in search of a good time and a new understanding of themselves and the world.

The Street– Ann Petry (1946)– This novel centers on the life of Lutie Johnson, a young black mother growing up in 1940s Harlem.

Memoir/Biography

The Autobiography of Malcolm X– Malcolm X and Alex Haley (1965)– Tells the life story and outlines the philosophy of the civil rights leader.

Rocket Boys– Homer Hickam (1998)– The #1 *New York Times* bestselling book, *Rocket Boys* is a uniquely American memoir—a powerful, luminous story of coming of age at the dawn of the 1960s, of a mother's love and a father's fears, of a group of young men who dreamed of launching rockets into outer space . . . and who made those dreams come true. (Amazon.com)

Breaking Through – Francisco Jimenez (2001)– This memoir documents a young Mexican boy's struggle with poverty and prejudice in California during the 1940s.

Nonfiction

The Electric Koolaid Acid Test– Tom Wolfe (1968)– Follows the (mis)adventures of Ken Kesey and his Merry Pranksters as they cross the United States in a psychedelic school bus.

The Feminine Mystique– Betty Friedan (1963)– This book explores the role of women in society and challenged the traditional notion that all women could be content as housewives alone.

Silent Spring– Rachel Carson (1962)– This book is widely credited with starting the modern environmental movement.

All the President's Men– Bob Woodward and Carl Bernstein (1974)– This book chronicles Woodward and Bernstein's investigation of the Watergate break-ins and the Nixon administration.

Nickel and Dimed (On not Getting by in America)– Barbara Ehrenreich (2001)– A book exploring what it's like to live on minimum wage in modern America.

American Literature CP and Honors Summer Reading

REQUIRED READING FOR CP and HONORS*: *Perfect Strangers* by Roseann Sdoia - *Perfect Strangers* is about an unlikely but enduring friendship that grew out of the tragedy of Boston's worst day.

View these YouTube clips to build context for the Boston Marathon Bombing. As you watch, take notes on lined paper: "What do you find interesting about the rescuers or the bystanders? Likewise, what you find confusing about their stories?"

1. "'Cowboy Hat' Rescuer Describes Marathon Ordeal" --Associated Press <https://www.youtube.com/watch?v=rTumo5ULw6w>
2. Jeff Bauman On Life After The Boston Marathon Bombing - CONAN on TBS <https://www.youtube.com/watch?v=bwUfIp2IZfM>

Assignment: You will write an in-class essay about this novel during the first week of the new school year. We recommend that you take notes on character, plot, setting and theme as you read *Perfect Strangers*.

***Honors:** You must also choose one text from the "recommended reading" list.

RECOMMENDED READING (All descriptions taken from Amazon.com):

***Hillbilly Elegy* by J.D. Vance**-A deeply moving memoir with its share of humor and vividly colorful figures, *Hillbilly Elegy* is the story of how upward mobility really feels. And it is an urgent and troubling meditation on the loss of the American dream for a large segment of this country.

***An Abundance of Katherines* by John Green**-a bad breakup leads to a teenager trying to mathematically calculate love.

***The Nick Adams Stories* by Ernest Hemingway**- From one of the 20th century's greatest voices comes the complete volume of his short stories featuring Nick Adams, Ernest Hemingway's memorable character, as he grows from child to adolescent to soldier, veteran, writer, and parent—a sequence closely paralleling the events of Hemingway's life.

***The Namesake* by Jhumpa Lahiri**- an Indian's family journey to America and the joy and struggles they face.

***The Devil in the White City* by Erik Larson**-the true tale of the 1893 World's Fair and the cunning serial killer who used the fair to lure his victims to their death. Combines meticulous research with nail-biting storytelling.

Extra Credit Assignment: You may respond to two journal prompts over the summer for extra credit. Choose a different book for each prompt. Responses should be at least a page in length. Cite specific details from each text to support your theories. Please **bring the journals to class** on the first day of school.

1. What major understandings about human nature are reflected in the text? Identify and explain two of them.
2. What cultural influences does the author bring to his or her writing? Identify the influences and develop a theory regarding how those influences create a unique voice.

Senior CP Summer Reading

Survival and Adventure, Fiction to Film, Adolescence in Literature, and Supernatural

For Senior year, we would like you to **read one book from the senior recommendation list** that was made by teachers from all departments. The list will be posted in the library AND online at our school website under “For Students” then “Summer Assignments”.

Then write a response to ONE of the questions listed below:

Questions (answer one):

1. How did the text challenge your ideas about your goals or future career?
2. What was the author’s purpose in writing this piece?
3. Connect the text you read with another book that you read in high school. Your connection can relate to the historical time period (and why it matters to the text), character conflicts, social issues, and/or thematic ideas.
4. Write a literary review of your text selection. When reviewing, please address the following: writing style, ability to connect/empathize with characters, relevant thematic purpose, and/or craft (use of symbolism, figurative language...etc). Try to also give it a score (feel free to have fun and be creative. For example, 4 out of 5 Lacrosse Sticks).
5. Did your text help you challenge a belief or idea? What was the idea and how did the book challenge it? What did you learn from this reflection?

This assignment will be due the first day of your English class and count as an INTERIM (30%). For any of the questions you choose:

- The response should be 2-pages TYPED
- please provide direct evidence from the book you read (cite with page #)
- Explain your ideas
- Do not use any online resources to help you. Any use of online resources will result in a grade deduction or a zero

Essential Question: *How is one's personal identity shaped by the forces around them, and how does one's personal identity shape the way one experiences the world?* Because our course will allow for both the freedom of choice and the freedom to pursue personal interests, your work over the summer is designed to help you become familiar with the many ways that information about a single topic can be presented.

For instance, your readings and viewings over the summer all revolve around personal identity and the factors that construct each person. In order to gain a complete understanding about the factors and circumstances of one's identity, you'll need to read and view multiple sources on the topic. Throughout the process, you will keep a Reader's Response journal to track your evolving thoughts on the topic of identity. *You may approach these resources in any order you like.* You could start with the smaller resources and then read the full length text, or read the full length text first and then read/watch/listen to the smaller resources, or you could read/watch/listen to the smaller resources while you are reading the longer text.

1. Please choose one full-length text to read from the list below:

Educated, Tara Westover

The 57 Bus, Dashka Slater

I Am Not Your Perfect Mexican Daughter, Erika L. Sánchez

Funny In Farsi: A Memoir of Growing Up Iranian in America,

Firoozeh Dumas

The Brief Wondrous Life of Oscar Wao, Junot Diaz

Prep, Curtis Sittenfeld

2. Read or watch a *minimum* of three additional resources (articles, poems, podcasts, videos, graphic novel) found on the Google Classroom page. You may find that you need to read more materials to improve your understanding of the essential question.
3. As you read and after you read, create a Reader's Response journal in a google doc to be shared with your teacher. A Reader Response journal should include both references to your text and your personal thoughts, feelings, reflections and questions about that section. A two-column organizer may be an effective setup. Be sure to title your responses with the name of the text or video you're responding to. As you journal, keep our essential question in mind: *How is one's personal identity shaped by the forces around them, and how does one's personal identity shape the way one experiences the world?*

Consider the following questions as you write your responses:

- What factors play a role in shaping one's personal identity?
- What questions about personal identity do you have for the characters, author, or speaker in this text?
- In what ways does this text remind you of other texts you've read with regard to the development of one's personal identity?
(Consider all the assigned texts for this course.)

- What aspects of personal identity are fixed and which are changeable?
 - Can certain aspects of identity conflict with each other? What impact does this have? How can it be resolved?
 - How reliable is our sense of self? What happens if our self image is different from how others view us?
4. Please be prepared to participate actively in a Socratic Seminar upon your return to school; you'll want to be sure to bring your summer reading journal and copies of the texts to class.

Reader Response Journal Rubric

	Developing	Approaching	Proficient	Exemplary
Reflection 50%	Student almost exclusively summarizes the text and seldom asks questions or challenges the text; thoughts that are presented rarely move beyond the superficial.	Student asks few questions, sometimes challenges the text, and makes infrequent personal connections which occasionally offer thoughtful reflection. The response sometimes falls back on summary.	Student asks frequent questions about, challenges, and makes personal connections to the text that show mature thinking.	Student asks substantial questions about, challenges, and makes personal connections to the text that show thoughtful and sophisticated thinking.
Specific References to Texts 25%	Student engages with text infrequently. May choose moments that don't provide meaningful opportunities for engagement.	Student inconsistently engages with text. May choose moments that don't provide meaningful opportunities for engagement.	Student frequently engages with the text on matters of substance.	Student consistently engages with the text on matters of substance. For example, in a 100-page text, the student has referenced the text 10 times.
Connections Between Texts 25%	Student primarily deals with each text in isolation. Connections, when present, may be illogical or superficial.	Student demonstrates an understanding of personal identity that draws upon four resources but makes tenuous connections and comparisons between and among resources.	Student demonstrates an understanding of personal identity that draws upon four resources and makes logical connections and comparisons between and among resources.	Student demonstrates an understanding of personal identity that draws upon five or more resources and makes insightful connections and comparisons between and among resources.

AP Language and Composition

Summer Reading List and Assignment

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Dear AP Students:

The College Board recommends that students “read widely and reflect on their reading through extensive discussion, writing and rewriting.” As a result, our work for the upcoming school year begins *today*. This assignment will help you develop or maintain AP-level skills like critical reading and writing. The most obvious benefit of the assignment is that you are granted the freedom to work at your own pace. My hope is that you engage the assignment with a true sense of intellectual curiosity and enthusiasm. We have an exciting year ahead of us!

Transfer students: You must complete an AP summer reading assignment if you transfer from either another school or from a different WHS English class.

Part 1:

Carefully read and annotate the essay packet. This packet was distributed during the AP Language and Composition meeting in May; a digital copy is available on the high school website. Create a dialectical notebook. Instructions and template follow.

Part 2:

- A. Carefully read Malcolm Gladwell’s *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (2011). Annotate the text for ideas that intrigue or challenge you.
- B. Go online, and watch the author’s TED talk: “The Unheard Story of David and Goliath” (Sept. 30, 2013). This will contextualize the David and Goliath story.
- C. Consider both sources as you plan and write the essay. I will collect your pre-writing and your draft on the first day of classes.

Essay question:

How does Gladwell challenge your own perceptions of personal conflict? Think about the obstacles that exist for you, for our local community, or for all Americans. Write a personal essay that describes a challenge that exists in your world; then explain how reading Gladwell changes your perception of it. Think: Is beating the odds a possibility? If so, what would it take? Cite at least two examples from Gladwell’s text to support your opinion.

Advanced Placement Language and Composition (continued)

The Dialectical Notebook- Instructions and Template

This AP-approved strategy asks you to be in conversation with the text. Your assignment is to read ten essays on a variety of topics. As you read, you will intuitively react to them. A dialectical notebook documents your personal reactions *as soon as you have them*. Your responses may be governed by your impulses and your emotions. Your entries will reflect personal writing, so first-person pronouns are expected. While following the rules of grammar and mechanics is important, crafting an authentic response to the text is your primary goal.

Please note: A dialectical notebook is NOT a diary. Think of it as a personal response to intellectual issues presented in text.

Template

Create three columns on a piece of lined paper. Label them. Handwrite your entries. Responses should be legible.

<u>Source Info</u> Essay title? Author?	<u>Passage</u> Direct quote with page number?	<u>My Response</u> *see below
“In Praise of Chain Stores” by Virginia Postrel	“When every place looks the same, there is no such thing as place anymore” (495)	Author is <u>challenging</u> me here. First of all, I never noticed how many big box stores or strip malls exist in my town. I see a lot of them. They do look “cookie-cutter,” and I suppose they do lack character in contrast with the quaint, nineteenth-century farm across the street from my house. The farm is more visually appealing than an asphalt parking lot. Yet, if my town was populated with nothing other than farms, wouldn’t THEY look “cookie-cutter,” and wouldn’t I think some of them were “ugly”? I’m starting to wonder how technology and progress influence my perceptions of beauty, and vice-versa.

*My Response. Record a response for each passage. Your responses will vary in length. Try to address each of the questions from this list by the end of the assignment.

- What interests me about the passage?
- What ideas from the passage challenge me?
- What connections can I make to my own life?
- What connections can I make to books, movies, music, TV, social media or other examples of contemporary pop culture?
- What can I infer about the author’s meaning? Why would he/she write this?

Materials: You can make a dialectical journal out of either a one-subject notebook or a neatly-stapled packet of lined paper. Keep it simple—the quality of your work is what matters. Read and write with care. Again, all of your notebook entries should be neatly handwritten—not typed.

Number of entries: 20

Due Date: first day of classes

To prepare for the upcoming year, you will read two pairs of novels and plays (listed below). To demonstrate your understanding of these works, you will write two essays: one traditional essay due on the first day of school and one essay written in class based on an AP prompt and scored with the AP rubric.

Essay 1: By the first day of school, you will write one three-page essay on your choice of the following topics:

***Catcher in the Rye* and *Siddhartha* essay- seekers and the search for understanding**

In each of these novels, the protagonist embarks on a quest of sorts, with enlightenment as the final goal. Based on the situations and experiences of these characters, what generalizations may be drawn about man's quest for understanding of the world and his place in it?

***Lord of the Flies* and *Macbeth* essay– power and the true nature of man**

In each of these works, the characters are placed in stressful situations that bring out basic human traits, both good and bad. Their reactions and choices show humans at their best and worst. Discuss how the characters in these novels respond to their situations, and what these responses say about the basic nature of the human soul or psyche.

Your three-part essay will focus on the stated theme as it appears in the pair of works; as you explore theme, you may also mention important literary devices that have a *significant* impact on the theme. You must talk about both works throughout the entire essay; do not take the approach of writing a paragraph on one work and then a paragraph on the other. This will require you to be more creative in your choice of subtopics and to find points of conversation about what the works say and how they say it.

THIS IS NOT A RESEARCH ASSIGNMENT! DO NOT MAKE ANY USE OF THE INTERNET TO UNDERSTAND OR INTERPRET THESE WORKS.

Understanding these works is well within your abilities. This will be my first opportunity to see how you write and how you think. Therefore, it is imperative that the essays are a true reflection of each individual student. Essays will be submitted to Turnitin.com.

We will be holding seminars on each pair of novels to start the year. Be prepared to share your thoughts and questions about each work.

Essay 2: After our discussions of the summer reading, we will learn about the AP essay task and rubric. Each student will then write a timed essay in class based on an AP prompt and scored by the AP rubric. You will be writing about one of the two books that you did not write about previously. I will choose the text from each pair. For example, if you write the essay due on our first day of school about *Catcher in the Rye* and *Siddhartha*, you may be asked to write about *Lord of the Flies* or *Macbeth*.