

**Clearview Regional High School District  
Summer Assignment Coversheet 2017**

Course	ENGLISH II- all levels
Teacher(s)	Mrs. Powell-Walker, Mr. Richard, Mr. Ritter
Due Date	Friday, September 8, 2017 for completion Tuesday, September 12, 2017 for assessment
Grade Category/Weight for Q1	Minor assessment
NJ Student Learning Standards Covered	<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>● Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>● Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> <li>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
Description of Assignment	Students select and read a book from choices provided. Students must answer questions on literary elements in order to show their understanding of the text. Honors II students will additionally complete a literary analysis outline for a future essay.
Purpose of Assignment	Students are often asked to read a text actively and then write about it. For many students these tasks sometimes seem overwhelming; however, once students understand the inner workings of a text and the meaning behind them, the task becomes manageable. The theme of a text is a statement of the author's perspective on a universal, real-life issue or experience. Uncovering this theme is much like completing a puzzle: once all the pieces are aligned properly, the overall picture is clear. We use these same pieces of a literary text to compose a literary analysis. We will explore this puzzle metaphor and how it applies to writing this year: this assignment asks you to explore pieces of the literary puzzle (characterization, conflict, and theme) and then evaluate the text.
Specific Expectations	Complete the four questions after reading a selected text. Answers should be submitted electronically to Google

	<p>Classroom, to Turnitin.com, or provided to teachers as a hard copy by the due date listed above. <b>Note:</b> This activity is not a group effort; responses to the questions should be your original ideas and not duplicate the work of a classmate.</p>
<p>Where to Locate Assignment</p>	<p>Linked under Clearview homepage for summer reading.</p> <p>Books may be borrowed from local libraries or purchased. Copies of some of the books will available from the district as well. Please contact Mrs. Powell-Walker, Mr., Ritter, or Mr. Richard if you would like to borrow a book.</p>
<p>Helpful Resource(s)</p>	<p><u>Instructors</u></p> <p>Mr. Ritter: <a href="mailto:ritterch@clearviewregional.edu">ritterch@clearviewregional.edu</a> □</p> <p>Mrs. Powell-Walker: <a href="mailto:powellam@clearviewregional.edu">powellam@clearviewregional.edu</a></p> <p>Mr. Richard : <a href="mailto:richardmi@clearviewregional.edu">richardmi@clearviewregional.edu</a></p> <p><u>Supervisor of English</u></p> <p>Diane Bernstein: <a href="mailto:bernsteindi@clearviewregional.edu">bernsteindi@clearviewregional.edu</a></p> <p>Email will be checked once a week in the summer.</p>

### Grade 10 English II Summer Reading Assignment- All Levels

Select a novel from the following list and answer the accompanying reading questions. Answers should be submitted electronically to Google Classroom or hard copy provided to teachers by **Friday, September 8, 2017.**

#### Selected Texts

Clearview Regional High School District develops its curriculum in order to best serve the district's mission and meet the subject-area benchmarks established by state and national criteria for curriculum development. We recognize that adolescence through young-adulthood is a time when students of the same age are at different maturity levels, so the selection of materials is undertaken with care and deliberation.

The English Department selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the district's mission and the course's benchmarks.

Parents are encouraged to investigate the texts explored by their children; we urge parents to take an active role in helping our students to develop admiration for the elegance and richness of human expression.

The list of selected texts is below; titles with asterisks may contain material of a sensitive nature. Recognizing that not all works are appropriate for all students, parents or guardians may wish to preview texts prior to student participation.

**If you have questions, please contact any of the teachers by email.**

*The Alchemist* by Paulo Coelho

*The Alchemist* is the magical story of Santiago, an Andalusian shepherd boy who yearns to travel in search of a worldly treasure as extravagant as any ever found. From his home in Spain he journeys to the markets of Tangiers and across the Egyptian desert to a fateful encounter with the alchemist. The story of the treasures Santiago finds along the way teaches us, as only a few stories have done, about the essential wisdom of listening to our hearts, learning to read the omens strewn along life's path, and, above all, following our dreams.

*\*Climbing the Stairs* by Padma Venkatraman

During World War II and the last days of British occupation in India, fifteen-year-old Vidya dreams of attending college. But when her forward-thinking father is beaten senseless by the British police, she is forced to live with her grandfather's large traditional family, where the women live apart from the men and are meant to be married off as soon as possible, but Vidya has other ideas, and comes to question all she has believed in.

*\*Dark Dude* by Oscar Hijuelos

He didn't say good-bye. He didn't leave a phone number. And he didn't plan on coming back - ever. In Wisconsin, Rico could blend in. His light hair and lighter skin wouldn't make him the "dark dude" or the punching bag for the whole neighborhood. The Midwest is the land of milk and honey, but for Rico Fuentes, it's really a last resort. Even so, he learns, some things stay with you forever....

**\**The Last Summer Of The Death Warriors* by Francisco X. Stork**

Relocated to a boys' home while plotting to kill his sister's murderer, Pancho is unexpectedly assigned to be a companion to brain-cancer patient, D.Q., who regales Pancho with descriptions of the Death Warrior creed and the honorable example of the beauty of life.

**\**Mexican White Boy* by Matt de la Pena**

Danny's tall and skinny. Even though he's not built, his arms are long enough to give his pitch a power so fierce any college scout would sign him on the spot. Ninety-five mile an hour fastball, but the boy's not even on a team. Every time he gets up on the mound he loses it. But at his private school, they don't expect much else from him. And growing up in San Diego that close to the border means everyone else knows exactly who he is before he even opens his mouth. Set in the alleys and on the ball fields of San Diego County, *Mexican White Boy* is a story of friendship, acceptance, and the struggle to find your identity in a world of definitions.

***The Old Man and the Sea* by Ernest Hemingway**

*The Old Man and The Sea* by Ernest Hemingway, a story about an experienced Cuban fisherman in the Gulf and the giant Marlin he kills and loses. The fisherman, named Santiago, has gone over 2 months without catching any fish at all. On his 85th day at sea, his bait attracts a very large fish, which he believes to be a Marlin. He tries to reel the fish in but instead the fish drags his boat around and for two days the man struggles to keep his catch. This short novel is fierce, full of vibrant energy and humanity, all the while being a slave to the realities of finite power, of the inability to struggle against something greater than you.

***Things Fall Apart* by Chinua Achebe (SUGGESTED title for students who are considering an AP track in grade 11)**

*Things Fall Apart* tells two intertwining stories, both centering on Okonkwo, a "strong man" of an Ibo village in Nigeria. The first, a powerful fable of the immemorial conflict between the individual and society, traces Okonkwo's fall from grace with the tribal world. The second, as modern as the first is ancient, concerns the clash of cultures and the destruction of Okonkwo's world with the arrival of aggressive European missionaries.

***We Were Here* by Matt de la Pena**

*The story of one boy and his journey to find himself.* When it happened, Miguel was sent to Juvi. The judge gave him a year in a group home—said he had to write in a journal so some counselor

could try to figure out how he thinks. The judge had no idea that he actually did Miguel a favor. Ever since it happened, his mom can't even look at him in the face. *Any* home besides his would be a better place to live. But Miguel didn't bet on meeting Rondell or Mong or on any of what happened after they broke out. He only thought about Mexico and getting to the border to where he could start over. Forget his mom. Forget his brother. Forget himself.

***Fahrenheit 451*** by Ray Bradbury

Ray Bradbury's internationally acclaimed novel *Fahrenheit 451* is a masterwork of twentieth-century literature set in a bleak, dystopian future.

Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden. Eventually, as the story unfolds, Montag begins to question everything he has ever known. He starts hiding books in his home, and when his pilfering is discovered, the fireman has to run for his life.

**Reading Questions:**

1. **Characterization:**  
What is the protagonist like at the beginning of the novel? How would you characterize him/her? How does he/she change during the course of the novel? What makes him/her change? Select a quote from the novel that you feel best describes the protagonist at the beginning of the novel, and a quote that best describes him/her at the end.
2. **Conflict:**  
Briefly describe two or three major challenges the protagonist must overcome, and explain if and how he overcomes them.
3. **Theme:**  
What do you think is the novel's main theme? What does the novel want the reader to understand about THE UNIVERSAL HUMAN CONDITION? (What important life lesson does the novel want us to think about, and why?)
4. **Evaluation:**  
Explain your reaction to the novel. Don't just think about it in terms of liking or disliking it, but rather consider how well the author uses characterization, conflict, theme and other elements of fiction to get the reading thinking and feeling about the big idea or ideas. Was the writing good – simple, challenging, beautiful, dull? What did you find exceptional? What did you find lacking? Was reading the novel a meaningful experience?

Why or why not? In answering these questions, be sure to include quotes from the text as evidence to support your thoughts.

**HONORS II STUDENTS ONLY**

In addition to responding to the reading questions above, Honors II students must also complete an outline for a Formalist\* literary analysis of the novel. This outline will be used to write a literary analysis essay during the first half of Quarter 1. Use your responses to the questions and the template below to help you with this. (MLA format: Times New Roman 12, double-spaced)  
*This outline will be scored using the 4-point scale.*

- I. **Thesis statement** (formal element(s) + thematic statement)
- II. **Topic sentence 1** (formal element (s) + point of analysis)--**This should directly and explicitly support your thesis.**
  - A. Text support (quotation) (page number)
  - B. Text support (quotation) (page number)
  - C. Additional text support if needed
- III. **Topic sentence 2** (formal element (s) + point of analysis)-**This should directly and explicitly support your thesis.**
  - A. Text support (quotation) (page number)
  - B. Text support (quotation) (page number)
  - C. Additional text support if needed
- IV. **Additional topic sentences and text support if needed to support the thesis.**
- V. **Conclusion: Write a sentence that does one of the following:**

- A. Answers the following question about your thesis: So what?
- B. Provides a provocative insight from the novel. This might include a quotation you think sums up the thematic concept(s) of the work.
- C. Points to broader implications: What does your essay reveal about the universality of the human condition?

*\*Formalism: A critical approach to literature we use at CRHS that focuses on the form of literature-- plot, structure, figurative language, etc.-- and how these elements work together to give meaning to the text as a whole.*

**Contact Mrs. Powell-Walker or Mr. Richard with questions about this assignment.**

## **Grading Rubric**

### **4-point response**

Clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/ opinion that links to or extends aspects of the text.

### **3-point response**

Demonstrates an understanding of the task, completes all requirements, and provides some explanation/ opinion using situations or ideas from the text as support.

### **2-point response**

May address all of the requirements, but demonstrates a partial under-

standing of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.

**1-point response**

Demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.

**0-point response**

Irrelevant or off- topic.