

# Shawnee Mission North High School

## Honors ELA 2

### Shawnee Mission North Honors ELA 2 Reading Assignment

Hello, 10th graders! We are excited you've chosen to continue to challenge yourself academically in Language Arts and we are excited to meet you this fall. However, between now and then, we'd like to emphasize the importance of you becoming students who read a wide variety of texts both critically and analytically. We would like you to stay in this practice over the summer as well, so that you can engage texts with a critical eye when we begin our coursework in the fall semester. We also hope that your work over the summer can provide a meaningful transition into Honors ELA 2 coursework. The following assignment has been designed with those thoughts in mind.

### **Step One: Choose a Book**

Listed below are your choices for summer reading. You may pick any one book on this list (or multiple books, if you're feeling ambitious), but keep in mind, the books have been selected for their common thread--they have all, for one reason or another, been banned from being read or shelved in schools and/or libraries at one time. **Because of the nature of some of these texts, please have a discussion with your family about which book will best suit you.** We would like you to grapple with new (and sometimes controversial) ideas, but we by no means want a book to be offensive to you or your family. We encourage this conversation between students and parents.

### **Book Options:**

Listed below are many options for your summer assignment. Please choose a book that suits you, but also *interests* you. And never, **ever** pick or avoid a book based on page numbers. Some of the hardest books are short; some of the best books are long. Use Goodreads, Amazon, New York Times Review, etc. to pick a book that sounds interesting and engaging.

*The Lovely Bones* by Alice Sebold

*The Lord of the Rings* by J.R.R. Tolkien

*One Flew Over the Cuckoo's Nest* by Ken Kesey

*Slaughterhouse Five* by Kurt Vonnegut

*Anne Frank: The Diary of a Young Girl* by Anne Frank

*The Catcher in the Rye* by J.D. Salinger

*A Prayer for Owen Meany* by John Irving

*Their Eyes Were Watching God* by Zora Neale Hurston

*The Adventures of Tom Sawyer* by Mark Twain

*Alice's Adventure in Wonderland* by Lewis Carroll

*Friday Night Lights* by H.G. Bissinger

*The Hate U Give* by Angie Thomas

*Looking for Alaska* by John Green

*Long Way Down* by Jason Reynolds

*The Bluest Eye* by Toni Morrison

*Speak* by Laurie Halse Anderson

*All the Bright Places* by Jennifer Nevin

*Bone* by Jeff Smith (the collected edition)

*Poet X* by Elizabeth Acevedo

*The Prince and the Dressmaker* by Jen Wang

*Moxie* by Jennifer Mathieu

### **Step Two: Record Significant Quotes**

As you read your book, we must insist that you *enjoy the experience of reading the book first and foremost. No, really. We want you to have a positive experience while reading the book.* But being that this is a summer assignment, we would like to see what your experience reading the book was like via evidence of your active reading. To this end, we would like you to record noteworthy quotes that are significant to your reading of the text. **You will be asked to use these quotes for a later portion of the assignment.** Consider the following for your quotes:

#### **Reasons you might choose a quote:**

- **I felt this was an epiphany (“ah-ha”) moment that made the book’s theme or argument more clear to me.**
- **I was able to make a personal connection between my own life and the idea in this passage.**
- **This reminds me of another idea or example I have read in another work or class.**
- **I found the language or phrasing of this passage to be beautiful or powerful.**
- **I was confused by this passage and needed further explanation/ research in order to understand the passage.**
- **This quote made me grapple with a new/ controversial idea/ perspective that I hadn’t considered before.**

### **Step Three: Have a Cultural Experience.**

Being a student means being well-rounded and having experiences that illuminate the cultures around us rather than simply relying on academic reading for our understandings. Understanding literature goes beyond words on a page and involves delving into humanity, which is why good readers are those who have a wide variety of life experiences that they can connect to their reading.

This summer, we want you to have an intentional, cultural experience. These could include:

- Going to Shakespeare in the Park. This year’s production is *Romeo and Juliet*, and these productions are always high quality. The dates of this production are June 14-July 3. Visit <https://kcshakes.org/> for more information.
- Watch a foreign film.
- Visit a historical site, museum, or landmark.
- Visit the Nelson-Atkins or another art gallery
- Attend a concert
- Attend another play or musical
- Eat at an authentic cultural restaurant (a culture other than your own) and try food you would not typically try.

**Step Four: What common thread about humanity can you find between your reading and your experience?**

After reading your book and having your experience, you want to spend some time reflecting on them. After reflection, you will write an essay where you find a common thread between the two. This common thread will form your thesis of an essay that explores how you saw that thread present in your reading and your experience. This is where your quotes will be useful to show how the author addressed this thread. For example, if you had read *Anne Frank* and went to see *Romeo and Juliet*, perhaps a thread you would explore how these works address young love in tragic circumstances. But the capacity for connections and threads is endless as human life is incredibly complex, so be creative in what you find connecting your book and experience.

**Your essay answers the questions: What is a common thread about humanity you found between your reading and your experience?**

**Guiding Questions to help you formulate your thesis and write your essay:**

- What effect did this reading/experience have on you? Was this effect intended by author and creators?
- What did you notice about the culture of the reading/experience?
- What universal aspects of the reading/experience became apparent through the completion of the reading/experience?
- Would your generation benefit from more people sharing in your reading/experience?
- What threads from other classes you have taken did you make to your reading/experience?
- Was there anything, in particular, to which you made a significant personal connection?
- What purpose to humanity does this reading/experience serve?
- Now that you have read/experienced this, do you think others should?

**Requirements for essay:**

Categories Graded:	Points Possible:
<b>Formatting:</b> The essay is in perfect MLA format, including a proper heading, title, double-spacing, Time New Roman 12 pt. Font, and includes in-text citations. <i>Consult purdue OWL’s website for proper MLA format. We will be using this format all year.</i>	____ / 10

<p><b>Organization:</b> The essay has a logical development. Ideas are clearly separated into appropriate sections, and sections are connected by transitional words and phrases.</p>	<p>____ / 10</p>
<p><b>Ideas/ Development:</b> The essay presents a main claim and then develops this claim with supporting points, details/ evidence, and adequate explanation of the connection between the evidence and the claims. The evidence is strong, anecdotal evidence from personal experiences <i>and</i> quotes from the choice book. (Some of your evidence should be your quotes.)</p>	<p>____/10</p>
<p><b>Conventions/ Proofreading:</b> The essay has been thoroughly edited to avoid typos and misspellings, as well as common grammatical errors (Comma splice, run-on sentences, sentence fragments, subject/ verb disagreement, ect.)</p>	<p>10      ____/</p>
<p><b>Voice:</b> The essay is written with an engaging, professional voice. The tone is appropriate to the assignment. The writing demonstrates a blend of personal investment in the topic as well as academic treatment of the material. The author avoids weak use of first person (“I think..”; “I believe...” statements) and second person.</p>	<p>____/10</p>