

Choice Reading Responses Due June 28th by 11:59 PM

Night Responses Due July 26th by 11:59 PM

EAST UNION HIGH SCHOOL
HONORS ENGLISH II: SUMMER READING SELECTIONS 2024–2025
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THE MISSION

The summer reading program is an essential feature of the Honors/A. P. English Program serves two functions: 1) to keep you active as a reader, broadening your horizons, and 2) to forestall summer brain death through writing about what you have read. This vital requirement will ease your transition into the A.P. English Program. In the sophomore year, the summer reading selections are thematically linked. They will give you a deeper understanding of how people react during social upheaval, providing evidence for both sides of the ancient argument: How much control do we have over our destiny? Exploring the darker aspects of humanity, along with studying how people are affected by the decisions they make. They will provide concrete ideas of how you can develop a hopeful vision for the future and actively work to change the world for the better. The summer reading assignments will be part of your grade for the first semester. Your typed responses and literary analysis will count as writing assignments, which are weighted at 20% of your overall grade. They are due on June 28th and July 30th by 11:59 PM through turnitin.com. Students who do not complete both summer reading assignments risk failing the first semester.

THE CHALLENGE

Over the summer, you will read **TWO** selections. The following books are available from the public library, or if you wish to keep them for your own personal library, may be purchased at a new or used bookstore. Read and follow the directions for your reading responses.

PART I: CHOICE Reading Assignment (50 pts) due by 11:59 pm on June 28th in [turnitin.com](https://www.turnitin.com). Choose **ONE** of the following books and answer the corresponding questions. Read the questions before you read the book. While you read the selections, **highlight** and **annotate** the text to identify quotes and make notes that may aid in possible responses that occur to you as you read. Answer the following questions in complete **PEA** format with **textual evidence** and **PROPER** citations for each text. Please type your response paper in **MLA** format. If you are unsure about MLA format, use OWL at Purdue for help (this can be found online). Make sure to address **ALL PARTS** of each prompt. **DO NOT WRITE AN ESSAY**— number and answer each question individually.

THE BOOK THIEF BY MARCUS ZUSAK. In Nazi Germany, the country is holding its breath. Death has never been busier - and will become busier still. Liesel's life is changed forever by her brother's graveside when she picks up a single object abandoned in the snow. It is The Gravedigger's Handbook, and this is her first act of book thievery. So begins Liesel's love affair with books and words, and soon she is stealing from Nazi book burnings, the mayor's wife's library . . . wherever there are books to be found. But these are dangerous times, and when Liesel's foster family hides a Jew in their basement, nothing will ever be the same again.

ALL THE LIGHT WE CANNOT SEE BY ANTHONY DOERR. Marie-Laure lives with her father in Paris near the Museum of Natural History, where he works as the master of thousands of locks. When she is six, Marie-Laure goes blind, and her father builds a perfect miniature of their neighborhood so she can memorize it by touch and navigate her way home. When she is twelve, the Nazis occupy Paris, and father and daughter flee to the walled citadel of Saint-Malo, where Marie-Laure's reclusive great-uncle lives in a tall house by the sea. They carry what might be the museum's most valuable and dangerous jewel with them.

THE HANDMAID'S TALE BY MARGARET ATWOOD. Offred is a Handmaid in the Republic of Gilead. She may leave the home of the Commander and his wife once a day to walk to food markets whose signs are now pictures instead of words because women are no longer allowed to read. Offred and the other Handmaids are valued only if their ovaries are viable. Offred can remember the days before, when she lived and made love with her husband Luke; when she played with and protected her daughter; when she had a job, money of her own, and access to knowledge. But all of that is gone now. **Warning: This book deals with mature issues such as sexual abuse and assault.

ALL AMERICAN BOYS BY JASON REYNOLDS AND BRANDON KIELY. In this Coretta Scott King Honor Award-winning novel, two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community,

and, ultimately, the country bitterly divided by racial tension. A bag of chips. That's all sixteen-year-old Rashad is looking for at the corner bodega. What he finds instead is a fist-happy cop... There were witnesses: Quinn Collins—a varsity basketball player and Rashad's classmate...—and a video camera. Soon the beating is all over the news. Simmering tensions threaten to explode as Rashad and Quinn are forced to face decisions and consequences they had never considered before.

WE ARE NOT FROM HERE BY JENNY TORRES SANCHEZ. Pulga has his dreams. Chico has his grief. Pequeña has her pride. And these three teens have one another. But none of them have illusions about the town they've grown up in and the dangers that surround them. Even with the love of family, threats lurk around every corner. And when those threats become all too real, the trio knows they have no choice but to run: from their country, from their families, from their beloved home. Crossing from Guatemala through Mexico, they follow the route of La Bestia, the perilous train system that might deliver them to a better life--if they are lucky enough to survive the journey. With nothing but the bags on their backs and desperation drumming through their hearts, Pulga, Chico, and Pequeña know there is no turning back, despite the unknown that awaits them. And the darkness that seems to follow wherever they go. In this striking portrait of lives torn apart, the plight of migrants at the U.S. southern border is brought to light through poignant, vivid storytelling. An epic journey of danger, resilience, heartache, and hope.

PATRON SAINTS OF NOTHING BY RANDY RIBAY. A powerful coming-of-age story about grief, guilt, and the risks a Filipino-American teenager takes to uncover the truth about his cousin's murder. Jay Reguero plans to spend the last semester of his senior year playing video games before heading to the University of Michigan in the fall. But when he discovers that his Filipino cousin Jun was murdered as part of President Duterte's war on drugs, and no one in the family wants to talk about what happened, Jay travels to the Philippines to find out the real story. Hoping to uncover more about Jun and the events that led to his death, Jay is forced to reckon with the many sides of his cousin before he can face the whole horrible truth -- and the part he played in it. As gripping as it is lyrical, Patron Saints of Nothing is a page-turning portrayal of the struggle to reconcile faith, family, and immigrant identity.

QUESTIONS:

1. What is the main setting of the novel? How does it contribute to or detract from the story?
2. Characterize the main character (protagonist). What kind of person are they? Are they static or dynamic? Are they flat or round?
3. Identify and explain at least two symbols or motifs in the novel. Explain what they mean or represent and how the author uses them to present a theme within the novel. What theme does it represent? How is this theme developed by the author?
4. *Note: Theme is not just ONE WORD; it is a complete statement that describes a UNIVERSAL LESSON or message about a concept or subject within the novel.
5. Explain how the novel explores the concept of identity. Consider the various ways identity is defined in terms of race, culture, gender, religion, family, and goals/expectations. What argument does the author make about how our identities are developed and grow with time and experience, and what makes us who we are? Explain.
6. What is the central conflict that impacts the main character? Is it internal or external? How is it resolved, and how does the character change as a result?
7. What passage in the book is most memorable to you? Why? What does it show, explain, or reflect?

PART II: Required Book (50 pts) due by 11:59pm on July 26th in turnitin.com

Read the questions before you read the book. While you read the selection, **highlight** and **annotate** the text to identify quotes and make notes that may aid in possible responses that occur to you as you read. Answer the following questions in complete **PEA** format with textual evidence and **PROPER citations** for each text. Please type your response paper in **MLA** format. If you are unsure about **MLA** format, use OWL at Purdue for help (this can be found online). Make sure to address **ALL PARTS** of each prompt. **DO NOT WRITE AN ESSAY**— answer each question individually.

NIGHT BY ELI WIESEL (Pronounced El-ee Vee-zel) A candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps. Elie reflects on the enduring importance of Night and his lifelong, passionate dedication to ensuring that the world never forgets man's capacity for inhumanity to man. Night offers much more than a litany of the daily terrors, everyday perversions, and rampant sadism at Auschwitz and Buchenwald; it also eloquently addresses many of the philosophical as well as personal questions implicit in any serious consideration of what the Holocaust was, what it meant, and what its legacy is and will be.

QUESTIONS:

1. What is the central moral or ethical problem explored in the text? Is it resolved? How is it dealt with?
2. What is the central conflict that impacts the main character? Is it an internal or external conflict and how does the character change as a result?
3. Why do you think Wiesel titled the book "Night?" What are the literal and symbolic meanings of "night" in the book? Find another symbol and explain what it represents and its importance within the novel.
4. One of the ideas presented in the novel is that of 'survivors' guilt'; based on the experiences in the novel, why might a survivor experience guilt?
5. Describe and analyze Elie Wiesel's changing view of God throughout the memoir and how it affected his identity. Provide two specific examples of this transformation from Elie's experience in Sighet to his liberation at Buchenwald.
6. Hope is an essential motif within Night; what message is Wiesel illustrating about hope?

WHEN SUBMITTING ASSIGNMENTS

Save Documents as "LASTNAME_BOOKTITLE" ex. (Cabrera_Night) Turn in book responses via www.turnitin.com (class ID:43855969 , enrollment key: lancers). Register for this class immediately to avoid issues during the summer.

- Make sure you have saved and properly named your document.
- TURNITIN.COM ONLY ACCEPTS .DOC, .DOCX, OR .PDF DOCUMENTS!
- Make sure your document is wholly saved and close out of it before trying to upload. If the document opens in another window, it will not be submitted.
- If you email me your response, I WILL NOT GRADE IT. If Turnitin.com is not letting you submit your assignment, try again as soon as possible. Make sure you have followed all the other steps above. Reach out to Turnitin.com tech support if needed.

PLAGIARISM: WHAT IT IS & HOW TO AVOID IT.

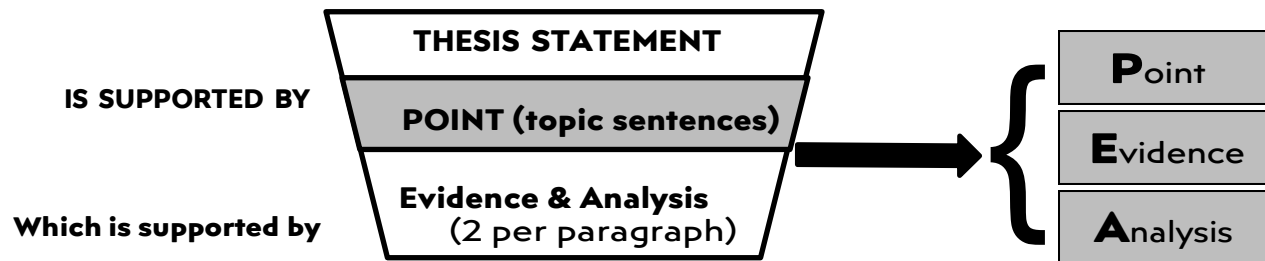
To plagiarize is defined as taking the ideas and writings of another and passing them off as one's own. Students caught plagiarizing will be given a ZERO for the assignment. If you plagiarize your summer reading responses, you will be removed from the class.

Plagiarism includes...

1. turning in someone else's paper as your own
2. copying a friend's paper 5 minutes before class (or having another teacher catch you copying work in his/her classroom)
3. failing to cite a source.
4. copying an author's exact words and passing them off as your own
5. copying each other's homework or turning in the same answers on homework or classwork assignments
6. Using AI to create or write your assignments or presentations.

*Please note that receiving a 30% or higher on a turnitin.com compatibility report constitutes plagiarism and will be treated as such. In addition to Turnitin.com, I use 4 different AI detectors to be 100% of my results. Im kinda smart – I will find out.

P-E-A: Avoiding plot summary to focus on analysis in writing.



	PURPOSE / WHAT'S THIS PART FOR?	WHERE DOES IT GO?	WHAT DOES IT LOOK LIKE?	SIGNAL WORDS / STEMS
<p>P</p> <p>POINT</p> <p>{ ARGUMENT OR CLAIM }</p>	<p>This is where you state the argument that you're trying to prove with the other two parts (Evidence and Analysis). This part of your paragraphs/essays should be purely analytical (your idea) and focused on your <i>interpretation</i> of the events/evidence. It should <u>clearly answer</u> your prompt or question.</p>	<p>In a paragraph, this is your topic sentence; sentence where you introduce your examples or support.</p> <p>First sentence in a paragraph.</p>	<p>Odysseus' wit enables him to overpower the Cyclops, demonstrating his strong leadership.</p> <p>Disguises are used in Homer's <i>Odyssey</i> to emphasize the Greek belief in the power of the mind.</p>	<p>[Character] + [Trait] + [Situation/Context] + [Connection to argument/So what]</p> <p>[Textual element] + [Name/Author] to [Statement of theme]</p>
<p>E</p> <p>EVIDENCE</p> <p>{ WORDS FROM THE TEXT }</p>	<p>This is where you include the evidence from the text that proves the point you're making.</p> <p>This part is short and contains either cited textual evidence (paraphrased) or cited quotes from the book/story/poem.</p>	<p>After each new point. Evidence should be embedded in the text. It should have a lead-in and a follow-up contextualizing your quote (describing what is happening).</p>	<p>For example, when Odysseus lies about his name to Cyclops, he evens the odds between himself and his much stronger adversary (9.125).</p> <p>[Notice that the example isn't stated all by itself—it's embedded in analysis]</p>	<p>Lead-in [introduction of evidence] + Quote [with citation] + follow-up [describes the context]</p>
<p>A</p> <p>ANALYSIS</p> <p>{ EXPLANATION OF EVIDENCE FROM THE TEXT }</p>	<p>Make clear connections between your evidence and the point that you're making.</p> <p>Explain your thinking—explain <i>why and how</i> this piece of evidence from the text shows your point.</p>	<p>After you've provided and given context to your evidence.</p>	<p>Even though Cyclops is more physically powerful than Odysseus, Odysseus proves that brains can win out over brawn. His cleverness, not his physical abilities, save him and his men from sudden doom. While his men lack this clear-headed analysis, his intelligence makes him the perfect leader to keep them safe from destruction.</p> <p>[Notice that the explanation/analysis connects back to the topic sentence as much as possible]</p>	<p>[Character's behavior/literary element] demonstrates [analytical verb] + [connection to topic sentence]</p>