

Summer calls. Summer beckons. Summer has its eye on *you*.

The instructors of Element Six hope your summer consists of multiple cannonballs at the pool, double and triple scoops of ice cream, a walk around a park or up a mountain, or once again around the neighborhood in the morning when the front yards are covered and whispered over with dew. A time of travel and restoration, rest and relaxation and somewhere, in the eddies and soft edges of the day, you will make time for John Green's book [Everything is Tuberculosis](#).

You, the student: Everything is Tuberculosis? *Everything?! Even summer?*

Teacher: A lot is tuberculosis, yes! Crazy, right? Also: in summer, according to the journal of infectious diseases, cases [spike](#).

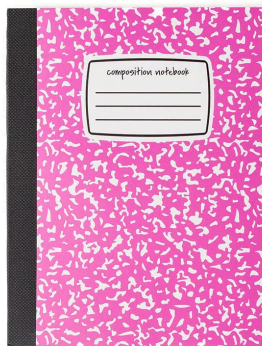
Don't let the all-encompassing infectious title fool you. This book is a marvel. Like all great works of art, it is a model in both simplicity and complexity. Nonfiction writing at its very best. These pages tell the story of when John Green met Henry Reider, a very young tuberculosis patient in Sierra Leone. Henry's story and case allows Green to explore the wider issues of this disease in an increasing aperture and depth. A disease which still kills over a million people a year, but remains absolutely preventable. Green asks--why if prevention is possible does it not reach those in need? And: what happens to Henry? And: what does that reveal about us, about humanity?



The Steps

- 1) Secure a copy of the [book](#).
- 2) Secure a Composition [Notebook](#)
- 3) Read and annotate the book.
- 4) In your Composition Notebook, **log** the time you spent reading. The date, the start time, the end time. Tell us where you read and what the setting was like (*on the porch outside, it was rainy* or *on the beach under cerulean skies, it was glorious* or *next to my little brother on a seven hour mini-van ride, it was less than ideal*.) Provide a paragraph **Initial Reaction** on what you read: you liked it, you didn't, you found it inspiring, boring, confusing, illuminating--explain.
- 5) Next, include in your entry a **Most Valuable Passage**: a sentence or two that you thought was inspiring, beautiful or revealing, compelling or confounding. Give us the page number and in a paragraph tell us why
- 6) You need to log each reading session and each review. We all read at different speeds. But we all need to read for depth and connection. Your notebook should have no fewer than **five** entries and no more than **ten**. The notebook check will take place over weeks one and two and will constitute your first **Major**.

We'll be doing annotation checks and notebook checks the first week of class. We want to give you all the points. How do you get all the points? Read the book with vigor and attention. Annotate. Demonstrate creativity and fidelity in your notebook. That is how. That is how you get all the points.



(A brief note on Annotation)

You, the student: Okay. So what do I annotate?

Teacher: Great question. Take notes in the margins of the pages. No set number. But highlight, mark key passages that speak to you. This might be a term, or new concept, a moving passage, or anything that strikes you. Don't bog the reading down to a standstill. Don't fly through pages unmarked.

You, the student: Should I use highlighters? pens? Pencils? You really expect us to write in the book?

Teacher: Yes.

You, the student: 😞

Teacher: Create a system that is unique to you that allows you to track your reading. There is no one set way to annotate. But you need to engage with the pages, the sentences and even the words to see how Green is creating meaning. How is he making us care? How is he creating suspense? What is he teaching us? To get at those questions, you need to read with focus and see how you are receiving the text.

You, the student: May I draw or doodle?

Teacher: Yes.

You, the student: Should I use AI?

Teacher: No.

You, the student: Can I use AI?

Teacher: No.

You, the student: Can I put stickers in my notebook?

Teacher: Absolutely.

The Presentation

During the first two weeks, we will be hearing your presentations on the summer, your John Green reading, and research. After you finish the book, your reading reviews, and annotations, you will then take your notebook and gather your summer and create a Canva or powerpoint presentation that tells us the following.

- **Introduce Yourself:** name, grade, why you are on the healthcare pathway. **(1-3 slides)**
- **Highlight Three Aspects of your Summer:** where did you go? what did you love doing? what did you see that you won't forget soon? **(3-5 slides)**

- **Reflect on John Green's Book:** Tell us what you learned, tell us what it made you more curious about, tell us what surprised you. What was your favorite part? What surprised you? Moved you? Least favorite part? Favorite passage? (3-5 slides)
- **Reflect on the Reading Notebook:** how did keeping a reading log impact your reading overall? Was it a bore, a chore? Was it both of those things but also a valuable tool for learning more and making connections? How did it shape or change your reading? (3-5 slides)
- **Beyond the Book Source:** locate a news item concerning tuberculosis now or another infectious disease. This can be from a popular news source, a longform journalism article, a recent medical journal. Read and annotate the article. Take a picture of your annotation. Show us the image on a slide. Introduce the article, the author, and tell us what you learned. And on the third slide, make a connection to John Green's book. How does this speak to it? (3-5 slides)

We'll be doing presentations the first two weeks of class. We want to give you all the points. How do you get all the points? Create a slide deck with care. Think in images. Avoid overloading the slides with too much text. The expectation is not that it will be perfect or polished. Speak from the head and heart. Show us what you know. And tell us about you, your reading experience, and what you found beyond the book. This will be your first Minor. If you have questions email us at collinsj5@fultonschools.org or cramere@fultonschools.org.

Final Note (for now)

What is the point of books, Annie Dillard writes, unless they take us past all books?

The name of our class is inspired by the author Anton Chekhov, who died at the rather young age of forty-four. He left behind a legacy of literature that captures the human experience. He was also a doctor and medical practitioner. Early in his career, before he found fame as an author, he contracted tuberculosis from a patient. It trailed the rest of his days. Days in which he continued to write and treat patients without charge, provide feedback for aspiring writers, while being a devoted man of his family and these two crafts of medicine and art.

"My holy of holies," he once wrote, "is the human body, health, intelligence, talent, inspiration, love, and absolute freedom—freedom from violence and falsehood, no matter how the last two manifest themselves."

So go summer. Make it a verb. We will see you soon. And we can't wait to discover what seas you have transversed and what strange, wondrous shells and gems you bring back.