



KERR HIGH SCHOOL

English I

Summer Reading 2019-2020

If you have questions, **don't hesitate to contact Mr. Martin. I will check my e-mail frequently for your questions.**
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Welcome to Kerr High School!

I'm glad that we will be working together next year! I am Mr. Martin, and I will be your teacher for Pre-AP English I and English I.

Purpose of Summer Reading

When you come to Kerr, you will be on an accelerated block schedule; this means that you will finish the class in one semester rather than a year. This is awesome and challenging at the same time! In order to succeed at this pace, you must be able to organize a large amount of information efficiently.

Throughout your English I course, you will be required to read and analyze literary works, as well as read several nonfiction articles. Analysis requires you to read carefully, think deeply, and explain your reasoning. As you read literature, you will focus on more than identifying literary elements; you will also examine the way an author uses words, details, imagery, and sentences to communicate with the audience. When you read nonfiction, focus on the evidence the writer uses to support his/her opinions and ideas. Your summer reading assignment is a way to practice "reading with the eye of a writer," which means you will need to record some of your thinking as you read so that you will be able to use these notes and responses on your essay/test given in September.

Assignments (Due when you take your summer reading test.)

This summer you will read a chosen novel, a required non-fiction book, and research articles that relate to a topic in the novel. **Don't wait until August to start on these assignments!** Buy your books **now**, or check them out at the library.

Reading Choices (choose one):

Lord of the Flies by William Golding
To Kill a Mockingbird by Harper Lee
A Tree Grows in Brooklyn by Betty Smith
Not Without My Daughter by Betty Mahmoudy
The Book Thief by Markus Zusak

Required Non-fiction: (EVERYONE must read this.)

Mythology by Edith Hamilton
(Introduction through Part 6. (You **DO NOT** need to read Part 7)

Fall Semester and Spring Semester Students

- Note 1: Your summer reading assignments are due on the same day as your test! **You will use your summer reading notes AND all of your summer reading assignments DURING your test in September. . Bring e-v-e-r-y-t-h-i-n-g with you** to the assigned seminar room on test day. Announcements on e-mail and through morning video announcements will communicate the room number for the **summer reading test**.
- Note 2: **Spring students, this means you, too!** At Kerr, you won't all have English at the same time. However, everyone tests on the same day in September.
- Note 3: Unless you have an excused absence, you will **NOT** be able to make up your test!

If you have questions, **don't hesitate to contact Mr. Martin. I will check my e-mail frequently for your questions. I would love to help you!** roger9467@comcast.net---use **THIS** email because I will **not** check my school email.

Directions: Choose a novel from the list and read it; take Cornell Notes. Locate and print an article that relates to your novel. Write your thinking on your article (annotate), and then write a one-page response explaining what you have learned from the article and how that topic is addressed in the novel.

Article

• Choose an article from a major newspaper, magazine or database that is related to a topic you discover from your novel. You need to print the article, and write some annotations that show your thinking and/or reactions to the information in the article. Highlight any connections to the novel. Here are some suggestions on how to locate an article:

- Read about the country that is the setting of your novel. You could look for current events, conflicts, or leaders from that country.
- Research a historical aspect mentioned in the novel.

Hint: You can search the topic on Google! (For example: Chinese customs, then & now, slavery before the Civil War; immigration issues; cultural conflict of wearing the hijab; or Americans’ stereotype of Muslim countries.)

Selected Novel

- As you read the novel, choose **seven** chapters ---two from the beginning, three from the middle, and two from the end. If your novel has less chapters, then logically choose sections that have many quotes and details that reflect the topics of culture/heritage, conflict either external or internal, or significant examples of vocabulary, imagery, or impressive sentences. The Cornell Notes for each chapter should be about 1-2 pages long.
- For each chapter, you will include at least three quotes (include the page number where the quote is found) that addresses the ideas of culture/heritage and/or internal/external conflict.
- You can use the *Narrative of the Secret Life of Frederick Douglass* model as a guide if you would like to try Cornell Notes. (Your notes can be set up in two column format if you are not comfortable with the Cornell Note format for your fictional novel.)
- Make SURE you include page numbers for each item (called “citing”). Citations will really help you on your test and other exercises we do in class.

For the mythology book:

- Read the assigned parts.
- Take notes. (Cornell or 2-column)
- Write a 5-paragraph essay (introduction, 3 body paragraphs, and a conclusion) on your favorite mythological story and why it interests you.



Summer Reading Checklist

- ◇ Article inspired by your novel with response
- ◇ Cornell Notes over seven chapters of novel
- ◇ Notes on mythology book
- ◇ Mythology book essay

Model of Cornell Notes for Fiction Selection

Title: *Narrative of the Life of Frederick Douglass* by Frederick Douglass

Genre: Nonfiction

Topic: Chapter 5 (Middle of Book)

Recall	Record
Master 2 (conflict and loss of culture)	<ul style="list-style-type: none"> • Master 2 was in Baltimore, Maryland (p.35) • Master 2’s wife taught Frederick his ABC’s (p.38) • Lived with Master 2 (Master Hugh) for seven years (p.40) • At eleven years old, Frederick lost Master Hugh and was sold on the auction block (p.45) • “We were all ranked together at the valuation. Men and women, old and young, married and single, were ranked with horses, sheep, and swine. There were horses and men, cattle and women, pigs and children, all holding the same rank in the scale of being, and were all subjected to the same narrow examination.” (p.45)
Master 3 (external conflict)	<ul style="list-style-type: none"> • Master 3 (Master Thomas) gave his slaves little to no food (p.50) • Master Thomas felt that Frederick was too uppity because Frederick had been used to kinder treatment by his former masters (p.53) • Master 3 sold Frederick to Master 4 (Master Covey) (p.53) • “I found in my new home hardship, hunger, whipping, and nakedness” (p. 53).
Master 4 (loss of culture and heritage, internal and external conflicts)	<ul style="list-style-type: none"> • Master 4 was even more cruel • Master Covey prided himself on “breaking” his slaves (p.55) • Covey whipped Frederick constantly (p.58) • Covey made a deal with Mr. Freeland to have Frederick work for Freeland so Covey could have more money (p. 60) • Freeland gave the slaves more food and time to eat (p. 60) • The slaves went to Sabbath school, but it was broken up by their masters (p. 61)
Jail (external and internal conflicts)	<ul style="list-style-type: none"> • “Of all the mangled and emaciated creatures, these two (Henrietta and Mary) were the most so” (p.62).
Jail for Running Away (external/internal conflicts)	<ul style="list-style-type: none"> • Frederick was put in Easton Jail for running away (p.65) • Frederick was left alone in prison (p.70)

REDUCE: Frederick’s setting reveals his oppressive circumstances. He is constantly at his masters’ mercy and treated like an animal. Many things his masters take for granted (like learning to read and celebrating the Sabbath) are activities Frederick can only hope for. His circumstances are always uncertain. His masters can beat, starve, or sell him at any time. Because of his enslavement, Frederick does not have a real sense of home. In addition, when Frederick is put in jail, he doesn’t even have the camaraderie with other slaves. So during that time, he experiences both oppression and alienation, and loss of his ties with his cultural heritage.

Don’t forget the reduce section!

