

English 11 Honors Summer Reading 2019

Note to Parents

At Pittsgrove, we believe that reading is a cornerstone to academic success; it expands the imagination, enhances vocabulary, and introduces students to new and exciting ideas. One of our district's primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for students to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading thought-provoking and enjoyable books.

Summer Reading Directions

Over the summer, students who will take **11th grade Honors English** during the 2019-2020 school year must **read at least TWO texts: one required text for their grade level (under “Required Reading #1”) and one text from the “Required Reading #2” list for their grade level.** Please note that students registered for CP or AP level English must complete the summer reading assignment for the specific course.

While reading and taking notes, students should keep the 11th grade theme of the American Dream and the guiding questions in mind (refer to the “Note-Taking Directions” chart for additional details). **Students will be expected to write and speak about both texts in September.**

REQUIRED READING #1: Students must read the following core text:

***Nickel and Dimed: On (Not) Getting By in America* by Barbara Ehrenreich:** Millions of Americans work full time, year round, for poverty-level wages. In 1998, Barbara Ehrenreich decided to join them. She was inspired in part by the rhetoric surrounding welfare reform, which promised that a job -- any job -- can be the ticket to a better life. But how does anyone survive, let alone prosper, on \$6 an hour? To find out, Ehrenreich left her home, took the cheapest lodgings she could find, and accepted whatever jobs she was offered. Moving from Florida to Maine to Minnesota, she worked as a waitress, a hotel maid, a cleaning woman, a nursing-home aide, and a Wal-Mart sales clerk. She lived in trailer parks and crumbling residential motels. Very quickly, she discovered that no job is truly "unskilled," that even the lowliest occupations require exhausting mental and muscular effort. She also learned that one job is not enough; you need at least two if you want to live indoors.

REQUIRED READING #2: For the second text, students will **choose one text from the following list of 6:**

***The Jungle* by Upton Sinclair:** In this powerful book we enter the world of Jurgis Rudkus, a young Lithuanian immigrant who arrived in America filled with dreams of wealth, freedom, and opportunity. And we discover, with him, the astonishing truth about “packingtown,” the busy Chicago stockyards, where new world visions perish in a jungle of human suffering. Upton Sinclair, master of the “muckraking” novel, here explores the workingman’s lot at the turn of the century: the backbreaking labor, the injustices of "wageslavery," the bewildering chaos of urban life. *The Jungle*, a story so shocking that it launched a government investigation, recreates this chapter of our history in unflinching detail.

***Invisible Man* by Ralph Ellison:** The nameless narrator of the novel describes growing up in a black community in the South, attending a Negro college from which he is expelled, moving to New York and becoming the chief spokesman of the Harlem branch of "the Brotherhood," and retreating amid violence and confusion to the basement lair of the Invisible Man he imagines himself to be.

***Catch Me If You Can* by Frank Abagnale:** Frank W. Abagnale was one of the most daring con men, forgers, imposters, and escape artists in history. In his brief but notorious criminal career, Abagnale donned a pilot’s uniform and copiloted a Pan Am jet, masqueraded as the supervising resident of a hospital, practiced law without a license, passed himself off as a college sociology professor, and cashed over \$2.5 million in forged checks, all before he was twenty-one.

Beloved by Toni Morrison: Winner of the Pulitzer Prize, Toni Morrison’s *Beloved* is a spellbinding and dazzlingly innovative portrait of a woman haunted by the past. Sethe was born a slave and escaped to Ohio, but eighteen years later she is still not free. She has borne the unthinkable and not gone mad, yet she is still held captive by memories of Sweet Home, the beautiful farm where so many hideous things happened. Meanwhile Sethe’s house has long been troubled by the angry, destructive ghost of her baby, who died nameless and whose tombstone is engraved with a single word: *Beloved*.

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance: From a former Marine and Yale Law School Graduate, a poignant account of growing up in a poor Appalachian town, that offers a broader, probing look at the struggles of America’s white working class. Part memoir, part historical and social analysis, J. D. Vance’s *Hillbilly Elegy* is a fascinating consideration of class, culture, and the American dream.

Fools Crow by James Welch: In the Two Medicine Territory of Montana, the Lone Eaters, a small band of Blackfeet Indians, are living their immemorial life. The men hunt and mount the occasional horse-taking raid or war party against the enemy Crow. The women tan the hides, sew the beadwork, and raise the children. But the year is 1870, and the whites are moving into their land. Fools Crow, a young warrior and medicine man, has seen the future and knows that the newcomers will punish resistance with swift retribution.

You can find the summer reading texts at these locations:

Schalick High School Media Center
Summer Hours: http://schalick.pittsgrove.net/media_center

Salem County Library: www.mysalemlibrary.org
Salem Branch – (856) 935-0526

Elmer Library: elmerlibrarynj.org
(856) 358-2014

Barnes & Noble Booksellers: www.barnesandnoble.com
Deptford Township – (856) 232-3123
Glassboro – (856) 881-5960

Amazon: www.amazon.com

PLEASE NOTE: A reading program is a joint responsibility between the school district and family. Parents might very reasonably disagree about what material constitutes suitable reading for children. The titles suggested are not Board of Education approved texts. They are works that are recommended by such organizations as the American Library Association, the International Reading Association, the New York Times, and the National Council for Teachers of English. They appear on many reading lists across the nation. Nevertheless, certain titles may contain subject matter that some parents may not want their children to read (*whether Grimm’s Fairy Tales for young children or books with mature themes and graphic language for older students*). Parents are encouraged to assist students in making choices that are appropriate for and acceptable to both the student and his/her family. For assistance with such decisions, you may wish to consult reviews on the School Library Journal website: <http://www.slj.com/>

Summer Reading Note-Taking Directions

11th Grade Thematic Topic: *American Dream*

Guiding Questions

- What is the American Dream? To what extent is it achievable for *all* Americans?
- In what ways does the American Dream mean different things for different Americans?
- How has the American Dream changed over time?

Directions: The texts you have chosen to read this summer will help you to learn about the American Dream. As you read each text, consider the thematic topic and guiding questions above and record your thoughts. You are responsible for identifying and recording textual evidence, as well as reflecting upon and analyzing how the evidence relates to the theme.

You may choose from any of the note-taking options listed below, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of BOTH texts. Be sure to include notes from the beginning, middle and end of the texts.

- Notes must include textual evidence (include page number) and your thoughts, analysis, interpretation, and/or questions.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to use in class by the first day of school.

Note-Taking Options

1. **Dialectical Journal (Two Column Notes):** Using a two-column format, engage in a written dialogue with the texts as you read. In the left-hand column, write the important text. In the right-hand column, respond to the text. This is where you can include reflections, analyses and explanations of how the text connects to the thematic questions.
2. **In-Text Annotations:** For in-text annotations, you will need to own a physical copy of the book. Record your notes *directly* in the book or on post-it notes, reflecting how the text connects to the guiding questions. You will need to bring the book and your notes in September.
3. **Outline:** Create a structured outline focused on the theme and supported with textual evidence. It may be helpful to organize it based on the plot or by guiding questions.
4. **Mind Mapping:** Create a visual representation of text, important characters or plot episodes that connect to the guiding questions. Use lines, arrows, bubbles and/or sketches to link notes to the theme.

Evaluation

- **In September, you will use these notes to write an analytical essay about the texts in class. The analytical essay and your completed notes will count as two assessment grades in your English course.**
- **If you have English during the second semester of the year, you will turn your notes in during Enrichment the first or second day of school in September.**

PLEASE NOTE: School policy states that any attempt to submit work other than your own will result in a grade of zero (0) and possible disciplinary action.

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| <p>Whom should I contact if I have questions about summer reading?</p> | <p>Faculty: Ms. Debbie Wells dwells@pittsgrove.net</p> <p>Media Center Specialist: Ms. Diane Fanucci dfanucci@pittsgrove.net</p> <p>Instructional Supervisor: Mr. Robert Rosenheim rosenheim@pittsgrove.net</p> |
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You will be receiving a Google Classroom invitation from me. You need to accept this invitation so that you're able to see the posted examples of note-taking techniques, ask any questions, and see my responses. I will also make any clarifications you may need in the Classroom, so please check there first before emailing me little questions. Big problems...email me directly. ~Ms. Wells