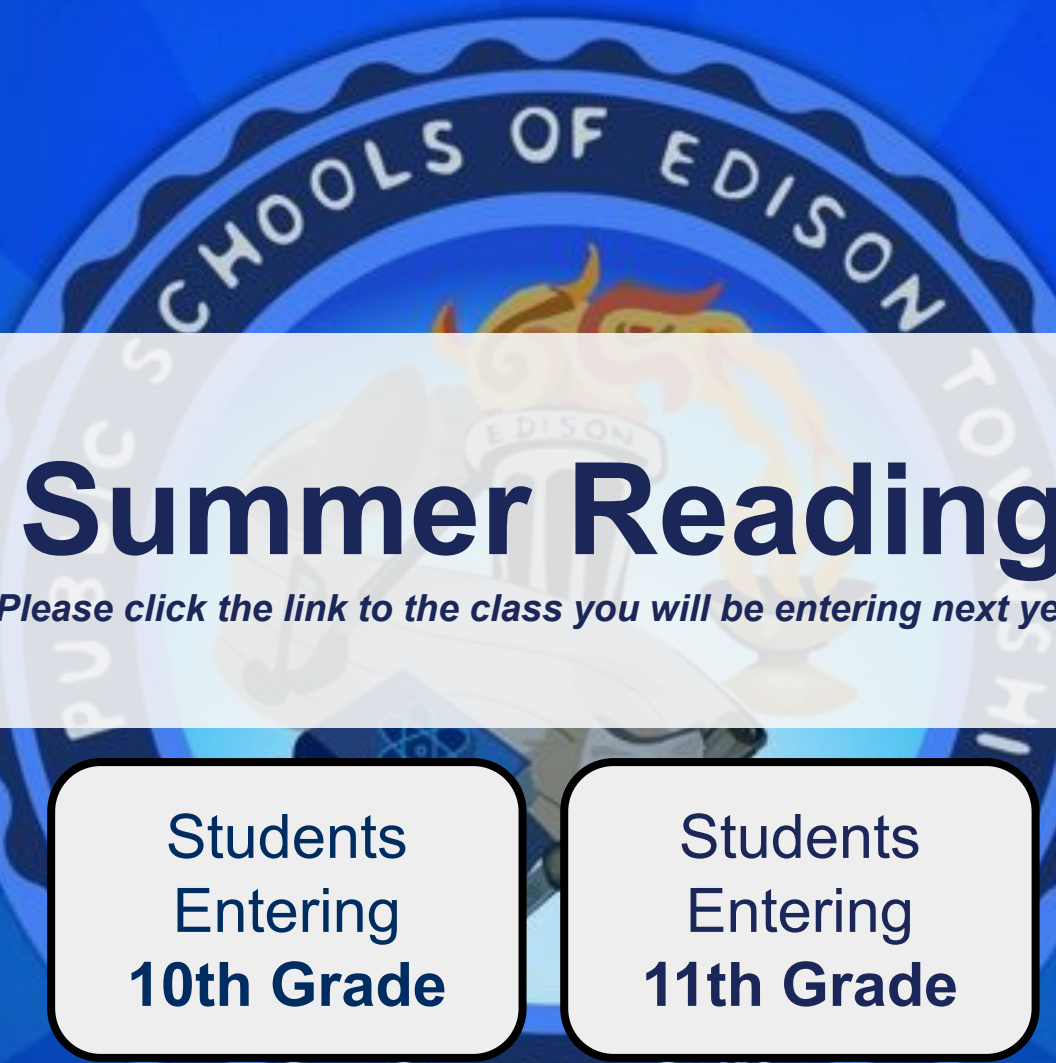


The background of the slide features a large, semi-transparent circular logo for Edison Public Schools. The logo has a scalloped outer edge and contains a central emblem with a torch and the word "EDISON". The text "PUBLIC SCHOOLS OF EDISON" is written along the top inner curve of the circle, and "TOMMORROW'S LEARNERS" is written along the bottom inner curve.

Summer Reading

Please click the link to the class you will be entering next year

Students
Entering
9th Grade

Students
Entering
10th Grade

Students
Entering
11th Grade

Students
Entering ALL
12th Grade

Students
Entering
**9th Grade
Honors**

Students
Entering
**10th Grade
Honors**

Students
Entering
**11th Grade
Honors**

Students
Entering
**AP or College
Comp.**

A.P. or College Composition Summer Reading

Please click the link to the class you will be entering next year

Students Entering
AP Seminar

Students Entering
**AP Language and
Composition**

Students Entering
AP Research

Students Entering
**AP Literature and
Composition**

Students Entering
**College
Composition**

Dear Scholar,

With another academic year coming to a close, it is time to start thinking about leisurely summer reading. The purpose of summer reading is two-fold: to encourage the pleasure of reading and to develop independent reading skills.

Countless studies indicate that reading practice improves word recognition, builds vocabulary acquisition, improves fluency and comprehension, and is a way to develop understandings of complex written language and grammar.

A summer reading program is a joint responsibility between school and family. Your parents/guardians might very reasonably disagree about what material constitutes suitable summer 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 *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/guardians 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). Only parents/guardians can determine appropriate summer reading choices for their children. Read online reviews prior to purchasing a book. Check with local librarians and book websites (like www.common sense media.org) for reading levels and information about the various titles.

Prior to the first day of school, Accelerated (Level 1) and Academic (Level 2) students are to select and read **one short story, article, speech or video from the list provided**. While you are required to read **only one short text and complete the assignment**, it is highly recommended that you read one full-length book as well. Please refer to the suggested reading lists by grade.

In September, you will be expected to submit the assignment which will count as your first homework grade in the first marking period. (Your teacher will provide you with the specific due date.)

Honors and AP students have specific readings and assignments. Please refer to the specific slide that correlates with your course.

Please note: ALL students entering 12th grade must complete the College and Career assignment.

If you have any questions, please contact your teacher or the grades 9-12 English Supervisor, Harriet Sideris via email at harriet.sideris@edison.k12.nj.us

For the books on the suggested summer reading list, you may go to the local bookstores, the public libraries, or shop online. **Edison Libraries:**

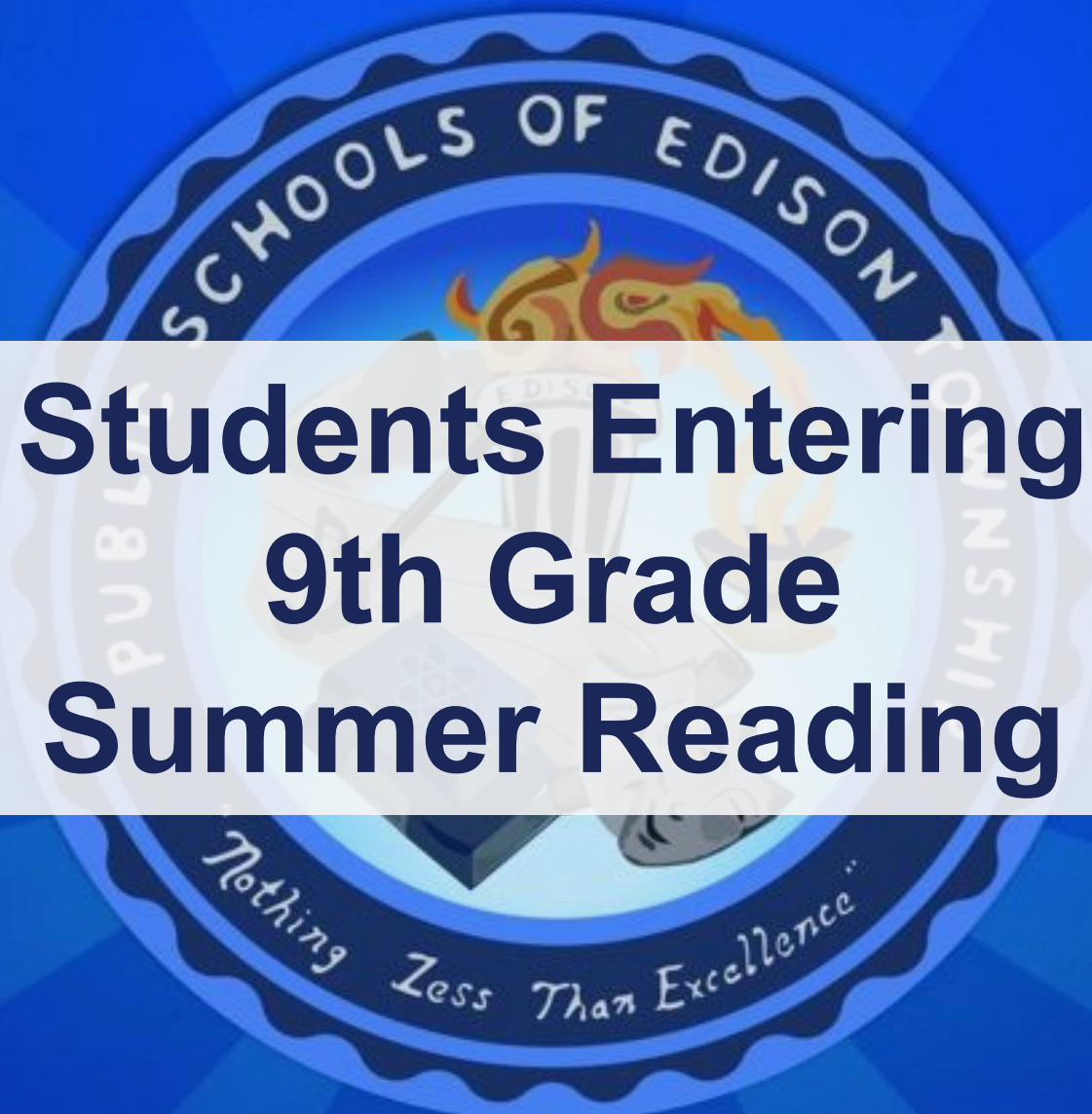
Main Library	North Edison Branch	Clara Barton Branch
340 Plainfield Avenue	777 Grove Avenue	141 Hoover Avenue
Edison	Edison	Edison

(732) 287-2298

(732) 548-3045

(732) 738-0096

Enjoy your summer reading. See you in September!

The background of the slide features a large, circular seal of the Edison Public Schools of Edison Township. The seal has a blue outer ring with the text "EDISON PUBLIC SCHOOLS OF EDISON TOWNSHIP" in white. Inside the ring is a central emblem depicting a torch with a flame, a book, and a pair of glasses. Below the emblem, the motto "Nothing Less Than Excellence" is written in a cursive font. The entire seal is set against a blue background with a radial pattern of lighter and darker blue segments.

Students Entering 9th Grade Summer Reading

Students Entering 9th Grade Summer Reading

Required Work

[Directions](#)[Required
Reading](#)[Required
Organizer](#)

Suggested Reading

**Click the links to navigate the assignment*

9th Grade Summer Reading

During the summer before 9th grade, all students must complete the summer reading assignment. There are two portions of this assignment:

1. One required short work (one short story, one article, one video, or one speech) and completion of the related graphic organizer
2. One (or more) suggested additional reading(s), which should be completed for pleasure. There is no written assignment with this additional work.

Journey: There are many types of **journeys** one can take in life. They can be internal and lead to a process of self-discovery, or external involving an actual physical journey that might be filled with challenges or obstacles. A person's experiences during a journey affect the way they view themselves and the world around them.

Essential Question: How do people begin their journeys of forming an image of themselves and others? Feel free to connect personal experiences to the text.

DIRECTIONS: Choose ONE of the texts from the required list. Please find at least FIVE quotes from this text that responds to the essential question and copy them into the table below. Then, write 1 - 3 connections you see between each quote and the essential question. Please see the sample quote and connections below in the first row.

Text Name & Author/Speaker: <i>The Outsiders</i> by S.E. Hinton		
Quotes	Page #	Connections (Such as: to self, to other texts, to world, etc.)
"I quit worrying about everything and thought about how nice it was to sit with a girl without having to listen to her swear or to beat her off with a club."	Page 35	● Ponyboy is starting to like Cherry because she is outside of his greaser world, and she represents a new world he is wondering about. ● He wants to be with her and not worry about the world of fighting he lives in. ● This is similar to when I became friends with someone I never thought I would be friends with. It showed me that I need to keep my mind open to new relationships.

Edison Township Public Schools
Entering 9th Grade Summer Reading

[Back](#)

REQUIRED READING Choice List

Please choose **ONE** of the following works (either one short story, one video, one article, OR one speech) and then **complete the graphic organizer** (below) according to the directions.

Short Stories:

1. [“The Wretched and The Beautiful”](#) by E. Lily Yu
2. [“The Scholarship Jacket”](#) by Martha Salinas
3. [“The Friday Everything Changed”](#) by Anne Hart

Videos:

1. [“What Happens When the Majority becomes a Minority?”](#) (TedX) by Shelby Dziwulski
2. [“What growing up different taught me”](#) (TedX) by Kayla Cooley Herndon

Article:

1. [“Locked Away For Life”](#) by Joe Bubar
2. [“Opinion: Music and art is a natural medicine to the "mind and soul" of teen”](#) by Reginald E. Payne II

Speech:

1. [“Malala’s Address to the United Nations”](#) by Malala Yousef
2. [“Why I Love the Country that Once Betrayed Me”](#) by George Takei

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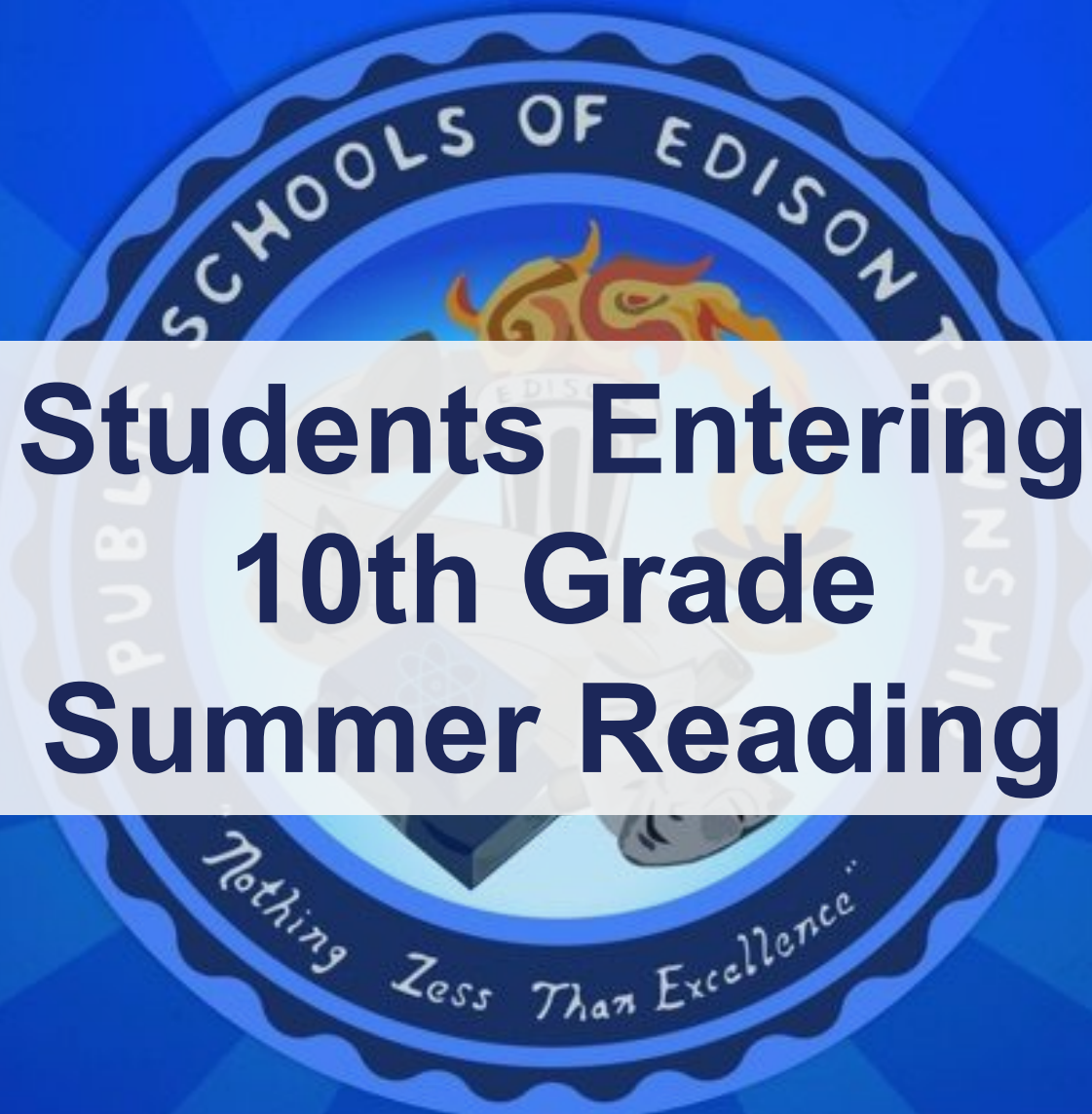
DIRECTIONS: Choose ONE of the texts from the required list. Please find at least FIVE quotes from this text that respond to the essential question and copy them into the table below. Then, write 1 - 3 connections you see between each quote and the essential question.

Text Name & Author/Speaker: _____		
Quotes	Page Number	Connections (Such as: to self, to other texts, to world, etc.)
1.		1. 2. 3.
2.		1. 2. 3.
3.		1. 2. 3.
4.		1. 2. 3.
5.		1. 2. 3.

Students Entering 9th Grade Suggested Reading

[Back](#)

Fiction		Non-Fiction	Graphic Novels
<u>I'll be the One</u> by Lyla Lee	<u>Legend</u> by Marie Lu	<u>Bonnie and Clyde: The Making of a Legend</u> by Karen Blumenthal	<u>Amulet</u> by Kazu Kibuishi
<u>Paper Towns</u> by John Green	<u>Running Full Tilt</u> by Michael Currinder	<u>Flowers in the Gutter</u> by K.R. Gaddy	<u>Dancing at the Pity Party</u> by Tyler Feder
<u>When You Wish upon a Lantern</u> By Gloria Chao	<u>Shadow and Bone</u> by Leigh Bardugo	<u>The Borden Murders: Lizzie Borden and the Trial of the Century</u> by Sarah Miller	<u>March</u> by John Lewis and Andrew Aydin
<u>Game Changer</u> by Neal Shusterman	<u>The Absolutely True Diary of a Part-Time Indian</u> by Sherman Alexie	<u>Dream Team</u> by Jack McCallum	<u>Maus</u> by Art Spiegelman
<u>Heir of Ra</u> by Maciek Sasinowski	<u>The Book Thief</u> by Markus Zusak	<u>Please Stop Laughing at Me</u> by Jodee Blanco	<u>The Librarian of Auschwitz</u> By Salva Rubio
<u>Chains</u> by Laurie Halse Anderson	<u>The Cousins</u> by Karen McManus	<u>Crossing the Line: A Fearless Team of Brothers and the Sport that Changed their Lives</u> by Kareem Rosser	<u>Summer Fires</u> by Giulia Sagramola
<u>Aristotle and Dante Discover the Secrets of the Universe</u> by Benjamin Alire Saenz	<u>They Both Die at the End</u> by Adam Silvera	<u>The Other Wes Moore: One Name, Two Fates</u> by Wes Moore	<u>When the Stars are Scattered</u> by Omar Mohamed and Victoria Jamieson

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Students Entering 10th Grade Summer Reading

Students Entering **10th Grade** Summer Reading

Required Work

[Directions](#)[Required
Reading](#)[Required
Organizer](#)

Suggested Reading

**Click the links to navigate the assignment*

10th Grade Summer Reading

During the summer before 10th grade, all students must complete the summer reading assignment. There are two portions of this assignment:

1. One required short work (one short story, one article, one video, or one speech) and completion of the related graphic organizer
2. One (or more) suggested additional reading(s), which should be completed for pleasure. There is no written assignment with this additional work.

Individualism: The dictionary defines **individualism** as “the habit or principle of being independent and self-reliant.” In other words, being an individual means being independent and able to take care of oneself. However, others would define individualism as being your own true self- to not follow others and current trends. Some say that being an individual means to be unique.

Essential Questions: How do people’s past and present experiences shape who they are? When living in a society that has social norms (such as standing for the Pledge of Allegiance or tipping the wait staff at a restaurant), is it possible to truly become an individual?

DIRECTIONS: Choose ONE of the texts from the required list. Please find at least FIVE quotes from this text that responds to the essential questions and copy them into the table below. Then, write 1 - 3 connections you see between each quote and the essential questions. Please see the sample quote and connections below in the first row.

Text Name & Author/Speaker: <i>A Raisin in the Sun</i> by Lorraine Hansberry		
Quotes	Page #	Connections (Such as: to self, to other texts, to world, etc.)
BENEATHA: I don’t flit! I experiment with different forms of expression— RUTH: Like riding a horse? BENEATHA: —People have to express themselves one way or another. MAMA: What is it you want to express? BENEATHA (angrily): ME! (<i>Mama and Ruth look at each other and burst into raucous laughter</i>) Don't worry—I don't expect you to understand.	Page 504 (pdf)	- Beneatha is attempting to explore new hobbies and activities in order to discover her individuality. - Beneatha’s family is concerned that she will spend too much money and not focus enough on studying to become a doctor. - This is similar to when I started to try new activities and hobbies that my friend group was not interested in.

**Edison Township Public Schools
Entering 10th Grade Summer Reading**

REQUIRED READING Choice List

Please choose **ONE** of the following works (either one short story, one video, one article, OR one speech) and then **complete the graphic organizer** (below) according to the directions.

Short Stories:

1. ["Eraser Tattoo"](#) by Jason Reynolds
2. ["Us and Them"](#) by David Sedaris
3. ["American History"](#) by Judith Ortiz Cofer
4. ["How to Tame a Wild Tongue"](#) by Gloria Anzaldua

Videos:

1. ["High School Stories"](#) by Casey Neistat
2. ["Questions Every Teenager Needs to Be Asked"](#) by Laurence Lewars
3. ["‘We the People’ The Three Most Misunderstood Words in US History"](#) by Mark Charles

Articles:

1. ["Two families — one black, one white — shared a harrowing history; then they met"](#) by Ian Shapira
2. ["It's No One's Fault When It's Everyone's Fault"](#) by Shelby Ostergaard

Speeches:

1. ["Race to Space Speech"](#) by John F. Kennedy
2. ["Commencement Speech at Rutgers University"](#) by Toni Morrison

This chart is a pdf. To complete it digitally, please open it in [Google Docs](#).

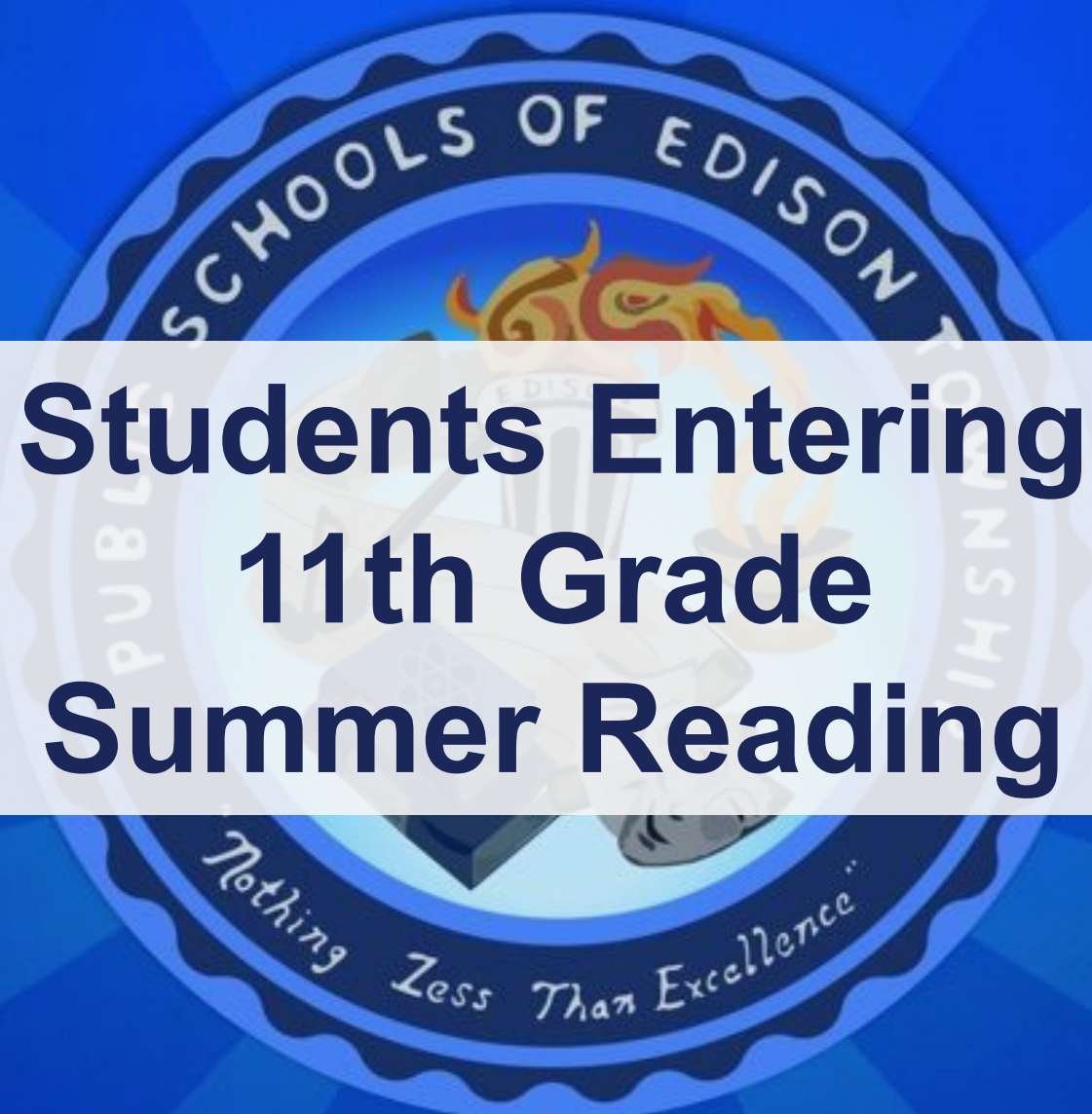
DIRECTIONS: Choose ONE of the texts from the required list. Please find at least FIVE quotes from this text that respond to the essential question and copy them into the table below. Then, write 1 - 3 connections you see between each quote and the essential question.

Text Name & Author/Speaker: _____		
Quotes	Page Number	Connections (Such as: to self, to other texts, to world, etc.)
1.		1. 2. 3.
2.		1. 2. 3.
3.		1. 2. 3.
4.		1. 2. 3.
5.		1. 2. 3.

Students Entering 10th Grade Suggested Reading

[Back](#)

<i>Fiction</i>		<i>Non-Fiction</i>		<i>Graphic Novels</i>
<u>Clap When You Land</u> by Elizabeth Acevedo	<u>Noggin</u> by John Corey Whaley	<u>Chinese Cinderella</u> by Yen Mah	<u>The Distance Between Us</u> by Reyna Grande	<u>Anya's Ghost</u> by Vera Brosgol
<u>An Abundance of Katherines</u> by John Greene	<u>One of Us is Lying</u> by Karen M. McManus	<u>Laughing at my Nightmare</u> by Shane Burcaw	<u>Taking Flight: From War Orphan to Star Ballerina</u> by Michaela DePrince	<u>I Was Their American Dream</u> by Malaka Gharib
<u>Crying in H Mart</u> by Michelle Zauner	<u>On the Come Up</u> by Angie Thomas	<u>Make it Messy</u> by Marcus Samuelsson	<u>The Closer</u> by Mariano Rivera and Dennis Cooper	<u>Pashmina</u> by Nidhi Chanani
<u>Don't Ask Me Where I'm From</u> by Jennifer De Leon	<u>Perks of Being a Wallflower</u> by Stephen Chbosky	<u>No Choirboy: Murder, Violence, and Teenagers on Death Row</u> by Susan Kuklin	<u>Stonewall: Breaking Out For Gay Rights</u> By Ann Bausum	<u>Redbone: The True Story of a Native American Rock Band</u> by Christian Staebler and Sonia Paoloni
<u>Dreamland</u> by Sarah Dessen	<u>Prodigy</u> by Marie Hu	<u>No One Wins Alone</u> by Mark Messier; Jimmy Roberts	<u>Turning 15 on the Road to Freedom</u> by Elspeth Leacock	<u>Shame Pudding</u> By Danny Noble
<u>Dumplin</u> by Julie Murphy	<u>Starry Eyes</u> by Jenn Bennett	<u>Saved</u> by Benjamin Hall	<u>Unstoppable</u> by Joshua M. Greene	<u>The Magic Fish</u> by Trung Le Nguyen
<u>Everything, Everything</u> by Nicola Yoon	<u>The Inheritance Games</u> by Jennifer Lynn Barnes	<u>Shout</u> by Laurie Halse Anderson	<u>Ways of Grace</u> by James Blake and Carol Taylor	<u>The Oracle Code</u> by Marieke Nijkamp
<u>Monster</u> by Walter Dean Myers	<u>Throne of Glass</u> by Sarah J. Maas	<u>Every Falling Star: The True Story of How I Survived and Escaped North Korea</u> By Sunju Lee		<u>This Place: 150 Years Retold</u> by Kateri Akiwenzie-Damm

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Students Entering 11th Grade Summer Reading

Students Entering **11th Grade** Summer Reading

Required Work

Directions

**Required
Reading**

**Required
Organizer**

Suggested Reading

**Click the links to navigate the assignment*

11th Grade Summer Reading

During the summer before 11th grade, all students must complete the summer reading assignment. This assignment has two portions:

1. One required short work (one short story, one article, one video, or one speech) and completion of the related graphic organizer.
2. One (or more) suggested additional reading(s), which should be completed for pleasure. There is no written assignment with this additional work.

Individual Voice: An individual's voice is a person's unique view or opinion of the world. These perspectives are shaped by their beliefs, values, and experiences. At times, a person's attitude about the world may contradict the community's point of view. This forces them to make a decision about whether or not to share their opinion. Ultimately, many factors affect a person's decision to share their voice and how they choose to share their voice.

Essential Questions: How do individuals participate/share their voices within a community? What is the necessity of the individual sharing one's voice? What happens when individual voices and experiences are limited/controlled/policed by the community?

DIRECTIONS: Choose ONE of the texts from the required list. Please find at least FIVE quotes from this text that respond to the essential questions and copy them into the table below. Then, write 1-3 connections you see between each quote and the essential questions. Please see the sample quote and connections below in the first row.

Text Name & Author/Speaker: <i>To Kill a Mockingbird</i> by Harper Lee		
Quotes	Page #	Connections (Such as: to self, to other texts, to world, etc.)
"If you shouldn't be defendin' him, then why are you doin' it?" "For a number of reasons," said Atticus. "The main one is, if I didn't I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again." [...] "Atticus, are we going to win it?" "No, honey." "Then why-" "Simply because we were licked a hundred years before we started is no reason for us not to try to win," Atticus said.	page 100	1. Here, Atticus is teaching his daughter, Scout, the importance of standing up for what you believe in, despite it being unpopular. 2. This quote is similar to another book I read, <i>Night</i> by Ellie Wiesel, which told the story of a man who tries to do the right thing during the holocaust even if it might cost him his life. Atticus is similar because Atticus takes on an unpopular case because he needs to do the right thing regardless of anyone else's thoughts or the personal consequences. Both authors do not let stronger voices in their community silence them or prevent them from doing the right thing. 3. Atticus's perspective reminds me of when I saw students making dangerous decisions and speaking out against those decisions.

**Edison Township Public Schools
Entering 11th Grade Summer Reading**

REQUIRED READING Choice List

Please choose **ONE** of the following works (either one short story, one video, one article, OR one speech) and then **complete the graphic organizer** (below) according to the directions.

Short Stories:

1. ["Everything that Rises Must Converge"](#) by Flannery O'Connor
2. ["The Law of Life"](#) by Jack London
3. ["The Briefcase"](#) by Rebecca Makkai
4. ["Tell Them Not To Kill Me!"](#) by Juan Rulfo translated by George D. Schade
5. ["A Private Experience"](#) by Chimamanda Ngozi Adichie
6. ["The Pedestrian"](#) by Ray Bradbury

Videos:

1. ["Unlock the Intelligence, Power, and Greatness of Girls"](#) by Leymah Gbowee
2. ["Youth Activism: Activating Your Voice"](#) by Hannah Testa
3. [The Future is Ours](#) by Samuel Caruso
4. ["What Does it Take to Change a Mind"](#) by Lucinda Beaman
5. ["Climate Action Needs New Frontline Leadership"](#) by Ozawa Bineshi Albert (TedX)

Articles:

1. ["We're 20% of America, and We're Still Invisible"](#) by Judith Heumann and John Wodatch
2. ["A World Cup Built on Modern Slavery: Stadium Workers Blow the Whistle on Qatar's Cover-Up of Migrant Deaths and Suffering"](#) by Nat Sullivan
3. ["How Central Ohio Got People to Eat Their Leftovers"](#) by Susan Shain
4. ["It's Like There's a War Out There: Iran's Women Haven't Been This Angry in a Generation."](#) by Azadeh Moaveni

Speeches:

1. ["I'm Prepared to Die"](#) by Nelson Mandela
2. ["On Disability Rights"](#) by Ed Roberts
3. ["Women's Rights are Human Rights"](#) by Hillary Clinton

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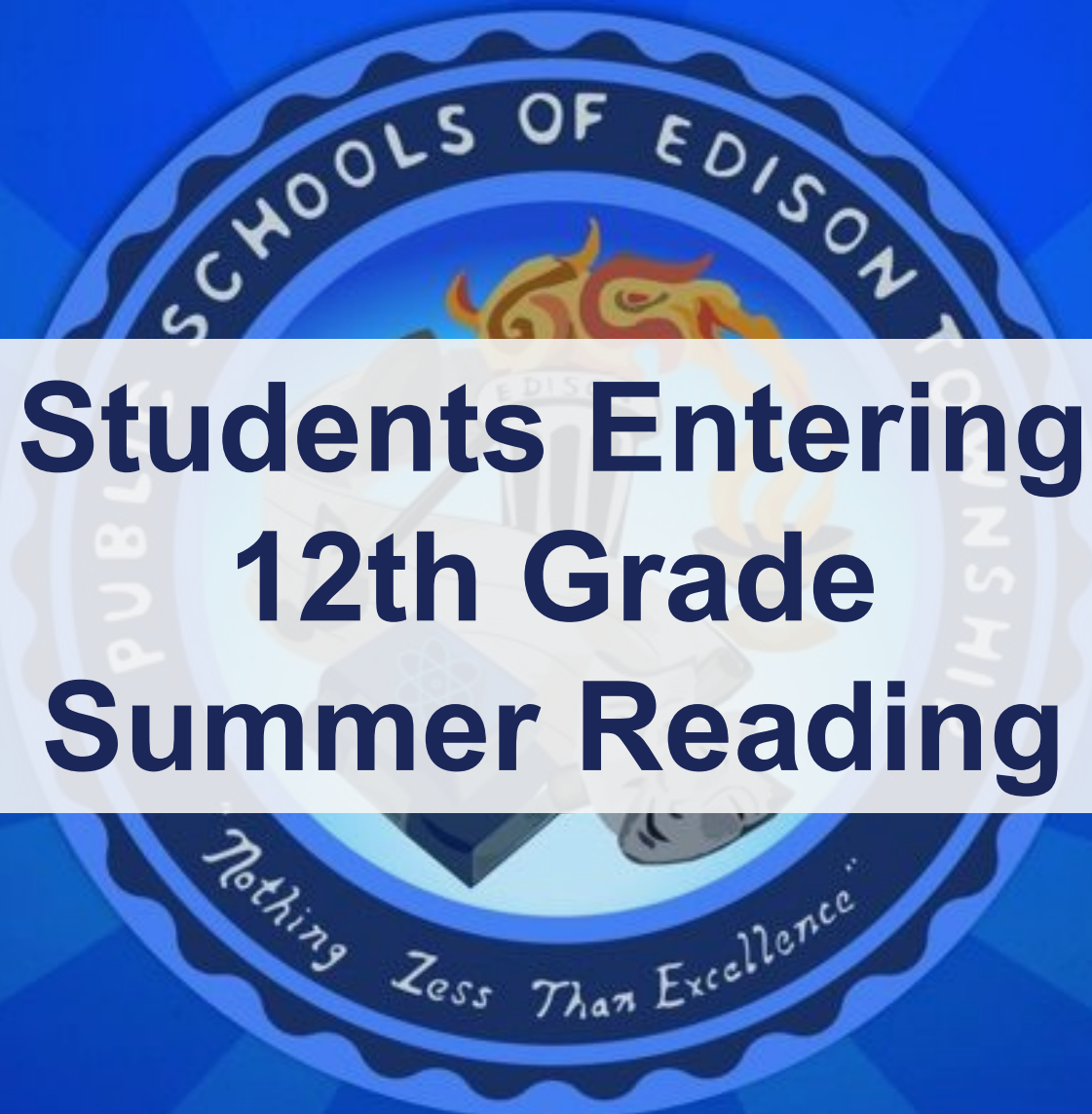
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2.		1. 2. 3.
3.		1. 2. 3.
4.		1. 2. 3.
5.		1. 2. 3.

Students Entering 11th Grade Suggested Reading

[Back](#)

<i>Fiction</i>		<i>Non-Fiction</i>		<i>Graphic Novels</i>
<u>All My Rage</u> by Sabaa Tahir	<u>Looking for Alaska</u> by John Greene	<u>A Long Way Gone</u> by Ishmael Beah	<u>Is Everyone Hanging Out Without Me?</u> by Mindy Kaling	<u>Displacement</u> by Kiki Hughes
<u>Bridge of Clay</u> by Markus Zusak	<u>Portrait of a Thief</u> by Grace D. Li	<u>Believe: My Faith and the Tackle That Changed My Life</u> by Eric LeGrand	<u>Me Talk Pretty One Day</u> by David Sedaris	<u>Hyperbole and a Half</u> by Allie Brosh
<u>Everything Sad is Untrue (A True Story)</u> by Daniel Nayeri	<u>Where the Crawdads Sing</u> by Delia Owens	<u>Butterfly: From Refugee to Olympian. My Story of Rescue, Hope, and Triumph</u> by Yusra Mardini	<u>Omnivore's Dilemma Young Readers Edition</u> by Michael Pollan	<u>I am Alphonso Jones</u> by Tony Medina
<u>Gold Diggers</u> by Sanjena Sathian	<u>The Martian</u> by Andy Weir	<u>Can't Hurt Me</u> by David Goggins	<u>Path Lit: The Jim Thorpe Story by Lightning</u> by David Maraniss	<u>Lighter Than My Shadow</u> Katie Green
<u>If I Stay</u> by Gayle Forman	<u>The Road</u> by Cormac McCarthy	<u>Destined to Witness</u> by Hans J. Massaquoi	<u>The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teens</u> by Brooke Hauser	<u>Squad</u> by Maggie Tokuda Hall
<u>It's Kind of a Funny Story</u> by Ned Vizzini	<u>The Wangs vs. The World</u> by Jade Chang	<u>Girl Rising: Changing the World One Girl at a Time</u> by Tanya Lee Stone	<u>We Should All Be Feminists</u> by Chimamanda Ngozi Adichie	<u>Sweet Tooth, Vol. 1: Out of the Deep Woods</u> by Jeff Lemire
<u>Little Fires Everywhere</u> by Celeste Ng		<u>Into Thin Air</u> by Jon Krakauer	<u>What If? Serious Scientific Answers to Absurd Hypothetical Questions</u> by Randall Munroe	<u>White Bird</u> by R.J. Palacio

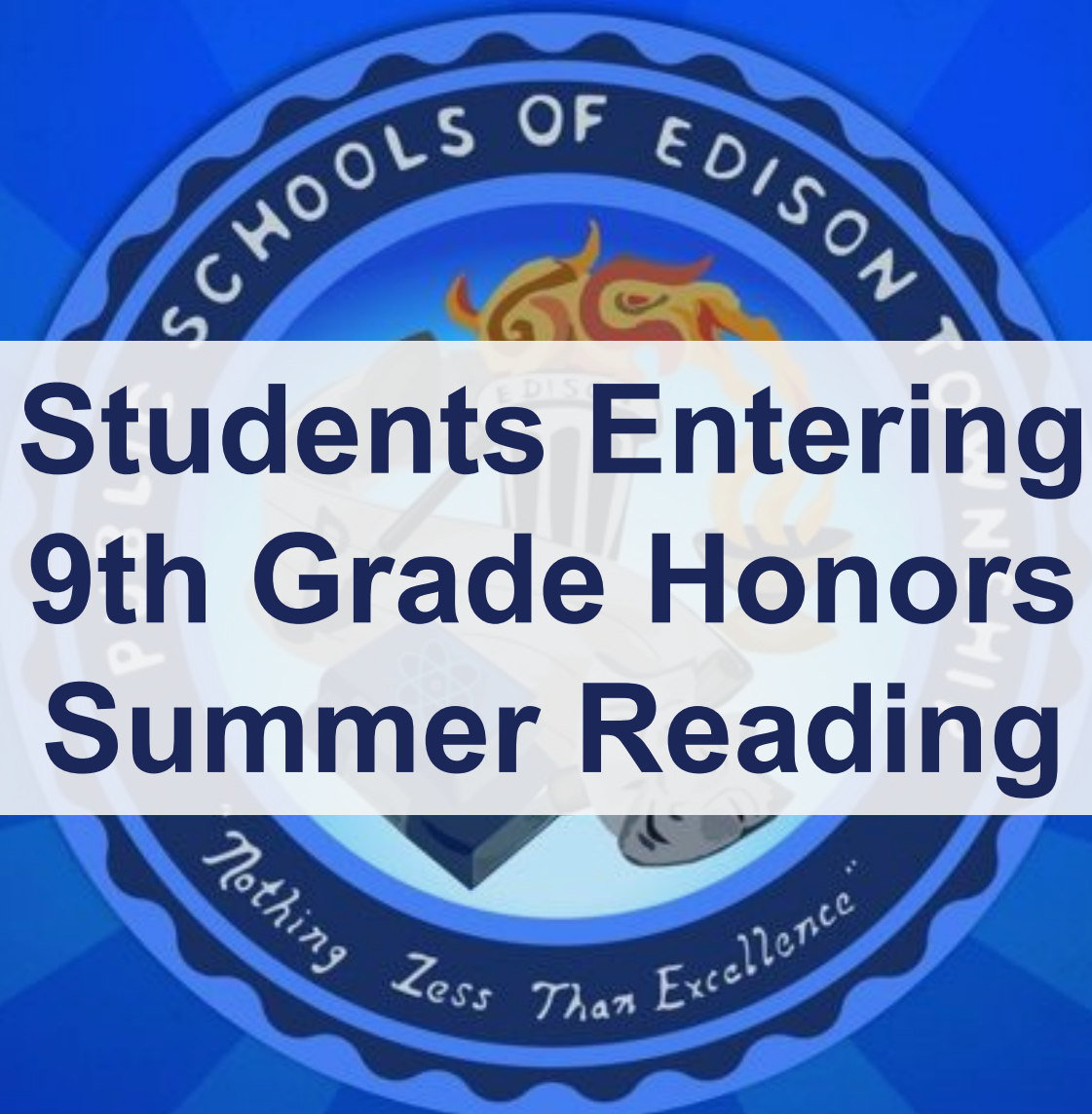
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Students Entering 12th Grade Summer Reading

Students Entering 12th Grade Summer Reading

Required Work

Directions



Students Entering 9th Grade Honors Summer Reading

Students Entering 9th Grade Honors Summer Reading

Required Work

[Directions](#)[Required Task 1](#)[Required Task 2](#)

**Click the links to navigate the assignment*

Public School of Edison Township
English Honors: Entering 9th Grade Honors
Summer Reading

Welcome to your summer reading assignment!

In order to prepare for our exploration of perceptions, misconceptions, and identity in the first marking period, you will read one novel and three nonfiction articles. Then, you will complete a reading assignment consisting of a graphic organizer and a written response.

More specifically, you are required to read George Orwell’s *Animal Farm* and then the three articles linked in this PDF, in this specific order:

1. [“Why Do People Follow The Crowd?” ABC News \(2006\)](#)
2. [“Herd Behavior” CommonLit Staff, CommonLit, Inc. \(2014\)](#)
3. [“The Psychology of Why People Follow the Crowd,” Rob Henderson, Psychology Today \(2017\)](#)

While *Animal Farm* was published in the 1940s, there are several aspects of human behavior that resonate with modern life. The goal of your summer reading is to begin establishing these larger text-to-text and text-to-world connections.

In Task-1, you will establish connections between each of the three nonfiction articles and *Animal Farm* using the attached graphic organizer. You will support your connections with textual evidence. In Task-2, you will write a personal reflection focused on herd behavior, conformity, and identity.

All of this work should be completed independently and brought to class on the first day of school. The graphic organizer and written response will count as your first graded assignment for your English 9-Honors course.

Enjoy the summer. I look forward to meeting you and discussing these texts with you.

This chart is a pdf. To complete it digitally, please open it in [Google Docs](#).

Task-1: Connections

Directions: As you read, determine and explain a connection between *Animal Farm* and each of the three nonfiction texts. This connection may be a shared concept, idea, or theme that you notice between the two texts. Support your connection with a quote from each text. Include the page number for the quote. You should write complete sentences that are proofread properly.

Text #1 with Quote Include Page #	Connection	Text #2 with Quote Include Page #
Text: <i>Animal Farm</i>		Text: “Why Do People Follow The Crowd”
Quote:		Quote:
Text: <i>Animal Farm</i>		Text: “Herd Behavior”
Quote:		Quote:
Text: <i>Animal Farm</i>		Text: “The Psychology of Why People Follow the Crowd”
Quote:		Quote:

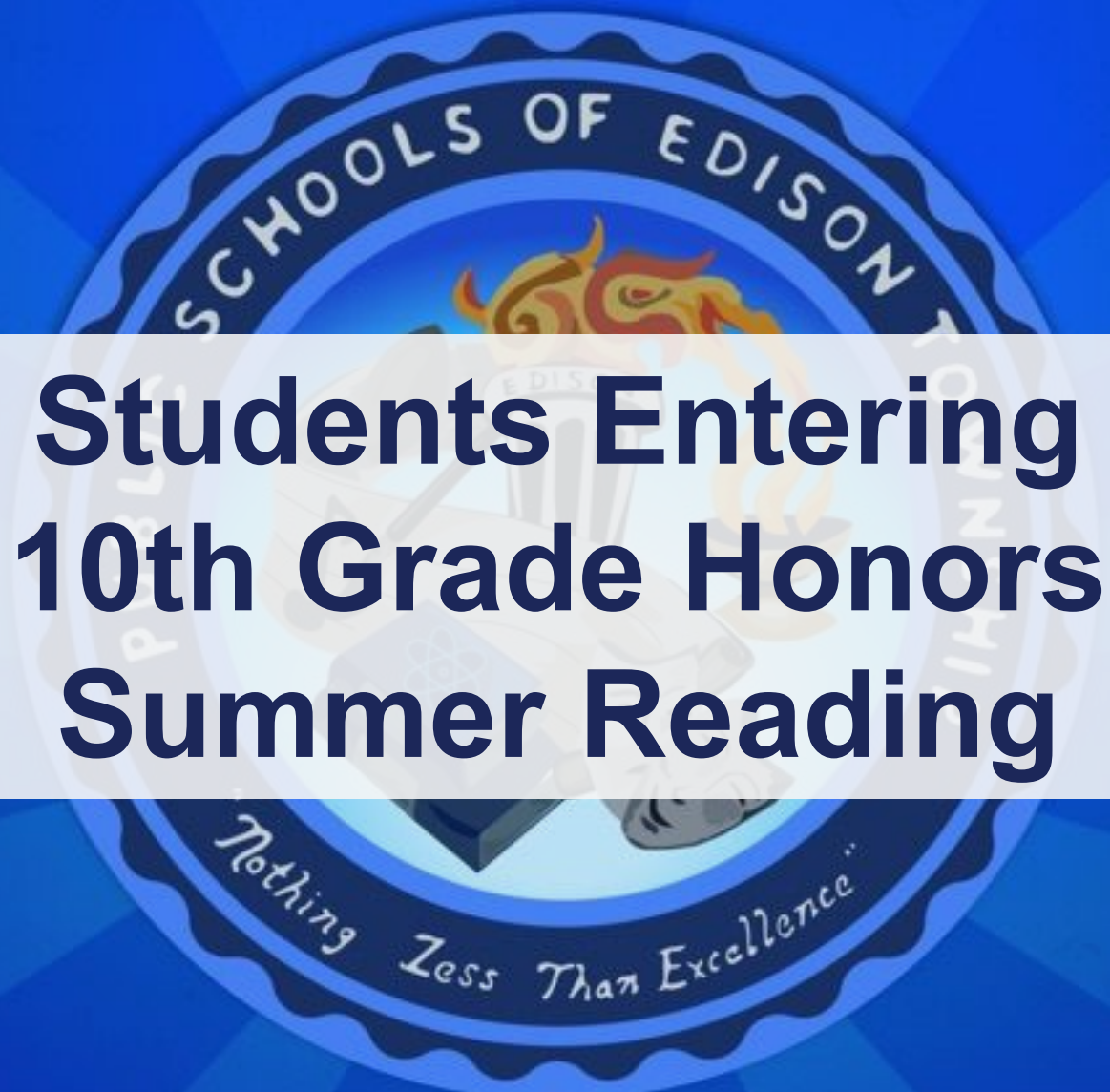
This chart is a pdf. To complete it digitally, please open it in [Google Docs](#).

Task-2: Written Reflection

Directions: Write a paragraph in the box below responding to the following questions. You should write complete sentences that are proofread properly.

Reflect on an instance of herd behavior. This may be from your own life, history, current events, or other media.

- Explain this instance in detail.
- What factors outside the individual (environment, technology, language, etc.) influenced the choice to follow herd behavior?
- What made this pull to conform seem appealing?
- What were the consequences of this choice?
- How does this observation relate to any of the 4 readings? Use a quote in your explanation.



Students Entering 10th Grade Honors Summer Reading

Students Entering 10th Grade Honors Summer Reading

Required Work

[Directions](#)[Required Task 1](#)[Required Task 2](#)

**Click the links to navigate the assignment*

Public School of Edison Township
English Honors: Entering 10th Grade Honors
Summer Reading

Essay: [“Our New Postracial Myth” by Ibram X. Kendi](#) (2021)

Novel: [To Kill a Mockingbird by Harper Lee](#) (1960)

Speech: Transcript: [“A More Perfect Union” by Barack Obama](#) (2008) Video: [“A More Perfect Union”](#)

Welcome to your summer reading assignment! In order to prepare for our exploration of American identity, you are tasked with examining three controversial texts from authors who, during their time, challenged core principles of the American experience.

In Chapter Three of Harper Lee’s novel *To Kill a Mockingbird*, Atticus explains to his daughter, Scout:

“First of all ... if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view—until you climb into his skin and walk around in it”

Our goal is to consider American issues from various perspectives- to step away from our own points of view, stand in the shoes of others, and see how they view these same issues. This practice will help us clarify our beliefs and how they were developed.

During this assignment, you will read a nonfiction essay, a novel, and a speech. You will then respond to various questions and prompts related to these readings. Each of the summer reading texts offer a limited perspective on race in America.

This chart is a pdf. To complete it digitally, please open it in [Google Docs](#).

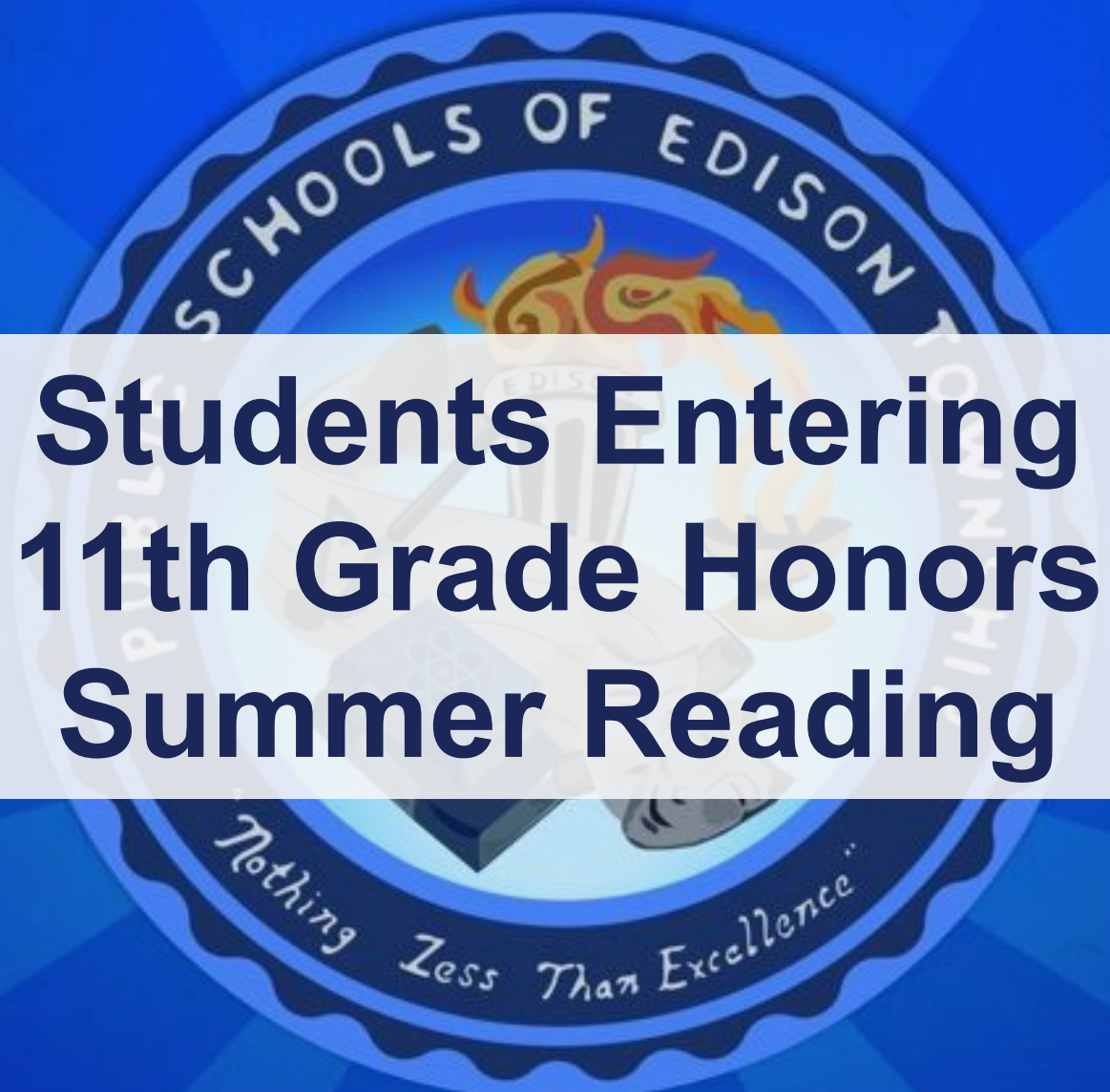
Task 1: Reading and Organizing Main Ideas

- First, **read** “Our New Postracial Myth” by Ibram X. Kendi and then **complete** the corresponding portion of the graphic organizer below.
- Next, **read** *To Kill a Mockingbird* by Harper Lee and then **complete** the corresponding portion of the graphic organizer below.
- Third, **read** “A More Perfect Union” by Barack Obama and then **complete** the corresponding portion of the graphic organizer below.
- As you read each text **consider** the author’s:
 1. Message: What is the author trying to communicate about the American experience? What is each text communicating about race in America?
 2. Purpose: Why did the author write this piece? Is the author one-sided in their thinking? Are they extreme? Are they moderate? If so, in what ways?
 3. Tactics: How does the author craft and develop their message? How effective are the methods they use to develop and support their perspectives?
 4. Credibility: How do the author’s identity and the time period in which they wrote impact, influence, or limit their meaning and delivery?

	Main Idea Identify three (3) issues and/or concerns regarding race in America presented in each of the texts.	Evidence Provide direct quotes from each text that support each issue identified.	Inferential Response Provide your opinion about ONE idea from each text and explain how you came to this opinion.
“Our New Postracial Myth” by Ibram X. Kendi (2021)	1. 2. 3.	1. 2. 3.	
<i>To Kill a Mockingbird</i> by Harper Lee (1960)	1. 2. 3.	1. 2. 3.	
“A More Perfect Union” by Barack Obama (2008)	1. 2. 3.	1. 2. 3.	

This chart is a pdf. To complete it digitally, please open it in [Google Docs](#).

Task 2: Post-Reading Questions	
<i>“But I have asserted a firm conviction — a conviction rooted in my faith in God and my faith in the American people — that, working together, we can move beyond some of our old racial wounds, and that in fact, we have no choice if we are to continue on the path of a more perfect union.”</i> (Barack Obama, “A More Perfect Union”)	
Questions	Your Inference-Evidence Statement
1. How would Ibram X. Kendi respond to Obama’s statement? Why do you think he would react this way?	
1. How would Harper Lee respond to Obama’s statement? Why do you think she would react this way?	
1. Based on Obama’s quote above, how might Obama respond to the ideas of the other two texts? Explain your reasoning.	
4. Respond to the following in a <u>well-developed Inference-Evidence Open-Ended Task</u> . - Clearly state your evaluation of the issue of racial equality in America and analyze the relationship between your perspective and at least two other perspectives from the summer reading. - Develop and support your ideas with reasoning and direct quotes from the summer texts. - Refer to this rubric to guide your work.	

The background of the slide features a large, circular seal for the 'SCHOOLS OF EDISON'. The seal has a scalloped outer edge. Inside the circle, the words 'SCHOOLS OF EDISON' are written in a semi-circle at the top. At the bottom, the motto 'Nothing Less Than Excellence' is written in a cursive script. The center of the seal depicts a stylized torch with a flame, positioned above an open book. The entire seal is set against a blue background with a radial pattern of lighter and darker blue segments.

Students Entering 11th Grade Honors Summer Reading

Students Entering 11th Grade Honors Summer Reading

Required Work

[Directions](#)[Required Tasks](#)

**Click the links to navigate the assignment*

**Public Schools of Edison Township
11th Grade English Honors
Summer Reading Cover Letter**

Dear Student:

Welcome to 11th Grade Honors English! As much as we cannot wait to meet you and learn together, we are ready to enjoy the summer. And with all of the anticipated fun the season brings is the time to splash into summer reading. This letter will outline your summer reading requirements in order to prepare you for next school year. Each of the assignments are linked in the hyperdoc and include directions to the assignments in addition to various resources to help you successfully complete your summer reading. In order to prepare for the upcoming school year you are expected to read *1984* by George Orwell and the poems contained in this packet.

For the first part of your assignment, you will be keeping a personal journal of your connections to the text *1984*. This personal journal will record your interactions with the text as it relates to your life. We hope you will have fun with the similarities and investigate what it means for a contemporary audience (if you don't believe us, see how often something you say, text, tag or mention shows up as advertisements in your feed!).

In addition to the personal journal, as you reach certain parts of the novel you will pause to read and analyze a poem that is related to that moment in the text. You will complete the Poetry Analysis Chart for each poem as you reach that moment in the novel. The parts where you will pause are as follows:

- Part 1, Chapter 1 (After Winston writes in the journal)
- Part 2, Chapter 1 (After Julia passes a note to Winston for the first time)
- Part 2, Chapter 3 (Onset of the second meeting between Julia and Winston)
- Part 3, Chapter 1 (After the *Big Reveal* involving O'Brien)
- End of 1984

Lastly, when you have completed the journal activity and the poetry charts, you will complete the *1984*-Poetry Analysis chart that will combine all of the pieces of the project together. This will give you the space to find similarities and differences, and parallels and comparisons between both the poems and *1984*, and express your own ideas that are inspired by your observations and reading.

The ideas within these assignments will introduce you to concepts that we will spend the year working with. The first graded assignments will be taken from this document and the first major assignment will be based on the work you have completed. All this work should be completed and brought in on the first day of school. Have a safe, happy, and healthy summer. We are very excited to start the year hearing your take on the novel, and cannot wait to learn and grow with you throughout the year!

SPLASH into SUMMER READING

WELCOME TO 11TH
GRADE SUMMER
READING! CLICK
HERE TO READ THE
SUMMER READING
REQUIREMENTS!

Text: 1984 by George Orwell

Your Tasks

*NOTE: **Bolded ORANGE** texts contain links to the assignment.*

These documents are PDFs. You must open the PDF with Google Docs in order to make them your own.

1. **Personal Journal**

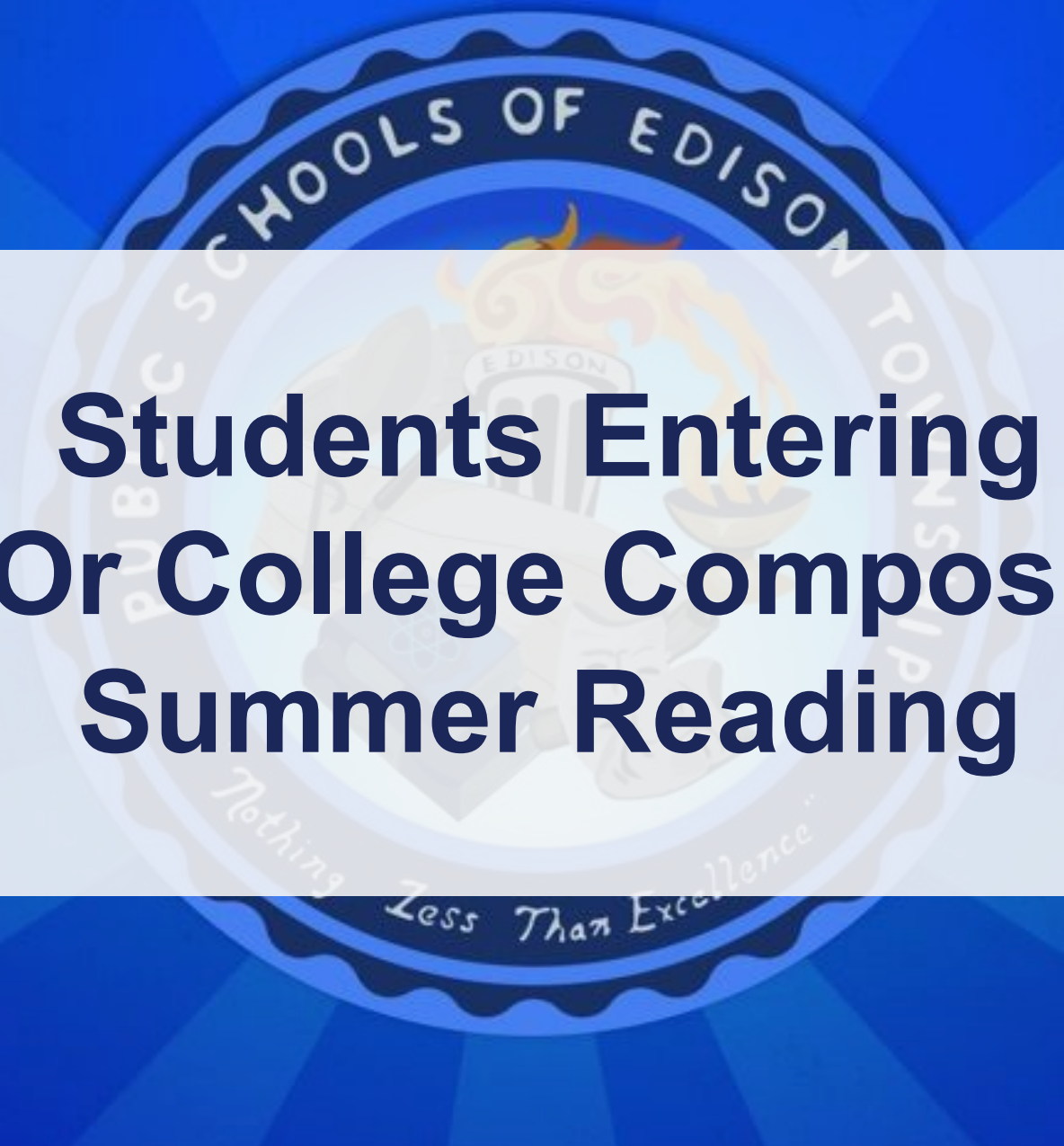
- As you read the text, create a personal journal that connects your experiences with your own life. The linked document provides you with various templates that you will choose from to complete the assignment. Your entries should be completed while you are reading *1984*. Additional requirements:
 - Produce a minimum of two entries for each of the three parts of the novel.
 - Discuss and cite quotes that support your claims and expression in each entry.
 - Connect your cited references from the text to your own life experiences or observations in the world around you.

2. **Poetry Analysis**

- While you are reading *1984*, you will stop at indicated parts of the novel to complete a close reading analysis of the poems that are linked **HERE**. Use the essential questions and motifs that are given to you in the document, which are specific to each checkpoint, to find excerpts and elements of the poem that help contribute to the understanding of its meaning in order to build your analysis. You may use the elements shared in this **Guide to Poetry Analysis** to help build your analysis; however your analysis is not limited to only looking at what is mentioned in the guide, and you may discuss any element as long as you can provide sufficient support.
- What to read, and when (included in the Poetry Analysis document)
 - “A Dream Deferred” by Langston Hughes; Part 1, Chapter 1 (After Winston writes in the journal)
 - “At a Window” by Carl Sandburg; Part 2, Chapter 1 (After Julia passes a note to Winston for the first time)
 - “Do Not Go Gentle into That Good Night” by Dylan Thomas; Part 2, Chapter 3 (Onset of the second meeting between Julia and Winston)
 - “I Took My Power in My Hand” by Emily Dickinson; (Part 3, Chapter 1 (After the *Big Reveal* involving O’Brien)
 - “The Hollow Man” by T.S. Elliot; End of *1984*

3. **1984 - Poetry Analysis**

- Complete the analysis chart to identify parallels or comparisons between both *1984* and the poems that you have read. Consider the connections between your personal journal and the essential questions and motifs you explored in the poetry analysis. Use evidence from both the novel and poems to support your ideas.

The background of the slide features a large, semi-transparent logo for Edison Schools of Edison Township. The logo is circular with a scalloped outer edge. Inside the circle, the words "EDISON SCHOOLS OF EDISON TOWNSHIP" are written in a circular path. In the center of the logo is a stylized torch with a flame. Below the torch, the words "Nothing Less Than Excellence" are written in a cursive font. The entire logo is set against a blue background with a radial pattern of lighter and darker blue segments.

Students Entering AP Or College Composition Summer Reading

Students Entering **AP Seminar** Summer Reading

Required Work

Directions

Students Entering AP Language and Composition Summer Reading

Required Work

Directions

Students Entering **AP Research** Summer Reading

Required Work

**AP Research
Assignment
Directions**

**12th Grade
Assignment
Directions**

**Click the links to navigate the assignment*

Students Entering AP Literature and Composition Summer Reading

Required Work

**AP Lit Assignment
Directions**

**12th Grade
Assignment
Directions**

**Click the links to navigate the assignment*

Students Entering College Composition Summer Reading

Required Work

Directions