

Hoster

English II/Year 5: Summer Reading Assignment

The following is your summer reading assignment for English II next year. Please contact me this summer if you have any questions or concerns. I can be reached by e-mail at rhoster@uplifteducation.org.

Primary Texts:

Please obtain the following book before the start of the 2022-2023 school year: *The Fire Next Time* by James Baldwin. If you don't want to purchase the book, you may access and PRINT the pdf I've included, but please make sure you have a physical copy as phones and computers will not be allowed in class.

Summer Reading Assignment:

- ❖ We will be discussing and analyzing this text in class once you return from summer break. **You will have a graded discussion and test over this text**, so I recommend annotating it. Marking and annotating allows the active reader to ask questions, comment on meaning, and mark events and passages he or she wants to revisit.
- ❖ You will then read Ta-Nehisi Coates's "Letter to My Son," an article adapted from *Between the World and Me* (also attached as a MS Word document).
- ❖ **Then you will respond to two writing prompts—one analytical comparing the two works, one creative with a reflection.**

Read the text and annotate: Read and annotate very carefully because we will be discussing and analyzing the texts in class. *Come back prepared to share observations, questions, interpretations, etc. during class.*

How to Annotate:

- Use a sticky note to mark important plot events, narrative shifts, or thematically important moments.
- Circle words that are unfamiliar or unusual—use contextual clues and a dictionary to define them.
- When new characters are introduced, underline phrases that describe them.
- Mark words, images, and details that seem to form a pattern throughout the text (motif). For example, if a large clock appears in the first chapter, and then you notice words like "timely" or "ticking" in the text.
- Mark passages you think might be symbolic.
- Write your thoughts in the margins as you read. If you have a question, write it on the page.
- Use brackets, checks, stars, bullets, or asterisks to mark very important items or things.

Writing Assignment:

You will first choose a prompt to respond to, comparing the two texts then you will write a creative piece and reflection. responses, one for each text.

- **Comparative Analysis Prompt (pick ONE of the prompts below, 300 – 500 WORDS):**
 1. Baldwin and Coates both explore several topics, including race, racism, and systemic oppression; fear; familial relationships; the search for identity; education; and justice, among others. Each author develops themes from these topics that are similar yet uniquely their own. Trace the development of one or more of these themes throughout each text, comparing them to one another. How does each author develop this theme? What events or details are most

central to the development of this theme? Use textual evidence from both readings to support your points.

- Inspired by Baldwin's letter to his nephew, Coates structured his novel, *Between the World and Me*, in the same epistolary manner. Baldwin's letter was written 50 years earlier than Coates's. What has changed? What remains the same? In what ways are the authors' tones, world views, and purpose for writing similar or different? Also consider why the letters are addressed to 14- and 15-year-olds and whether you believe this format is best for conveying such a powerful argument, namely the aspects that are most successful and best support each author's argument.

➤ **Creative Writing Response & Reflection (creative writing, 350 – 600 WORDS; reflection, 200-350 WORDS):**

- ❖ Write a letter to a selected audience about a contemporary issue of significance to you and future generations. Please be creative, reflective, and sincere. Consider Coates or Baldwin's structure to model your own.
 - *For example*, the first paragraph details Baldwin's writing process and shows Baldwin's relationship to his nephew (immediate audience) and to his nephew's father (who is Baldwin's younger brother) as well as establishing appeal to a wider audience (the general public and readers of *The Progressive*). Baldwin also introduces his main purpose for writing. The second paragraph describes Baldwin's relationship to his brother. The third paragraph elaborates on Baldwin's purpose for writing.

You may want to model your own letter after this template:

First paragraph = direct connection to audience

- Describe your writing process
- Discuss your relationship to the audience
- Introduce your purpose for writing

Second paragraph = background about why I am writing (choose from the following or add your own):

- Events as you imagine them to be in the future
- Current or recent events
- Historic events that still hold relevance

Third paragraph = develop your specific purpose for writing:

- To describe a specific problem faced in the current moment
- To discuss a specific hope for the future
- To create a specific plan for the future

- ❖ **Reflection:** What are your reasons for choosing the topic and audience you did? How did this creative writing change your perspective on the present or future? What did it reveal about your values and priorities?

Criterion	0	1-2	3-4	5-6	7-8
<p>B: Organization</p> <p>i. employ organizational structures that serve the context and intention</p> <p>ii. organize opinions and ideas in a sustained, coherent and logical manner</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. makes minimal use of organizational structures though these may not always serve the context and intention</p> <p>ii. organizes opinions and ideas with a minimal degree of coherence and logic</p>	<p>i. makes adequate use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas with some degree of coherence and logic</p>	<p>i. makes competent use of organizational structures that serve the context and intention</p> <p>ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other</p>	<p>i. makes sophisticated use of organizational structures that serve the context and intention effectively</p> <p>ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way</p>
<p>C: Producing Text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices that demonstrate awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas.</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</p> <p>iii. selects few relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</p> <p>iii. selects some relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects sufficient relevant details and examples to develop ideas.</p>	<p>i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas</p> <p>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</p> <p>iii. selects extensive relevant details and examples to develop ideas with precision.</p>
<p>D: Using Language</p> <p>i. use appropriate and varied vocabulary, sentence structures and forms of expression</p> <p>ii. write and speak in a register and style that serve the context and intention</p> <p>iii. use correct grammar, syntax and punctuation</p>	<p>The student does not reach a standard described by any of the descriptors.</p>	<p>i. uses a limited range of appropriate vocabulary and forms of expression</p> <p>ii. writes and speaks in an inappropriate register and style that do not serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication</p>	<p>i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. sometimes writes and speaks in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication.</p>	<p>i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently</p> <p>ii. writes and speaks competently in a register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication</p>	<p>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</p> <p>ii. writes and speaks in a consistently appropriate register and style that serve the context and intention</p> <p>iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective</p>
<p>Conversion: 1-10, 2-20, 3-30, 4-40, 5-50, 6-60, 7-63, 8-65, 9-67, 10-70, 11-73, 12-75, 13-77, 14-80, 15-83, 16-85, 17-87, 18-90, 19-92, 20-94, 21-96, 22-98, 23-99, 24-100</p>					