
CORAL REEF SENIOR HIGH SCHOOL SUMMER READING

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9th Grade

All incoming Freshmen will read *The Haunting of Hill House* by Shirley Jackson, given at Freshmen Orientation. Feel free to write in the novel; you will need to bring it with you when you start school in August.

If you did not receive this novel, you may alternatively access this book via this pdf at:

https://griersmusings.files.wordpress.com/2018/09/jackson_-_the_haunting_of_hill_house.pdf

There are no written assignments due. However please be ready to work with the novel starting the first week of school.

Ninth grade IB students should annotate key story details (character, setting, themes, main plot events) throughout the novel (no less than 25 annotations total) and write a 1-2 sentence summary of each chapter. Expect assignments shortly after school begins.

10th Grade

10 th Regular	<i>Holding Up the Universe</i> , Jennifer Niven
10 th Honors	<i>Holding Up the Universe</i> , Jennifer Niven
10 th Honors/Gifted	<i>Holding Up the Universe</i> , Jennifer Niven
10 th Pre-IB (AP Language and Composition)	<i>Thank you for Arguing</i> , Jay Heinrichs

- MDCPS has provided copies of *Holding Up the Universe* for all students. The book has been rated 13+ for mature content. The alternative book is *Salt to the Sea* by Ruta Sepetys with an alternative assignment below. You would need to obtain the book on your own.

Regular

There are no written assignments due for *Holding Up the Universe*. However please be ready to work with the novel starting the first week of school.

Honors/Gifted

The assignment for this book begins after this page. Print these pages for your work or create your own template. Work may be typed or handwritten but must be turned in physically on paper.

Due the second week of school, on 8/22

10th Pre-IB (AP Language and Composition)

Please see the assignment for 11th grade AP Language and Composition

Holding Up the Universe Assignment for 10th Honors/Gifted

Write three important details from each section along with one quote. Briefly explain why you chose that quote.

Prologue	
18 Hours Earlier	
6 Years Earlier	
The Next Day	
3 Years Earlier	
Monday	
Saturday	

Monday	
One Week Later	
The Next 8 Days	
Saturday	
The Week After	
The Next Day	
Four Days Later	

*Alternative Assignment for Alternative Book: Salt to the Sea by Ruta Sepetys
(10th Grade Honors/Gifted)*

Write a total of 8 journal/reader's log entries (include at least two from the beginning, middle, and end of the book).

Each entry should include the following:

- A quote from the book, the author's exact words which are inspiring your comments.
- The page number on which the quotation appears
- A 3-5 sentence summary.
- 2-5 sentences telling why you selected this quote from the text.

11th Grade

11 th Regular	<i>Call Me American</i> , Abdi Nor Iftin
11 th Honors	<i>Call Me American</i> , Abdi Nor Iftin
AP Language and Composition	<i>Thank you for Arguing</i> , Jay Heinrichs
IB (AP Literature and Composition)	<i>How To Read Literature Like a Professor</i>

11th Grade Regular and Honors

There are no written assignments due for *Call Me American*. However please be ready to work with the novel starting the first week of school.

AP Language and Composition

Due Date: Second Week of School – 8/22

All work must be typed and will be turned-in electronically.

A. Read and annotate the first 14 chapters of the following book. (Although the rest of the book is not required for your summer reading assignment, you are encouraged to complete the reading in full; it is an excellent introduction to the foundations of AP English Language and Composition.)

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us about the Art of Persuasion*. 4th Ed. New York: Three Rivers, 2020.

B. Summer Reading Assignment.

You must complete the following tasks for 10 (you choose which 10) of the first 14 chapters of *Thank You for Arguing*. Be sure to respond to each task thoroughly and completely; your responses will be graded. You should make sure your ideas are both organized and presented clearly and thoroughly. Please keep in mind that this is an AP class; therefore, I expect well-developed responses. If you pace yourself over the summer, this assignment will not be overly laborious. **Note: It is expected that you complete your summer assignments individually.** Although you may struggle, put forth your best effort and make sure that you complete all of what is detailed below. Coming in with incomplete work and claiming, “I didn’t get it,” is unacceptable.

For this summer reading assignment, you will be relating what Heinrichs discusses throughout his text with real-life examples of rhetorical concepts. That is, you will need to choose a rhetorical concept from each of the chapters—yes, you may choose what you write about—find a real-life example of an orator/author exemplifying the concept of your choice and finish the

assignment by explaining how the example exhibits the concept. If this sounds a little confusing, read the following directions.

What to Do: Complete the following tasks and make sure that your products look like the examples provided. In the end, you will have completed the following steps a total of ten times.

1. Choose any rhetorical concept that Heinrichs explores in one of the first 14 chapters of the book. You have free reign here. Identify the chapter and the concept on which you would like to focus. **E.g. Chapter 3: Arguing with Past-Tense Verbs**
2. Summarize—do not directly quote—the concept as presented in the text and follow that summary with a parenthetical citation. Follow this format: summary of concept in your OWN words (Heinrichs page#).
E.g. Forensic rhetoric relies on past-tense verbs. It usually places blame on an individual (Heinrichs 27-29).

Note: After I summarized the concept, I added the parenthetical citation BEFORE I added a period to the sentence. Also notice how I spelled Heinrichs' name correctly, and I did not put anything between Heinrichs' last name and the page number: no pg., no comma, no pound sign (hash tag), or anything of the like. If you make any of these simple mistakes—a misspelled last name, a period before the parentheses, anything between the last name and page number—you will lose points.

3. Find a real-world example of the concept in action—please note, however, your example must be text based; no pictures or visuals. (You may use speeches, but you must make sure they have transcripts so you can copy the text from it.) **Copy the text that illustrates your concept of focus and follow it with an MLA Works Cited entry.**

E.g.

“Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn't like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They've shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”

Obama, Barack. "Statement on the U.S. Government Shutdown."

Washington DC, Washington DC. 2 Oct. 2013. AmericanRhetoric.

Accessed 12 June 2016.

Research Hints:

A: Most rhetorical concepts in *Thank You for Arguing* are common moves of good authors and orators. Many speeches, articles, and/or advertisements include most of what Heinrichs details in his book. So, if you can find one or two speeches or articles that exhibit characteristics found in all 14 chapters—which I am sure you can—feel free to use examples from those one or two works throughout this entire assignment. You DO NOT need to use 10 different works—one for each chapter you chose—for this assignment. Please also note that you may not use the same real-world examples that Heinrichs provides in his book as your example of choice when completing step 3. You may pull examples from your own reading, or you may want to find your examples at the following website:

www.AmericanRhetoric.com

B: Many of you may have never created a citation for an MLA Works Cited page before; we get it; however, you will still need to try to cite all of your information accurately. (You may not even know what an MLA Works Cited entry is. If you look at my example above, it's the section of text that begins with "Obama, Barack.") There is an abundance of information regarding citations floating around on the internet, so quick searches will help you find what you need to do. Also, we strongly suggest that you use the following website to help you with your formatting:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

4. Last, for each chapter, you must explain how the example you find relates to the rhetorical concept of the chapter on which you are focusing. These explanations should be at least four (4) sentences, and better explanations will attempt to explain why and how the author uses the rhetorical concept of focus. Don't forget, one concept per chapter choice = completing this task 10 times.

E.g. In the example from Obama's address about the government shut down, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of Americans. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that led to a government shutdown.

Below is a complete example of what you need to do for each chapter/concept that you choose:
(Your work should be formatted exactly like this!!!!!!)

1. Chapter 3: Arguing with Past-Tense Verbs
2. Forensic rhetoric relies on past tense verbs. It usually places blame on an individual (Heinrichs 27-29).
3. “Good morning, everybody. At midnight last night, for the first time in 17 years, Republicans in Congress chose to shut down the federal government. Let me be more specific: One faction, of one party, in one house of Congress, in one branch of government, shut down major parts of the government -- all because they didn’t like one law. This Republican shutdown did not have to happen.

But I want every American to understand why it did happen. Republicans in the House of Representatives refused to fund the government unless we defunded or dismantled the Affordable Care Act. They’ve shut down the government over an ideological crusade to deny affordable health insurance to millions of Americans. In other words, they demanded ransom just for doing their job.”

Obama, Barack. "Statement on the U.S. Government Shutdown." Washington DC, Washington DC. 2 Oct. 2013. *AmericanRhetoric*. Accessed 12 June 2016.

4. In the example from Obama’s address about the government shut down, he consistently presents past tense verbs such as chose, refused, demanded, etc. The purpose of such is to vilify the republicans of the House in the presence of the public. Once the blame is placed on those individuals, it is the hope of Obama that the general public will demand social justice from those who represent them. In his blame, he paints those who instigated the shut down as individuals who are obstinate and unconcerned with the general healthcare of all individuals. In fact, these representatives seem mostly apathetic towards those they represent. Furthermore, in blaming the republicans, Obama makes himself—and his party—seem more innocent in the escalation of events that have led to a government shutdown.

Adapted from an original summer reading assignment by Mr. Freitas – Garden of English
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IB (AP Literature and Composition)

Please read Thomas C. Foster's *How to Read Literature Like a Professor*.

Complete the following assignment:

Choose 6 of the chapters that you read and for each one:

- 1- Write the title and the chapter number.
- 2- Write a brief paragraph summary of his point in that chapter.
- 3- Discuss/analyze a children's book, short story, movie, or novel in which the point he is making in that chapter is displayed.

This will be due during our second class meeting. You will also be quizzed on your knowledge of the book. Please let me know if you have any questions or concerns:
krieger.charlene@coralreefhigh.org

12th Grade

12 th Regular	<i>The Namesake</i> , Jhumpa Lahiri
12 th Honors	<i>The Namesake</i> , Jhumpa Lahiri
AP Literature and Composition	<i>Things Fall Apart</i> , Chinua Achebe
IB Literature HL	<i>Jane Eyre</i> , Charlotte Bronte

12th Grade Regular and Honors

There are no written assignments due for *The Namesake*. However please be ready to work with the novel starting the first week of school.

AP Literature and Composition

Read *Things Fall Apart* by Chinua Achebe

Be prepared to start working with this book the first week of class.

Handwrite the following assignment to turn in the first week of class. (Extra points if you turn it into your teacher on the first day of school).

1. Choose and copy 10 quotations from the work and comment on their significance. Cite the page number (or percentage if reading online) where you found it. Write a short paragraph about what the quotation reveals about a character or the larger themes of the work?
2. Secondly, write a short essay response to the following: Which character do you most identify with? Why? What characteristics does the character possess that you most admire? Give examples from the text to support your response.

IB Literature HL

We advise doing this work AS you're reading the book – or at least, highlighting and marking the things you'll be putting into your charts. Otherwise you will be making double work for yourself.

Purchase a composition or a single subject spiral to use as your IB Study Guide for the year. Label the first section *Jane Eyre*.

You will make 5 charts. You may print out formats for these charts and paste them into your notebook, but all the work must be handwritten.

Chart 1: Character Chart

You will chart information for Jane, Rochester, and three characters of your choosing. Put at least one concept in each box. Complete sentences are not necessary. Quotes are encouraged.

Name	Appearance	Thoughts/Feelings	What they Say	What others say about them
Jane				
Rochester				

Chart 2: Chapter Map

Write a ONE SENTENCE summary of what happens in each chapter as you read. (Perhaps write this in your book as you go, and then copy it into chart later. This will help you be able to find things later on. This will be your favorite part of this chart when you need to study.)

Chapter	Summary
1.	
2.	

Chart 3: Style and Voice

Find 40 sentences that you find beautiful, unique, or interesting. (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Sentence	Chapter	Why you liked it	Devices (if any) used
1.			
2.			

Chart 4: Vocabulary

Find at least 3 words per chapter in the book that are new to you. (This will end up being at least 114 words.) (Perhaps highlight or underline while reading, to make this easier.) NUMBER THEM.

Word	Chapter	Definition that fits the usage you found.
1.		
2.		

Chart 5: Allusions

Find at least 10 allusions to history, literature, art, or The Bible. (Try to vary which kinds they are.) Look up the reference. NUMBER THEM.

Allusion	Chapter	Reference	Significance
1.			
2.			

If you have any questions, please email Ms. Woolley at swoolleylarrea@coralreefhigh.org or Mr. Baker at baker.jason@coralreefhigh.org