

Melrose High School English Department Summer Assignment 2017

The Summer Assignment is arranged into three categories. Students should complete the appropriate requirement for each category. Students enrolling in AP English Language and AP English Literature have a separate assignment that is included at the **end** of this document.

Category One: Grade Level Text

All students should read the text assigned to the grade level that they are entering. It is recommended that students take notes on each text.

Grade 9: *Night* by Elie Wiesel

Grade 10: *Persepolis: The Story of a Childhood* by Marjane Satrapi

Grade 11: *Between the World and Me* by Ta-Nehisi Coates

Grade 12: *All Souls* by Michael Patrick MacDonald

When they return to school, all students will complete a multiple choice assessment on this text in their English class.

Category Two: One School, Many Stories

All students should watch the following TED Talk:

“The Danger of a Single Story” by Chimamanda Ngozie Adiche

Available at:

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story

Students should respond in writing to the following questions and be prepared to share their answers when they return to school.

*What is the central argument of the talk?

*What specific evidence (provide at least three examples) does the presenter use to make her argument?

*How does the speaker appeal to her audience during the talk?

Category Three: Student Choice Text and Presentation

Students should read one book from the list of faculty and staff recommendations that corresponds to the grade level that they will be entering and prepare a brief talk to be presented in their English class during the second week of school. The requirements of the talk are listed below the reading selections.

Grade 9: The Individual and Society

The Curious Incident of the Dog in the Night-Time by Mark Haddon

The Plague by Albert Camus
March Vols. 1, 2, & 3 by John Lewis
Don't Eat the Marshmallow Yet by Joachim de Posada
Into Thin Air by Jon Krakauer
The Little Prince by Antoine de Saint-Exupery
The Other Wes Moore by Wes Moore

Grade 10: Coming of Age

Ellen Foster by Kaye Gibbons
All the Light We Cannot See by Anthony Doerr
The Nightingale by Kristin Hannah
Man Child in the Promised Land by Claude Brown
The Poisonwood Bible by Barbara Kingsolver
The Kite Runner by Khaled Hosseini

Grade 11: The American Identity

Extremely Loud and Incredibly Close by Jonathan Safran Foer
So We Read On: How the Great Gatsby Came To Be and Why It Endures by Maureen Corrigan
The House of Mirth by Edith Wharton
Down These Mean Streets by Piri Thomas
She's Come Undone by Wally Lamb
19 Minutes by Jodie Picoult
Small Great Things by Jodie Picoult
The Underground Railroad by Colson Whitehead

Grade 12: The Tragic Figure in Society

The Tender Bar by J. R. Moehringer
The Brief Wondrous Life of Oscar Wao by Junot Diaz
Half of a Yellow Sun by Chimamanda Ngozi Adichie
Young Men and Fire by Norman Maclean
The Handmaid's Tale by Margaret Atwood
Chronicle of a Death Foretold by Gabriel Garcia Marquez
Galapagos by Kurt Vonnegut
Riddley Walker by Russell Hoban

Talk Requirements

The talk students will deliver in September should connect their own personal story to the story that they chose to read from Category Three.

Length: At least two but no longer than six minutes.

Topic: How does your own personal story relate to the story of the protagonist of the book that you chose from Category Three?

Consider answering **some or all** of the following questions in your talk:

- *Did you find any similarities between the protagonist’s life and your own?
- *How did the protagonist’s experience differ from your own life?
- *What did you learn about life from the protagonist?
- *Did you agree or disagree with the choices the protagonist made? Explain why.
- *Did you admire the protagonist or not? Explain why.
- *What did this work teach you about the human experience?
- *Did this work make you question some of your own beliefs and assumptions?
- *If you could give any advice to the protagonist, what would it be and why?

Students will be assessed using the attached English Department Oral Presentation Rubric.

MHS English Department Oral Presentation Rubric

Categories	Exceeds Expectation 4	Meets Expectation 3	Working Towards Expectation 2	Below Expectation 1
Explanation of Ideas and Information (Covers Content and Analysis)	<ul style="list-style-type: none"> ___ Presents information, findings, arguments, and supporting evidence clearly, concisely and logically ___ Clearly and completely addresses opposing viewpoints and perspectives 	<ul style="list-style-type: none"> ___ Presents information, findings, arguments, and supporting evidence clearly ___ Addresses opposing viewpoints and perspectives 	<ul style="list-style-type: none"> ___ Presents information, findings, arguments, and supporting evidence with some clarity ___ Attempts to address opposing viewpoints and perspectives 	<ul style="list-style-type: none"> ___ Presents information, findings, arguments, and supporting evidence in an illogical manner ___ Does not address opposing viewpoints and perspectives
Arrangement (Covers Organization and Engagement)	<ul style="list-style-type: none"> ___ Audience can easily follow the line of reasoning ___ Has a clear and engaging introduction and conclusion ___ Demonstrates a clear understanding of the audience, task, and purpose 	<ul style="list-style-type: none"> ___ Audience can primarily follow the line of reasoning ___ Has a clear introduction and conclusion ___ Demonstrates understanding of the audience, task and purpose 	<ul style="list-style-type: none"> ___ Audience may struggle to follow the line of reasoning ___ Does not have a clear introduction or conclusion ___ Demonstrates some understanding of the audience, task, and purpose 	<ul style="list-style-type: none"> ___ Audience cannot identify or follow any line of reasoning ___ Is missing both an introduction and/or a conclusion ___ Demonstrates minimal understanding of the

				audience, task, and purpose
Voice (Covers tone, pacing, enthusiasm, articulation)	Speaks clearly and articulately, at an appropriate volume, and at an appropriate speed Frequently changes tone to maintain interest Refrains from using filler words (um, like) Pronounces precisely	Primarily speaks clearly, at an appropriate volume, and at an appropriate speed Changes tone to maintain interest Rarely uses filler words Pronounces accurately	Struggles to speak with clarity, and at an appropriate volume and speed Attempts to change tone to maintain interest Uses filler words with some regularity Struggles with pronunciation on several occasions	Does not speak clearly; volume is inadequate; does not maintain a consistent speed Keep a consistent tone throughout the presentation Uses filler words frequently and consistently Struggles with pronunciation throughout the presentation
Eye Contact and Body Language (Covers Poise and Confidence)	Demonstrates a keen awareness of the audience's presence by maintaining eye contact with the audience throughout the presentation rather than reading notes or visuals Uses natural gestures and movements to enhance the presentation Appears comfortable, confident, and poised	Demonstrates some awareness of the audience's presence by maintaining eye contact with the audience throughout the majority of the presentation rather than reading notes or visuals Uses natural gestures and movements in the presentation Appears mostly comfortable, confident, and poised	Demonstrates a minimal awareness of the audience's presence by maintaining eye with the audience infrequently and relying heavily on notes or visuals Gestures and movements are forced and distract from the presentation Appears somewhat comfortable, confident, and poised	Demonstrates little to no awareness of the audience's presence by failing to maintain eye contact with the audience during the presentation and reading directly from notes or visuals Gestures and movements are absent Does not appear comfortable, confident, or poised
Visuals (if required)*	Visual elements are essential to the student's analysis and explanation Visual elements are cited correctly	Visual elements contribute to the student's analysis and explanation Visual elements are cited, with insignificant errors in format	Visual elements sometimes contribute to the student's analysis and explanation Visual elements are cited but with major errors in format	Visual elements are absent or confuse the student's analysis and explanation Visual elements are not cited

Students Enrolling in AP Classes

Students should read and take notes on the three required books for the appropriate AP course. The texts will be assessed through writing and discussion in each course in September.

AP Language:

Between the World and Me by Ta-Nehisi Coates

The Devil in the White City by Erik Larson

Thank You for Arguing by Jay Heinrichs

AP Literature:

The Bluest Eye by Toni Morrison

The Round House by Louise Erdrich

Wuthering Heights by Emily Bronte OR *Northanger Abbey* by Jane Austen