

SUMMER 2021 READING TEXTS AND ASSIGNMENTS BY GRADE LEVEL

[All written work should be handed in on the first day of class]

ENGLISH

The units mentioned below are part of the new English Curriculum. The first unit will be taught during the first 5-6 weeks and information about all the following units throughout the year will be posted on Managebac in September.

Our Learning Leader for English, Kate Van Forst, has suggested an alternative summer read for students coming into Grade 6. We understand from some parents that they are having difficulty in ordering *Monster* from Amazon and another parent gave us feedback that they felt uncomfortable with some of the themes. We want the summer reading to be an enjoyable and challenging read.

The summer reading was chosen to link to the theme of *Childhood* as the opening unit for English in the G6 MyPerspectives scheme. MyPerspectives follows the United States Common Core Curriculum and is aligned with the AERO Standards for American Schools Overseas.

Please contact Ms Van Forst for further information.

GRADE 6 STUDENTS CAN CHOOSE ONE OF THE FOLLOWING BOOKS BELOW:

GRADE 6 UNIT 1 CHILDHOOD -- Summer Reading Text: [Harbor Me](#) by Jacqueline Woodson

Jacqueline Woodson is the 2018-2019 National Ambassador for Young People's Literature and a New York Times Bestseller. Jacqueline Woodson's first middle-grade novel since National Book Award winner *Brown Girl Dreaming* celebrates the healing that can occur when a group of students share their stories.

It all starts when six kids have to meet for a weekly chat--by themselves, with no adults to listen in. There, in the room they soon dub the ARTT Room (short for "A Room to Talk"), they discover it's safe to talk about what's bothering them--everything from Esteban's father's deportation and Haley's father's incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. And together, they can grow braver and more ready for the rest of their lives.

Assignment: 250-500 Words

Haley says, "So much can change in a minute, an hour, a year." For which of the six main characters is this most applicable? Explain why, and you may discuss more than one character.

GRADE 6 UNIT 1 CHILDHOOD -- Summer Reading Text: *Monster* by Walter Dean Myers

This New York Times bestselling novel from acclaimed author Walter Dean Myers tells the story of Steve Harmon, a teenage boy in juvenile detention and on trial. Presented as a screenplay of Steve's own imagination, and peppered with journal entries, the book shows how one single decision can change our whole lives.

Assignment: 250-500 Words

Using specific textual examples, describe the way Walter Dean Myers uses the word "monster" in this book. Be sure to consider how the author means it, and be sure to discuss which character(s) this word applies to. The

main character refers to himself as a Monster. Do you agree with him or not? Write a detailed three paragraph response to these questions.

GRADE 7 UNIT 1 GENERATIONS -- Summer Reading Text: *Return to Sender* by Julia Alvarez

After Tyler's father is injured in a tractor accident, his family is forced to hire migrant Mexican workers to help save their Vermont farm from foreclosure. Tyler isn't sure what to make of these workers. Are they undocumented? And what about the three daughters, particularly Mari, the oldest, who is proud of her Mexican heritage but also increasingly connected to her American life. Her family lives in constant fear of being discovered by the authorities and sent back to the poverty they left behind in Mexico. Can Tyler and Mari find a way to be friends despite their differences?

Assignment: 250-500 Words

Novels and plays often depict characters caught between colliding cultures -- national, regional, ethnic, religious, institutional. Such collisions can call a character's sense of identity into question. Choose one of the characters from *Return to Sender* and write a well-organized essay to such a cultural collision essay in which you describe the character's response to such a cultural collision and explain its relevance to the work as a whole.

GRADE 8 UNIT 1 RITES OF PASSAGE -- Summer Reading Text: *The 57 Bus* by Dashka Slater

One teenager in a skirt.

One teenager with a lighter.

One moment that changes both of their lives forever.

Assignment: 250-500 Words

If it weren't for the 57 bus, Sasha and Richard never would have met. Both were high school students from Oakland, California, one of the most diverse cities in the country, but they inhabited different worlds. Sasha, a white teen, lived in the middle-class foothills and attended a small private school. Richard, a black teen, lived in the crime-plagued flatlands and attended a large public one. Each day, their paths overlapped for a mere eight minutes. But one afternoon on the bus ride home from school, a single reckless act left Sasha severely burned, and Richard charged with two hate crimes and facing life imprisonment. The case garnered international attention, thrusting both teenagers into the spotlight.

Throughout *The 57 Bus*, the characters are marginalized and victimized because of their gender, race, class, and sexuality. Slater repeatedly draws attention to this unfortunate social reality. As a book geared towards young adults, *The 57 Bus* makes plain this prejudice in an effort to begin a dialogue between young people and overcome common biases. In a well-organized essay analyse how Slater seeks social justice—the righting of public wrongs perpetuated by ignorance and silence—and describe how these efforts are reflected in her portrayal of discrimination in *The 57 Bus*.

GRADE 9 UNIT 1- AMERICAN VOICES: IMMIGRATION -- Summer Reading Text: *Interpreter of Maladies* by Jhumpa Lahiri

Winner of the Pulitzer Prize for fiction, this collection of short stories charts the emotional journeys of characters seeking love beyond the barriers of nations and generations. In stories that travel from India to America and back again, Lahiri speaks with universal eloquence to everyone that has ever felt like a foreigner.

Assignment: 700-800 words

Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of gender, race, class or creed. Choose a character from one of the stories in *Interpreter of Maladies* and show how that character's alienation reveals the surrounding society's assumptions and moral values in a well-organized essay.

GRADE 10 UNIT 1 INSIDE THE NIGHTMARE -- Summer Reading Text: *The Hate U Give* by Angie Thomas

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed. Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr. But what Starr does—or does not—say could upend her community. It could also endanger her life.

Assignment: 700-800 words

In a novel by William Styron, a father tells his son that life "is a search for justice." Choose a character from *The Hate U Give* who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character's understanding of justice, the degree to which the character's search for justice is successful and the significance of this search for the work as a whole.

The following IB English classes will have in class assessments specific to the particular IB English class noted.

GRADE 11 YEAR 1 IB LITERATURE -- Graphic Novel: *Persepolis* by Marjane Satrapi

In powerful black-and-white comic strip images, Satrapi tells the story of her life in Tehran from ages six to fourteen, years that saw the overthrow of the Shah's regime, the triumph of the Islamic Revolution, and the devastating effects of war with Iraq. The intelligent and outspoken only child of committed Marxists and the great-granddaughter of one of Iran's last emperors, Marjane bears witness to a childhood uniquely entwined with the history of her country.

GRADE 11 YEAR 1 IB LANG/LIT -- Poetry: *Citizen: An American Lyric* by Claudia Rankine

Claudia Rankine's bold new book recounts mounting racial aggressions in ongoing encounters in 21st Century daily life and in the media. Some of these encounters are slights, seeming slips of the tongue, and some are intentional offensives in the classroom, at the supermarket, at home, on the tennis court with Serena Williams and the soccer field with Zinedine Zidane, online, on TV—everywhere, all the time. The accumulative stresses come to bear on a person's ability to speak, perform, and stay alive. Our addressability is tied to the state of our belonging, Rankine argues, as are our assumptions and expectations of citizenship. In essay, image, and poetry, *Citizen* is a powerful testament to the individual and collective effects of racism in our contemporary, often named "post-race" society.

GRADE 12 YEAR 2 IB LANG/LIT -- Drama: *Fences* by August Wilson

Troy Maxson is a strong man, a hard man. He has had to be to survive. Troy Maxson has gone through life in an America where to be proud and black is to face pressures that could crush a man, body and soul. But the 1950s are yielding to the new spirit of liberation in the 1960s, a spirit that is changing the world Troy Maxson has learned to deal with the only way he can, a spirit that is making him a stranger, angry and afraid, in a world

he never knew and to a wife and son he understands less and less. This is a modern classic, a book that deals with the impossibly difficult themes of race in America, set during the Civil Rights Movement of the 1950s and 60s.