

Summer Homework There are TWO PARTS of your summer assignment- be sure to do both and don't procrastinate!

Part 1: Reading

Humanity and history.

A few years ago a group of teenagers in Virginia caught vandalizing a historic black schoolhouse were given an unusual punishment: the judge ordered them to read books about troubling and divisive periods of history. The idea came from the prosecutor, Alejandra Rueda, who argued that "the way these kids are going to learn about this stuff is if they read about it, more than anything." She expressed her hope that, "if they read these books, it will make an impression on them, and they will stand up for people who are being oppressed."

Not everyone thought it was a good idea; in particular, one English teacher "balked at the idea of using literature as punishment." But others—including the defense attorney—supported the sentence, including a columnist who cited research showing "a link between reading fiction and understanding what others think and feel" and mused that "If we handed out books as often as jail sentences, maybe we'd all understand each other better."

The judge's list included the following books:

***The Color Purple*, Alice Walker**

***Native Son*, Richard Wright**

Exodus, Leon Uris

Mila 18, Leon Uris

Trinity, Leon Uris

My Name Is Asher Lev, Chaim Potok

***The Chosen*, Chaim Potok**

***The Sun Also Rises*, Ernest Hemingway**

The Crucible, Arthur Miller

A Thousand Splendid Suns, Khaled Hosseini

The Handmaid's Tale, Margaret Atwood

***I Know Why the Caged Bird Sings*, Maya Angelou**

***The Immortal Life of Henrietta Lacks*, Rebecca Skloot**

Caleb's Crossing, Geraldine Brooks

***Tortilla Curtain*, T.C. Boyle**

The Bluest Eye, Toni Morrison

A Hope in the Unseen, Ron Suskind

***Down These Mean Streets*, Piri Thomas**

***Black Boy*, Richard Wright**

***The Beautiful Struggle*, Ta-Nehisi Coates**

The Banality of Evil, Hannah Arendt

The Underground Railroad, Colson Whitehead

Reading Lolita in Tehran, Azar Nafisi

***The Rape of Nanking*, Iris Chang**

Infidel, Ayaan Hirsi Ali

The Orphan Master's Son, Adam Johnson

***Between the World and Me*, Ta-Nehisi Coates**

***The Help*, Kathryn Stockett**

Too Late the Phalarope, Alan Paton

A Dry White Season, André Brink

Ghost Soldiers, Hampton Sides

Your task: Choose a book *that you've never read before*, either a book on the **bolded list** or if you have a book that you think would make a good addition to the judge's list email me at jenna_hughes@dpsk12.org. Send the email by July 1st for approval! (i.e. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander, *On Earth We're Briefly Gorgeous* by Ocean Vuong, *Helium* by Rudy Francisco, *All American Boys* by Jason Reynolds)

Read the book and come to class in August ready to discuss the effect that books like these are likely to have on their readers. Discussion will be centered around what was bubbling up for you and what you found as positive negative or both.

Please note: we respectfully ask that you avoid choosing any of the following titles, as we will be reading these titles during the school year or have already read them: *The Crucible*, Arthur Miller/*The Things They Carried*, Tim O'Brien/ *The Bluest Eye*, Toni Morrison

Questions to Answer in Preparation for Discussion:

- Literature can be a mirror that helps us see ourselves, or it can be a window into the lives of others. What was your experience reading this book? Did you see yourself in it? Did it invite you to see others in a way you might otherwise not have seen?
- To what extent are the characters in this book likely to stay with you for a while? What was it about their experience that made an impression on you?
- To what extent is this a *didactic (educational)* book? That is, did the book teach explicit lessons? What implicit lessons are embedded in the book?
- What effect is this book likely to have on the reader? Why do you think it was included on the list? OR Why should the book be included on the list?

Read more about the case:

Greiw, Elizabeth. "Judge's Reading Assignment a Smart Crime-Fighting Idea." *Chicago Tribune*, 10 March 2017.

<http://www.chicagotribune.com/news/opinion/commentary/ct-reading-books-sentence-crime-hate-perspec-0301-20170228-story.html>

Hauser, Christine. "Teenagers Who Vandalized Historic Black Schoolhouse Are Ordered to Read Books." *New York Times*, 8 Feb. 2017. <https://nyti.ms/2kPcJbq>.

"Teenagers Get Unusual Punishment For Spray-Painting Swastikas." *National Public Radio*, 5 February 2017.

Part 2: Create flashcards for all of the following words.

- Your flashcards should be 3" x 5". Write the term neatly in big, bold lettering on the front.
- Write the definition of the term on the back AND include an example (there are lots of good websites with examples of these words; do not use the one provided on some of the words).
- If you see examples in your book, identify them.*

The words you are expected to know the first day you walk into class are as follows:

1. ***Anecdote**—a brief narrative that focuses on a particular incident or event
 2. ***Cliché**—an expression that has been overused to the extent that its freshness has worn off (“the time of my life”, “at the drop of a hat”, etc.)
 3. ***Connotation**—the implied or associative meaning of a word (slender vs. skinny; cheap vs. thrifty)
 4. **Diction**—the word choices made by a writer (diction can be described as formal, semi-formal, ornate, informal, technical, etc.)
 5. ***Ethos**—the persuasive appeal of one’s character, or credibility
 6. ***Imagery**—the use of figures of speech to create vivid images that appeal to one of the senses
 7. ***Irony**—the use of words to convey the opposite of their literal meaning; or, incongruity between what is expected and what actually occurs (situational, verbal, dramatic)
 8. ***Juxtaposition**—placing two elements side by side to present a comparison or contrast
 9. ***Kairos**—the timing and quality in a work that indicates the purpose
 10. ***Metaphor**—a direct comparison of two or more different things
 11. ***Pathos**—the quality in a work that prompts the reader to feel pity, or other specific emotions
 12. **Rhetoric**—the art of presenting ideas in a clear, effective, and persuasive manner
 13. **Rhetorical question**—a question asked merely for rhetorical effect and not requiring an answer
 14. **Rhetorical devices**—literary techniques an author uses when writing to get the reader to think/act/feel a certain way (**most of the words on this list are rhetorical devices**).
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