

English 9 Honors Summer Reading Assignment 2021-2022

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Welcome to Honors English I! This year is likely to look different than any of us can anticipate. For that reason, summer reading is going to be a little different than you likely expected.

First, let me outline all of the ways that you are able (and expected) to contact me if you have any troubles along the way:

1. My email is above in my heading. I check it at least once a week in the summer, so use it when you don't need an immediate answer or when you just need to send me something.
2. I have created a Remind account for all 9 Honors students. I will create separate accounts when we have final rosters for each class. This is how we can communicate via text or app without sharing phone numbers. This is also how I will send out class wide reminders or notifications. With all of the uncertainty cycling, I HIGHLY recommend signing up. To do so, just text @a782ea to 81010. This is the most reliable and quickest way to contact me.
3. I also have a Google voice number. This is the option I suggest for students who may not yet have computer or app access if for some reason you cannot get texts to go through to Remind. I will see your phone number with this option, but I will never use it to initiate contact with students. My Google Voice number is (865) 297-3231.

All documents needed for the summer reading are accessible online. I will link them here.

Three of the assignments will be done through commonlit.org. They will be assigned to you once you create an account and/or join my class. To do so, go to www.commonlit.org/en/enroll and type in the class code: KLR7N3

When signing up, do not enter an email address as it sometimes causes glitches. Please use the first name you go by and your last name as it appears in Aspen.

If you already have an account, you can just go to “my account and classes” and add the code.

Summer Assignments: We will use all of these sources at the beginning of the semester for academic discussion. Be prepared to discuss how they relate to one another and what they can teach you when thought of as a cohesive unit.

1. Listen to the TedTalk: 5 Ways to Listen Better:
https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better?language=en and/or read the transcript under the video.
 - a. Answer the attached questions that go with the talk.
2. Listen to the TedTalk: Everyone Around You Has a Story the World Needs to Hear
https://www.ted.com/talks/dave_isay_everyone_around_you_has_a_story_the_world_needs_to_hear and/or read the transcript under the video.
 - a. Answer the attached questions that go with the talk.
3. Read and annotate “The Danger of a Single Story” on commonlit using the annotation tools. Answer the assessment questions. Any question that requires a written response will only be considered to be fully answered if your response is given in full sentences and references the text. https://www.commonlit.org/en/students/student_lessons/5217444
4. Read and annotate “Learning How to Code Switch: Humbling, but Necessary” on commonlit using the annotation tools. Answer the assessment questions. Any question that requires a written response will only be considered to be fully answered if your response is given in full sentences and references the text.
https://www.commonlit.org/en/students/student_lessons/5217430
5. Read and annotate “Two Kinds” on commonlit using the annotation tools. Answer the attached questions to aid in your essay response.
https://www.commonlit.org/en/students/student_lessons/5220039
6. Use what you have learned about listening to and telling stories to answer the analysis essay question based on “Two Kinds.” (at the end of this packet)

NOTES ABOUT ANNOTATION (from the AP Central Website)

Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure.

Don't annotate other people's property, which is almost always selfish, often destructive, rude, and possibly illegal. For a book that doesn't belong to you, use adhesive notes for your comments, removing them before you return the text.

Don't annotate your own book if it has intrinsic value as an art object or a rarity. Consider doing what teachers do: *buy an inexpensive copy of the text for class.*

Tools: Highlighter, Pencil, and Your Own Text

1. Yellow Highlighter: A yellow highlighter allows you to mark exactly what you feel is necessary. Equally important, the yellow line emphasizes without interfering. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

****Do not rely too much on highlighting; it only helps if accompanied by notes.**

2. Pencil: A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.

While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

3. Your Text: Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, **consider doing the following, if useful or necessary:**

- At the end of each chapter or section, **briefly** summarize the material.
 - Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
 - Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.
 - Important plot happenings
 - Supporting details or textual evidence to support a conclusion you are drawing
- Writer's craft to create effect, such as figurative language, imagery, characterization, etc.

Summer Assignment Responses: Complete the answers to these questions on a Google Doc. You will need to share it from your school account, but if you are unable to do that, I will show you how when we return to school. If you are not already aware, you can download the Google Docs app if you prefer to type on a phone. Title the document with your last name and the assignment title. Example: Smith Summer Responses

5 Ways to Listen Better

1. Why, according to the speaker, do people not listen well or retain the things that they hear? (cite at least 3 reasons)
2. In an extended paragraph, explain what happens when people do not listen to each other. Cite evidence from the text. Feel free to also discuss your observations about the world around you.

Everyone Around You Has a Story the World Needs to Hear

1. Isay says that Story Corps is “an archive of the wisdom of humanity”. Write a paragraph reacting to that statement. Some things to consider: Do you agree? Does it matter? Is there wisdom that we are missing? Who would you like to hear from, or what would you like to share? You can use any or all of these questions in your reaction or go in another direction entirely.

Two Kinds

1. Throughout the story, we are given brief details of the mother’s history. How does knowing the mother’s past shape our understanding of her motives to push Jing-mei? What can be said about her motivation for her daughter’s success? Answer in paragraph form, including evidence from the text.
2. How does telling the story from Jing-mei’s point of view both enrich and limit our understanding of the plot? Considering the age of Jing-mei, what might be the benefit of using first person point of view? What information might we be missing when given one perspective? Answer in paragraph form, including evidence from the text.
3. Though the story is not told in the mother’s point of view, how does Tan include details that give insight from the mother’s perspective? How do we learn her story? Answer in paragraph form, including evidence from the text.

Analysis Prompt: Stories can shape your understanding of the world and people around you. “Two Kinds” is a story that addresses the familial relationship between a mother and daughter as they learn to listen to each other’s stories. Using evidence from the story, write an essay that explores how Tan reveals the complexity of the relationship between Jing-mei and her mother over time.

Please create and share this document on Google Docs as can edit. Title the document with your last name and the assignment title. Example: Smith “Two Kinds” Analysis

- If you cannot submit your assignments electronically, please contact me immediately so that we can discuss alternatives.

Your paper should be typed in MLA format. You may use the other sources for support, but do not forget that the paper is an analysis of “Two Kinds,” so that is where you should focus your ideas.

Some helpful tips for using MLA can be found on the Perdue Owl website. Pay special attention to the information on in-text citations.

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

I will typically use rubrics in class that are more geared towards honors. However, since you are likely familiar with the state rubric already, I will use that for this first written assignment.

https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g9-12_explanatory.pdf