

## Overview of the Summer Reading Assignments for Rising Juniors

### *College Prep World Literature Rising Juniors*

*The Kite Runner* by Khaled Housseni

**Task #1:** active reading-annotating the text

**Total Points:** 40

**Date Due:** Your annotations will be collected on the first day of class (August 18th/19th). Make sure your book is present and annotations are complete.

While reading, make 15 annotations per every five chapters. Use sticky notes, write directly in the margins, or type your annotations out (if you choose to type, you need to provide pg. numbers for each annotation). Use the suggestions below to guide your interaction with the text:

- define unknown words
- trace characters: appearance, conflicts, growth, relationships
- identify themes: friendship, father/son relationships, discrimination, betrayal, violence, redemption
- note literary devices and their effect on the text: symbols, imagery, similes, metaphors, personification, foreshadowing, flashback, irony, tone, allusions, etc.)
- Afghanistan culture
- gender roles
- religion
- ask questions and make personal connections

**Note:** The areas above provide different ways for you to interact with the text. You do not need to find each of these in every chapter, and you are not limited to only these suggestions. Your goal is to actively engage with the text in a variety of different ways to showcase your insight and ability to analyze the text. Your annotations should follow a clear code/key, be neat/easy to read, and reflect thinking that extends beyond the plot and one-two word comments.

[Sample Student Annotations](#) (this is a model sample to guide you as you look for different ways to interact with the text; you are not required to make this many annotations on a page)

### **In-Class Summer Reading Assessments for College Prep Juniors**

**Task #2:** Socratic Discussion

**Points:** 30

Socratic discussions will take place during the first two weeks of school. Discussion groups and questions will be assigned when we meet in August. Your annotations will serve as a useful tool in your preparation for the discussion question(s).

**Task #3:** In-class Written Assessment

**Points:** 30

An in-class essay will take place during the first two weeks of school. Possible prompts will be discussed in class together before the assessment. Your annotations will serve as a useful tool in preparation for the essay.

IB Literature, HL Year 1 Rising Juniors

For *Born a Crime* by Trevor Noah

**Task #1:** annotating the text; making connections to IB lines of inquiry

**Total Points:** 40

**Date Due:** Your annotations will be collected on the first day of class (August 18th/19th). Make sure your book is present and annotations are complete.

While reading the memoir, make 3-5 annotations for each chapter. Use sticky notes, write directly in the margins, or type (if you choose to type you need to provide page #s for each citation). Use the suggestions below to guide your interaction with the text:

- what you learn about Trevor Noah
- experiences he recalls
- South African culture and/or Apartheid
- themes
- forms of humor
- literary devices (metaphor, simile, personification, foreshadowing, repetition, symbol, imagery, alliteration, allusion, rhetorical devices, juxtaposition, etc.)
- define unknown words
- connection to [IB Lines of Inquiry](#)

**Note:** The areas above provide different ways for you to interact with the text. You do not need to find each of these in every chapter, and you are not limited to only these suggestions. Your goal is to actively engage with the text in a variety of different ways to showcase your insight and ability to analyze the text. Your annotations should follow a clear code/key, be neat/easy to read, and reflect thinking that extends beyond the plot and one-two word comments.

**Sample Student Annotations** (this is a model sample to guide you as you look for different ways to interact with the text; you are not required to make this many annotations on a page)

IB Literature, HL Year 1 Rising Juniors

For *Jane Eyre* by Charlotte Bronte

**Task 2:** mini-essay

**Total points:** 30

**Date Due:** Submission to Google classroom (August 18th/19th)

Compose a 1.5-2 page typed essay (no more than 2 pages) on one of the following prompts:

1. How does Bronte use the supernatural to heighten or evoke emotions in characters and/or create tension in *Jane Eyre*?
2. “Successful characterization involves taking the reader to the heart, to the inner core, of an imagined person.” How does Bronte take readers to the heart of one of her characters in *Jane Eyre*?
3. In what ways is Bronte interested in the portrayal of psychological, physical, or some other kind of violence in *Jane Eyre*?

**Note:** Your essay must have a 4-5 sentence introduction, 1-2 body paragraphs, and a 4-5 sentence conclusion. Adhere to MLA guidelines, 9th edition: font size 12, double spaced, creative title, header (your name, my name, class, date), and parenthetical citations for all evidence from the text: first citation (Bronte 24); all subsequent citations (24). Use of outside sources is not needed. Remember, a well written paragraph includes a topic sentence, evidence, analysis, and a concluding sentence.

### **In-Class Summer Reading Assessment**

**Task #3:** Socratic Discussion

**Total Points:** 30

Socratic discussions will take place during the first two weeks of school. Discussion groups and questions for the texts will be assigned when we meet in August. Your annotations and essay will serve as useful tools for the discussion question(s).