

Summer Reading Assignments - RCHS English classes

Students of RCHS,

We look forward to cooperatively exploring texts, discussing the role of stories in our world, and approaching writing as a process we complete. We can't wait to start working with you to accomplish those goals. To help, we have put together our summer reading assignments by class. Please refer to the appropriate grade you will be starting in September (Example: rising juniors will complete the AP Language assignment).

9H English

Please read "The Lottery" by Shirley Jackson. You will be asked to discuss this story with your peers the first week of school!

"The Lottery" text and audio:

<https://www.newyorker.com/magazine/1948/06/26/the-lottery>

10H English

Peace, Sophomores!

All students entering 10th grade English at Richmond Community must read the short story ["Everyday Use" by Alice Walker](#).

While reading the story, students must complete a [dialectal journal](#). Your journal must contain **FIVE ENTRIES**. You will choose **one character** from the story and select **five** passages that you feel help to develop your selected character. As a reminder, when looking for examples of [characterization](#), whether direct or indirect, be sure to include passages from the story that show **how the character thinks, speaks, and acts, and how other characters view your chosen character**.

- In the left-hand column, you will type the passage **AND** the page number from which you found your passage. (Be sure to use the hyperlink above for the story so that your page numbers correspond with mine. There are 6 pages in the story.)
- In the right-hand column, you will write a brief explanation of what you feel the passage reveals about your selected character's personality.

Example of a Dialectical Journal using Alice Walker's novel, *The Color Purple*

Character	Passage	Explanation/Analysis
Harpo	<p><i>Dear God,</i></p> <p><i>Harpo no better at fighting his daddy back than me. Every day his daddy git up, sit on the porch, look out at nothing. Sometime look at the trees out front the house...Drink a little water in the day. A little wine in the evening. But mostly never move.</i></p> <p><i>Harpo complain bout all the plowing he have to do.</i></p> <p><i>His daddy say, You gonna do it. Harpo nearly big as his daddy. He strong in body but weak in will. He scared (28).</i></p>	<p>Harpo seems to be controlled by his father. There is a lack of respect between the two and that is evident when Harpo tries to express to his dad that he has too much plowing to do. His dad is dismissive of Harpo and doesn't consider Harpo's feelings. Even though Harpo is comparable in size to his dad and, being younger, could probably take him in a fight, Harpo is afraid of his father.</p>
	<p><i>Harpo look at his daddy like he never seen him before. But he don't say nothing.</i></p> <p><i>Mr. __ say, No need to think I'm gon let my boy marry you just cause you in the family way. He young and limited. Pretty gal like you could put anything over on him.</i></p> <p><i>Harpo still don't say nothing (32).</i></p>	<p>Harpo brings a young lady home to meet his father. He wants to marry her, but is seeking his father's permission. Harpo does not control his own life. His father calls him "young and limited" which means that he's not a quick thinker. He comments make me think that Harpo is gullible and could easily be taken advantage of.</p>

Context to help you better understand the story:

The Black Power Movement

Before Black people were granted freedom, they struggled to define themselves in America. Even after slavery was abolished and Black people gained voting rights, things like the Black Codes and Jim Crow Laws made true equality out of reach. By the 1960s, some Black people began to take pride in their ancestry and used that pride to bolster their self-esteem, to create a group identity that many Black people felt they had been robbed of, and to form a platform to change society and improve conditions for Black people. Some even decided to change their names because they wanted to strengthen their connection with Africa and distance themselves from the slave masters who held their ancestors in bondage.

Directions: Use this template to submit your assignment. Instructions for submission will be given on the first day of school. In the meantime, save the assignment to your Google Drive. The assignment should be saved using the following format:

YourLastNameYourFirstInitial_SummerReading

Ex. BrooksA_SummerReading

Name: _____ (Delete the underline when typing your name.)

Character (must be the same person for all entries)	Passage and Pg. Number (quote from the text)	Explanation/Analysis (What does this passage reveal about the character's personality?)

AP Language and Composition (Juniors)

The purpose of this assignment is to stimulate your thinking about some of the ideas that will be the focus of our course and that we will begin discussing during the first two weeks of the new school year.

1. First, please carefully watch and listen to [this speech](#) from the 2004 film *Friday Night Lights*.
2. After you've watched this speech, carefully read the model responses below to several questions about the speech. (Please notice that these responses are based only on the information in the speech and do not require having seen the rest of the film.)
3. Next, please Google "best speeches in movies" and/or "best speeches in films."
4. Watch as many movie speeches as your time and interest allow, then select your five (5) favorites.
5. Save the template contained in the Google Doc that I will email you.
6. Rename this file using the following syntax: **yourlastname_SRA**
7. Complete the template by responding thoughtfully to the questions for each of your five (5) favorite speeches. (As with my example from *Friday Night Lights*, your responses can be based only on the speech itself; however, if you have seen the rest of the film, please feel free to provide fuller, more elaborated responses.)
8. Finally—before the first day of school—please share your Google Doc with me: **vsimone@rvaschools.net**

Questions

1. **Who is the speaker?** The speaker is the head coach of the Permian football team. He seems confident, kind, and deeply interested in his players as human beings, not just athletes.
2. **Where, when, and on what occasion is this speech delivered?** The speech is delivered in the locker room at halftime. Judging from what the coach says ("you got two more quarters and after that most of you will never play this game again as long as you live."), it's apparently the last game of the season.
3. **Who is the audience for this speech?** The audience is the entire Permian football team and its other coaches. Notably, the speaker refers in his speech to an injured player, Boobie Miles, who is present.
4. **What seems to have inspired, stimulated, provoked, or prompted this speech?** Judging from the body language of the players, as well as what the coach says in his speech ("To me, being perfect is not about that scoreboard out there. It's not about winning."), the team seems to be losing the game, so the head coach needs to inspire his team.
5. **What does the speaker hope to accomplish with this speech?** The coach hopes to motivate his team not by narrowly focusing on winning the game but instead by inspiring them to do everything they can for one another. This is what he means by "being perfect."

AP Literature and Composition (Seniors)

1. Please go to khan academy (link below) and **watch at least 3 of the short videos** listed on this page:

<https://www.khanacademy.org/college-careers-more/college-admissions/applying-to-college#admissions-essays>

2. Once you feel like you have an idea of what your college admissions essay should look like, please go to:

<https://www.commonapp.org/apply/essay-prompts>

3. Read all of the prompts carefully and then choose one of the prompts listed and **write an essay response**. Be prepared to share your essay with the class during the first week of school.

4. **Read and annotate** the short story, "Everyday Use" by Alice Walker. (You may annotate directly on the story or you can take notes separately.) We will be using this story to begin our first unit in AP Literature.

https://www.acpsd.net/site/handlers/filedownload.ashx?moduleinstanceid=6626&dataid=60620&FileName=everyday_use_full-text.pdf

This past school year ended rather abruptly and many things have been shrouded in uncertainty. One thing we are confident about is that our students will rise to our expectations, even in a virtual environment. The English department has created short, focused tasks for students to complete before we return to the classroom. Each English course has a task that students should feel comfortable doing based on their previous experiences. We want students returning to our classes feeling confident and prepared. If you have any questions about your assigned task, please email your English teacher. We are here to help and look forward to exploring literature and the writing process with you this year. We can't wait to see you again (even if it is on a computer screen for now)!