

English II: Summer Reading Assignment

The following is your summer reading assignment for English II next year with me, Ms. Slay. Please feel free to contact me this summer if you have any questions or concerns. I can be reached by e-mail at cslay@uplifteducation.org.

Text Assignment

- Read and annotate carefully, because we will be discussing the texts all of Quarter 1. *You will be able to use your annotation notes for any graded work first quarter.*
 - Marking and annotating a text is like having a conversation—it allows the reader to ask questions, comment on meaning, and mark excerpts to revisit.
 - Make brief notes marking important plot events, narrative shifts, moments, or themes, images, and details that form a pattern throughout the text (motif).
 - Circle words that are interesting, unfamiliar, or unusual—try to figure out the word’s meaning through contextual clues and supplement with a dictionary.

1. Anchor text (read in FULL):

- **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.

2. “READ” (CHOOSE ONE ONLY):

- “Poem Resisting Arrest” by Kyle Dargan
- “Jabari Unmasked” by Nikki Grimes
- “Letter From Birmingham Jail” by Dr. Martin Luther King, Jr.

3. “WATCH” (CHOOSE ONE ONLY):

- “How To Overcome Our Biases” by Verna Myers – TED Talk
- “3 Ways To Speak English” by Jamila Lyiscott
- “How To Raise A Black Son in America” by Clint Smith

Slay

Writing Assignment:

You will complete this writing assignment and bring it with you to revise and edit the first week of class next school year.

Select TWO of the questions below to respond to:

EACH response should be between 300 – 500 words (for Honors) & 250 – 350 words (for on level).

*EACH response should address the chosen question and be supported by direct textual evidence from *The Hate U Give* and your chosen “READ” and “WATCH”.*

1. “Daddy says he named me Starr because I was his light in the darkness,” Starr tells us. Who or what is your light in the darkness?
2. How is Starr’s struggle to be her authentic self resolved or not by the end of the novel—through her fight with Hailey, her testimony to the grand jury, her involvement in the protest, or her family’s move?
3. There is a tension in the book between the anti-racist philosophies represented by civil rights activists Dr. Martin Luther King, Jr. and Huey Newton, co-founder of the Black Panther Party. Who were you raised to admire? What does this tell you about the values your community prized—or feared?
4. Throughout the book, Starr talks about how she’s different “versions” of herself. She’s one person in Garden Heights and a different person at her school, Williamson Prep. This is often called “code-switching” when a person feels they must speak and act different in one social situation than in another. Do you think Starr switches successfully between the two places? What other characters do you see code switching? Are there any instances when someone doesn’t switch and makes things socially awkward? Is this something you can relate to?

Written Response Rubric			
Content & Analysis			
0 - Insufficient	1 - Partially Sufficient	2 - Sufficient	3 - Exemplary
Below 34	35-39	40 - 44	45-50
<p>Answer:</p> <p>--not based on selections</p> <p>--not reasonable</p> <p>--too general or vague to see if it is reasonable</p> <p>--incomplete or irrelevant textual evidence from one or both selections</p> <p>--incorrect or vague analysis of text</p> <p>--lacks clarity</p>	<p>Answer:</p> <p>--reasonable assertions based on both selections but general, incomplete, or partially accurate/relevant textual evidence from one or both selections, or no support at all</p> <p>--evidence from both selections is only weakly connected</p> <p>--accurate/relevant evidence from both selections with no idea or analysis/evaluation</p> <p>--somewhat unclear/vague or show trouble making connections b/w selections</p>	<p>Answer:</p> <p>--reasonable assertions based on both selections with accurate/relevant textual support from both selections</p> <p>--reasonable analysis/evaluation of textual characteristic based on both selections with accurate/relevant textual support from both selections</p> <p>--clear and specific connections across selections</p>	<p>Answer:</p> <p>--particularly thoughtful or insightful idea based on both selections, strongly supported with accurate/relevant textual evidence from both selections</p> <p>--particularly thoughtful or insightful analysis of textual characteristic based on both selections, strongly supported with accurate/relevant textual evidence from both selections</p> <p>--student can make meaningful connections across selections</p> <p>--demonstrate student's depth of understanding</p> <p>--effective connection of evidence to idea/analysis/evaluation</p>
Grammar & Structure			
0 - Insufficient	1 - Partially Sufficient	2 - Sufficient	3 - Exemplary
Below 34	35-39	40 - 44	45-50
<p>Answer:</p> <p>-- Entry falters in three or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear.</p> <p>-- Style falters in three or more particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors.</p>	<p>Answer:</p> <p>-- Entry falters in two or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear.</p> <p>-- Style falters in two or more particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors.</p>	<p>Answer:</p> <p>-- Entry falters in one or more of the particulars: it may not sufficiently place passage in literal context, it may not blend words/phrases from passage into entry, or transitions between sentences may be unclear.</p> <p>-- Style is generally clear, but it falters in one or more of the particulars: syntax may lack variation, sentences may rely on passive or be verbs, vocabulary may be vague or immature, grammar/mechanics might demonstrate errors.</p>	<p>Answer:</p> <p>-- Entry follows analytical paragraph form: a clear topic sentence relating to the passage, transition places passage in literal context, sentences blend words/phrases from passage into analysis, clear transitions between sentences (word glue)</p> <p>-- Style is mature and clear: sentences show varied syntax, strong verbs, precise vocabulary, and grammatical/mechanical correctness.</p>