

English III IB Language & Literature: Summer 2025 Reading Assignment

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

Please also join our Class Schoology page. **The Access Code is: 99BM-4KC8-CNK38**
You can contact me directly through Schoology as well.

Reading Assignments – explore & Annotate BOTH texts below:

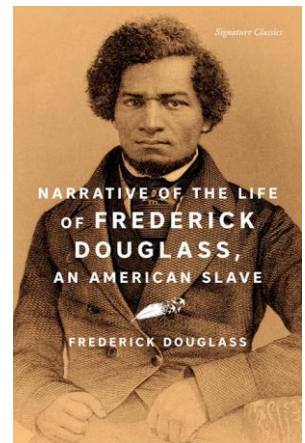
At the start of next year there will be an essay analyzing major themes and elements in the two works you've investigated.

- 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):

EVERYONE should read the following text before school next year. The full text is available for free on our Schoology page and anywhere online, OR you can purchase your own.

- **The Narrative of the Life of Frederick Douglass** by Frederick Douglass
 - Former slave, impassioned abolitionist, brilliant writer, newspaper editor and eloquent orator whose speeches fired the abolitionist cause, Frederick Douglass (1818–1895) led an astounding life. Physical abuse, deprivation and tragedy plagued his early years, yet through sheer force of character he was able to overcome these obstacles to become a leading spokesman for his people. In this, the first and most frequently read of his three autobiographies, Douglass provides graphic descriptions of his childhood and horrifying experiences as a slave as well as a harrowing record of his dramatic escape to the North and eventual freedom. Published in 1845 to quell doubts about his origins — since few slaves of that period could write — the Narrative is admired today for its extraordinary passion, sensitive and vivid descriptions and storytelling power. It belongs in the library of anyone interested in African-American history and the life of one of the country's most courageous and influential champions of civil rights. – Amazon.com



2. Secondary AUTHOR STUDY (CHOOSE ONE author selection below):

Choose ONE of the following authors/texts to explore. Access to source materials will ALL be hyperlinked under the summer reading folder on the class Schoology page.

- Ava DuVernay films

- **Choose TWO: *Thirteenth*, *Selma*, OR *When They See Us***

Bio: “A director, producer, writer, marketer and film distributor, Ava DuVernay made her film debut with the documentary *This is the Life*, a history on hip hop in Los Angeles in the 1990's. Since, DuVernay has been awarded the African-American Film Critics Association award for best screenplay and the Best Director Prize at the Sundance film festival, making her the first African-American woman to receive the award.”



- Guillermo del Toro films

- **Choose TWO: *Pan's Labyrinth*, *The Shape of Water*, OR *Guillermo del Toro's Pinocchio***

Bio: “Guillermo del Toro Gómez is a Mexican filmmaker, author, and artist. His work is characterized by a strong connection to fairy tales, Gothicism, and horror often blending the genres, with an effort to infuse visual or poetic beauty in the grotesque. He has a lifelong fascination with monsters, which he considers symbols of great power, and is known for pioneering dark fantasy and celebrating imperfection.”



- Trevor Noah's standup specials

- **Choose TWO: “Afraid of the Dark”, “Son of Patricia”, OR “Where Was I”**

Bio: “Trevor Noah is a South African comedian, writer, producer, political commentator, actor, and television host. His memoir *Born a Crime* details his life growing up in South Africa during Apartheid as the son of a Xhosa mother and Swiss father. He was the host of *The Daily Show*, an American late-night talk show and satirical news program on Comedy Central, and named ‘one of the hundred most influential people in the world’ in 2018 by *Time* magazine.”



- Chimamanda Adichie Articles & TED Talks

- **Choose TWO articles & TWO speech/TED Talks**

Bio: “Chimamanda Ngozi Adichie is a Nigerian author. She has written five novels, two collections of short stories, one memoir, and many articles and short stories for many newspapers, magazines, and periodicals. Adichie is also a renowned public speaker, best known for her TED Talk ‘The Danger of a Single Story’. She is widely regarded as a central figure in postcolonial feminist literature.”



- Amy Tan Essays & TED Talks

- **Choose TWO essays & TWO speech/TED Talks**

Bio: “Since Tan’s first novel *The Joy Luck Club* captured readers’ imaginations in 1989, she has devoted herself to telling stories—stories of relationships, immigrants, generations, memories, and places in time. Tan bravely explores experiences of heritage, memories, and poignant struggles, making sense of the present through the past, and adds ground-breaking narrative to the diverse sweep of American life and literature.”



Writing Assignment:

You will pre-write for this writing assignment and bring notes/ideas with you to write the first week of class next school year.

Take notes planning to respond to TWO of these questions:

1. In his autobiography, Douglass describes two different kinds of freedom: while *legal* freedom can be given or taken away by the government (or an institution), *personal* freedom is something that comes from within. Compare and contrast how Douglass and your chosen author represent the distinction between legal and personal freedom?
2. Frederick Douglass believed that all people are created equal. He also believed, however, that we aren't just born free: we have to free *ourselves*. In order to be truly free, Douglass pursues education. What does Douglass convey about the nature of education? How does your chosen author explore this same theme of the value of education?
3. What is Douglass's perspective on religion, both as an institution and as personal spirituality? Does his disclaimer in the appendix challenge the narrative, or just offer a guide to interpreting it? How do his views on religion compare to the views of your chosen author?
4. Compare Douglass's depiction of the struggle of African Americans in America with the works of your chosen author. In what ways can Douglass's influence be seen in these more modern works? Do their perspectives on American life differ from one another and how so?
5. How do Douglass and your chosen author connect violence and power in their respective narratives (either as a means for oppression, like with Aunt Hester in Chapter I, or as a means for self-empowerment, like with Covey in Chapter X)?
6. The underlying assumption and philosophy of Douglass' *Narrative* is that humans can (and must) create their own destiny. Compare and contrast Douglass' philosophy on destiny and fate with your chosen author's.

In Class 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>