

Advanced English IV Summer Reading 2024

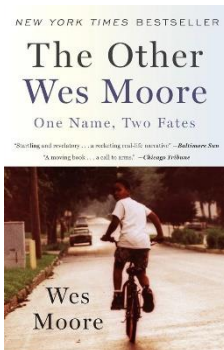
Dear rising senior,

Welcome to senior English! Summer reading is great for keeping your reading and reflective skills sharp. And *The Other Wes Moore* isn't *just* summer reading; it's the first of many texts we will refer to routinely as part of this class. Apart from just finishing your summer reading, please prepare well to carry this novel with you every step of the way. It's a good read and a great start!

This year English will be very different from your previous three years, as soon you will be leaving us and going on to greater endeavors. Therefore, my energy will be focused on preparing you for college writing. I am hopeful that you will find class to be not only academically challenging, but also personally enriching, as all really wonderful classes are.

Please remember that if you make a levels change, you will need to check the assignment for your new class. Although most seniors will be reading the same book, there are some differences in the readings and assignments for other classes. If you need to reach me over the summer, send me an email at my Assumption address: colleen.murphy@ahsrockets.org. I'll be delighted to discuss our class or our reading!

Sincerely,
Dr. Murphy



The Book

The Other Wes Moore is a nonfiction book published in 2010. It tells the story of two boys who share the same name and are raised in similar backgrounds, yet they both end up with completely different lives. This book shares the story of a generation of boys trying to find their way in a challenging and, at times, hostile world.

Reading Expectations

As seniors, you know well by now that reading is an active affair. We don't just read to comprehend; we read to respond, connect, discover, and change. To help you enhance your enjoyment of the novel—and prepare for our eventual discussions and assessments—you will need to complete the assignment described on the back of this letter.

The Assignment

Buy and read the book. As you read, annotate the book. Annotate your book for each of the themes listed below. This means you will need to:

- **Highlight quotes** or passages related to the themes.
- **Write questions** about the book in the margins of the text.
- **Summarize plot points** at the end of each chapter.
- **Make outside connections** with personal experiences, historical events, or other books, and jot them down in the margins or on Post-It notes which you place in the book near the connections.

Create a response journal. When you are finished reading and annotating, create a response journal in which you type an entry for each of the following themes in the book:

- Fate vs. Choice
- Family
- Identity
- Justice

Directions for journal entries:

- For each theme, provide one example (a direct quote for each example) and a 5-7 sentence commentary that explains the significance of each quote with your thoughts, connections, and reflections. Do NOT merely summarize the quote.
- A quote can only be used ONCE.
- Put your quotations in MLA format
 - Example: "This is my example quotation for the response notebook" (3).

Please follow the directions and be thorough and thoughtful when writing your commentary. Writing, grammar, and proofreading matter!

Assessment:

Annotations (checked for completion) / 20 points MINOR

Response Journal Entries (submitted via Teams) / 80 points MAJOR

- Four entries total, one for each of the themes listed
- Each entry has one quotation in correct MLA format
- Writer gives a 5-7 sentence commentary for each quote point
- Entries are well-written and carefully proofread

Socratic Discussion (on the second day of class) / 20 points MAJOR

The **response journal** will be due to Teams on the **first day** of class. Please be prepared to bring your book to school on the first and second day of class, as I will be checking annotations on those days. The **Socratic discussion** will take place on our **second day** of class.