

12th Grade Summer Reading 2018

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Note to Parents

One of our district's primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for students to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading a thought-provoking and enjoyable book. This year, each high school student is required to read at least one book, choosing from a list of three options. Furthermore, all 12th grade Advanced Placement students will read an additional title and complete the note-taking assignment.

While reading and taking notes, students should keep the 12th grade theme of Social Justice and the guiding questions in mind. These texts were selected to provide a common foundation and reference for all rising seniors. Students will be expected to write and speak about the text in September. Thank you for encouraging your child's reading. We look forward to building on the foundation you have helped establish during the summer.

Hunger of Memory: The Education of Richard Rodriguez by Richard Rodriguez: *Hunger of Memory* is the story of Mexican-American Richard Rodriguez, who begins his schooling in California, knowing just 50 words of English, and concludes his university studies in the stately quiet of the reading room of the British Museum. Here is the poignant journey of a "minority student" who pays the cost of his social assimilation and academic success with a painful alienation — from his past, his parents, his culture — and so describes the high price of "making it" in middle-class America. Provocative in its positions on affirmative action and bilingual education, this story is a profound study of the importance of language ... and the moving, intimate portrait of a boy struggling to become a man.

The Namesake by Jhumpa Lahiri: *The Namesake* takes the Ganguli family from their tradition-bound life in Calcutta through their fraught transformation into Americans. On the heels of an arranged wedding, Ashoke and Ashima Ganguli settle in Massachusetts, where Ashoke does his best to adapt while his wife pines for home. When their son, Gogol, is born, the task of naming him betrays their hope of respecting old ways in a new world. And we watch as Gogol stumbles along the first-generation path, strewn with conflicting loyalties, comic detours, and wrenching love affairs. With empathy and penetrating insight, Lahiri explores the expectations bestowed on us by our parents and the means by which we come to define who we are.

One Flew Over the Cuckoo's Nest by Ken Kesey: The novel tells the unforgettable story of a mental ward and its inhabitants, especially tyrannical Big Nurse Ratched and Randle Patrick McMurphy, the brawling, fun-loving new inmate who resolves to oppose her. We see the story through the eyes of Chief Bromden, the seemingly mute half-Indian patient who witnesses and understands McMurphy's heroic attempt to do battle with the powers that keep them all imprisoned.

Required for Advanced Placement Level

In addition to selecting a text from the above list, all 12th Grade Advanced Placement students are required to read *Heart of Darkness* and take notes on the thematic questions. Students should be prepared to speak and write about this text as it will be the first in-depth text study of the course.

Heart of Darkness by Joseph Conrad: The tale concerns Marlow's journey up the Congo River, on behalf of a Belgian trading company. Far upriver, he encounters the mysterious Kurtz, an ivory trader who exercises a powerful influence over the inhabitants of the region. Both repelled and fascinated by the man, Marlow is brought face to face with the corruption and despair that Conrad saw at the heart of human existence. In its combination of narrative and symbolic power, masterly character study and acute psychological penetration, *Heart of Darkness* ranks as a landmark of modern fiction.

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12th Grade Theme: Social Justice

Guiding Questions

- Can literature serve as a vehicle for social change?
- When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?
- Is it ever necessary to question the status quo?
- Do we have choices concerning fairness and justice?

Directions: The book you have chosen to read this summer will help you to learn about Social Justice. As you read, consider the theme and guiding questions above and record your thoughts. You are responsible for identifying and recording textual evidence, as well as reflecting upon and analyzing how the evidence relates to the theme. In September, you will use these notes to write and speak about the text in class and submit them to your teacher for a grade. You may choose from any of the note-taking options listed below, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text. Be sure to include notes from the beginning, middle and end of the text.
- Notes must include textual evidence (include page number) and your thoughts, analysis, interpretation, and/or questions.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to use in class by the second day of school.

Note-Taking Options and Rubric

- 1. Dialectical Journal (Two Column Notes):** Using a two-column format, engage in a written dialogue with the text as you read. In the left-hand column, write the important text. In the right-hand column, respond to the text. This is where you can include reflections, analyses and explanations of how the text connects to the thematic questions.
- 2. In-Text Annotations:** For in-text annotations, you will need to have a physical copy of the book. Record your notes *directly* in the book or on post-it notes, reflecting how the text connects to the guiding questions. You will need to bring the book and your notes in September.
- 3. Outline:** Create a structured outline focused on the theme and supported with textual evidence. It may be helpful to organize it based on the plot or by guiding questions.
- 4. Mind Mapping:** Create a visual representation of text, important characters or plot episodes that connect to the guiding questions. Use lines, arrows, bubbles and/or sketches to link notes to the theme.

Score Points	4	2	0
Description	Notes are thorough and reflective, and appear to cover the full length of the text.	Notes are somewhat thorough and reflective, and appear to cover some of the text.	Student did not complete or submit notes.

You can find the books at these locations:
Cherry Hill Public Library • www.chplnj.org
856-667-0300

Barnes & Noble • www.barnesandnoble.com
Cherry Hill – 856-486-1492
Marlton – 856-596-7058
Moorestown – 856-608-1622

For more resources, visit the following sites:
www.chclc.org (under the Academics tab)

TeachingBooks.net <https://www.teachingbooks.net/qly9mpb>

Username: chclc
Password: books

