

# 12<sup>th</sup> Grade Summer Reading 2019

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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 four 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 for Memory: The Education of Richard Rodriguez* by Richard Rodriguez:**

Mexican-American Richard Rodriguez began his schooling knowing just 50 words of English, and concluding his university studies in the quiet of the reading room of the British Museum. Here is the journey of a "minority student" who pays the cost of his social assimilation 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 intimate portrait of a boy struggling to become a man.

### ***This I Believe: The Personal Philosophies of Remarkable Men and Women* by Jay Allison:**

A collection of essays exploring the personal beliefs of a diverse assortment of contributors, both famous and unknown, who reflect on their faith, the evolution of their beliefs, and how they express them. The result is a stirring and provocative trip inside the minds and hearts of a group of people whose beliefs and the incredibly varied ways in which they choose to express them reveal the American spirit at its best.

***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 battle with the powers that keep them all imprisoned.

### ***The Immortal Life of Henrietta Lacks* by Rebecca Skloot:**

Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge—became one of the most

important tools in medicine. Skloot tells a riveting story of the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew. It's a story inextricably connected to the dark history of experimentation on African Americans, the birth of bioethics, and the legal battles over whether we control the stuff we're made of.

## **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 *1984* by George Orwell 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.

***1984* by George Orwell:** The title derived by reversing the last digits of the year of its completion—is a dystopian novel depicting an oligarchical, collectivist society. Winston Smith, the protagonist, practices "thoughtcrime"—he lets his mind wander in ways the government would disapprove of—and it is through him that we discover the atrocities of the society. But as he starts to think for himself, Winston can't escape the fact that Big Brother is always watching...

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## 12<sup>th</sup> Grade Thematic Topic: 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 thematic topic 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](http://www.chplnj.org)  
856-667-0300

**Barnes & Noble** • [www.barnesandnoble.com](http://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](http://www.chclc.org) (under the Academics tab)

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

Username: chclc  
Password: books

