



Booker T. Washington High School and the High School for the Engineering Professions

2019 11th-12th Grade Summer Reading Assignment (Due September 13, 2019)

Once again, this year Booker T. Washington High School will continue its literacy initiative by requiring all students to read at least two books as part of their Summer reading. In addition to the required reading, students will also be responsible for completing a project that reflects their knowledge of the books. During the first three weeks of school, English teachers will assess the projects and give student a grade. Summer reading should be fun and enjoyable. The chosen texts have been highly recommended by students and teachers from across the country.

11 th Grade Summer Reading List	12 th Grade Summer Reading List
<i>A Death in the Family</i> - James Agee	<i>The Things They Carried</i> – Tim O’Brien
<i>I Know Why the Caged Bird Sings</i> - Maya Angelou	<i>The Adventures of Huckleberry Finn</i> – Mark Twain
<i>Seize the Day</i> – Saul Bellow	<i>Lord of the Flies</i> – William Golding
<i>In Cold Blood</i> – Truman Capote	<i>A Man for All Seasons</i> – Robert Bolt
<i>Dune</i> – Frank Herbert	<i>The Joy Luck Club</i> – Amy Tan
<i>The Handmaid’s Tale</i> – Margaret Atwood	<i>As I Lay Dying</i> – William Faulkner
<i>An America Tragedy</i> – Theodore Dreiser	<i>The Red Badge of Courage</i> – Stephen Crane
<i>Invisible Man</i> – Ralph Ellison	<i>Unwind</i> – Neal Shusterman
<i>The Secret Life of Bees</i> – Sue Monk Kid	<i>The Chocolate War</i> – Robert Comier

Assignment 1: Reading Journals

While reading, compose a “Reader’s Journal” chronicling your thoughts about the selected about the selected book. Journal entry frequency may vary, but remember the number of journal entries should be no fewer than ten (10) and they must be made each time the student reads in order to record reactions to the text while their thoughts are fresh. Journal entries should reflect honest reactions to text, record relevant quotations from the book, and include some essential questions. The English Department has a list of possible questions, but you are not limited to them.



Do not worry about grammar or organization as you write these; just try to think and show evidence of your thought as you respond to what you read. Please write in paragraphs rather than bulleted lists.

There are no right or wrong answers for these, so take some intellectual risks and be honest. Write about what you like or dislike, what confuses you, or anything that is unusual to you. Make predictions about what might happen later. Relate your own experiences that connect with plot, characters, or setting.

If you are stuck for ideas in your reading journals, consider using one or more of the following sentence starters.

Possible sentence lead-ins:

- ❖ I wonder what this means...
- ❖ I really don't understand this part because...
- ❖ I really like/dislike this idea because...
- ❖ This character reminds me of...
- ❖ I think the setting here is important because...
- ❖ This scene reminds me of a similar scene in...
- ❖ This section makes me think about/because...
- ❖ The character I most admire is _____ because...
- ❖ If I were (name of character) at this point, I would...
- ❖ I think the relationship between _____ and _____ is interesting because...
- ❖ I like/dislike this work because...

Assignment 2: Book Talk

Each student will select one book from their grade level summer reading list and do a book talk. Book talk is a prepared introduction to a book to elementary, middle, or high school students. It most closely resembles a movie trailer, where the booktaker gives the audience a glimpse of the setting, the characters, and the major conflict. In addition, the booktaker usually reads a passage from the book. Throughout the presentation, the resolution is *never* addressed because the purpose is to entice students to read the book. Book talks are commonly used to get a reader



interested in a book or to recommend similar books. Students may dress as a character and/or bring props to assist in their presentation. A book talk is like a commercial for the book.

Book Talk

Choose a book you read this trimester to share with the class. This is an oral presentation and you will be evaluated on content and delivery (see rubric for more specifics).

REQUIREMENTS:

Summary of the book (without ending or other surprises/twists), include:

- ❖ Setting – where & when and how you know
- ❖ Main character(s) – description that includes physical and personality info
- ❖ Conflict – what was the main problem and what type of conflict is it
- ❖ Plot – summary of the idea of the book without giving away too much info
- ❖ Point of view – who's telling the story and is it 1st person, 3rd person omniscient or limited omniscient
- ❖ Genre – action/adventure, fantasy, science fiction, realistic fiction, romance, mystery/suspense, historical fiction, biography, autobiography, informational

Review includes:

- ❖ Rating of book
- ❖ Explanation of rating (why you gave it the score you did)
- ❖ Who would be most likely to enjoy or not enjoy reading this book

Visual Aid

This is something **you create** to give the class an image of your book. It should help your classmates learn about the book you are sharing. Some possibilities are a PowerPoint, Prezi, collage, or a large book cover of your own design. There are other options too. Be creative. This part will be evaluated on neatness, visual appeal, and relationship to what you share in your talk.

Steps: (Check off each one as you complete it.)

- _____ Choose a book
- _____ Write down your ideas for each part of the requirements listed above
- _____ Create on your visual aid
- _____ Practice your talk
- _____ Check to make sure you've included all the requirements and evaluate yourself on the rubric to see if there's anything you want to add or revise.
- _____ Practice, practice, practice



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Oral Presentation Rubric : Book Talk

Student Name: _____

CATEGORY	4	3	2	1
Content	Thoroughly shares all required elements.	Shares all required elements.	Missing one or more of the required elements.	Missing much of the required content.
Speaks Clearly	Speaks clearly, distinctly, and loud enough for all to hear all the time, and mispronounces no words.	Speaks clearly, distinctly, and loud enough for all to hear most of the time or all the time, but mispronounces 1-2 words.	Speaks clearly, distinctly, and loud enough for all to hear most of the time, but also mispronounces 2-4 words.	Often mumbles or cannot be understood OR mispronounces multiple important words.
Enthusiasm & Eye Contact	Facial expressions, eye contact and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions, eye contact and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Some effort is made to show enthusiasm in facial expressions, eye contact, and body language.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Visual Aid	Excellent visual aid that connects well with information being presented. The aid is neat and visually appealing.	Visual aid connects with information being presented and is neat and fairly visually appealing.	Visual aid does not have a strong connection with information being presented and/or lacks neatness or visual appeal.	There is no visual aid.
Listens to Other Presentations	Listens intently to everyone's presentations. Does not make distracting noises or movements.	Usually listens intently but may not concentrate fully, does not make distracting noises or movements.	Sometimes does not appear to be listening or is slightly distracting 1-2 times.	Sometimes does not appear to be listening and has distracting noises or movements.