

English II PIB Summer Reading Options & Assignments

You will have the option between the following novels, so please read the descriptions carefully to see which you'd prefer. You may buy your novel at the school store or a book provider of your choice.

BOOK CHOICES:

- *Fahrenheit 451* by Ray Bradbury - In Bradbury's classic, frightening vision of the future, firemen don't put out fires-- they start them in order to burn books. Guy Montag is a book-burning fireman undergoing a crisis of faith. His wife spends all day with her television "family," imploring Montag to work harder so that they can afford a fourth TV wall. Their dull, empty life sharply contrasts with that of his next-door neighbor Clarisse, a young girl thrilled by the ideas in books, and more interested in what she can see in the world around her than in the mindless chatter of the tube. Bradbury--the author of more than 500 short stories, novels, plays, and poems, including *The Martian Chronicles* and *The Illustrated Man*--is the winner of many awards, including the Grand Master Award from the Science Fiction Writers of America.
- *In Cold Blood* by Truman Capote - On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder and the investigation that led to the capture, trial, and execution of the killers, he generates both mesmerizing suspense and astonishing empathy. *In Cold Blood* is a work that transcends its moment, yielding poignant insights into the nature of American violence.
- *Maus* by Art Spiegelman - *Maus* is a graphic novel by American cartoonist Art Spiegelman, serialized from 1980 to 1991. It depicts Spiegelman interviewing his father about his experiences as a Polish Jew and Holocaust survivor. The work employs postmodern techniques and represents Jews as mice and other Germans and Poles as cats and pigs. Critics have classified *Maus* as memoir, biography, history, fiction, autobiography, or a mix of genres. In 1992 it became the first graphic novel to win a Pulitzer Prize.
- *The Kite Runner* by Khaled Hosseini - The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father's servant, caught in the tragic sweep of history, *The Kite Runner* transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies. Since its publication in 2003 *Kite Runner* has become a beloved, one-of-a-kind classic of contemporary literature, touching millions of readers, and launching the career of one of America's most treasured writers.

ASSIGNMENT:

In addition to choosing which novel you'd prefer to read, you also have the choice between the following assignments to display your learned knowledge from the work. Think carefully about where your talents and analysis of the novel can best be portrayed. This assignment is to be worked on independently, and any evidence of outside sources or collaboration with peers will result in a failing grade and disciplinary action. All assignments will be due the first week of school.

1. **Newspaper articles:** Using your imagination and staying true to the ideas presented within the novel, come up with a newspaper. Create an original title for the newspaper, your articles, and the stories you report on. You will need to have at least 5 articles of substantial length (around 300 words per article), so try your best with this. You will need to turn in a digital copy of your article onto turnitin.com, which will be set up the first week of class.
2. **Diary entry:** Writing from the perspective of your chosen character from the novel, write 5 diary entries in their voice, approximately 300 words per entry. Truly capture the character's thoughts and ideas and get inside of their head. What would they say? What would their reactions to something be? What are their deepest thoughts? Plot summaries are *not* acceptable. Get creative!
3. **Alternative ending:** Not satisfied with how your novel ended? How would *you* have ended it instead? Put your creative thoughts into an additional chapter/alternative ending. Continue writing in the similar style as the author and make sure that your ending is still plausible and rings true to the intentions of the novel. You will turn this into turnitin.com and it should be no less than 1500 words.

Everyone's reading tastes and learning styles are different, so use these options to your advantage. Additional assessments over the summer reading will continue into the first cycle of the semester, so skipping out on the summer reading will not set you off on a good start. There will be a research paper over your chosen novel the first cycle of the semester, so be prepared for that. Start reading! ☺

Criterion A: Analyzing Summer Assignment

Students should be able to:

- i. analyze the content, context, language, structure, technique and style of text(s) and the relationship among texts

MYP Achievement Level	100-point scale conversion	MYP Achievement Level Descriptor
0	0	The student does not reach a standard described by any of the descriptors below.
1	50	The student: <ol style="list-style-type: none"> i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator's choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
2	60	
3	70	The student: <ol style="list-style-type: none"> i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator's choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.
4	75	
5	80	The student: <ol style="list-style-type: none"> i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts.
6	86	
7	93	The student: <ol style="list-style-type: none"> i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts.
8	100	

Criterion C: Producing Text Summer Assignment

Students should be able to:

(iii). select relevant details and examples to develop ideas.

MYP Achievement Level	100-point scale conversion	MYP Achievement Level Descriptor
0	0	The student does not reach a standard described by any of the descriptors below.
1	50	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to develop ideas.
2	60	
3	70	
4	75	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience iii. selects some relevant details and examples to develop ideas.
5	80	
6	86	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to develop ideas.
7	93	
8	100	The student: <ol style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects extensive relevant details and examples to develop ideas with precision.