

Dear Students and Parents,

Welcome to Honors English II! Students, we are so glad you've decided to challenge yourself this year, and we look forward to partnering with you and your families on this journey.

A primary purpose of Honors English II is to challenge you in ways that help you grow academically, socially, and emotionally in preparation for future college level coursework.

The content of this summer assignment has been inspired and developed by WKHS's AP/IB Vertical Team which consists of a dedicated group of Honors, AP, and IB English and Social Studies teachers who have met on a regular basis over the past four years in the effort to answer the question: How can 9th and 10th grade Honors English courses best support students who are taking, or plan to take courses such as AP United States History, AP United States Government, AP Language and Composition, AP Literature and Composition, and IB Literature Years 1 and 2? It has been an exciting and productive collaboration that has confirmed the validity and value of much of what we have done in the past (much will stay the same), but also has produced some new ideas. One of the differences has been to make a concerted effort to avoid "overload" for the students who have, at our recommendation, ambitiously chosen to take both Honors English II and AP US in their sophomore year. You will find that we have begun to implement this strategy right here in summer assignments.

We've put a lot of thought into these summer reading assignments. We hope you enjoy them and learn a lot from them.

Sincerely,

The WKHS Honors/AP/IB Vertical Team for English and Social Studies:

Josie Stubenrauch, Marly Hittepole, Sandra K-Horn,
Paul Chidester

Honors English 2

Part 1: Summer Reads

Obtain ***Fire in the Ashes*** and one of the choice books. Read them closely and in their entirety. Online summaries and study guides will not provide you with the kind of close, detailed reading that will be required of you in order to participate successfully during in-class discussions, book tests (which will be graded) and on the corresponding written assignment (also graded).

We recommend you purchase your own copies of both books, so that you can write in them and have them for your use in the fall when you will need them again. You are required to bring your books to class. We recommend shopping for inexpensive copies on Amazon and/or half.com. Or you could go to Half Price Books. Please let us know right away if you have difficulty obtaining these books.

Required:

1. ***Fire in the Ashes*** by Jonathon Kozol (nonfiction) required.

Choice between:

2. *The Glass Castle* by Jeannette Walls (memoir)
3. *Hillbilly Elegy* by J. D. Vance (memoir)

Please read the assignment carefully, and put the following due dates in your personal calendars. Failure to complete summer work is no longer an acceptable reason to drop the course. Students who choose to drop the course after the drop date will carry with them the grade for the summer assignments. If you have questions or need clarification about any part of this assignment, please don't hesitate to contact Sandra K-Horn at skhorn@wscloud.org or Marly Hittepole at mhittepole@wscloud.org.

Part 2: As you read Kozol's *Fire in the Ashes* and your choice memoir, think about the following attitudes that middle class people often express about the poor. Evaluate to what extent your readings this summer reveal them to be true. Ask yourself: *How do these texts refute (challenge) these stereotypes; how do these texts reinforce them?*

As you read, find compelling evidence in the form of examples and quotations that refute/support these stereotypes. Type out your textual evidence in an organized way. Be sure to keep track of page numbers using **parenthetical documentation**, put **quotation marks** around passages you lift word for word, and to identify whether your passage **supports or refutes** each statement. For a further resource see: <https://owl.english.purdue.edu/owl/resource/747/03/> . You must have **20 pieces of textual evidence** total, and you must have at least **one piece of evidence for each of the seven statements**. As you assemble your list of evidence, you must **draw evenly from both texts**, and you must **draw evenly from within each text** as a whole. Quotation gathering should reflect a full reading of each text.

A fully edited, organized, and typed copy is due at the beginning of class on the first day of school. This document will assist you in class discussion and in writing a mini-synthesis paper on the topic of poverty in quarter 1. **Failure to read the required texts and/or failure to complete this assignment will result in an automatic 0 and a mandatory parent conference to discuss whether your placement in this honors course is appropriate for you. 50 points.**

1. "Poor people are poor because they are lazy."
2. "Poor people are poor because they are bad at budgeting."
3. "It's one thing to be poor, but there's no excuse for being dirty."
4. "Some kids are just born bad."
5. "Kids who are on the street/ in trouble with the law are that way because their parents don't care about them."
6. "In America, everyone is provided with a free public education; in order to live the American dream, all they have to do is take advantage of it."
7. "Nothing can be done to help the poor. They have to learn to help themselves."

After you have completed your reading and Part 2, please sign the following:

I certify that no unauthorized assistance has been received or given in the completion of this work. All work is my own. I have not used any website or outside source to read the books or create my outline. If plagiarism is discovered, I understand it could result in a zero for the assignment. Due the first day of school.

Print name _____

Signature _____