Grand Terrace High School

Honors English II

Summer Reading Assignment for the 2018-2019 School Year

If you have any questions in regards to the summer reading, please contact one of the Honors II teachers below:

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Dear Future Honors Student,

We are delighted to welcome you to Honors English II for the 2017-2018 school year.

The purpose of the Honors English II course is to prepare you for the demanding rigor of future AP English courses.

In order to prepare for the upcoming year, you will need to read the assigned texts and complete the assignments for each work. It is expected that you will have the readings and assignments completed by the first day of school. Below is information on the selected text and assignment.

Your work needs to be typed. You will have access to your CJUSD Google account for most of the summer (passwords will be changed in late July). We suggest creating the assignments and starting them in your CJUSD Google and then sharing with your personal account so that you can continue to access them when passwords change.

Read the following works:

1. *Bless Me, Ultima* by Rudolfo Anaya
2. A non-fiction work of your choice from the attached list

The works listed have been approved by the Colton Joint Unified School Board and the California Department of Education. You may borrow or purchase the literature to read, but we recommend that you purchase it in order to annotate as you read. Your annotations will help you complete the assignments.

Most of the works are available from the San Bernardino County Library. Instructions for obtaining a library card can be found on the San Bernardino County Library’s website - [http://www.sbclib.org](http://www.sbclib.org). You can also order the work from Amazon or Barnes and Noble. However, please be aware that if you are not downloading the works onto an e-reader such as a Nook or Kindle, it may take up to a month for the text to arrive.
Complete the following assignments:

1. Write Text To/Text Connections responses for *Bless Me, Ultima* by Rudolfo Anaya
2. Write a Text To/Text Connections responses for your chosen non-fiction work

Requirements

- Typed using MLA format. The MLA format is the following:
  - Times New Roman font
  - 12 pitch, 1 inch margins
  - Line Spacing is Double Spaced
  - Proper MLA Heading, which is to be on the Top Left:
    - Name
    - Date
    - Teacher
    - Class
    - Period

Text To/Text Connections Responses

- You will have 4 responses: Text to *Self*, Text to *Text*, Text to *World*, and Text to *Itself*

Each responses needs to:

- be written in paragraph format (8 or more sentences)
- clearly labeled with the type of response/connection
- provide textual evidence using MLA citation style

1. **Text To Self** *(This is the most basic connection a person can make.)*
   - Explain, in detail, the personal connections you made to this text.
   - Think about these questions as you formulate your response:
     - How do you relate to this event from the text?
     - What does this text remind you of in your own life?
     - What is similar from the text to something in your own life?
     - How is something from the text different from your own life?
     - Has something like this ever happened to me?
     - How does this relate to my own life?

2. **Text to Text** *(This connection is a fundamental characteristic of a culturally literate person.)*
   - Explain, in detail, the connections you see between this text and one other text that you have read (other texts that you can connect the text to include movies, music, and art; however, it must have literary/artistic merit so if
you choose something “childish,” you must be able to defend its literary or artistic merit).

- Think about these questions as you formulate your response:
  - How is this text similar to other texts that you have read?
  - How is this text different from other texts that you have read?
  - What does this text remind you of in another text that you have read?
  - Have I read something like this before?

3. **Text to World** *(These connections help develop a mature perspective and awareness of the world.)*
   - Explain, in detail, the connections that you see between this text and the world around you.
   - Think about these questions as you formulate your response:
     - What does this remind you of in the real world?
     - How is this text similar to things that have happened or are happening?
     - How is this text different from things that have happened or are happening?
     - How did a specific part or the entire work relate to the world around you?

4. **Text to Itself** *(These connections are the ones most relevant for success in an AP English course.)*
   - Explain, in detail, the connections you see within this text, particularly how the text’s major stylistic features connect to the meaning (theme or claim) of the work as a whole.
   - Think about these questions as you formulate your response:
     - What stylistic features does the author use to support his or her theme or claim?
     - How are the characters similar? Different?
     - What similarities do you see between the chapters?
     - How is the structure of the text meaningful?

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**Non-Fiction Works** *(you must choose one of these as your non-fiction text)*

- **“I Will Fight No More Forever”: Chief Joseph and the Nez Perce War** by Merrill D. Beal
- **America Dreaming: How Youth Changed America in the 60s** by Laban Carrick Hill
- **Mao’s Last Dancer** by Li Cunxin
- *Why Some Like It Hot: Food, Genes, and Cultural Diversity* by Gary Paul Nabhan
- *Chief Joseph and the Flight of the Nez Perce: The Untold Story of an American Tragedy* by Kent Nerburn
- *When I Was Puerto Rican: A Memoir* by Esmeralda Santiago
- *Failure is Impossible: Susan B. Anthony in Her Own Words* by Lynn Sherr
- *The Good, the Bad, and the Barbie: A Doll’s History and Her Impact on Us* by Tanya Lee Stone
- *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Jacqueline L. Tobin and Raymond G. Dobard
- *Not for Ourselves Alone: The Story of Elizabeth Cady Stanton and Susan B. Anthony* by Geoffrey C. Ward and Ken Burns
- *Something to Declare* by Julia Álvarez
- *Between the World and Me* by Ta-Nehisi Coates
- *After Gandhi: One Hundred Years of Nonviolent Resistance* by Anne Silby O’Brien and Perry Edmond O’Brien
- *Frida and Diego: Art, Love, Life* by Catherine Reef
- *The Bookseller of Kabul* by Asne Seierstad
- *America the Beautiful: The Stirring True Story Behind Our Nation’s Favorite Song* by Lynn Sherr
- *I Am Malala* by Malala Yousafzai
- *I Am Nujood: Age 10 and Divorced* by Nujood Ali and Delphine Minoui
- *Thura’s Diary: My Life in Wartime Iraq* by Thura Al-Windawi
- *Daughter of Destiny: An Autobiography* by Benazir Bhutto
- *Because They Marched: The People’s Campaign for Voting Rights That Changed America* by Russell Freedman
- *We Will Not Be Silent: The White Rose Student Resistance Movement That Defied Adolf Hitler* by Russell Freedman
- *The Woman Who Watches Over the World: A Native Memoir* by Linda Hogan
- *Notes from a Small Island* by Bill Bryson
- *The Story of Science: Aristotle Leads the Way* by Joy Hakim
- *Young, Black, and Determined: A Biography of Lorraine Hansberry* by Patricia McKissack and Fredrick McKissick
- *Euclid’s Window: The Story of Geometry from Parallel Lines to Hyperspace* by Leonard Mlodinow
- *My Beloved World* by Sonia Sotomayor
- *Cartoon Guide to the Environment* by Larry Gonick and Alice Outwater
- *Rocket Boys* by Homer H. Hickman, Jr.
- *World Without Fish* by Mark Kurlansky
- *Braving the Elements* by David Laskin
- *The Omnivore’s Dilemma* by Michael Pollan
➢ *The Radioactive Boy Scout: The Frightening True Story of a Whiz Kid and His Homemade Nuclear Reactor* by Ken Silverstein

➢ *Change in the Weather: People, Weather, and the Science of Climate Change* by William K. Stevens