

# Mount Mercy Academy

## Summer Reading 2024

### SUMMER READING

Students in all grade levels 9-12 will be required to read **one** book from the list provided on page 2 and complete the assignment and requirements listed for their upcoming English course. The books will contain content that relates to some of the Critical Concerns of the Sisters of Mercy.

#### **These Critical Concerns include:**

**Earth:** We believe in the need for sustainability of life, supporting both a lifestyle and legislation that acknowledges everyone's right to water and the need to address climate change.

**Women:** Through our schools, colleges, health-care institutions and spirituality centers, and through our legislative advocacy, we give special attention to women's education, health and spirituality.

**Non-Violence:** We work for peace through prayer, education, personal and communal practices of nonviolence, and legislative advocacy to reduce armed conflicts, gun violence and human rights abuses.

**Immigration:** Believing firmly in the dignity of every person, we work for just and humane immigration laws in the U.S., address policies that push people to flee their countries, and examine the global impact of immigration.

**Racism:** We believe racism is an evil affecting us all. We work to recognize and dismantle institutional racism in order to become an anti-racist multicultural community.

#### **Assignments:**

1. While you are reading, carefully and thoughtfully annotate the text. A specific list of tips to help you with annotations is included on page 5 of this packet. You will receive a grade for your annotations during the first week of school. The rubric for the annotations assignment is included on page 6 of this packet.  
→ ***PLEASE NOTE:*** If you borrow your book from the library and annotate with post-it notes, you **MUST** make arrangements to keep the book until after the first week of school so your annotations can be graded. Notes on a separate sheet of paper will not be accepted and no exceptions will be made.
2. Your English teacher may also choose to give you **additional** readings, writing assignments, and/or assessments based on your careful analysis of your summer reading. Please find the course you will be enrolled in for the 2024-2025 school year beginning on page 3 of this packet to see if there are any additional requirements.

**Please choose ONE of the following selections below, based on the Critical Concerns of the Sisters of Mercy:**

*Please keep in mind that you must choose a selection that you have not previously read.*

**Non-Violence**

*The Book Thief*, by Markus Zusak

Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

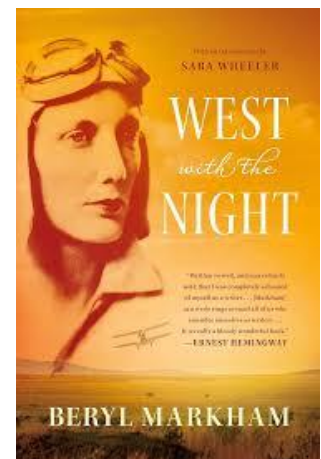
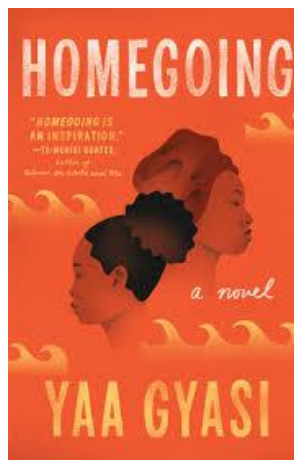
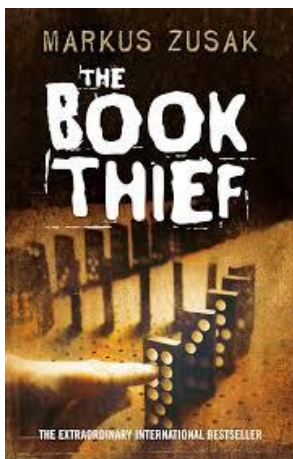
*Homegoing*, by Yaa Gyasi

Spanning three continents and eight generations, Yaa Gyasi's critically acclaimed, debut novel *Homegoing* begins with two Ghanaian sisters in the 18th century who lead parallel, yet divergent lives: one stays in Ghana and becomes a wealthy slave trader's wife; one is sold into slavery and sent to America. The novel follows the lives of their descendants—from Ghana's beaches to the plantations of Mississippi, the American Civil War to Jazz Age Harlem—offering an essential examination of power and privilege, memory and legacy.

**Women**

*West with the Night*, by Beryl Markham

Born Beryl Clutterbuck in the middle of England, she and her father moved to Kenya when she was a girl, and she grew up with a zebra for a pet; horses for friends; baboons, lions, and gazelles for neighbors. She made money by scouting elephants from a tiny plane. And she would spend most of the rest of her life in East Africa as an adventurer, a racehorse trainer, and an aviatrix—she became the first person to fly nonstop from Europe to America, the first woman to fly solo east to west across the Atlantic. Hers was indisputably a life full of adventure and beauty.



*These works explore the many dimensions of human nature, the power of choice and chance, family, the human experience, social justice and injustice, as well as the belief in one's self and the good in others.*

## Additional Course Requirements

### English I

***Please complete the summer reading assignment ONLY.*** In addition to the assignment listed above, you will also receive a grade based on your participation in activities related to the book that will take place during the first week of school.

### English I Honors

***Please complete the summer reading assignment ONLY.*** In addition to the assignment listed above, you will also receive a grade based on your participation in activities related to the book that will take place during the first week of school.

### English II

***Please complete the summer reading assignment ONLY.*** In addition to the assignment listed above, you will also receive a grade based on your participation in activities related to the book that will take place during the first week of school.

### English II Honors

***In addition to the school-wide summer reading assignment,*** please also read *The Sun Also Rises*, by Ernest Hemingway. You will also receive a grade based on your participation in activities related to the book that will take place during the first week of school. Further, please be prepared to write an essay on *The Sun Also Rises*.

### English III

***In addition to the school-wide summer reading assignment,*** please also read *Night*, by Elie Wiesel. You will also receive a grade based on your participation in activities related to the book that will take place during the first week of school. Further, please be prepared to write an essay on *Night*.

### AP English Language

***In addition to the school-wide summer reading assignment,*** please also read *Night*, by Elie Wiesel, and *My Antonia*, by Willa Cather. You will also receive a grade based on your participation in activities related to the book that will take place during the first week of school. Further, please be prepared to write an essay on *Night* and *My Antonia*.

### English IV

***Please complete the summer reading assignment ONLY.*** In addition to the assignment listed above, you will also receive a grade based on your participation in activities related to the book that will take place during the first week of school.

### AP English Literature

***In addition to the school-wide summer reading assignment,*** please also read and annotate the following selections: *Wuthering Heights*, by Emily Brontë, and *Much Ado About Nothing* OR *Macbeth*, by William Shakespeare. During the first two weeks of classes, you will demonstrate your careful reading and thoughtful analysis of the required reading through your annotations of the selections, your composition of an AP-style essay, and analytical activities and discussions that will require you to use your annotations and notes.

# Annotation Tips

The goal of annotating is to create a conversation between yourself and the text you are reading in order to develop a deeper meaning of the material. When you are reading, have a pencil and a highlighter (or multiple highlighters) close by and follow the strategies listed below. Keep in mind that you do not necessarily need to use every strategy on every page of the text.

1. Record keywords, or topics, in the margins whenever you encounter the topic in the text.
2. Make brief notes at the top of the page, or on sticky notes, to mark important plot events. At the end of a section or chapter, write yourself a brief summary of what happened.
3. If you are having difficulty understanding, stop and read again. Sometimes it is helpful to break a difficult passage, or sentence, down into parts, and try to understand it a little at a time. It is okay to do this. Good readers do it all the time. You may want to use a sticky note or the margin to write down your interpretation of the difficult text.
4. Use check marks, asterisks, arrows, stars, etc. to mark important items or details. If you highlight, you could use different colors for different literary elements and create a key for your color codes.
5. Circle or highlight words that are unfamiliar or unusual. Try to figure out what the words mean through the way they are used; supplement your guesses by consulting a dictionary.
6. Highlight phrases that describe important characters and places (characterization and setting).
7. Highlight words, images, and details that seem to form a pattern, or motif, throughout the text. These patterns usually will lead the close reader to discover a thematic idea.
8. Mark passages that you think might be symbolic.
9. Highlight the use of figurative language and other literary devices. Look specifically for the common ones (simile, metaphor, allusion) and consider the author's purpose for using that element in the story. It would be a good idea to take some notes in the margin so you will remember what you were thinking.
10. If you get an idea, write it down! It may never occur to you again. If a question pops into your head, write it down in the margin and continue reading to see if you discover the answer.
11. Write notes when you formulate an opinion about a character, setting, or event. Document any inferences you make while reading. Make connections to previous sections of the text. Record your feelings, reactions, and comments with words and/or symbols.
12. Don't highlight/underline/mark everything! If you mark too much, nothing will stand out and you will have defeated the purpose of annotating.

# Annotation Rubric

## **Excellent:** *30 points*

Text has been thoroughly annotated with questions, observations, and reflections of the content as well as the author's writing; variety of topics marked for discussion; variety of literary devices marked. Comments demonstrate analysis and interpretation – thinking goes beyond the surface level of the text. Thoughtful connections are made to other texts, and life experiences. Marginal comments accomplish a great variety of purposes. Consistent markings appear throughout text.

## **Proficient:** *20-25 points*

Text has been annotated reasonably well with questions, observations, and/or reflections of the content, as well as the writing. Comments demonstrate some analysis and interpretation – thinking somewhat beyond the surface level of the text. Attempts at making connections are evident. Marginal comments accomplish a variety of purposes. Some lapses in entries exist; may be sporadic.

## **Adequate:** *10-15 points*

Text has been briefly annotated. Commentary remains mostly at the surface level. The commentary suggests thought in specific sections of the text rather than throughout. There is little or no attempt to make connections.

## **Inadequate:** *0- 5 points*

Text has little to no annotations. The notes do not reveal a close reading of the text.