

Med High English III Language and Composition AP/D

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Med High English III CP

Summer 2019 Reading and Assignment

Dear Scholars,

As you are getting into the swing of summer and needing something “novel” to do, I have just the thing! Before we convene in August, you need to complete the following:

Read and annotate

Unbroken: A World War II Story of Survival, Resilience, and Redemption by Laura Hillenbrand

The Narrative of the Life of Frederick Douglass by Frederick Douglass

When Breath Becomes Air by Paul Kalanithi

Read Only

Just Mercy: A Story of Justice and Redemption by Bryan Stevenson

Watch the following movie: *Twelve Angry Men* (1957)

In order to begin the year with some literature in common and to move at a rate appropriate for a college-level class, it is imperative to complete the summer reading requirements. A good reader interacts with the text, so I expect that you will obtain your own copies of the reading to allow for highlighting and annotating of the selections. Active reading of the texts involves analyzing, interpreting, making connections among your observations, and drawing conclusions about each work’s meaning, value and structure. I will expect to see evidence of this interaction in the form of a richly highlighted/annotated copy of the reading selections with abundant marginal notes. Your notes will serve as the basis for discussion of these texts at the beginning of the class as well as the basis for studying for exams and essay writing.

As you read and reread, look at the author’s use of rhetorical and literary strategies and techniques, and record your reactions. These notations will help you to understand the writer’s ideas and your own thinking about these ideas. You should read deliberately and thoroughly, taking time to understand the work’s complexity, to absorb its richness and meaning, and to analyze how the meaning is embodied in literary form. When you highlight, you are actively engaging with the text. When you annotate, you carry on a conversation with the text in marginal notes. Highlight sparingly; annotate richly! You might, among other things, ask questions, suggest possible parallels with other reading selections or with your own experiences, argue with the writer’s points, comment on the writer’s style, or define unfamiliar concepts. This process of highlighting and annotating is a step towards understanding what you have read

Annotating serves two purposes:

- 1.) To record reactions, questions and understandings,
- 2.) To organize the text for reviewing, studying or writing about it.

While reading, you are presented with a writer's ideas, but you will also bring your own responses and interpretations to what you read. Differences in reactions, however, do not mean that every interpretation is acceptable; a poem, essay or story may not mean whatever a reader wants it to mean. Readers must make sure they are not distorting the writer's words, overlooking significant details, or seeing things in an essay or story that do not exist. It is not important that all readers agree on a particular interpretation of a work. It is important, however, for each reader to develop an interpretation that can be supported by the work itself.

Your annotations should conform to the following guide:

As always, good readers pay attention to (and annotate for):

1. the setting
 - a. in time, (year, season etc)
 - b. narrative time
 - c. in place (country, city, etc)
 - d. mood created by the setting
2. social and historical environment
3. the characters
 - a. who they are and how they relate to the others
 - b. techniques the writer uses to reveal them
4. language:
 - a. unusual words
 - b. words that form patterns with other words - repetitions, contradictions, tension, echoes
 - c. images and patterns of images (figurative language)
 - d. descriptions of visual details (imagery)
 - e. allusions; ironic statements; symbols; paradoxical statements