2021-22 Western Tech Summer and First Quarter Reading

As newspapers around the world craft their stories, and as politicians tweet their ideas or offer their speeches, or even as movies offer up their heroic narratives, it remains vital that we be able to read critically, thoughtfully, and deeply.

For this year’s summer reading, we are providing you a list of recommended texts—these are a mix of novels generally approved by BCPS, and texts (some fiction, some nonfiction) that are recommended by teachers around the building.

Please select **at least one** of these works to read, for their commentary on the human condition, or for their ability to tell a truth that isn’t widely heard. Some of these are “classics” of literature that we may read again in high school; some of these are more modern works commenting on current events, identity, and long-standing tensions in society. We hope you read something that illuminates and challenges you!

Once you have selected a book, please read it purposefully and thoughtfully. Take notes! Use post-its! Keep a journal! Assessments will require making a claim and using textual evidence from the book, so you will want to mark passages that might be good to use.

As you read, select one of the following assessment choices to complete. You will be allowed to use the text and your notes. You will turn in your choice of assessment project, and then you will give a short presentation to your class about your choice of project.

This is a minor summative grade worth 40 points. You should complete your chosen assessment before Late Spetember so that you are prepared to present your work in class the first week of October.

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| **Assessment Choice A**: Create a “Book trailer”: 2-3 minute video pitching your book to other students. In your trailer, make a claim about theme, meaning, or quality of the text, and/or analyze theme, plot, conflict, or character development throughout the text, using quotations and examples to support your claim. | **Assessment Choice B**: “Ted Talk”: Write a script or notes in which you analyze the development and change in a character or theme in your book, and then offer a recommendation to the class – why should / should not your peers read it? | **Assessment Choice C:** A text analysis and review: why does this book matter? Identify an important literary element in the text, such as setting, style, characterization, or other features. Describe the importance of that element to the meaning of the text, and briefly explain why this is an important book to read. | **Assessment Choice D**: Graphic Novel/Comic/Storyboard / Dramatic re-telling of the text.  Create a visual representation of several key moments in the text. You can use a comics generator to create a storyboard, or you can re-enact key scenes alone or with friends. Submit your work as a document or video recording. Be sure that you include multiple important moments from the text. Then include a short analysis that makes a claim about the relationship between the scenes you picked, and the meaning of the work as a whole. |

While we strongly encourage you to read something from the list below, other works of significant literary merit or of high interest to you are certainly recommended as well.

You can find alternative suggested summer reading lists for students and adults in many places, including Baltimore County Public Library, where you can access books for free online; the *New York Times,* *The Washington Post*, Amazon.com, and Western Tech’s Library. Check out Baltimore County Public Library’s “[What to Read Next](https://www.bcpl.info/books-and-more/what-to-read-next.html)” for suggestions, or great books for teens can be found at the [Black Eyed Susans 21-22 Nominees](https://www.livebinders.com/play/play?id=2802981). Want to put current events into context? Interested in anti-racist action and reading? Check out the New York Times “[Anti-Racist Reading list” compiled by American University professor Ibram X Kendi.](https://nyti.ms/2WdkrPQ) The Washington Post includes a list of “[10 Books to Read in June](https://www.washingtonpost.com/entertainment/books/ten-books-to-read-in-june/2020/05/31/3e15cdc6-a365-11ea-bb20-ebf0921f3bbd_story.html)” for a choice of fiction and nonfiction. We will post these links on the school website as well!

Students can use their BCPS student ID to access books via the Baltimore County Public Library. We have compiled a [handy set of directions for accessing Western’s Library and BCPL for you;](https://bcpscloud-my.sharepoint.com/:w:/g/personal/tosborne_bcps_org/Ecf0v_JM-0JDhmP5g8NVdFYB_278Wl9kpdx2LfWskymcUA?e=19c8fI) have your student ID number close.

We look forward to hearing about your summer reading and the ideas you have encountered, and hope you find some good books to read.

Suggested / Recommended Texts

Please read something you’ve never read before!

**Recommended Grade 9 titles**

* *The House on Mango Street* by Sandra Cisneros
* *The Hate U Give,* by Angie Thomas
* *Fahrenheit 451*, by Ray Bradbury (recommended by Ms. Ward)
* *All Quiet on the Western Front*, by Eric Remarque (recommended by Mr. Renaud)
* *One Day in the Life of Ivan Denisovich,* by Aleksandr Solzhenitsyn
* *Of Mice and Men,* by John Steinbeck
* *Hidden Figures,* by Margot Lee Shetterly (suggested by Mr. Streets and Mrs. Woiak)

**Recommended for all grade levels**

***Memoir & Biography***

* *Born a Crime,* by Trevor Noah
* *The Autobiography of Malcolm X,* by Malcolm X and Alex Haley
* *Enrique’s Journey*, by Sonia Nazarian
* *The Immortal Life of Henrietta Lacks*, by Rebecca Skloot
* *Hiroshima*, by John Hersey
* *The Glass Castle*, by Jeannette Winterson
* *Funny in Farsi*, by Firoozeh Dumas
* *Narrative of the Life of Frederick Douglass,* by Frederick Douglass
* *Between the World and Me*, by Ta-Nehisi Coates
* *Educated,* by Tara Westover
* *Becoming,* by Michelle Obama

***General Nonfiction***

* *Outliers,* by Malcolm Gladwell
* *Collected Essays* by James Baldwin (recommended by Mr. Daudelin)
* *Into Thin Air*, by John Krakauer (suggested by Mrs. Woiak)
* *Unbroken,* by Laura Hillenbrand (suggested by Mrs. Woiak)
* *The Distance Between Us* by Reyna Grande
* *Stamped from the Beginning: the Definitive History of Racist Ideas in America*—Ibram X. Kendi

***Fiction and Drama***

* *Siddhartha*, by Herman Hesse
* *1984* by George Orwell
* *Sense and Sensibility* by Jane Austen
* *A Lesson Before Dying* by Ernest J. Gaines
* *The Awakening*, by Kate Chopin
* *The Handmaid’s Tale* by Margaret Atwood
* *Where the Crawdads Sing*, by Delia Owens (recommended by Ms. Gillern)
* *The Curious Incident of the Dog in the Nighttime,* by Mark Haddon (recommended by Ms. Ward)
* *The Absolutely True Diary of A Part-Time Indian*, by Sherman Alexie
* *The Poisonwood Bible*, by Barbara Kingsolver
* *The Kite Runner* or *A Thousand Splendid Suns*, both by Khaled Hosseini
* *Native Speaker*, by Chang-Rae Lee
* *One Hundred Years of Solitude,* by Gabriel Garcia Marquez
* *The God of Small Things*, by Arundthai Roy
* *Orphan Train*, by Christina Baker Kline
* *On Beauty* by Zadie Smith (recommended by Ms. Lewis)
* *A Raisin in the Sun* by Lorraine Hansberry
* *Cyrano de Bergerac* by Edmond Rostand
* *The Joy Luck Club* by Amy Tan
* *Poet X* by Elizabeth Acevedo
* *The Namesake* by Jhumpa Lahiri
* *Zone One* or *Underground Railroad* by Colson Whitehead

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| **Grading and Evaluation: Projects A and D:** | **Grading and Evaluation: Projects B and C:** |
| Makes argumentative/analytic  claim about text \_\_\_\_\_ / 3  Selects effective and varied  evidence for claims/project \_\_\_\_\_ / 5  Implies how ending, falling action,  or resolution are affected \_\_\_\_\_ / 6    Reveals author’s tone or purpose \_\_\_\_\_ / 6  Commentary, analysis, or other  text is effective for audience  understanding \_\_\_\_\_ / 6  Is clearly organized to present  information effectively \_\_\_\_\_ / 4  Avoids mere summary; develops  analysis of theme, meaning,  or artistic quality of text and supports  with multiple examples \_\_\_\_\_ / 5  Polished and revised to avoid  errors in design, meaning,  and conventions of standard English \_\_\_\_\_ / 5    TOTAL \_\_\_\_\_ / 40 | Argumentative thesis about theme,  meaning, or importance of the text \_\_\_\_ / 3  Project evidence is selected  to support thesis \_\_\_\_ / 5  Project evidence and analysis  effectively cover the entire text  and imply how ending, resolution,  or falling action are important \_\_\_\_ / 6  Commentary & analysis effectively  link evidence and thesis for  audience understanding \_\_\_\_ / 6  Project uses multiple textual  references to support each idea  in analysis \_\_\_\_ / 6  Project develops analysis  using effective and accurate  literary terminology such as theme,  characterization, plot elements,  and/or others as needed \_\_\_\_ / 5  Project is clearly organized  and related material is kept together \_\_\_\_ / 4  Project is polished and revised  to avoid errors in design,  meaning, and conventions of  standard English \_\_\_\_ / 5    TOTAL \_\_\_\_\_ / 40 |