



ENG II: Tension in Literature

Summer Reading and Experience List

"Any topic you want to be able to read about is a topic you must become knowledgeable about." ~E.D. Hirsch Jr. and Lisa Hansel

"...what students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content." (Marzano) Building background knowledge both helps students engage with complex texts and ensures that learning sticks. Independently selecting and reading texts, along with engaging in dynamic experiences connected to upcoming topics or themes, builds this important content knowledge. When students head into the school year armed with knowledge about upcoming content, they are better able to access and develop a deeper understanding of complex texts in curriculum.

Tips for Summer Reading

- Encourage active engagement by participating in a local library's [summer reading incentive](#).
- Get your child hooked onto a [great series](#). Entertaining, or suspenseful, series are often the launchpad for a lasting love of reading.
- Reading with your child sets a powerful example and is a great way to connect.
- Take advantage of literacy apps. Interactive, engaging research-based programs can offer additional ways for students to rack up minutes reading.



This compilation of texts and experiences is designed to provide students with guided choices as they engage in independent summer reading. Lists include a range of genres, "reading levels" and types of experiences; students should be encouraged to read texts that are interesting and explore exciting opportunities in DC.

Course Overview

Course Theme

English II is rooted in the idea that stories offer shared experiences that transcend the demographics that oftentimes label us. We will think about how these experiences translate into universal themes that readers can relate to and appreciate. In this course, students will develop their analytical thinking, considering questions like, "How do authors use text structure and stylistic elements to tell their stories, either real or imagined?" They will closely read a variety of texts that highlight diverse voices and perspectives and create a variety of writing along with experience a research-simulation that supports their exploration in critical consciousness and informed social action. By the end of the year, students will be able to employ multiple techniques, genres, and types of writing to communicate their ideas and tell their own stories



SOCIAL & EMOTIONAL LEARNING

Unit 1: The Life I Choose

What factors determine and influence individual success?

Unit 2: Honoring the Past

How can we prevent future atrocities through acknowledging and remembering the events of our past?

Unit 3: Voices from War

How does war become a catalytic experience for artists and how do they respond?

Unit 4: Virtue and Mortality

Does virtue always lead to success? Is there a universal moral code?



Suggested Summer Reading and Experience List

Students should research all suggested (optional) texts and select a few interesting texts to read over the summer!

	Suggested Texts	Suggested Experiences
Unit 1: The Life I Choose	<i>Monster</i> by Walter Dean Myers (F) <i>Long Way Down</i> by Jason Reynolds (F) <i>Lies You Never Told Me</i> by Jennifer Donaldson (F) <i>Hole in My Life</i> by Jack Gantos (NF) <i>Angela's Ashes: A Memoir</i> by Frank McCourt (NF)	<ul style="list-style-type: none"> Global Kids: Washington, D.C. National Student Leadership Conference: D.C. (Scholarship Opportunity)
Unit 2: Honoring the Past	<i>The Tortilla Curtain</i> by T.C. Boyle (F) <i>The Poisonwood Bible</i> by Barbara Kingsolver (F) <i>Twelve Angry Men</i> by Reginald Rose (F) <i>Just Mercy: A Story of Justice and Redemption</i> by Bryan Stevenson (NF)	<ul style="list-style-type: none"> Opportunities to Impact Local Social Issues <ul style="list-style-type: none"> Hunger: Capital Area Food Bank Volunteer Thrive DC A Wider Circle Global Oneness Project (Virtual Experience)
Unit 3: Voices from War	<i>Death Coming Up the Hill</i> by Chris Crowe (F) <i>Fallen Angels</i> by Walter Dean Myers (F) <i>If I Die in a Combat Zone</i> by Tim O'Brien (NF) The Vietnam War: The Definitive Illustrative History Smithsonian (NF) Vietnam War in D.C. Timeline	<ul style="list-style-type: none"> Visit the Vietnam Memorial Smithsonian Art Museum: <ul style="list-style-type: none"> American Art and the Vietnam War Smithsonian Museum of American History: Virtual Exhibit
Unit 4: Virtue and Morality	<i>Skin Deep</i> by Lois Ruby (F) <i>Speak</i> by Laurie Anderson (F) <i>Inside Out</i> by Terry Trueman (F) <i>Atonement</i> by Ian McEwan (F) <i>The Time Machine</i> by H.G. Wells (F)	<ul style="list-style-type: none"> Newseum Ethics Exhibit Folger Shakespeare Library Tour

*Fiction (F), Non-Fiction (NF), Poetry (P)

Talk About It!

Consider using any of the following questions to spur discussion:

- Unit 1: What impact does resilience and decision have on developing leadership?
- Unit 1: How does point of view affect our perceptions of an event?
- Unit 2: Why do stories become something we carry throughout our lives?
- Unit 3: What makes someone a *good* person? A bad person?
- Unit 4: Can a person's sense of morality be altered by their situation or surroundings?
- Unit 4: Is there any moral that you find to be universal, as in followed and accepted by everyone?

