



# ENG III: Innocence, Consciousness, & Response

## 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 III reflects the overarching idea that authors can create social change through writing and art. We consider the ways that these authors and artists help readers evolve their thinking from innocence to consciousness to response. But how do authors create these works? In this course, students will apply the tenets of literary criticism to American Literature and other texts that reflect the theme of evolving critical consciousness. These texts highlight individuals and characters who helped educate Americans on matters of social justice, spurring them to action. Students will create narrative, analytical, and argumentative writing and 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 urge others to action.



**SOCIAL JUSTICE**

### Unit 1: American Ideals/Identity

*What defines an American value?*

### Unit 2: American Dream Revisited

*Is the American Dream real?*

### Unit 3: Mobilizing the Masses

*What causes are worth fighting for?*

### Unit 4: A Call to Action

*How do leaders organize people and create social movements?*



# 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
<b>Unit 1: American Ideals/Ident</b>	<i>Beyond the Burning Time</i> by Kathryn Lasky (F) <i>Woods Runner</i> by Gary Paulsen (F) <i>Hidden Figures (Movie Tie-In)</i> by Margot Lee Shetterly (NF) <i>An Unlikely Hero: Waking Up from My American Dream</i> (NF) by Julian Castro	<ul style="list-style-type: none"> <li>Washington Area Colonial Sites               <ul style="list-style-type: none"> <li>Colonial Williamsburg</li> <li>George Washington's Mount Vernon</li> </ul> </li> <li>National Museum of the American Indian: Nation to Nation</li> </ul>
<b>Unit 2: American Dream</b>	<i>War Girls</i> by Adele Geras, et. al (F) <i>The Portable Harlem Renaissance</i> by David Levering Lewis <i>Ragtime</i> by E.L. Doctorow <i>The Audacity of Hope</i> by Barack Obama (NF) <i>Zoo Nebraska: Dismantling the American Dream</i> by Carson Vaughn (NF)	<ul style="list-style-type: none"> <li>Frederick Douglass House</li> <li>What Does the American Dream Mean to You?</li> <li>Frontline Video: Two American Families</li> <li>Martin Luther King, Jr. Memorial</li> <li>Ben's Chili Bowl: Achieving the 'American Dream'</li> </ul>
<b>Unit 3: Mobilizing the Masses</b>	<i>On the Other Side of Freedom: The Case for Hope</i> by Deray McKesson (NF) <i>Just Mercy: A True Story of the Fight for Justice</i> by Bryan Stevenson (NF) <i>Glimmer of Hope: How Tragedy Sparked a Movement</i> by The March for Our Lives Founders (NF) <i>They Had a Dream</i> by Jules Archer (NF)	<ul style="list-style-type: none"> <li>Malcolm X Park</li> <li>National Museum of African American History and Culture               <ul style="list-style-type: none"> <li>A Changing America</li> <li>City of Hope</li> </ul> </li> <li>Newseum Exhibit: Make Some Noise</li> <li>National Museum of African American History and Culture               <ul style="list-style-type: none"> <li>Pervasive Stereotypes of African Americans</li> </ul> </li> </ul>
<b>Unit 4: A Call to Action</b>	<i>Advocates for Youth Issue Areas</i> (Virtual Resource) (NF) <i>We Say #NeverAgain: Reporting by the Parkland Student Journalists</i> by Melissa Falkowski <i>Hope Nation</i> ed. Rose Brock (NF) <i>Nevertheless, We Persisted: 48 Voices of Defiance, Strength and Courage</i> (NF)	Resources to Help You Spring to Action! <ul style="list-style-type: none"> <li>Youth Activism Project</li> <li>Youth Empower</li> </ul>

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

## Talk About It!

Consider using any of the following questions to spur discussion:

- Unit 1: How do different perspectives about the American Dream compare and contrast?
- Unit 1: What factors impact one's view of the American Dream?
- Unit 2: How are narratives about groups of people used to oppress people?
- Unit 3: What forces drive leaders to act?
- Unit 4: What tactics to activists use to promote their cause?

