



ENG IV: (Re)Imagining: Words, Stories, and Power

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.
- Allow your child to explore and select books that interest them. Independent reading should be self-selected and self-guided.
- 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

Students in English IV read various texts to examine how authors imagine and reimagine important aspects of human experience, including gender, society, race, and humor. Attention is also given to helping students sharpen their analytical thinking and writing skills through the crafting of argumentative essays. Additionally, students engage in a variety of authentic writing tasks, from personal (college application essays) to socio-political (gun control and social class mobility).



Unit 1: (Wo)Man

What is at stake when we conceptualize gender as either fixed or fluid?

Unit 2: Imagining the Future

How do people prioritize individual needs in the context of a society?

Unit 3: Power of Words

How do I clearly establish a position on issues that affect me?

Unit 4: The Rhetoric of Humor

What is humor and what makes a text humorous?



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: (Wo)Man	<i>The Lightning Dreamer: Cuba's Greatest Abolitionist</i> by Margarita Engle (F) <i>Code Name Verity</i> by Elizabeth Wein (F) <i>Left Hand of Darkness</i> by Ursula K. Le Guin (F) <i>Daughter of Fortune</i> by Isabel Allende (F) <i>Sultana's Dream</i> by Rokeya S. Hossain (F)	<ul style="list-style-type: none"> National Museum of American History <ul style="list-style-type: none"> All Work and No Pay: A History of Women's Invisible Labor Belmont-Paul Women's Equality Monument Women Who Changed America Walking Tours
Unit 2: Imagining the Future	<i>Harrison Bergeron</i> by Kurt Vonnegut, Jr. (F) <i>The Handmaid's Tale</i> by Margaret Atwood (F) <i>Fahrenheit 451</i> by Ray Bradbury (F) <i>Artificial Intelligence</i> by Stephanie McPherson (NF)	<ul style="list-style-type: none"> Smithsonian National Air and Space Museum <ul style="list-style-type: none"> Star Trek Model: A Dystopian Future
Unit 3: Power of Words	<i>The Elegance of the Hedgehog</i> by Muriel Barbery (F) <i>Pride and Prejudice</i> by Jane Austen (F) <i>Kite Runner</i> by Khaled Hosseini (F) <i>Rest in Power: The Enduring Life of Trayvon Martin</i> by Sybrina and Tracy Martin (NF)	<ul style="list-style-type: none"> Understanding Systematic Oppression and Institutionalized Racism Video Juneteenth in D.C. Festival Black Lives Matter Poetry Newseum: Various Exhibits
Unit 4: The Rhetoric of Humor	<i>Winger</i> by Andrew Smith (F) <i>American Panda</i> by Gloria Chao (F) <i>Confederacy of Dunces</i> by John Toole (F) <i>Catch-22</i> by Joseph Heller (F)	<ul style="list-style-type: none"> Comedy Classes Comedy Walking Tours D.C.

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

Talk About It

Consider using any of the following questions to spur discussion:

- Unit 1: What do you think has the biggest impact on the ways in which society views the female gender?
- Unit 1: What are the most pervasive stereotypes about women? Which are positive? Negative?
- Unit 3: In what ways can media shape our points of view?
- Unit 3: How can we influence others to act?
- Unit 4: What are important elements of humor? How do they help shape our understanding of important topics?

