

2018-19 Summer Reading List English 3

Ms. Merenda

This summer incoming LHS juniors will read **2 books** in preparation for English 3: one common read title, Randy Pausch's *The Last Lecture*, and one fiction or nonfiction book of the student's choice from the list below.

Required English 3 Common Read: *The Last Lecture* - Randy Pausch

As a small step in helping you prepare for life after high school, I am asking all juniors to read the book inspired by a very special college lecture given in 2007. Last year's juniors really liked this book--and I hope you will, too!

Here's more about the author and this book:

A lot of professors give talks titled "The Last Lecture." Professors are asked to consider their demise and to ruminate on what matters most to them. And while they speak, audiences can't help but mull the same question: What wisdom would we impart to the world if we knew it was our last chance? If we had to vanish tomorrow, what would we want as our legacy?

When Randy Pausch, a computer science professor at [Carnegie Mellon](#), was asked to give such a lecture, he didn't have to imagine it as his last, since he had recently been diagnosed with terminal cancer. But the lecture he gave — "**Really Achieving Your Childhood Dreams**" — wasn't about dying. It was about the importance of overcoming obstacles, of enabling the dreams of others, of seizing every moment (because "time is all you have...and you may find one day that you have less than you think"). It was a summation of everything Randy had come to believe. It was about living.

In this book, Randy Pausch has combined the humor, inspiration and intelligence that made his lecture such a phenomenon and given it an indelible form. It is a book that will be shared for generations to come.

-- from Carnegie Mellon University's website

No Journal entries are assigned for the common read text, but do come to school prepared to discuss this book and complete an essay or other assessment of your reading.

In addition, read one of the following:

Fiction:

Hitchhiker's Guide to the Galaxy -
Douglas Adams

Sense and Sensibility - Jane Austen

Robinson Crusoe - Daniel Defoe

Rebecca - Daphne DuMarquier

The Mayor of Casterbridge -
Thomas Hardy

And the Earth Did Not Devour Him -
Tomas Rivera

The Picture of Dorian Gray -
Oscar Wilde

Nonfiction:

Outliers: The Story of Success -
Malcolm Gladwell

Profiles in Courage - John F. Kennedy

John Adams - David McCollough

Angela's Ashes - Frank McCourt

The Immortal Life of Henrietta Lacks - Rebecca
Skloot

*Freakonomics: A Rogue Economist Explores the
Hidden Side of Everything* - Steven D. Levitt

The World Without Us - Alan Weisman

I encourage you to take some time in choosing your second title and encourage parents to help their students in making this choice. **You will keep a double-entry journal while reading this text.** Use the following process for this journal. It is due the 1st day of school without exception and must be typed. Use Google Docs so you can also submit it to Turnitin.com in class on first day of school. Journals that are not typed will receive no more than ½ credit. *Also, if possible, it will be helpful to bring your student choice summer read book on the first day of school for writing your essay and/or completing any other assessment of your reading.*

Note: Students may also be asked to discuss their student choice text with the teacher during a one-on-one oral assessment. Be sure you complete your book before coming to class.

How to create the journal:

Log 10+ entries from throughout your book

Double-Entry Journal Format—The paper **will be typed** and should be divided in half vertically.

One side is a quote from the text. This left side should be at least three lines and no more than one short paragraph, fully written out and cited with the page number. The quotes should be chosen because you believe that they represent a key point about a theme or a character in the novel or key idea or message in nonfiction texts.

The other side should contain your comments and observations. On the right side, articulate the following:

- Any observations regarding character/character development, conflict, theme, rhetorical devices/word choice, setting, allusions, and form/structure.
- Any interpretation or analysis of significant imagery, symbolism, or metaphors being used by the author
- For nonfiction: you might focus on what stands out--makes you think deeply (ah-ha moments) or question what the author is saying, what seems confusing, what seems unusual, what personal connections you can make, or how word choice, examples, structural elements etc. impact you as a reader.
- Any unfamiliar language.
- Any analysis regarding tone, and what it indicates about the author’s attitude toward the subject or the character

Sample Dialectical Journal

10+ entries on each side needed - spread out from beginning, middle, and end of book

Source Material (Provide a direct quotation or paraphrase and a parenthetical citation)	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
(What are you analyzing?) “The snow was like a carpet, very gentle, very warm” (Weisel 83).	Simile. I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft. Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold. This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm.
“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer” (Weisel 84).	Personification/ Internal Conflict. This is a sad moment for Wiesel. He has fought to survive, but cannot fight any longer. I can’t imagine being fourteen and wanting to die. I can’t imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Wiesel, overpowering his will and subduing his hope of survival. Wiesel is conflicted. He wants to survive. He wants to take care of his father. But he doesn’t know how much more he can take. This is important because we see that Wiesel has reached a breaking point. Death has come for him so many times but has failed. This time, however, Wiesel is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.

Basic Responses...

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

If you are interested in an A, see higher level responses.

Higher Level Responses include the basic elements AND...

- Analyze the text for use of literary devices (tone, structure, style, imagery, structure, rhetorical elements)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character or person
- Analyze a passage and its relationship to the text as a whole

***The copy of the journal you submit must be typed. Bring a paper copy to class with the understanding you will be asked to submit an electronic copy to turnitin.com during the first week of school. It is recommended you use Google Drive to complete this assignment if you are able to do so.**