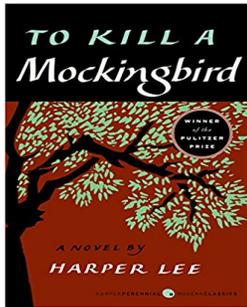




SUMMER READING EXPECTATIONS

There are two reading assignments for incoming 11th graders.

Global Dynamics : The United States (English) 1 of 2



Global Dynamics : The United States

Read: [To Kill a Mockingbird](#) by Harper Lee

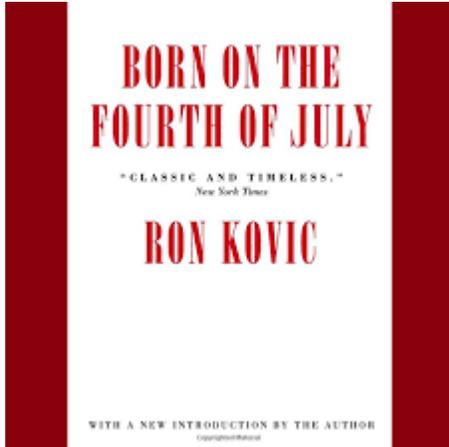
GD: The United States Expectations: .

1. **Read and annotate** the play for plot, setting, and characters' motivations. Compile a list of no less than twenty (20) **vocabulary words** that are new to you. Box them in (in the book). **Define each word on a separate sheet of paper.**
2. Compile a **list of all significant characters** (whose names are mentioned three times or more) **in the front cover** of your book. Write a few words about them (who they are, how they are related to other characters, etc.)
3. As you read the book, write ONE paragraph or more, answering each of the following questions:
 - For what reasons is Tom Robinson arrested and put on trial when we (the reader) know he is innocent of the crime?
 - Why are the children initially rejected by Calpernia's church in Ch. 12?
 - Why is Scout introduced to Boo Radley at the end of the novel as "Mr. Radley?"
 - Why is Atticus Finch willing to go against the whole town in supporting Tom Robinson as his lawyer?
 - List five quotations below from the novel on a separate piece of paper (along with the page numbers those quotes are on) that **EXEMPLIFY RACISM.**
4. Bring your books, vocab list with definitions, your four 1-paragraph answers, and your list of quotations **WITH YOU**, printed out or hand-written, to the **FIRST** class of the Fall Semester.
ELECTRONIC SUBMISSIONS WILL BE GIVEN NO CREDIT.



SUMMER READING EXPECTATIONS

Global Dynamics: The United States (History) 2 of 2



Global Dynamics 3 History: The United States

Kovic, Ron. *Born on The Fourth of July*. New York: Akashic Books. 2005. ISBN: 978-1-888451-78-8

Task 1: Students will annotate the book with an emphasis on historical understanding. Students will make a paragraph length argument for how three of the great eight attributes (one choice must be resilience) manifests in the book. For each attribute, students will provide five annotations (with page numbers) supporting their case. Write a paragraph-length argument for how that attribute manifests in the summer reading.

Task 2: Students will answer the following content specific questions in complete paragraphs. Students are encouraged to conduct outside research to answer these questions if they see fit but all sources must be properly cited.

- a) Why did the United States fight the Vietnam War?
- b) Who were the VVAW and how did their grievances differ from the anti-draft movement? (Hint: You will need to understand both movements to answer this question.)

Task 3: Students will create a list of five history terms they found in the text. (Note: a history term is not just a vocabulary word.) For each term, the student should write a paragraph providing the term's definition and historical significance.

Task 4: Students will present an argument for the two biggest themes in the book. For each theme, the student should write a page supporting their arguments with cited evidence from the book.

Task 5: Within the first week of classes, students will participate in a Socratic seminar about the book. Students will be expected to participate in the



SUMMER READING EXPECTATIONS

discussion, providing arguments regarding the questions below backed in specific evidence from the book.

- a) Do you agree with Kovic's motivation for volunteering to fight in the Vietnam War?
- b) By the end of the book, Kovic's opinion of the war has changed. Do you agree with his new view?
- c) Do you think Kovic's characterization of the VA hospital workers is fair?