

Audience: CCA English I Students & Families

Subject: Summer Reading Assignment

Year: 2018

Dear Incoming Freshmen and Parents,

First, I would like to take this opportunity to introduce myself and to welcome you to my English class. My name is Sherry Swaim, and I am returning for the fourth year as the high school English teacher, and I look forward to getting to know the incoming Freshmen.

I also would like give you information concerning the summer reading assignment. The book that incoming ninth grade students will read is called *Night* by Elie Wiesel. This historical non-fiction piece provides opportunity for discussion concerning human behavior. The ninth grade students will begin the year examining the era in which this book takes place through the study of *Night* and another selection that we will read later in the first grading cycle in order to draw comparisons between different individual responses to difficult circumstances and how God used people during this time frame. Please read *Night* aesthetically over the summer months through the lens of the following questions:

1. What obligations does a just individual have toward society?
2. What obligations does a just society owe to an individual?
3. What are the limits on individual freedom?
4. How does an individual judge right from wrong?
5. What is the role of the individual in confronting injustice?
6. What kind of government is effective?
7. How does an individual experience redemption?
8. What is the role of love in the redemption of an individual and/or of society?

As you read the book and consider the above questions, please annotate in your book for questions and thoughts you may have, including but not limited to rhetorical (literary) devices such as simile, metaphor, personification, imagery, and interesting sentence structure. By annotating, I mean for you to write notes in the margin of the books, not just highlighting sentences. Note-taking during reading engages you in the reading process. Therefore, if you read a comment that you find interesting, write what and why you find it interesting. You may also write notes about one or more of the eight questions above; write where you see similes, imagery, etc. and how those devices benefit the book. **You will turn in the annotated book on the first day of school for a daily grade. I will look for 20 different annotations.** Additionally, choose one of the above questions to explore further with notes, which you will be able to use on an essay assignment during the first week of school. The essay will count as a **Major Test grade, but we will write the essay in class once school has started.** We will revisit the book during the first two weeks of school and take a **Major Exam** over the book at the conclusion of the second week of school.

So, to re-cap, the following assignments will be given over the summer reading:

1. Read the novel and make 20 annotations in the book's margin. Due first day of school.
2. Be prepared to write an essay in class within the first five days of school. This will be an in-class activity.
3. Be prepared to take a comprehensive exam over the book at the conclusion of the second week of school.

If you have any questions, please feel free to email me at sswaim@ccagranbury.com

Thank you,

Sherry Swaim