Incoming 10th Pre- IB English 2 & Pre- IB and AP World History Summer Reading ~ Fall 2019

Dear Scholars:

ALL incoming 10th grade Pre-IB (English and World History) and AP (World History) students **are required to read ONE of the novels below over the summer**. Evaluation of your reading will be based upon the **Critical Analysis Essay (Pre-IB /AP World History) and Timed Writing (Pre-IB English 2).**
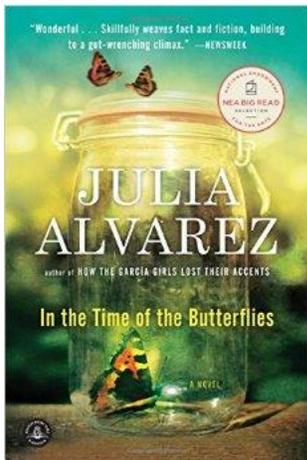
OR
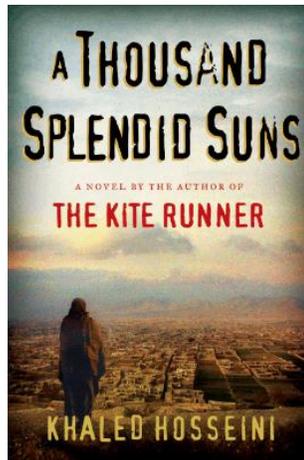
General Information:

- **If you are in Pre-IB English 2, you will be required to do a timed writing next year over your summer reading choice.**
- **If you are in Pre-IB World History or AP World History, you will be required to do the Critical Analysis Essay and planning packet.**
- **If you are in BOTH classes, you will be required to do both assignments.**
- **Both assignments will be major grades in the first cycle of the school year.**

Your Critical Analysis Essay will be graded using the IB rubric below:

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. communicates information and ideas in a **limited** way, using a style that is **limited** in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a **limited** way iii. documents sources of information in a **limited** way.
3-4	The student: i. communicates information and ideas **satisfactorily** by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is **somewhat appropriate** to the specified format iii. **sometimes** documents sources of information using a recognized convention.
5-6	The student: i. communicates information and ideas **accurately** by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is **mostly appropriate** to the specified format iii. **often** documents sources of information using a recognized convention.
7-8	The student: i. communicates information and ideas **effectively** and **accurately** by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is **completely appropriate** to the specified format iii. **consistently** documents sources of information using a recognized convention.

Step 1: Read your novel carefully, making any necessary annotations to better aid your understanding of the text.

Step 2: Research background information for your critical analysis response.

Directions: You will be responding to the prompt below using the text you have chosen to read over the summer. In order to provide the best response possible, you must do some background research on the time and place in which your novel takes place. Use the chart below to jot down notes from the research you've done.

Prompt: Both of these novels have similar historical themes surrounding oppressive regimes and their effects on the populace. How does the time and place (culture, setting, geography, time period, political systems, etc.) seen in the novel of your choice shape (affect) the events in the story and the actions taken by the characters?

Time & Setting	*A Thousand Splendid Suns*: Afghanistan – 1960s-early 2000s *In the Time of the Butterflies*: Dominican Republic "Trujillo Era" – 1930s-1960s
What is happening in this time period in the setting country?	
What important political systems are in place?	
What does the world look like at this time? Are there any major wars/ideological battles?	

Other Notes	

Step 3: Plan your critical analysis response for your novel.

After reading and annotating your novel and doing background research on the historical context, your task is to construct a critical analysis response to the following prompt. Be sure to use the information you gathered while doing research, along with important quotes/evidence from the text.

Prompt: The novels have similar historical themes surrounding oppressive regimes and their effects on the populace. How does the time and place (culture, setting, geography, time period, political systems, etc.) seen in the novel of your choice shape (affect) the events in the story and the actions taken by the characters?

Answer/Assertion (answers the question)
You can follow this formula when constructing your thesis/claim:
<u>Address the question</u> + <u>[because/by/etc.]</u> + <u>three arguments</u> (should be a short description of the evidence you plan on using later. These will become your three main points/body paragraphs).

Main Point/Body Paragraph #1 What will this body paragraph focus on?	**Main Point/Body Paragraph #2** What will this body paragraph focus on?	**Main Point/Body Paragraph #3** What will this body paragraph focus on?
Quotes/Evidence you'll use… (What examples will you use to support your main point?)	**Quotes/Evidence you'll use…** (What examples will you use to support your main point?)	**Quotes/Evidence you'll use…** (What examples will you use to support your main point?)

Step 4: Plan out your paragraphs using ACES format!

<u>**So, what is ACES?**</u>

**ACES is a writing strategy based on the formulaic writing model suggested by Ardith Davis Cole in her book, *Better Answers*.

<u>**What does ACES stand for?**</u>

A = ANSWER the teacher's question in the form of a sentence (otherwise known as a <u>**thesis/claim**</u>)

C = CITE an example from the text/your research (this can be a quote, OR an example explained in your own words)

E = EXPLAIN/ELABORATE on your example (connect your example back to the thesis/claim you are making)

S = SUMMARIZING STATEMENT (Restate your ideas from the thesis)

Each body paragraph should consist of an ACES response with AT LEAST two examples, so that it is more of an ACECE(CE)S response. Use the space below to plan out your first body paragraph.

1. Answer/Assertion (answers the question) You can follow this formula when constructing your thesis/claim: Address the question + [because/by/etc.] + three arguments (should be a short description of the evidence you plan on using later)		
2. Cite Evidence #1 (This quote/idea should support your assertion)	**4. Cite Evidence #2** (This quote/idea should support your assertion)	**6. Cite Evidence #3** (This quote/idea should support your assertion)
3. Explain/Elaborate (How does your example/evidence connect back to your assertion? How does it prove your point?)	**5. Explain/Elaborate** (How does your example/evidence connect back to your assertion? How does it prove your point?)	**7. Explain/Elaborate** (How does your example/evidence connect back to your assertion? How does it prove your point?)

8. SUMMARIZE
(Restate your assertion and summarize how your evidence proves it)

Step 5: Type out your response!

Your response to the prompt should incorporate AT LEAST two-three pieces of textual evidence per paragraph from the novel of your choosing to support your thesis/claim. Use the planning page you completed to help you write out this response.

Requirements:

- 1-inch margins, 12 pt. font, Times New Roman
- Five paragraphs (if done properly, it should fall somewhere between 800-1,000 words)
- Each paragraph should have two-three pieces of evidence from the text, using the ACECECES format.

Prompt: Both novels have similar historical themes surrounding oppressive regimes and their effects on the populace. How does the time and place (culture, setting, geography, time period, political systems, etc.) seen in the novel of your choice shape (affect) the events in the story and the actions taken by the characters?

You will turn in your Critical Analysis Essay via www.turnitin.com on the second week of school. Your teachers will provide you with the class codes.

Good luck!! We look forward to working with you this year! And, just a few suggestions from our last year students:

"Do not wait until the last minute or you will die!" – Natalie Trinidad, c/o 2019

"Be balanced or be challenged." – KaeCee Wells, c/o 2019

"If you think you work well under pressure, you DON'T!" – Yiret Gomez, c/o 2019

Love always, *Your World History & English teacher!*