**West Roxbury Academy**

**Summer Reading Assignment 2017: *Zeitoun* by Dave Eggers**

**College English 10 and College English 10 Honors**

**Why Summer Reading?:**

High school and college students across the country are expected to complete summer reading in preparation for the next school year. Each summer, students lose two to three months of reading skills, leaving students two to three years behind. This learning loss is known as “summer slide,” and it can leave students at a serious disadvantage. One way to address this disadvantage is summer reading, along with writing and thinking about what you read. Summer Reading prevents learning loss and helps you gain, not lose, skills. Summer Reading helps you prepare for the following year and build skills necessary for high school graduation and college. Summer Reading is not a punishment; it’s an opportunity for you to invest in your skills. For more on the “summer slide,” check out the following resources:

<http://www.summerlearning.org/?page=know_the_facts>

<http://blog.ed.gov/2014/03/stopping-the-summer-slide/>

**What You Will Do:**

Read the book *Outliers* by Malcolm Gladwell, and keep a journal

**Why this book?**

This is a non-fiction book written by Dave Eggers about a man who struggles to survive Hurricane Katrina. This is a true story. The author heard about this man’s struggles, and was so moved, that he told the story of Abdulrahman Zeitoun’s journey through the horror of Katrina. This book is about survival: How do we survive terrible odds? What is worth fighting for? How do we stand up against institutions of power and racism? This book shows us that one man’s life can be turned upside down in a second, and how one person’s life circumstance should not be taken for granted.

Zeitoun, a Syrian-American (Google Syria), is a resident of New Orleans who decides to not evacuate the city when he hears that a hurricane is coming; he chooses to wait the storm out but sends his family to safety. He survives the hurricane, but finds himself in the middle of a catastrophe. The storm caused great damage, but when the levees that protected the city from flooding failed, much of the city was under water. This is the story of his experience before and after the hurricane and his struggle to help others to survive. This is a story of how one man is judged by those in power as evil based on his skin color and home country. This is a story of one man’s fight for justice in the face of adversity.

**Themes in this book and connections to ELA 10:**

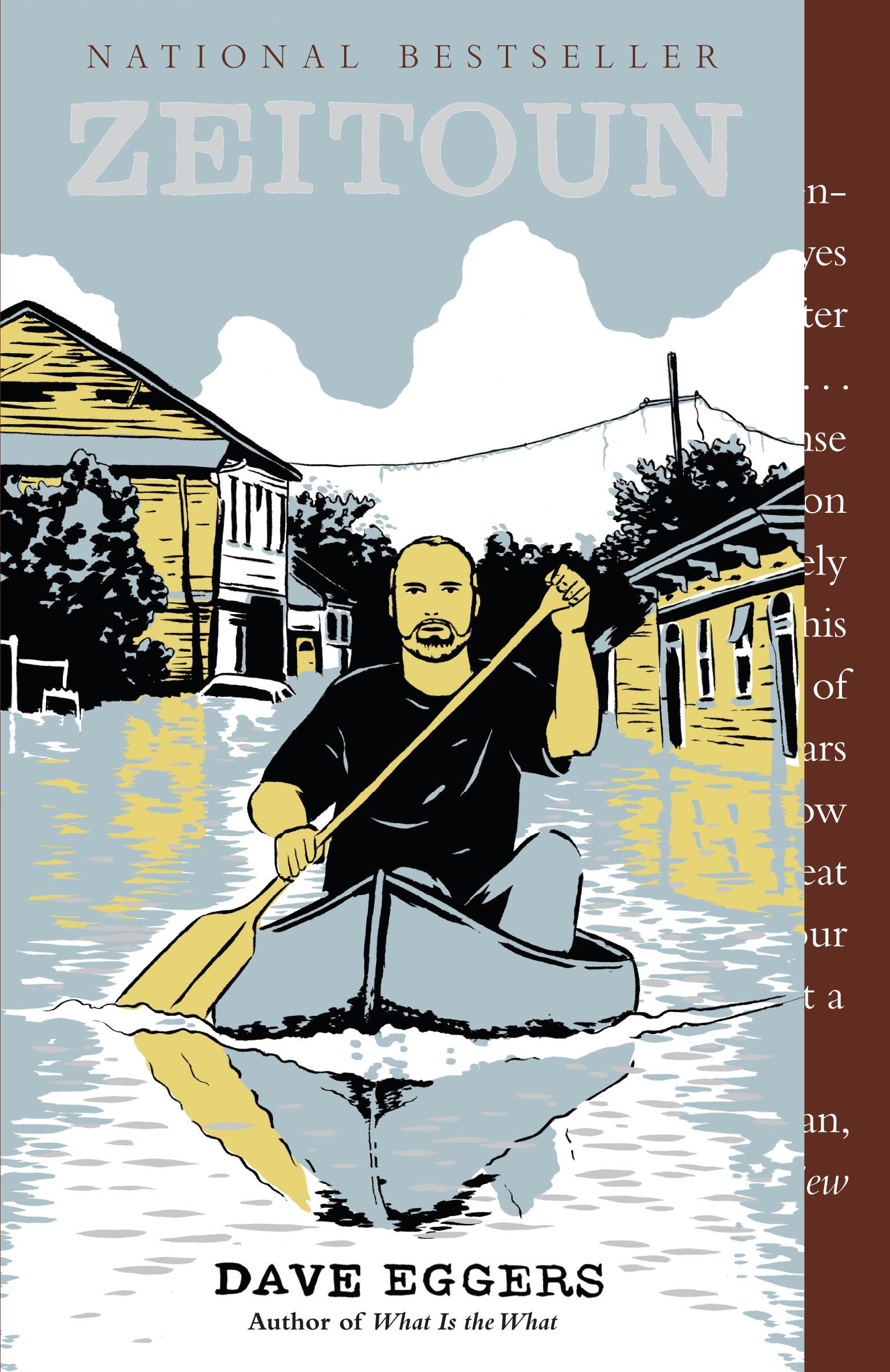
As you read, you will see that Zeitoun is a man who wants to do the right thing for his community. But, he experiences prejudice and mistreatment by local police and federal agents. We will begin ELA 10 questioning what it means to be a part of an unfair system, like the one that abuses Zeitoun, and then what it means to try to fight this system. This process of standing up against oppression is at the heart of all the books we read next year.

**Why keep a journal while you read?:**

Your journal will be evidence of your reading. You will submit your journal the first week of class, and you will earn a quiz grade based on the work you complete over the summer in your journal. When we write while we read, we remember more information and make that information more meaningful. Journaling is an active reading strategy that builds your skills in critical reading and thinking—important skills for high school, college, and career.

**What if you want to complete the ELA 10 Honors assignment?**

All students are encouraged to go above and beyond, and you can do this by completing the ELA 10 Honors assignments for summer reading. You will earn extra credit on Term 1 when you submit the completed ELA 10 Honors assignments if you are enrolled in College English 10. If you are enrolled in 10 Honors, all work for the Honors class is required.



**Do I still have to complete Summer Reading assignments if I am enrolled in Summer School?**

Yes! Our summer reading assignments provide a common experience for our class to start the year, and we will use the experience of reading these books in discussions throughout the year.

**Where do I find the book?**

*Zeitoun* is available to borrow from the library. You can also borrow a copy from WRA through Ms. McCarthy on a first-come, first-serve basis starting June 15. In order to borrow a copy from WRA, you must sign a book slip and agree to return the book to the school in September. You can borrow an e-book version (digital) via the Boston Public Library here: <https://www.bpl.org/electronic/ebook.asp>. Additionally, you can buy the used book for as little as $.99 on [www.amazon.com](http://www.amazon.com)

*Please see additional pages for summer reading assignment.*

**ELA 10 and ELA 10 Honors Summer Reading Assignment**

You will read the book and submit five (5) journal entries, one for each section of the book, outlined below. I have provided a sample reading schedule. This is just a sample should you find it helpful; otherwise, please read at your own pace.

For questions about Summer Reading or ELA 10, please email Ms. McCarthy at any time during the summer: [jmccarthy6@bostonpublicschools.org](mailto:jmccarthy6@bostonpublicschools.org). If you would like to receive free text messages/emails to remind you to complete summer reading on the dates, below, please **text 81010** and write the text message **@ela10read**. This is a free communication system called Remind. Students find it helpful to keep them on track.o

July 15 Journal Entry #1 p. 13-91 \_\_\_\_ Reading Completed \_\_\_\_ Journal Completed

July 25 Journal Entry #2 p. 95-180 \_\_\_\_ Reading Completed \_\_\_\_ Journal Completed

Aug. 1 Journal Entry #3 p. 183-212 \_\_\_\_ Reading Completed \_\_\_\_ Journal Completed

Aug. 6 Journal Entry #4 p. 215-300 \_\_\_\_ Reading Completed \_\_\_\_ Journal Completed

Aug. 10 Journal Entry #5 p. 303-335 \_\_\_\_ Reading Completed \_\_\_\_ Journal Completed

**Directions:** Each journal entry must contain one (1) of the options below. You may only complete the first option, Questions, one time. *If you are enrolled in ELA10 Honors, you must complete two (2) of the options below for each journal entry.* The five journal entries are worth a 50-point test grade. In addition, you will complete an assignment on *Zeitoun* worth 50 points the first week of school. **I expect that you will be ready to discuss the book at the start of school. I look forward to your reactions to the book, as well as to your ideas, questions, and opinions.**

**All work must be your own original work (no copying from a person or the internet). I am interested in your ideas only, not someone else’s.**

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| 1. **Journal Entry Option 1: Questions**   **YOU MAY ONLY HAVE ONE OF THIS JOURNAL ENTRY.**   * Write **three (or more) questions** that you had while reading this segment. * At the most, one question may be a clarifying question—about something that you find confusing, difficult to understand, etc. *For example: Why did Zeitoun move from Syria to America? Where is Syria?* * At least two of the questions must be profound (deep & thoughtful), provocative (making other people think), and open-ended (not having one “correct” answer). Examples: *How is Zeitoun’s struggle with the police relevant today? Did Zeitoun forget his daughter because he was afraid of being a dad? How did Zeitoun balance being both Syrian and American?* |
| **2. Journal Option 2: Quote Reflections**   * Select 2-3 quotes from the chapters that you had to read that you find powerful, interesting, or significant to the story. * Write down each quote exactly as it appears in the book. Be sure to include the page number along with the quote. * Then write 5-7 sentences (or more) about why you find this quote powerful, interesting, or significant to the plot. In total, you should have 2-3 quotes along with 5-7 sentences for each quote as a reflection. |
| **3. Journal Entry Option 3: Character Study**   * Think back over the chapters that you were asked to read for each journal entry and consider how Zeitoun has faced problems and tried to solve them over the course of these pages. * Create a chart that maps out the problems he faced, the solutions he may have found, and the character traits that we see in Zeitoun as he struggles with obstacles in his life. Your chart should contain 3-5 problems and 3-5 solutions.  |  |  |  | | --- | --- | --- | | ***Problems Zeitoun Faces*** | ***Zeitoun’s Solutions to these problems*** | ***Character Traits needed by Zeitoun to solve these problems*** | | *List 3-5 problems Zeitoun faces in this section of the book.* | *For each problem, write how Zeitoun solves the problems. If he does not solve the problem, write why you think he fails.* | *What did you learn from these problems/solutions about Zeitoun’s strengths and weaknesses? Identify his strengths/ weaknesses from this section here.* | |
| 4**. Journal Option 4: Text-to-World/Text-to-Self Connections**  *For this journal option, respond to either Text-to-World or Text-to-Self, below. Your response should be 5-7 sentences in length.*   * **Text-to-Word:** After reading the segment of the book, reflect in 5-7 sentences on how it seems important to what is going on in today’s society. Zeitoun contains powerful themes that are seen in cities across America today. Where do you see a connection between what Zeitoun experiences and what people may experience in Boston or in your neighborhood? How are themes of immigration, racism, prejudice, and profiling experienced by Zeitoun and experienced by people today? How does Zeitoun fight oppressive power and how do people today fight oppressive power? If you do this option, make sure you connect the book to social issues. * **Text-to-Self:** After reading the segment of the book, reflect in 5-7 sentences on how this part of the books seems important to you. Identify places in the book where you see text-to-self connections. You can also write whether you agree/disagree with Zeitoun’s decisions in this part of the book and why you agree/disagree. |
| **5. Journal Option 5: Character Simile Claims**  Similes are comparisons of two *un*like objects using like or as. For example: *He threw the football like a torpedo.* A football is normally not compared to a torpedo, but here, it lets us envision how he threw it: fast. After reading the assigned segment of the book, write one simile about Zeitoun. For instance: “In this part of the book Zeitoun is like a \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_.” Then, write two pieces of evidence in your journal that proves your simile statement. Your evidence should be quotes from the part of the book you read for this journal entry. |

Please continue for ELA 10 Honors Summer Reading Assignment.

**College English 10 Honors Summer Reading Assignment:**

In addition to the assignment on *Zeitoun*, above, you will read *A Curious Incident of the Dog in the Night-Time* by Mark Haddon*.* This book is available in the library and also online here: <http://innerline.chat.ru/curious_dog.pdf>

After reading this book, please respond to three of the questions below. Each response should be 7-10 sentences in length or longer. This assignment is a quiz grade and due when you return to school.

1. Imagine that the book had been written with the roles of Christopher's parents switched – if he had been living with his mother and went to find his father. How would the book be different? How would it be similar? Which version would you prefer and why?
2. For someone who has such difficulty communicating, is it a stretch to think that Christopher would be able to write such an accessible book? Present your opinion and explain your reasoning.
3. This story is told from Christopher's very restricted point of view, basically like a journal. His mother's letters are the only glimpse we get into someone else's thinking. Imagine what his father's journal would look like. What about his mother's journal? Siobhan's? Describe their journals in detail using evidence from the text to support your description.
4. After reading this book, what themes do you think are most important and why?

