

“The arts and humanities define who we are as people. That is their power—to remind us of what we have to offer, and what we all have in common. To help us understand our history and imagine our future. To give us hope in the moments of struggle and to bring us together when nothing else will.”a

- First Lady Michelle Obama

Dear School for Creative Studies students and families,

As a community of lifelong learners, it is important that students be independent and persistent in their pursuit of knowledge. Learning does not stop for summer.

To that end, rising SCS high school students will complete a Summer Reading Assignment. Summer reading models the ongoing nature of learning on an individual level, and it gives us a common learning experience on which to build community.

The text that is chosen is a multilayered works of non-fiction and social commentary that allows us to explore and the build on issues of identity, cultural belonging, subjugation, resistance, and dignity. Above all, it grants us insight into the incredible power of story. Through the fascinating and complicated socio-political realities we live every day, story shapes us.

The 2019-2020 school year begins Monday, July 22, 2019. Students will have until **4:00 pm Friday, July 26th**, to submit their written Summer Reading Assignment. This will provide students with opportunities to ask questions for the purpose of fine-tuning their submissions. Each English class will take a **test on their Summer Reading Assignment on Monday, July 29th**.

You may follow the linked title to purchase your copy online, or you may choose to borrow your book from a library or friend. We have designed this assignment to allow for varied editions.

For best results, we recommend that students take informal, pen-to-paper notes as they read, and only begin putting together the required assignment after completing the reading. If students purchase their book, annotating the text is another means of note-taking.

We hope you find this summer pleasant and restorative, and we look forward to seeing you in July.

Best,

SCS English Department

Mr. David Cousins - 9th grade; English I

Summer Reading List:

English I

- *Color of Water* by James McBride
- ISBN: 987-1-59448-192-5
- <https://drive.google.com/file/d/0B09kFKaJqi-6NHdTQmtjeVBwdm8/view?usp=sharing>

Summer Reading Assignment:

Due Friday, July 26th, 2019

A) Create an **electronic document - your assignment must be **typed**.**

You may use either Microsoft Word or GoogleDocs (preferred).

B) As a centered title, italicize your novel's title and give author's name.

Leave a blank line. Then, divide the rest of the document into 4 sections:

a) Main Characters:

10 points

1. List **4-5 main** characters in order of appearance.
2. With bullet points underneath each name listed, list **two of their main personality traits**. For each such trait, supply **1 specific short quotation that supports** your point. Include page numbers for each quotation.
3. Do not use full sentences, but focus on being **precise and specific** as opposed to vague and generic.

b) Main plot - (1 paragraph, no more than 5 sentences):

10 points

1. In paragraph form, write a **clear summary of the main plot** (oftentimes, a novel will include secondary plotlines) in your own words. Focus on the essentials, but be as specific as possible.
2. Your summary should be **objective**, leaving out personal feelings or opinions, striving instead for accurate and thorough explanations of the sequence of events.

c) Main symbols - (2-3 solid paragraphs):

30 points

1. Identify 2-3 significant symbols. **List** them in order of appearance. (If you do not know what the term "symbol" means for literature, look it up.)
2. Below each one, briefly **identify the scenes** in the novel. Include page numbers for each where each symbol appears. Each symbol should show up multiple times throughout the novel.

3. In paragraph form, write your **interpretation** of each symbol's significance and relationship to the novel as a whole. **How does this symbol fit** into a major theme of this work? **How does it contribute** to the overall message of this work of literature?

d) Reflections on overall themes and meaning - (1-2 solid paragraphs):

30 points

1. This section should be a **well-structured, meaningful personal reflection** on the text and its thematic implications. (If you do not know what theme means for literature, look it up). What's the most impactful, noteworthy message this writer is communicating to their readers? Does this work continue to have relevance in your life?
2. In your own opinion, what are the most enjoyable features of this work? How can you **relate its meaning/message to your life** as a young person living in contemporary society? (Opinions are not necessarily wrong but must be supported to be validated).

C) Style and Formatting

20 points

All English Department assignments will use standard MLA format during the year. For purposes of this assignment use the formatting provided below.

Revise your summer assignment document **before** printing it, and make adjustments to accomplish **all** of the following style features:

1. All font style and size should be set to **12-point Times New Roman**. This includes the title. Do not enlarge or bold the title.
2. Go to INSERT, scroll down to HEADER. Then hit Enter. You will use a 4-line header left aligned. On the first line, your full name. On the next line, the course name (English 1). On the next line, your instructor's last name (Mr. Cousins). On the next line, the due date of the assignment.
3. All text is **double-spaced**.
4. All text is **left-aligned**, with the first line of each paragraph (where applicable) **indented** (use the Tab key on your keyboard).
5. All margins are standard (**1 inch**).