McKinley Technology High School

Summer Reading Assignment- Pre-AP English II 2025- 2026 SY

Welcome to Pre-AP English II! This class focuses on preparing you for reading and writing expectations for AP Language and AP Literature. Please choose a book that focuses on modern social issues and atrocities feel free to **read one of the texts suggested below**, (synopses provided) **then complete a double-entry journal** tracing your thoughts, conclusions, questions, and connections about meaningful parts of the text from beginning, middle and end (12 entries minimum). Shortly after returning to school, we will have a writing assignment centered on your summer reading. To ensure success on this meaningful assignment, please be sure to read thoroughly and submit this assignment on time.

-Due Date: Please submit your assignments by September 12, via Canvas, following your teacher's expectations. If you have any questions, please email Rachel Broudy at rachel.broudy@k12.dc.gov.

1. ***Select a book of your choice that relates to a modern societal issue, conflict. Think both global and local: Whose experiences do you know little about? What issues or ideas are you passionate about? What kinds of problems do you want to solve, both locally and globally? What kinds of wrongs need to be righted?***
2. ***Still stuck? Here are some suggestions:***
    a. ***Some Suggestions:***
        i. ***Kim Ji-Young, Born 1982* by Cho Nam-Joo:** This short, readable novel describes the life of Ji-Young from childhood to her adult life as a stay at home mother. Along the way, Cho weaves in understated sexist incidents that Ji-Young experiences over the course of her life. Though these small incidents of everyday sexism barely register to the people around her, the story expertly follows the ways that small moments of discrimination can snowball into a life where Ji-Young is constantly treated as lesser than the men in her world. In South Korea, *Kim Ji-Young, Born 1982* has become a symbol of public support for women.

        ii. ***Baddawi* by Leila Abdelrazaq:** The graphic novel *Baddawi* details the experiences of a young Palestinian boy living in a refugee camp in Lebanon. The arresting, black-and-white images stick closely to young Ahmad's perspective as he proceeds through universal coming-of-age experiences like struggling in school and conflicting with family members. At the same time, Ahmad's entire life is filtered through the struggles of being a refugee: his family is constantly shuffled from place to place in search of the most basic stability, and the persecution of Palestinians looms in the background at all times. *Baddawi* details the life of refugees with a specificity that reminds the reader of all the similar stories to be found in refugee camps worldwide.

        iii. ***A.D.: New Orleans After the Deluge* by Josh Neufeld** *A.D.: New Orleans After the Deluge* is a non-fiction graphic novel that shares the real experiences of seven people affected by Hurricane Katrina in 2005. Moving day by day leading up to and through the storm, the people of New Orleans face a wide variety of obstacles, from logistical to personal to environmental, but all react in familiarly human ways: with fear, courage, impulsiveness, and care for their city of New Orleans. This narrative alone would be enough to convey the unbelievable situations created by natural disasters, but Neufeld's graphic novel uses its form to great effect with wordless pages showing the scale of Hurricane Katrina's destruction both physical and personal.

iv. ***A Long Way Gone: Memoirs of a boy soldier, by Ishmael Beah:*** In *A Long Way Gone*, Beah, now twenty-five years old, tells a riveting story: how at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts. This is a rare and mesmerizing account, told with real literary force and heartbreaking honesty.

v. **Just Mercy by Bryan Stevenson:** After graduating from Harvard, Bryan Stevenson heads to Alabama to defend those wrongly condemned or those not afforded proper representation. One of his first cases is that of Walter McMillian, who is sentenced to die in 1987 for the murder of an 18-year-old girl, despite evidence proving his innocence. In the years that follow, Stevenson encounters racism and legal and political maneuverings as he tirelessly fights for McMillian's life.

vi. Your Own Choice. Your choice MUST be connected to a societal issue or conflict.

Pick up a copy of the book at the *DC Library*, secure a copy via a local bookstore, or *Amazon*. **I recommend *Amazon*** for used copies. It is **Strongly recommended that you purchase your own copy.**

Requirements:

Part I (1): Read the Books

- **Select one of the choice books and read it closely**!

Part II (2): Double Entry Journal for Choice Book (50 points)

- For the book you chose, take careful, typed notes for each section of the book, including comments and questions in the form of a Double Entry Journal, which is attached to this handout. In your journal, record quotes from the text on the left side of the document and record **your analyses of the quotes you found most meaningful for each part of the book**. *There should be at least 12 entries that span the beginning, middle, and end of the novel you chose, and house your passages and analyses in this document:* Double Entry Journal. **Please follow the template below:**

Column A-Text and Page #	Column B-Commentary ***Do not simply summarize what you read.**

1. Write down significant or important passages (text) that: a. Caught your attention b. Made you react strongly c. Made you think 2. Include the chapter. 3. Include the page number after the text quotation.	2. The commentary must be a minimum of four sentences per journal entry. **The analysis may address one of the following:** • Theme/central argument • Character development • Real/modern world connections **The personal reflections should address one of the following:** • My reaction to this quotation is… • I wonder… • This reminds me of… (an experience, another text, society) • I found this part confusing because… • This makes me think that… **Question to also consider:** How does this book connect to your experience?

Journal Scoring Guide

	6 Points	8 Points	10 Points
Purpose CC ELA - RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story.	The context is missing. Journal entry does not attempt to cite central ideas or events. Supporting details are not mentioned or included in the entry.	Has a topic and attempts a focus, but the focus may not control the writing. Has some context and a clear focus but does not identify the most central ideas in the text. Supporting details are lacking.	Has a compelling opening and/or hook. Includes a proper context and a clear focus. Entry identifies central ideas or events and cites supporting points and details.
Organization CC ELA - W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Has little organization. No use of transitions. It does not follow journal topic criteria.	The journal attempts a meaningful and robust organization. The student uses transitions when appropriate but may not address all tasks or purposes described in the prompt.	Journal entries are very well organized. Entry uses transitions effectively and follows journal topic criteria.
Voice & Tone CC ELA - W.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or	Language is underdeveloped and immature – may use slang. Journal may contain basic sentence structure.	Some portions of the entry do not contain precise words, details, or mention specific characters, experiences, or events. Language attempts to tell details and/or use sensory details. Some attempts at advanced sentence structure are present.	Journal entries use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

characters.			
Detail & Elaboration CC ELA - RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences are drawn from the text, including	May have random and/or irrelevant details. Details may be listed with no elaboration. Ideas may not be elaborated, or details are insufficient to support focus. Has a few general references to the text. The journal contains less than the required numbers of entries.	Includes information and references to text that support the focus and has some elaboration on the details. The journal contains the required numbers of entries.	Entries include a depth of information that supports the focus and elaborate on textual details. Entries make references to the text and may have some direct quotations that support focus. The journal contains the required numbers of entries.
Conventions CC ELA - L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Entries contain many errors of multiple types. These errors interfere with meaning.	Entries may have some grammatical and/or spelling errors, but they do not interfere with meaning.	Entries have few grammatical or spelling errors. Entries demonstrate command of English language conventions.

Total: _____/50