

Haddonfield Memorial High School
Summer Assignment Cover Sheet

Course: Accelerated English 9

Teacher(s): Holly Lopez

Due Date: Tuesday, September 7, 2010

Grade Weight (%) of Quarter 1: 3 Homework Grades

NJ Core

Curriculum Standards:

3.1.12.A.2 Identify interrelationships between and among ideas and concepts within a text, such as cause-and-effect relationships.
3.1.12.E.3 Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose. 3.1.12.G.2 Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition. 3.2.12.D.2 Write a variety of essays (for example, a summary, an explanation, a description, a literary analysis essay) that: • Develops a thesis; • Creates an organizing structure appropriate to purpose, audience and context; • Includes relevant information and excludes extraneous information; • Makes valid inferences; • Supports judgments with relevant and substantial evidence and well-chosen details; and • provides a coherent conclusion.

Description of Assignment:

Read and annotate one book from the list; take notes about author bias; compose a paragraph discussing impact of author bias; create 3-4 questions regarding experience searching for bias in non-fiction

Purpose of Assignment: Critical reading of non-fiction literature

Specific Expectations: A better understanding of author bias in non-fiction
Recognize elements of good journalism

Potential Help Sources: teacher email

Accelerated English 9
2010 Summer Assignment
Ms. Lopez

The traditional view of a high school English class is the study of classic novels. While this is a large part of what you will experience over the next four years, our freshman curriculum is the study of different genres of literature. The first we will tackle is non-fiction/journalism.

To that end, I am going to ask you to select a non-fiction reading for this summer. We all assume that non-fiction literature is writing that is not “made up,” but I would challenge that this is not always the case. As you read this summer, I want to consider the bias of an author – does the writer allow personal opinions and feelings to influence what she has composed?

Part 1:

Select a non-fiction book from the list. Here are some titles that interested a group of current Accelerated English 9 students. Please select one work to read and annotate. If these books do not interest you, select another non-fiction title. I only ask that you email me and let me know the book you picked by July 8. (hlopez@haddonfield.k12.nj.us)

Part 2:

Read and annotate the book. Take notes either by writing directly in your book or using sticky-notes. Consider the following when annotating:

- Mark key and unfamiliar words. The fact that the author uses key terms to signal important and/or recurring ideas means you should have a firm grasp on what they mean
- Underline important ideas and memorable images
- Write questions and/or comments about the text
- Note personal connections
- Mark confusing parts or sections that warrant a reread
- Highlight passages that seem to form a pattern in the text
- Identify specific examples of bias

Part 3: (homework grade)

Prepare evidence. Take notes about author bias you found in the reading. These should be brief, but constructed in a fashion that will help you recall information for class discussion.

Part 4: (homework grade)

Compose a paragraph discussing the impact of author bias (or lack of author bias) in the selected text. Be prepared to share this the opening week of school.

Part 5: (homework grade)

Compose three or four questions you would like to ask your classmates about their experience in searching for bias in non-fiction.

Columbine by Dave Cullen

Relying on more than ten years of research, award-winning journalist Cullen pieces together a stunning, authoritative, full-scope view of the Columbine tragedy, reaching powerful and controversial conclusions and revealing several facts previously unknown to the public. Based on hundreds of interviews with eye-witnesses, families, police and health professionals, Cullen challenges the false media perception of the so-called “Trench Coat Mafia”.

Into Thin Air: A Personal Account of the Mount Everest Disaster by Jon Krakauer

The author relates his experience of climbing Mount Everest during its deadliest season and examines what it is about the mountain that makes people willingly subject themselves to such risk, hardship, and expense.

Close to Shore by Michael Capuzzo

Combining rich historical detail and harrowing, pulse-pounding narrative, *Close to Shore* recreates the summer of 1916, when a rogue Great White shark attacked swimmers along the New Jersey shore, triggering mass hysteria and launching the most extensive shark hunt in history.

Nickel and Dimed: On (not) Getting by in America by Barbara Ehrenreich

Author Barbara Ehrenreich relates her experiences from 1998 to 2000, during which time joined the ranks of the working poor as a waitress, hotel housekeeper, cleaning woman, nursing home aide, and Wal-Mart clerk to see for herself how America's "unskilled" workers are able to survive on only \$6 or \$7 an hour. Her experiences offer a gritty glimpse into the world of day-to-day work, a stark picture of living from hand to mouth, and a personal perspective on the politics of welfare.

Until It Hurts: America's Obsession with Youth Sports and How It Harms Our Kids by Mark Hyman

An assessment of the damaging nature of ultra-competitive youth sports considers the consequences of high-pressure athletics on children and their families and traces the author's investigations into youth athletic clubs and associations throughout the country.

There is the option of selecting a book not listed above. If you would like to select another non-fiction book, please contact Ms. Lopez or Mr. Klaus (cklaus@haddonfield.k12.nj.us) for approval.