

# ACHS English III Honors

*You will read one fiction and one non-fiction book. The writing assignment is listed below the reading options.*

## 1. Nonfiction

### ***Stamped: Racism, Antiracism, and You* by Ibram X. Kendi & Jason Reynolds**

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This remarkable reimagining of Dr. Ibram X. Kendi's National Book Award-winning *Stamped from the Beginning* reveals the history of racist ideas in America, and inspires hope for an antiracist future. It takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.

Through a gripping, fast-paced, and energizing narrative written by beloved award-winner Jason Reynolds, this book shines a light on the many insidious forms of racist ideas--and on ways readers can identify and stamp out racist thoughts in their daily lives. This book connects our past to our present, and provides a fundamental understanding of the struggle for identity that shapes so much of American society and literature. This book ties in directly with our "Power, Protest, and Change" and "The Individual and Society" units in our curriculum.

## 2. Nonfiction

### ***Hidden Figures* by Margot Lee Shetterly**

Starting in World War II and moving through to the Cold War, the Civil Rights Movement and the Space Race, *Hidden Figures* follows the interwoven accounts of Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden, four African American women who participated in some of NASA's greatest successes. It chronicles their careers over nearly three decades, they faced challenges, forged alliances and used their intellect to change their own lives, and their country's future.

This true story explores the themes of progress, equality, and the American Dreams. These themes correlate to ideals that form the foundation of our country, and these women's stories exemplify the promise of the American Dream. These ideas and themes make up the foundation of our study of American literature in English III. This book ties in directly with our "Power, Protest, and Change" and "The Individual and Society" units in our curriculum.

## 3. Fiction

### ***The Andromeda Strain* by Michael Crichton**

A military space probe, sent to collect extraterrestrial organisms from the upper atmosphere, is knocked out of orbit and falls to Earth. Twelve miles from the crash site, an inexplicable and deadly phenomenon terrorizes the residents of a sleepy desert town in Arizona,

leaving only two survivors: an elderly addict and a newborn infant. The United States government is forced to mobilize Project Wildfire, a top-secret emergency response protocol. Four of the nation's most elite biophysicists are summoned to a clandestine underground laboratory located five stories beneath the desert and fitted with an automated atomic self-destruction mechanism for cases of irremediable contamination. Under conditions of total news blackout and the utmost urgency, the scientists race to understand and contain the crisis before it can become a worldwide catastrophe.

This thrilling, classic novel has served as an inspiration for countless American authors and stories since its publication, and played a role in how the American science fiction genre has changed. The novel also highlights how frightening it can be when science fiction becomes science fact, which is becoming an increasingly larger aspect of our lives with each passing day, as well as the impact it has on our individuality and sense of security. This novel ties in directly with our “The Individual and Society” and “Facing Our Fears” units in our curriculum.

#### 4. Fiction

##### ***The Manchurian Candidate* by Richard Condon (Contains Some Adult Themes)**

During the Korean War, the Soviets and Chinese capture a U.S. Army platoon and take the men to Manchuria in Communist China. Three days later, Staff Sergeant Raymond Shaw and Captain Bennett Marco manage to return to UN lines. Sergeant Raymond Shaw, brainwashed secretly and then freed with the rest of his patrol after capture in Korea, comes home an unwitting hero and Congressional Medal of Honor Winner to be idolized by America. However, buried deep within the recesses of Shaw's mind lies a dark, deadly secret, and only the Communists who indoctrinated him know when and how he will explode, and they alone control his actions as the fateful hour approaches.

This taut, captivating political thriller remains just as harrowing and relevant today as it was when it was first published. Using the Korean War as a backdrop, Condon manages to craft a tale of Cold War paranoia and suspicion, drawing inspiration from real-life fear-monger Senator Joseph McCarthy and the tensions of the time that would shape American ideas and literature for decades to come. This novel ties in directly with our “Facing Our Fears” unit in our curriculum.

- As we always do with summer reading, students are presented with multiple selections so they can select a novel that best fits them. I encourage students and parents to research all book options and choose the one that seems most appropriate for their family.

##### **Parents and Families:**

Please research the book(s) with the student and decide which one(s) would be most appropriate for your child. The websites [www.amazon.com](http://www.amazon.com) and [www.goodreads.com](http://www.goodreads.com) may provide helpful information on (or any objections to) specific books.

##### **Students:**

Be aware that teachers will assess outside reading in the first few weeks of the semester. This could be in the form of a test, project, paper, presentation, or combination of these. Please come prepared to start your new semester positively!

## Assignment

Students should complete three prompts for the fiction text of their choice, AND three prompts for the nonfiction text of their choice. You will be answering a total of six prompts. The prompts should be answered separately in a two-to-three paragraph response each.

Each two-to-three paragraph response should have:

- A clear topic sentence that provides an answer to the prompt (thesis).
- A brief introduction displaying where the quote appears in the text.
- A quote from the text that illustrates or supports the point in your topic sentence.
- Multiple sentences that offer analysis of the text based on the focus of the prompt.
- A clear concluding statement.

### FICTION PROMPTS

Choose THREE from the following:

- 1.) Choose a passage (between one sentence and one paragraph) that reveals the book's theme, or central message. Record the passage and page number, and explain how it relates to the theme.
- 2.) From whose point of view is the story told? What other voices could tell the story? Be sure to explain how the story would be different from this other, new perspective.
- 3.) What is the main problem/obstacle/mystery that the characters/people must overcome/solve? How was this problem resolved? Was this a satisfactory conclusion?
- 4.) How is your book structured/organized? How does the way the author structures his/her book affect the story and your appreciation of the book?
- 5.) For your book, was the plot moved forward by the decisions of the characters or were the characters at the mercy of the plot? How did it affect your enjoyment of the book?
- 6.) When did you get stuck while reading? What was confusing about your book? What strategies did you use to help you read better?
- 7.) Comment on the author's style and use of language. Is it effective or ineffective? Does it add to or detract from your enjoyment of the book?
- 8.) Choose a character and explain the psychology behind his/her choices. How is this character affected by the environment, the ways other people see him/her, and the ways he/she sees himself/herself?

## NON-FICTION PROMPTS

Choose THREE from the following:

- 1.) How does the author establish authenticity in the text? Consider the facts, statistics, and research that are used to make the book seem “real.”
- 2.) What is one thing that is unique about this nonfiction book? Explain this uniqueness.
- 3.) In what ways can the information in the book be applied to your life? Be specific by choosing a specific element from the text as well as a specific aspect of your life.
- 4.) Does the author have an overall purpose/message to the book? If so, what is it and how do you know this is the message?
- 5.) How does the book incorporate literary elements such as characterization, figurative language (metaphor, simile, etc.), and narrative? What effect do these elements have on the book?
- 6.) What questions did you ask yourself about the text as you were reading? How did these questions help you understand the book?
- 7.) What prior knowledge did you bring to the reading that helped you understand the book? Be sure to choose a specific part of the book to support your answer.
- 8.) Analyze the attitude of the writer. How does his/her tone extend the meaning of the book? Does this tone change or stay consistent? Be sure to comment on the effectiveness of this tone.