

## AP/Honors Summer Reading List and Project Rubric

Hello DCHS AP/Honors Student!

Your learning begins....now! The summer is an important time to rest, read, *and* stimulate your brain for the academic challenge ahead of you! In order to ensure a good foundation for our course of study, you will need to complete the following summer reading assignments. Scared? Skeptical? Don't be. You will do great. Not to mention, I think you are going to love these books.

In order to save yourself some stress and ensure that you get the most out of these amazing works, please do not wait until one week before school starts back to complete this work! Remember, you are capable of greatness--give yourself the time, space, and energy to achieve it.

1) What do I read and what do I do with it?:

<b>Course Name</b>	<b>AP/Honors Required Summer Reading</b>	<b>Assignment (Instructions and Rubric Attached)</b>	<b>Turn-in Procedure</b>
English I Honors (rising 9th graders)	<i>The Other Wes Moore</i> by Wes Moore	Reading Companion to <i>TOWM</i> <b>and</b> project of choice	Due on Tuesday, Sept. 8th  Turn-in to Molly Rogers mollyrogers@dadecs.org
AP Language (rising 10th graders)	<i>All the Pretty Horses</i> by Cormac McCarthy	Major Works Study Guide <b>and</b> project of choice	Due on Tuesday, Sept. 8th  Turn-in to Molly Rogers mollyrogers@dadecs.org
AP Literature (rising 11th)	(Choose <u>One</u> ) <i>Catch 22</i> by J. Heller <b>or</b> <i>The</i>	Major Works Study Guide <b>and</b> project of	Due on Tuesday, Sept. 8th  Turn-in to Matt Sweat

graders)	<i>Grapes of Wrath</i> by J. Steinbeck	choice	mattsweat@dadecs.org
Dual Enrollment (rising 12th graders)	<i>The Awakening</i> by Kate Chopin	Annotate for Character Development and Historical Significance	Due on Tuesday, Sept. 8th  Turn-in to Cyndy Bowdon cyndybowdon@dadecs.org

2) A Note on the Major Works Study Guide: This will be a “cheat sheet” used to prepare you for the open-ended question on the 2021 AP Exams. Please follow each step carefully and pay attention to what each section is asking for specifically.

3) Summer Reading Assignments will count as an Assessment Grade (20%). **These assignments are due by September 8th**, the Tuesday after Labor Day and International Literacy Day. Grade-level turn-in procedures for each course are listed above.

4) Please email Molly Rogers with any questions or concerns: [mollyrogers@dadecs.org](mailto:mollyrogers@dadecs.org).

Included in this packet:

- Project of Choice Explanations and Rubric
- Reading Companion to TOWM
- Major Works Study Guide
- Instructions for Annotation

## Summer Reading Project of Choice Explanations

1. **Alternate Ending-** Write a 1.5 page narrative that provides an alternate ending to the novel **and** a half-page explanation as to why you made the changes you did to the original narrative. Remember to use dialogue and to provide a realistic ending that matches the rest of the story. In other words, if there is NO magic or science fiction, etc. present in the story you should not have it in yours either.)

2. **Character diary-** You need to write 5 entries that reflect ONE of the character's perspectives in the novel. You may use drawings you invent, pictures you cut from magazines, small objects, or other aids to accomplish this task if you wish, but the WRITING should be the focus. Diary must have 5 entries of at least 6 sentences each.

3. **Soundtrack-** Find 5 songs that relate to your novel. Print out or copy-and-paste the lyrics to a Word/Google document. Then, type an explanation as to how they relate to the novel. The analysis must demonstrate an understanding of the themes and connections between the lyrics and the novel. (Minimum of 5 paragraphs of at least 6 sentences)

4. **C/C Historical Significance-** Select an appropriate historical or current event related to your book. Using the internet, research the facts about your topic. Create a PowerPoint that highlights the important facts about your topic (At least 15). Add pictures and include a works cited page that includes the websites where you got your information. Once you have the facts, then write one paragraph that explains how the topic appears in the book and a second paragraph comparing and contrasting the real historical event/person/topic with the event/person/topic in the book.

**5. Film Casting Justification-** You are producing a movie version of your hook. Hoping for a multi-million dollar blockbuster, you want to assemble a "dream cast" for your movie by choosing contemporary actors and actresses best-suited for each of the main roles. Justify each of your choices with a 3-4 sentence explanation that discusses both their: physical and emotional prowess to play each of the characters being specific enough to point out particular scenes in which the actors would be effective in recreating the events of the text.

**6. Pattern Analysis-** Take a pattern from the book (such as violence or cars or colors or racism, etc.) that you feel is significant in some way. Identify 5 quotes that relate to that topic. Then, in a two-paragraph response that includes a thesis statement at the beginning, ARGUE what the author is trying to teach the audience through that particular pattern. Your paragraphs should reference events of the book to justify your claims about the lesson being taught.

**7. Book jacket-** Design a new cover for your book. Write a flap copy for the dust jacket (or back of the book if it is paperback): Summarize the book's plot so that an audience will want to read the book. Then, create three reviews of the book, where fake newspapers and readers assert why the book is worthy of a reader's time.

**8. Book Report in a Box-** You must have some kind of a container (box, manila envelope, coffee can, etc...) and decorate it to show major details or themes found in your book. Inside your container, you must include the following:

- 10 Questions - 5 general content, 5 open-ended (questions that include more than one answer)

- Vocabulary - 10 words from your book that were unfamiliar to you with definitions.
- Things- 5 objects with a REAL connection to your story. For each object, you will have to explain the significance to the text. For example, does the object represent the setting, connect to the character, symbolize a conflict in the story, etc.

RUBRIC/SELF-EVALUATION	<u>EXCEEDS (A)</u>	<u>MEETS (B-C)</u>	<u>DOES NOT MEET (D-F)</u>
WRITING CONVENTIONS	The assignment features clear and coherent writing in which the development, organization and style are creatively crafted to fit the task, purpose, and audience. It is virtually free of mechanical errors	The assignment features strong writing in which the development, organization and style, are relevant to the task and purpose. The few errors do not distract from the meaning.	The writing is confusing and difficult to understand due to several mechanical errors. Little thought and creativity was put into the task, purpose, and audience.
CRITICAL ANALYSIS OF THE LITERATURE	The assignment displays a strong understanding of the plot and critical analysis of character development in the context of the theme, plot, setting, and other literary elements.	The assignment displays a solid understanding of the text with a basic analysis of character development in the context of the theme, plot, setting, and other literary elements.	The assignment lacks a strong understanding of the text. The student simply summarizes the plot or explains the characters with little to no analysis.
CREATIVITY: ORIGINALITY OF IDEAS, PRODUCT & MOTIVATION	The student exhibited creativity through originality of ideas and thinking outside of the box. The student was self-motivated and self-directed in this project. The product is vibrant and visually pleasing. All expectations for the project are met.	The student approached the assignment with creative ideas. The student was self-motivated and productive for the most part, needing some reminders and assistance in the creative process. There may be some missing parts of the final project.	The student did not work to originate new or interesting ideas, never moving beyond the bare minimum. The student lacked motivation and productivity, turning in the assignment after the deadline. The final project appears incomplete.



# READING COMPANION TO *THE OTHER WES MOORE*

Hello Honors English I Student!

My name is Ms. Rogers and I will be your Honors English I teacher in the Fall. I am looking forward to teaching you and, more importantly, getting to know you during our time together. Honors English I is a literary journey into “Choices and their Consequences,” outlined by the Georgia Standards of Excellence (GSE) and designed to help you become a better reader, writer, speaker, and thinker. *The Other Wes Moore* is the perfect introduction to our course and opportunity to explore the power of our everyday choices for us and those around us.

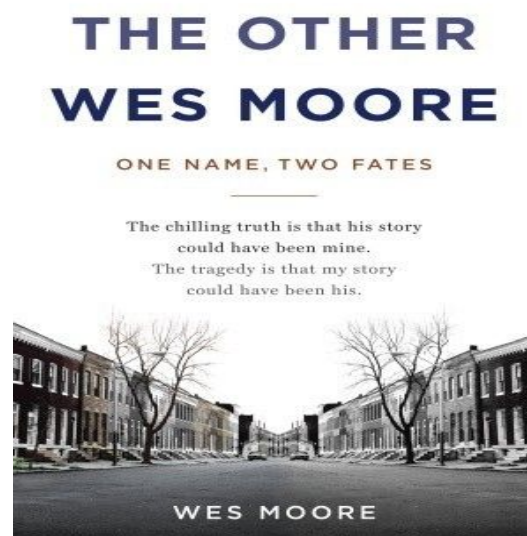
This companion will guide you **before, during, and after** reading. The guided questions aren’t meant to tackle or reveal the “chilling truths” of Wes Moore’s memoir--we’ll do that in class. They are simply to ensure you don’t miss anything important. Scared? Skeptical? Don’t be. You will do great. Not to mention, I think you are going to love this book.

Along with the school-wide summer reading project (yes, you still have to do it,) this reading companion will be **due on September 8th**, the Tuesday after Labor Day and International Literacy Day. Feel free to email me if you have any questions or, better yet, groundbreaking revelations.

Happy Reading!

Ms. Rogers

[mollyrogers@dadecs.org](mailto:mollyrogers@dadecs.org).



# BEFORE READING *THE OTHER WES MOORE...*

**ELAGSE9-10RI2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**LEQ:** How do the choices each Wes Moore makes contribute to their current life situation? How do the choices **you** make contribute to **your** future?

- **Anticipation Guide:** Circle your stance on the following four controversial statements. Explain your reasoning in complete sentences. Be prepared to defend your answer in class discussion.

1) Relationships between parents and their children are always complicated.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Why? \_\_\_\_\_  
\_\_\_\_\_

2) It is impossible to change your destiny.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Why? \_\_\_\_\_  
\_\_\_\_\_

3) Acknowledging poor choices forgives past indiscretions.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Why? \_\_\_\_\_  
\_\_\_\_\_

4) People are always a product of their environment.

Strongly Agree      Agree      Neutral      Disagree      Strongly Disagree

Why? \_\_\_\_\_  
\_\_\_\_\_



Great job with the anticipation guide! In class, we will discuss how your stances on these statements are either affirmed or changed by reading *The Other Wes Moore*.

- **(2-3 Sentences) Initial reaction to [The Other Wes Moore hook video](https://tinyurl.com/towmhook)**  
<https://tinyurl.com/towmhook>

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This memoir is an interesting reflection on how certain choices shaped the lives of the Wes Moores, but serves as an even better opportunity to reflect on your *own* life choices before entering high school.

- **Quick Write:** Set a timer. Do not put down your pencil for 10 minutes! What is a choice that you have made, but soon regretted making? Be sure to discuss the consequences of your decision (how it affected you and others). Stop when the timer goes off. After you finish, note your word count at the bottom (we will come back to this later.) And, go!

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# WHAT TO DO WHILE READING *THE OTHER WES MOORE*

1. Gather textual evidence that reflects choices made by different characters and the consequences of those choices. Annotate your book! This means...
  - a. If it belongs to you, write in the margin notes on ideas or questions you may have. Highlight important passages.
  - b. If you are borrowing the book, write your ideas and questions on sticky notes. Be sure to include page #s in case they fall out!
  - c. Circle any words that you do not know and look up the definitions. Write it down so you'll never forget it!
2. Answered guided reading questions **in complete sentences**.
3. Reflect on the Lesson Essential Question:
  - a. How do the choices each Wes Moore makes contribute to their current life situation? How do the choices **you** make contribute to **your** future?
4. GET LOST WHILE READING!
  - a. ...but not too lost. Each Wes's life is featured in every chapter. Whenever you see a grey bar, the memoir is switching to a different Wes. The italicized passages between each section is a conversation between both Weses "present day."
  - b. Have fun! Don't get caught up in the questions. You could even answer these questions AFTER you read if you are afraid it will get in the way of reading. I just don't want you to miss out on any of the good parts.
  - c. Optional: Take a selfie while reading this Summer and tag @dchswolverines @iamwesmoore on twitter (If you have a phone & are into that sort of thing.)

## THE OTHER WES MOORE GUIDED READING QUESTIONS

### INTRODUCTION/BACKGROUND INFORMATION

- Where does the story take place?
  
- Who is Wes Moore? Where is he now?

- Who is the “other” Wes Moore? Where is he now?
- How is the text structured? (Think chapters, parts, etc.)
- What is the author’s purpose for writing *The Other Wes Moore*?

## CHAPTER 1

### **Author Wes**

- Where is Wes’s mother originally from?
- Why is Wes’s mother angry with Wes for hitting Nikki? How will this shape his future?
- Explain what happens to Wes’s father at the end of chapter one.

### **The Other Wes**

- Explain why Mary, the other Wes’s mother, has to quit college.
- Who watches Wes most of the time when he is little?
- Describe Tony.
- Who does Wes meet at the end of Chapter 1 and how does he react?

## CHAPTER 2

### **The Other Wes**

- Explain how Wes feels about Tony.
- Describe where Tony lives.
- Explain the term “ice grille” and how it applies to the story.

- What happens to Wes during the football game?
- What does Wes do after running home from the football game? Why is this important?
- Explain the significance of the quote, “Rule number one: If someone disrespects you, you send a message so fierce that they won’t have the chance to do it again” (32). Predict how this will impact Wes as he gets older.
- When does Wes’s mother find out about his arrest?

### **The Author Wes**

- Explain where Wes’s mother moves the family and why she does this.
- What was one of the first things Wes saw when he entered the Bronx.
- Who helps James Thomas when he first came to America? What did that man become?
- Explain why Wes calls the basketball court in the Bronx the “neutral ground.”

## CHAPTER 3

### **The Author Wes**

- Explain where Wes goes to school and why.
- What famous person attends the school?
- Explain why Wes is suspended. What is the story Wes told his friends about his suspension?
- What are the “rules” when traveling home from school?
- What happens when Wes invites his school friends over for baseball?

- How does the government determine how many beds are needed in jail?

### **The Other Wes**

- Describe what is happening in Tony's life.
- What two things prompted Mary to move to Baltimore County?
- Why is Wes jealous of Tony?
- Describe Wes's new job and predict what impact it will have on his family.
- What does Wes find in his mother's closet?
- Describe what Wes does to make himself feel sick.
- Explain what Wes learns on pages 61 and 62.

## CHAPTER 4

- On page 67, explain what Wes means when he says, "I guess it's hard sometimes to distinguish between second chances and last chances."

### **Other Wes**

- Explain why Tony is questioning Wes on page 70.
- What hurts Wes more than the beating his brother gives him?
- Describe what Mary finds when she searches Wes's room and what she does with it.
- Explain what happens when Wes got home.

### **Author Wes**

- Explain why Wes is failing school.
- What agreement does Wes have with Mrs. Downs?
- What does Shani do for Wes in regards to school?
- Explain what happens between Shani and Lateshia. Explain what happens after and why.
- Describe why Shea and Wes are picked up by the police and what effect it has on Wes.

## CHAPTER 5

### **Author Wes**

- Explain where Wes is and what conflict he is experiencing.
- Why did Wes's mom slap him?
- Explain why Wes blames his roommate for his current situation.
- Describe what Sergeant Austin gives to Wes and what happens because of his "gift?"
- Who does Wes call and why?
- Explain the sacrifices Wes's mother and family make for him and why.
- Describe Ty Hill.
- What does Wes learn about respect by watching Ty Hill?

### **Other Wes**

- Explain what "trouble" Wes has.

- Explain what Tony finds so amusing at his brother's first birthday party.
- Who does Wes see at his aunt's house and how does he react?
- Explain what happens between Wes and Ray. Explain how the incident ends.

## CHAPTER 6

### Other Wes

- What percentage of kids graduate from high school in Baltimore city in 1994?
- Explain what happens to Wes and all of his friends.
- Explain what happens to Wes after getting out of the Baltimore County Detention Center.

### Author Wes

- Describe how Wes changes since attending Valley Forge. Explain what is responsible for his change.
- Why does Wes's uncle give him a lecture?
- Explain why Wes thinks, "This uniform had become a force field that kept the craziness of the world outside from getting too close to me, but I wondered if it was just an illusion" (118).
- Explain what happens when Wes and Dalio walk to town for Stromboli.
- Explain what Wes does after being told, "Go home ni\*\*\*!" (120-121). Explain how he handles this incident and what it reveals about his character?



- Explain the irony and significance of the last paragraph on page 122.

### **Part III (Conversation between the Wes Moores)**

- After 3 years of visiting the other Wes Moore in prison, what is the author annoyed about him saying? What does the author want Wes to do?
- Why is the other Wes in prison?

## CHAPTER 7

### **Year 1997 Author**

- What dream does Wes realize isn't going to happen for him and what causes him to come to this realization?
- Explain what changes Wes into a lover of reading.
- Explain the quote, "...the written word isn't necessarily a chore but can be a window into new worlds" (131)
- Whose autobiography makes an impact on Wes and why?
- Explain the quote, "The Army, therefore, made it easier for me to love my country, with all its flaws, and to serve her with all my heart" (131).
- Aside from family and friends, what do all the men Wes trusted have in common?
- Explain who says the following and why: "When it is time for you to leave this school, leave your job, or even this earth, you make sure you have worked hard to make sure it mattered you were here" (133)

- What role is Wes selected for at Valley Forge and why was it an important position?

### **Other Wes**

- Explain who Cheryl is and what happens to Wes and Cheryl.
- Explain how Wes's thoughts contradict his actions.
- Explain the advice that Levy gives Wes and what happens after that.
- What is Wes proud to earn?
- What career does Wes select for his training?
- Explain what bad decision Wes makes one year after completing his training and why he makes the decision.

## CHAPTER 8

### **Year 2000 Other Wes**

- Explain what happens at J. Browns Jewelers.
- What does Mary Moore see on TV that shocks her?

### **Author Wes**

- Who does Wes go to see and why?
- What college does Wes attend after leaving Valley Forge?

- Explain why Wes says that many kids don't have the "luck" like his on page 160.
- Where does Wes study abroad and what history does he learn?
- Explain what Wes learns about poverty while studying abroad and his feeling about this knowledge.
- Explain what happens during apartheid to Wes's host family and how the mother was able to forgive and move on with her life.
- Explain the quote, "Knowing when to fight and when to seek peace is wisdom" (168)
- What honors/rewards does Wes earn upon returning from his semester abroad?
- What does Wes do after graduating college?

#### EPILOGUE, AFTERWARD, & CALL TO ACTION

- What is the fate of the other people who were close to the Wes Moores?
- What is the importance of the words from Sir William Ernest Henley?
- What is "our call to action?"

AFTER READING *THE OTHER WES MOORE*....

COMPLETE THE PROJECT OF CHOICE

## AP English Literature and Composition Major Works Study Guide\*

Title: \_\_\_\_\_

Author: \_\_\_\_\_

Original Date of Publication: \_\_\_\_\_

Genre (e.g. novel, play, epic poem): \_\_\_\_\_

\*To be used to prepare for the open-ended question on the AP test

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**CONFLICT:** Explain the major conflict in the work. (Writer's Inc. defines conflict as "the problem or struggle in a story that triggers the action." It usually pits the main character against another person, society, himself or herself, nature, or fate/ God.) Be sure to specify who is pitted against whom or what. Is the conflict resolved in the end? If so, how?

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**THEME:** What is one major theme of the work? Remember that one word (e.g. revenge) is not a theme; it's a subject. Also, man v. nature is not a theme; it is a conflict. A theme reveals what we have learned about a particular subject. A major theme in Robert Frost's poem "The Road Not Taken," for example, is that life is filled with choices, and although it isn't always clear which is the best choice to make, our decisions determine who we are.

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**SETTING:** (time, place, and atmosphere) What is the setting? In what way is the setting of the work significant? Do more than just identify the time, place, and atmosphere.

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**SIGNIFICANCE OF THE OPENING SCENE:** After having read the entire work, reexamine the opening scene and, in a few sentences, discuss its importance. Why is it significant? (Hint: Pay attention to point of view, imagery, symbolism, character development, theme)

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**SIGNIFICANCE OF THE ENDING/ CLOSING SCENE:** Same instructions as above.

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SIGNIFICANCE OF A FAVORITE AND/OR MOST PIVOTAL SCENE: Describe this scene and then follow the same instructions as above.

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MEMORABLE QUOTATIONS: Consider especially quotations that illustrate theme (most important) and characterization (not quite as important). Be sure to enclose each quotation in quotation marks and write the page number beside it.

1. Quotation:

Significance:

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2. Quotation:

Significance:

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3. Quotation:

Significance:

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Quotation:

Significance:

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Quotation:

Significance:

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CHARACTERS:

Name	Role in the Story	Adjectives/ Development Notes

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**PLOT SUMMARY:** While you do not need to account for every detail of the story, you should try to provide information sufficient to help you remember the basic plot. So, be thorough. To sufficiently summarize, you'll need to continue on another sheet of paper. Put this in your own words, which means don't cut and paste from Spark Notes!

