

Summer Reading - Senior English (2018)

This year in Senior English, we will explore the ideas of transitions, forging a path, and lifting your voice. We will examine how authors define the self and their place in the world.

To begin, your summer reading assignment will consist of two works with characters at a threshold. You will read:

- *Tuesdays With Morrie* by Mitch Albom (1997)
- *The Prophet* by Kahlil Gibran (1923)

(*I recommend obtaining your own copy of the books—used is fine—that you can mark up; or taking notes in a notebook as you read. This will make writing your essay much easier! You will also be able to refer to your notes and book for the test and discussion when we return to school.)

After carefully reading the texts, complete the following assignments, due on the first day of school:

1. **Compare and contrast essay.** Your essay should be 1-2 pages.

Write a well-planned and well-organized essay comparing the two texts. Consider the structure of the works, the characters, the settings, and/or the actual content of the lessons included in each book. How are they similar or different? Be sure to develop a central idea or thesis, then use supporting examples. Use specific quotes from the books to support your claims. See the attached rubric for details about the expectations.

2. **Audio or video response.** Your recorded response should be 1-2 minutes long.

As you begin your senior year of high school you are also at a threshold (between childhood and adulthood). Imagine you are speaking to the incoming freshmen. What advice, stories, or reflections would you offer them for making the most of their high school career? Your recording should demonstrate that you thought about what you were going to say before you hit “record”! I will provide instructions for submitting these recordings electronically when you return to school. Keep in mind that you will share these recordings with your classmates.

I look forward to meeting you in the fall! If you have questions about the assignments or need to reach me in the meantime, please e-mail me at mmorin@bishopwalsh.org. Have a great summer and happy reading!

Mrs. Morin

Summer Reading Essay Rubric

| | 5 | 3 | 1 | /5 |
|-------------------|--|--|---|----|
| Ideas and Content | Paper includes a clear thesis statement and position. Examples are detailed, relevant, accurate, and supported with textual evidence. Ideas presented are insightful, original, and demonstrate close analysis of the text(s). | Paper has a thesis statement or position, but they may be underdeveloped. Examples are provided but may lack sufficient detail, be too general, or may not be clearly related to the text. The ideas are emerging, and student is clearly grappling with the text, but could work on clarity or depth. | Paper's central claim or position is missing or unclear. Examples are missing or are vague, irrelevant, or unsupported by the text. The paper shows little insight or examination of the text. | |
| Organization | Paper is organized logically, in a way that supports and enhances the central theme or argument. Ideas build organically with clear and smooth transitions. Introduction and conclusion are strong and compelling. | Paper is organized with some understanding of how ideas connect to the central theme or argument. Transitions often work well to move reader through the paper. Introduction and conclusion are present but could be stronger or more compelling. | Paper demonstrates little organization. Ideas are scattered, disconnected, or may be confusing to the reader. There are no transitions to move the reader through the paper. Introduction and/or conclusion are missing or ineffective. | |
| Style | Word choice and sentence structure are varied, strong, and interesting. Tone is engaging, confident, and appropriate for the audience. | Word choice and sentence structure are satisfactory, but not exciting or interesting. Tone is developing but may be uncertain at times. | Word choice is limited, overly simple, or incorrect. Sentence structure is basic and repetitive. Tone is inappropriate for the audience. | |
| Conventions | Few to no grammar, punctuation, and spelling errors. | Minimal grammatical, punctuation, and/or spelling errors that do not affect readability. | Multiple grammatical, punctuation, and/or spelling errors that interfere with readability. | |