

10th World Literature Pre-Course Reading 2021-2022

Required Reading Philosophy: The Pebblebrook English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Students entering ANY English course must follow the directions below. See chart below for specific reading assignments.

The first unit in 10th grade World Literature is Cultural Conversations.

From the student text: “The twenty-first-century classroom and workplace are settings in which people from different cultures mix and work together. Unit 1 guides students’ exploration of culture and its components-nationality, family, religion, ethnicity, gender, race, and subgroups-examining how these components shape their perceptions of themselves and the world around them. As students seek to understand their own culture and the cultures of others, they are able to evaluate different perspectives and adjust their own thinking when given new or contradictory information from others... By studying a wide range of texts representing a variety of cultural perspectives, students make connections to their own lives to better understand the interrelationships among multiple cultures.” – Springboard, Grade 10

Take some time this summer to read a book or two that has something to do with culture or identity.

On-level World Literature	Honors World Literature
<p>Directions: This assignment is <i>optional</i>. Review the provided list of titles and authors. Go to the nearest bookstore or library to buy or check out novels you would like to read over the summer. Read your selected novel(s). Complete the Tic-Tac-Toe Menu activity for one of the novels you’ve read. Bring your completed Tic-Tac-Toe activities on the first day of school and present them to your English teacher to earn extra credit towards your 1st quarter grade for the upcoming school year. The type and amount of extra-credit you receive will be left to the discretion of the teacher.</p>	<p>Directions: This assignment is <i>mandatory</i>. Review the provided list of titles and authors. Go to the nearest bookstore or library to buy or check out novels you would like to read over the summer. Read your selected novel(s). Complete the Tic-Tac-Toe Menu activity for one of the novels you’ve read. Bring your completed Tic-Tac-Toe activities on the first day of school and present them to your English teacher to earn credit towards your 1st quarter grade for the upcoming school year. The type and amount of credit you receive will be left to the discretion of the teacher.</p>
<p>Purchasing Books: You may find all books in the public library, or you may purchase one from a bookstore or on the internet (Amazon.com, Half.com, Barnes & Noble, The Book House in Mableton, etc.) If you have any questions, contact English Academic Coach at: telicia.leonard@cobbk12.org</p>	
<p>Book Requirements: Suggestions are located on the next page of this document, however, if you should choose our own text, please follow the guidelines below:</p> <ul style="list-style-type: none"> ➤ Must be a book that is focused on culture or identity ➤ Must be at least 150 pages ➤ May NOT be any book you have read in 9th grade ➤ No picture books, magazines, pamphlets, or graphic novels 	

SUGGESTED TITLES

****asterisks denote Nonfiction/Informational Texts**

AUTHOR	TITLE	LEXILE
Bernier-Grand, Carmen T.	Frida: Viva la Vida! Long Live Life	750 L
Cisneros, Sandra	The House on Mango Street	870 L
Cooper, Susan	The Dark is Rising	920 L
Cordova, Zoraida	Labyrinth Lost	630 L
de la Pena, Matt	Mexican Whiteboy	680 L
Draper, Sharon	Copper Sun	820 L
Garcia, Cristina	The Aguero Sisters	1000 L
Jin, Ha	Ocean of Words Army Stories	790 L
Joseph, Lynn	The Color of My Words	840 L
Leiris, Antoine	You Will Not Have My Hate	N/A
Manzano, Sonia	Becoming Maria: Love & Chaos in the South Bronx	N/A
Martinez, Agnes	Poe Park	550 L
McCunn, Ruthanne Lum	Thousand Pieces of Gold	940 L
Myers, Walter, Dean	Bad Boy: A Memoir	970 L
Myers, Walter, Dean	Fallen Angels	650 L
Ng, Celeste	Everything I Never Told You	870 L
Porter, Connie	Imani All Mine	580 L
Reynolds Jason	The Boy in the Black Suit	760 L
Rodriguez, Gaby	The Pregnancy Project	970 L
Silvera, Adam	More Happy Than Not	850 L
Schmartz, Pat	Bluefish	600 L
Smith, Zadie	White Teeth	960 L
Stone Nic	Dear Martin	720 L
Tan, Amy	The Joy Luck Club	930 L
Walker, Alice	Meridian	1010 L
Whitaker, Alecia	Wildflower	830 L
Wright, Richard	Black Boy	950 L
Beal, Merrill D.	"I Will Fight No More Forever": Chief Joseph & the Nez Perce War**	1130 L
Carrick Hill, Laban	America Dreaming: How Youth Changed America in the 60's**	1190 L
Cunxin, Li	Mao's Last Dance**	810 L
Le Guin, Ursula K.	Always Coming Home	N/A
Nabhan, Gary Paul	Why some Like It Hot: Food, Genes, & Cultural Diversity**	N/A
Nerburn, Kent	Chief Joseph & the Flight of the Nez Perce: The Untold Story of an American Tragedy**	N/A
Santiago, Esmeralda	When I Was Puerto Rican: A Memoir**	1029 L
Sherr, Lynn	Failure Is Impossible: Susan B. Anthony in Her Own Words**	N/A
Stone, Tanya Lee	The Good, the Bad, & the Barbie: A Doll's History & Her Impact on Us**	1120 L
Tobin, Jacqueline L. & Raymond G. Dobard	Hidden in Plain View: A Secret Story of Quilts & the Underground Railroad**	N/A
Ward, Geoffrey C. & Ken Burns	Not for Ourselves Alone: The Story of Elizabeth Cady Stanton & Susan B. Anthony**	N/A

Tic-Tac-Toe Menu

Directions: These activities should be completed once you have read your selected novel over the summer. Chose activities in a tic-tac-toe design. When you have completed the activities in a row—horizontally, vertically, or diagonally—or in the 4 corners, you may decide to be finished. Or you may decide to keep going and complete more activities. Star the activities you plan to complete. Color in the box when you finish the activity.

<p>Collect</p> <p>Facts or ideas which are important to you about your favorite character.</p> <p>(Knowledge)</p>	<p>Teach</p> <p>A lesson about your novel to our class. Include as least one visual aid.</p> <p>(Synthesis)</p>	<p>Draw</p> <p>A diagram, map or picture of some aspect of your novel.</p> <p>(Application)</p>	<p>Judge</p> <p>Two different viewpoints about an issue in your novel. Explain your decision.</p> <p>(Evaluation)</p>
<p>Photograph</p> <p>Videotape, or film part of your presentation.</p> <p>(Synthesis)</p>	<p>Demonstrate</p> <p>Something to show what you have learned from your novel.</p> <p>(Application)</p>	<p>Graph</p> <p>Some element of your novel to show how many or how few.</p> <p>(Analysis)</p>	<p>Create</p> <p>An original poem, dance, picture, song, or story around some aspect of your novel.</p> <p>(Synthesis)</p>
<p>Dramatize</p> <p>Something from your novel to show what you have learned.</p> <p>(Synthesis)</p>	<p>Survey</p> <p>Others to learn their opinions about some fact, idea, or feature of your novel.</p> <p>(Analysis)</p>	<p>Forecast</p> <p>How a character in your novel will change in the next 10 years.</p> <p>(Synthesis)</p>	<p>Build</p> <p>A model or diorama to illustrate some aspect of your novel.</p> <p>(Application)</p>
<p>Create</p> <p>An original game using the facts you have learned from your novel.</p> <p>(Synthesis)</p>	<p>Memorize</p> <p>And recite a quote or a short list of facts from your novel.</p> <p>(Knowledge)</p>	<p>Write</p> <p>An editorial for the student newspaper or draw an editorial cartoon about some element of your novel.</p> <p>(Evaluation)</p>	<p>Compare</p> <p>Two things from your novel. Look for ways they are alike and different.</p> <p>(Analysis)</p>

Tic-Tac-Toe Activities Grading Rubric

Your activities will be graded on the following criteria:

Creativity – Activity exhibits the student’s own unique brand of creativity and doesn’t resemble something already created. 0-25 points

Accuracy – Activity precisely depicts all elements of the given set of accompanying instructions the student chose to follow. 0-25 points

Workmanship – Activity exhibits fine craftsmanship and shows that the student took pride in his/her work. The student’s creation is not shoddy or poorly constructed. 0-25 points

