Princeton High School
100 Viking Way
Cincinnati, OH 45246
http://www.princetonschools.net

Dear Parents and Guardians,

Greetings! The English Advanced Studies team welcomes you to a new academic school year of rigor and opportunity. Within the English Advanced Studies program, we strive to not only empower students by growing their skills as independent thinkers, but also to prepare them for the outcome based assessments offered by our AP and IB programs. With this in mind, we maintain our summer reading program and we offer challenging reading throughout the school year.

Why Summer Reading?
The addition of summer reading to the existing English curricula affords benefits to the students enrolled in our advanced studies program. First, it allows students exposure to more works of literary merit than we can reasonably cover in the school year. This exposure increases their knowledge base in literature as they continue to prepare for senior year AP and IB exams. With the addition of written assignments in conjunction with the reading, the students are engaged in year round learning: their written assignments encourage the student to read, analyze, and synthesize their knowledge of the text with a critical, academic lens. Some studies show that summer learning loss can be as great as 25-30% in students. Here, at Princeton, we are proud of the fact that we have a plan to keep our students mentally stimulated and competitive. Our summer program offers the opportunity to apply and improve skills in vocabulary, critical thinking, analysis, and synthesis, thereby fighting that “summer slide.”

How and why do we choose what the students read?
Whether undertaking for additional challenge or preparation, students who elect to participate in our advanced English program are choosing to be engaged in a more demanding and diverse curriculum at a more demanding pace. The texts for both
summer and the academic school year are strategically chosen with this in mind. As educators, we seek rigorous and engaging texts that are suggested by College Board (the writers of the PSAT, the SAT, and the AP tests). We select books approved by International Baccalaureate. We include texts that have high frequency on the rigorous outcome based assessments for which our students are seeking preparation. We also regularly meet as an educator community to review and reassess these texts and their value for our students. Our ongoing conversations on text appropriateness and relevance allow us to stay current on the needs of our students.

We, again, extend a warm welcome to you and your child as you begin the current academic year in the English Advanced Studies Program. If, at any time you have concerns please reach out to your child’s current instructor, the English Department Chair, or the Director of Secondary Teaching and Learning. Their contact information follows:

*The information for your child's current instructor should be listed on the summer reading assignment and/or the syllabus for the course. Please note, summer hours may affect the teacher's availability.

English Department Chair:  
LaTia Farria  
513-864-1620  
Lfarria@vikingmail.org

Director of Teaching and Learning, Secondary:  
Dr. Valerie Hawkins  
513-864-1031  
vhawkins@vikingmail.org

Best

The English Advanced Studies Department
Summer Reading for Upcoming Seniors

Welcome to the final year of the IB English Program. Please consider this your most serious IB endeavor. Wisdom dictates careful thought on your part as you approach these works. They will be with you in your studies and for the test this year. Put yourself on a schedule, write in, highlight, and tab your copies of the novels to keep for your exam prep. Do not forget how much you have improved over the year and take pride in this work that you produce!

The books – a total of three
1. One book on Sylvia Plath: The Death and Life of Sylvia Plath (by Ronald Hayman) OR Rough Magic: A Biography of Sylvia Plath (by Paul Alexander)
2. Jane Eyre (by Charlotte Bronte)
3. Native Son (by Richard Wright)

All of the books listed are a vital part of the IB curriculum. Your summer reading written assignments and corresponding tests given early on will constitute 25% of your first quarter grade.

Attached you will find: (a) your assignment sheets and (b) Turnitin.com instructions. All work must be:

1. double-spaced, 12-pt. if typed
2. submitted in hard copy on the first day of school, at the beginning of the bell
3. submitted from home to Turnitin.com prior to first day of school

These summer assignments are due in hard copy form on the first day of school when you walk into class no matter what. A problem with technology is not a valid excuse for late work. Plan for any problems that might occur. Complete your summer work in time to make adjustments for problems that arise due to the use of technology. A submission later on that first day, or on day two, will result in a 50% reduction of point value. After that, no points will be awarded. Failing to submit your assignments to Turnitin.com by 10 p.m. on the day prior to the start of school will result in an additional 10% reduction of point value. Plagiarism in any amount on any section will result in a 0 for the entire assignment.

I do not print summer assignments. Please be aware of this.

Do not check with websites or friends or letters or e-mails or any word other than mine. Tests and assignments will begin the very first day of school. Feel free to contact me at: cadams@vikingmail.org

Join our Google Classroom!

Code: vxh4u9
Native Son – Author

A. Thematic Topics – Make a simple list of at least five:

1.

2.

3.

4.

5.

B. Quotes
*Select three quotes that are one to two sentences in length and speak to a prevalent thematic topic within the work.
*Identify the thematic topics with a one or two sentence explanation.
*Each quote should reveal a different topic.
*Cite the quotes properly: (Bronte 15).

Quote 1:

Thematic topic:
Quote 2:

Thematic topic:

Quote 3:

Thematic topic:

C. Point of View (First? Third? Limited? Omniscient?) – Identify and justify and explain effect:

D. Setting(s) – List and briefly describe:
E. Main Characters – List and describe (physically and personality-wise)

1

2

3

4

F. Minor Characters – List and describe (physically and personality-wise)

1

2

3

4
G. Internal Conflicts -- List and explain three:

1

2

3

H. External Conflicts -- list and explain three:

1

2

3

I. Distinctive Stylistic Traits -- list and explain a minimum of three:

1

2

3
Jane Eyre – Author

A. Thematic Topics – Make a simple list of at least five:

1

2

3

4

5

B. Quotes
*Select three quotes that are one to two sentences in length and speak to a prevalent thematic topic within the work.
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3

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1

2

3
Summer Reading Comparison Paper Assignment – Adams

This handout contains actual prompts taken directly from this year’s I.B. Paper II exam. Select one topic for comparison using Jane Eyre and Native Son.

You are encouraged to create an outline (see attached sample).

You are expected to AVOID writing a survey paper, which by definition means fully addressing one book at a time. Instead, USE POINT BY POINT structure (see attached handout for review), which addresses both works in every body paragraph.

Your conclusion should show which of the writers, in your view, and based on evidence from the works, has made the most effective use of the convention(s) identified in the question. Do NOT refer to yourself; state your opinions as facts.

Paper must be typed, double spaced, 12 pt.

Quotes required -- block quotes are accepted but should be rarely used and properly formatted.

Use MLA style throughout.

Remember, for internal citations: (Wright 52). Punctuation follows citations (except in the case of block quotes where it comes before).

Include a properly formatted Works Cited page – separate from paper

Point value: 100 points

Word limit: 1500-1800 – put your word count on the last page of your essay.

This paper will be graded using the I.B. rubric (see attached). While marks will not be made on your paper when evaluated, the rubric will be an enormous help in determining your strengths and weaknesses. In addition, you are always welcome to make an appointment to come after school and discuss your paper in detail.

Paper must be submitted to Turnitin.com by the deadline listed on attached handout.

It goes without saying this paper must be original work in every respect. Plagiarism in any form and in any amount will result in a zero on the entire assignment.

If you have questions contact me! While I will not read over or grade any papers in advance, I will be happy to address any specific concerns -- as long as they do not come at the last minute. PACE YOURSELF.

cadams@vikingmail.org
Select ONE of the following options on which to write a 1,500 to 1,800 word essay:

1. Compare the presentation and function of villains or anti-heroes in at least two works of prose fiction that you have studied (*Jane Eyre* and *Native Son*).

2. In at least two works of prose fiction that you have studied (*Jane Eyre* and *Native Son*), discuss the presentation of competing ideas, hopes or visions and consider the effects created.

3. Compare the use and function of seemingly insignificant detail in at least two works of prose fiction that you have studied (*Jane Eyre* and *Native Son*).
Ms. Adams

Thesis: The role of manipulation in *The Grapes of Wrath* and *Native Son*.

I. Introduction: While *The Grapes of Wrath* deals mainly with conflicts between cultures or social classes and *Native Son* with that of races, both contain multiple examples of manipulative acts committed not only by the oppressors but also by the oppressed. In some cases such manipulation is viewed as evil and divisive, while in other instances the results seem to justify the means.

Body:

II. Manipulation by the powerful/oppressors

A. Grapes:
   i. land owners purposely over-distribute handbills
   ii. car salesmen dupe desperate country folk
   iii. locals try to instigate a fight to close down government camps

B. Native Son:
   i. blacks confined to Black Belt then overcharged rent
   ii. newspaper articles portray Bigger as a beast and inflame audience
   iii. court plays on the ignorance of the defendant and fears of the public

III. Manipulation by the oppressed

A. Grapes:
   i. Ma lies about Granma’s death to border patrol
   ii. fruit collectors weigh down bags to earn more money
   iii. Casy, and later Tom, work to form unions through protests

B. Native Son
   i. Bigger eggs on Gus to avoid robbing a white man
   ii. Bigger writes ransom note to extort money from grieving family
   iii. Bigger plays “ignorant black boy” to family, cops, reporters
   iv. Bigger coerces Bessie into acting as an accomplice
IV. The cycle of manipulation/themes

A. Grapes:

When manipulative tactics are used to take advantage of migrants or to keep them "in their place," the Oakies are forced to retaliate in like fashion for the sake of survival. Steinbeck clearly sides with the Oakies, evidenced in part through the cruel and uncaring tone with which he has the oppressors speak and through the desperate situations set up for the oppressed.

B. Native Son

While a reader certainly condemns the injustices suffered by African Americans in the 1940’s Black Belt, he is not so certain whether Wright condemns or condones Bigger’s equally manipulative steps enacted, ironically, on victims sometimes like himself. Instead, it appears Wright’s purpose is to warn that this cycle of deception will continue to harm everyone involved until the root of oppression is dug out of society.

V. Conclusion:
You are comparing two common grounds. Compare like with like: ideas. You need to put the works on the same plane—of intellectual quality. You need to put the works on the same plane. The grounds of your comparison will be of limited appeal. You use your skills to compare differences. If it is necessary to compare dissimilarity, note the common thread—of the grounds of your comparison.

First, ask yourself, "What are the common threads?" What are the common threads in these stories? Which is the theme? Which is the theme in these stories? What are the common threads? What are the common threads? What are the common threads? What are the common threads?

Next, ask yourself, "What is the theme?" The theme is what the story is all about. The theme is what the story is all about. The theme is what the story is all about. The theme is what the story is all about.

Then, ask yourself, "What is the common thread?" The common thread is the common thread in these stories. What is the common thread? The common thread is the common thread in these stories. What is the common thread? The common thread is the common thread in these stories.

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The common thread may be used to compare and contrast different authors. Two more works by the same author: different threads of the same author: different stories. The common thread may be used to compare and contrast different authors. Two more works by the same author: different threads of the same author: different stories.

The Themes of Comparison-Contrast and Extended Comparison-Contrast

Chapter 10
The Themes of Comparison and Contrast: Lessons from Shakespeare's "Hamlet"

As a good example, there is a comparison between Polonius and Claudius. Polonius is a typical father figure, while Claudius is a deceitful and calculating ruler. This contrast highlights the theme of moral decay and corruption.

Chapter Ten

Methods of Comparison

Non-demonstrative—For comparison, you may simply list your two subjects or compare them in a table. However, always provide more than just a list. Make your comparison meaningful and relevant.

The Comparison of Shakespeare’s "Hamlet" and "Othello"

Polonius is a typical father figure, while Claudius is a deceitful and calculating ruler. This contrast highlights the theme of moral decay and corruption.

The Themes of Comparison and Contrast: Lessons from Shakespeare’s "Hamlet"

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Avoid the "Tennis-Ball" Method

The extended comparison

Theme-Contrast

Documentation and the Extended

The Themes of Comparison-Contrasts and Extended Comparison-Contrasts

In your everyday life, you make decisions and shape your developing judgments. If your decision is based on just two works, when you face your notes, select one of your ideas. Make sure you've got a comparison. If you've got an extended comparison, make sure you've got a contrast. Let's assume that you've been assigned not just two works but five.

For a longer theme, such as a limited essay, part of the sort of extended comparison-contrast theme you may find a problem in doc.

The extended comparison-contrast theme

1. In a comparison, although more works to discuss

2. For the purpose of this essay, you'll still need to develop comparison

3. For the purpose of this essay, you must develop contrast

4. For this essay, you must develop contrast

5. For this essay, your extended comparison is required

"The Extended Comparison-Contrast Method"

By showing the business issues, your extended method will be satisfactory.

"The Extended Comparison-Contrast Method"

If you use the extended comparison method, you can make a clear distinction between the two ideas. The extended comparison method allows you to make a clear distinction between the two ideas. The extended comparison method allows you to make a clear distinction between the two ideas.
TURNITIN.COM Instructions for 12 I.B. English 2019-2020

1. Go to www.turnitin.com -- You are a “New User.”
2. Click on bolded “create user profile” under the login prompt.
3. Follow the directions and when prompted enter the:
   • Class ID: 21245372
   • Enrollment Password: paceyourself

4. Continue until you have your own password and write it down so you don’t forget it! If you do forget/lose it then you will merely have to enroll again, but I think you need an alternate address.
5. Login
6. Next to the assignment you have been told to submit you will see a “submit” icon.
7. Click it!
8. Browse for your assignment and be sure to NAME it in the space provided.
9. You will send it and then receive a receipt that you can PRINT...you do not necessarily have to do this...but if you are untrusting of technology, maybe you should.

Bottom line: Meet the Turnitin.com deadline! If you fail to do so, you will receive a 10% reduction in your grade and still be required to submit your summer assignments to Turnitin.com the following day. **You have until 10 p.m. on August 14, the day before the start of school, to complete this task.** Also, the program knows a lot more than you think. 😊
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<th>Argument and Understanding of the Work</th>
<th>Evidence and Development of the Argument</th>
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**Assessment Criteria: External Assessment - Written Paper 2 Essay**
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<td>Reflect</td>
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<td>Clear, relevant, and well-focused.</td>
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| Evidence | Counter-evidence | 
|----------|-----------------|---|
| The language is clear and reflective. | The language is clear and reflective. | The language is clear and reflective. |

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<td>The conclusion is clear and developed</td>
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