

2018-2019 Prerequisite Reading-English 3 Honors Mrs. McAnally



Welcome to English 3 Honors! This document contains all of the information for your required prerequisite reading assignments. It is important that you begin these assignments early, manage your time well, and allow for any technical issues that may arise. Honors students are held to a high standard of personal accountability. Late work is not an option. If you have any questions regarding these assignments, please contact Mrs. McAnally.

Materials Needed

You do not have to purchase a personal copy if you can find one to check out or borrow.

- *Out of the Easy* by Ruta Sepetys - 2014-2015 SC YA Book Award Nominee
- *Zeitoun* by Dave Eggers

Assignments

- *Out of the Easy*
 - Dialectical journal - guidelines in this packet
 - Socratic Seminar (seminar will be held on the first day of class) - guidelines in this packet
- *Zeitoun*
 - Discussion questions - questions in this packet
 - Timed Writing (completed in class during the second class meeting) - rubric in this packet
 - Make sure to take note within your book of quotes that note the important changes in New Orleans post Katrina.

Grading Considerations

All summer reading assignments are graded primarily according to the reader's interaction with the text. Assignments will also be graded for correct spelling, grammar, and mechanics. Discussion questions and Dialectical journals must be handwritten. The rubric attached pertains to the Timed Writing that will happen in class.

Assignments will be weighted as follows:

- The Dialectical Journals and Timed writing will be a major grade.
- The in-class Socratic Seminar and Zeitoun Discussion questions will be a quiz grade.

Helpful Information

Mrs. McAnally may be contacted by email during the summer at hmcanally@g.oconee.k12.sc.us. If you do not receive a response within 24 hours, please resend your email.

Timed Writing Rubric

**Make sure that you mention the title and the author.*

**If you choose to use a direct quotation from the book, make sure that you indicate the page number in parentheses at the end of the sentence.*

10 Fully addresses the prompt, provides ample and highly specific support, and is organizationally strong. Demonstrates fluency and maturity in vocabulary and syntax with strong mechanics.

9 Effectively fulfills the task with abundant and specific support, strong organization, vocabulary, syntax, and mechanics.

8 Adequate response to the task with effective support, solid organization, adequate vocabulary, syntax, and mechanics.

7 Fulfills the task but with limited support and weak organization and mechanics; limited vocabulary and syntax.

6 Fulfills the task with very little support; only somewhat organized; very limited vocabulary and syntax; mechanically very weak.

5 Only partially fulfills the task; inadequately organized; extremely limited vocabulary and syntax; mechanics impede understanding.

Zeitoun Discussion Questions

Must be handwritten and turned in on the first day of class.

1. Both in the book and in media reports, residents of New Orleans affected by Hurricane Katrina were referred to as “refugees.” The United Nations Convention Relating to the Status of Refugees defines a refugee as a person who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside of the country of his nationality, and is unable to, or, owing to such fear, is unwilling to avail himself of the protection of that country.” Others criticized the use of terms such as “evacuees” or “displaced” as too clinical to convey adequately the dire situations of Katrina’s survivors. Another term which often was used was “internally displaced people.” This is a term defined by the United Nations Guiding Principles which draws on international law and outlines human rights protections for those displaced by events including natural disasters through three phases: before displacement, during displacement, and in the return, reintegration and resettlement of those displaced. Words matter. They can and do shape how we look at the world and how we treat everything and everybody in it. What word or words would you use to describe the storm victims and why? Is there, indeed, even a need for such a term?
2. The aftermath of Katrina gave rise to unimaginable rights violations. What were some of the rights violations identified or described in the book? Which ones were moral wrongs? Which ones were legal wrongs?
3. As citizens, we expect our government and its public services to care for us in times of emergency. Is there a right to a certain level of care in emergency situations? Does government have a duty to provide such care? What should this standard of care look like? What kind of social contract exists between citizens and the government?
4. The mayor of New Orleans commented on how the desperate situation and strain on resources had put people in an “animalistic state.” How and why could this be so? And how does this description of the situation reflect the mayor’s understanding and analysis of the situation? Was this a fair assessment in your opinion?
5. Though there were many searing images in the media and in *Zeitoun*, some of the most evocative for many people were images of animals struggling to survive after the storm. *Zeitoun* clearly feels compelled by the vulnerability of animals, as he tries to save his neighbor’s dogs. People seem to feel particularly compassionate or sympathetic toward animals in times of disaster, but why? Were people not equally vulnerable? Should government resources be spent on saving animals?
6. *Zeitoun*, though not born in the United States, has a great sense of pride and patriotism. Contrast this with those who work for law enforcement or the military/armed forces, specifically those dispatched to New Orleans after the hurricane. What does it mean to be patriotic? How did characters display acts of patriotism? What makes you feel patriotic? Is it a sensibility that is compatible with the idea of human rights? Consider the opening words of the preamble to the Universal Declaration of Human Rights, proclaiming “recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family [as] the foundation of freedom, justice and peace in the world.” Or Article 1: “All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.” What are your thoughts?
7. What role does faith play in the lives of Kathy and *Zeitoun*? How would *Zeitoun*’s story change if he were not Muslim? What did you think of the description of Kathy’s reasons for converting to Islam and changes in her life after she did so?
8. Early in the book, we are made aware that Kathy wore a hijab. What did Kathy’s mom suggest when she told Kathy she could take off the hijab when *Zeitoun* wasn’t around? How does this reflect a common Western perception of Muslim women? Does that perception implicate human rights in any way?
9. Discuss what happens when *Zeitoun* and the others are forced to get into the boat and are taken into custody. Is it clear why they are being arrested? What assumptions are made about *Zeitoun* and the other three men?
10. What is the significance of Abdulrahman not being permitted one telephone call? How would his experience

have been different if he had been allowed this call? How was his family impacted by his inability to make this one telephone call?

11. Public officials defended the wrongful arrests by citing the danger of looters and lawlessness, and by asserting that “cracking down” was a necessary means of maintaining order and public safety. Discuss the struggle of striking a balance between maintaining peace and public safety while safeguarding individual civil and political human rights. Which rights may be suspended, and which ones may not? Is suspension ever warranted? Should it be? If so, which rights?

12. The conditions that Zeitoun was forced to endure while in detention were shocking to say the least. He was denied medical attention, proper food, and basic privacy. In what ways was the treatment he experienced a violation of his human rights? Are incarcerated persons entitled to basic human rights in all situations?

13. Kathy reflected that the most difficult aspect of Zeitoun’s ordeal was when she called Hunt prison but was told by the prison officials that they would not disclose information about her husband’s case. Why do you think this was the most difficult part for Kathy? Should she have a right to this information? Why would it be in the interest of the government to withhold his information from her?

14. Do you believe that Jerry, Zeitoun’s cellmate in detention, was working for the government to recover information? If so, what are your opinions on the legality and effectiveness of such a tactic?

15. Accountability seemed to be a huge obstacle in Zeitoun’s ability to exercise his rights. The guards at Hunt claimed that they had no control over him because his detention was funded by FEMA. How might the government have structured the law enforcement system differently to strengthen accountability?

16. In the final chapter, Eggers informs the reader that the Zeitouns had commenced a lawsuit against varying levels of public officials. Some criticize the United States as being an overly litigious society, eager to sue in court to remedy every wrong. Others believe that it appropriately checks state power. South Africa used a process of reconciliation after apartheid—would this kind of process be more suitable? Should some sort of reparations be required? Do you think the best remedy for the offenses against Zeitoun is to sue the public officials? If not, what alternative is there to a lawsuit? Should there be some alternative? If so, what?

17. Save for select groups that were in New Orleans at the time of Katrina, the vast majority of us relied exclusively on media reports to understand what transpired after the hurricane. On two occasions, Kathy uses the media as a way to check the power of the government. The first time was when she and Zeitoun returned to Camp Greyhound to recover his wallet; and again when she encountered problems with FEMA and the trailer. How does the media help, and how can it worsen the situation for victims?

18. Former Supreme Court Justice Louis Brandeis once famously stated: “Sunlight is said to be the best of disinfectants.” Discuss this quotation in the context of Zeitoun, and whether you agree and why.

Dialectical Journal for *Out of the Easy* by Ruta Sepetys

The term "Dialectical" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journey as a series of conversations with *Out of the Easy* as you read. This process is meant to help you develop a better understanding of the novel. Use your journal to record your personal responses to the chapters. This must be handwritten.

Guidelines:

1. As you read through the novel, choose passages that stand out to you and record them in the left column of a T-chart, include the page number for each passage.
2. In the right column of the T-chart write your response to the passages. Your responses should include: ideas/insights, questions, reflections, or analysis.
3. Label your response using the following codes:
 - (Q) Question - as about something in the passage that is unclear.
 - (C) Connect - make a connection to your life, the world, or another text.
 - (P) Predict - anticipate what will occur based on what is in the passage.
 - (CL) Clarify - answer earlier questions or confirm/object a prediction.
 - (R) Reflect - think deeply about what the passage means in a broad sense. Discuss the conclusion you arrive to from reading the passage.
 - (E) Evaluate - make a judgment about the character(s), use of literary elements and author's style.

You must use each of the codes twice for a total of 12 passages. You will need one passage per each of the following chapter groups :

- | | |
|-------------------|--------------------|
| 1. Chapters 1-5 | 7. Chapters 31-35 |
| 2. Chapters 6-10 | 8. Chapters 36-40 |
| 3. Chapters 11-15 | 9. Chapters 41-45 |
| 4. Chapters 16-20 | 10. Chapters 46-50 |
| 5. Chapters 21-25 | 11. Chapters 51-55 |
| 6. Chapters 26-30 | 12. Chapters 56-59 |

Categories	Critical Reader 5	Connected Reader 4	Thoughtful Reader 3	Literal Reader 2	Developing Reader 1
Quotation & Critical Thinking (Reflection/Evaluate)	Detailed, meaningful. Explains the quotation in terms of a larger or universal significance, as aspect of self or life in general.	Less detailed but still good. Explains the quotation in the text and shows some ability to make meaning from the text.	Few good details. Trouble including ideas about the quotation in terms of the context.	Poor if any details. Rarely includes ideas about the quotation in the written response.	Never includes ideas other than superficial interpretation.
Interpretation	Thoughtful, avoids clichés. Considers different possible interpretations from the selection.	Intelligent, discusses theme. Explains the general significance of the text beyond facts.	Vague, unsupported, draw-out plot summary. Simpler, superficial interpretation of the text.	Unable to understand meaning of story. Does not reach obvious connections to the text.	Make few or no connections, no evidence of development.
Questions and Connections	Insightful, personal connections, thought provoking questions.	Some personal connections, questions arise from text.	Few connections, obvious questions. Raises only simple questions about the text.	No connections, no questions. Sometimes confused by unclear or difficult sections of the text.	No attempt to question.
Literary Elements & Style	Discusses diction, imagery, syntax, etc. and how these contribute meaning. Shows appreciation for the author's style, draws inferences from figurative language.	Includes literary elements, but does not explain how they contribute to the meaning. Identifies several aspects of author's style.	Lists literary elements, but little discussion of meaning. Identifies limited aspects of author's style.	Few literary elements, almost no discussion of meaning. Disregards author's style as means to further meaning.	Few literary elements with no discussion of meaning. Regards author's style as impediment to further understanding.
Coverage of Text	Covers text thoroughly. Shows ability to "read" between the lines to carry on an ongoing dialogue with the text: question, agree, disagree, appreciate, and object.	Covers important parts thoroughly. Constructs a thoughtful, believable interpretation of the text. Provides support for argument.	Covers most parts, but omits details necessary to make connections to past experiences, feelings, or knowledge.	Minimal Coverage. Accepts the text literally without considering multiple possibilities in the meaning.	Little if any coverage. Displays vagueness with little attempt to comprehend the text.
Presentation	Neat, organized, looks professional, and follows guidelines.	Neat and readable, follows some guidelines.	Neat but hard to read, follows some guidelines.	Neat but hard to read, does not follow guidelines.	Hard to read, does not follow guidelines.

Score: ____/30
assignment.

Note: this assignment will be converted into a 100 point major

Socratic Seminar

The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with "right" answers. Therefore, he regularly engaged his pupils in dialogues by responding to their questions with questions, instead of answers.

What is the difference between dialogue and discussion/debate?

Dialogue is exploratory and involves the suspension of biases and prejudices. **Discussion/debate** is a transfer of information designed to win an argument and bring closure. Americans are great at discussion/debate. We do *not* dialogue well. However, I'm confident that once we learn to dialogue, we'll find that asking meaningful questions to stimulate thoughtful exchanges of ideas is more important than "the answer."

Dialogue is characterized by:

- suspending judgment,
- examining our own work without defensiveness,
- exposing our reasoning and looking for limits to it,
- communicating our underlying assumptions,
- exploring viewpoints more broadly and deeply,
- being open to disconfirming data,
- approaching someone who sees a problem differently not as an adversary, but as a colleague in common pursuit of better solution.

Participants in a Socratic Seminar respond to one another with respect by carefully listening instead of interrupting. One important strategy is to "paraphrase" essential elements of another's ideas before responding, either in support or in disagreement. Members of the dialogue look each other in the eyes and use each other's names. This simple act of socialization reinforces appropriate behaviors and promotes team building.

Guidelines for Participants in a Socratic Seminar

1. Refer to the text when needed during the discussion. A seminar is not a test of memory. You are not "learning a subject"; your goal is to understand the ideas, issues, and values reflected in the text.
2. Do not participate if you are not prepared. A seminar should not be a bull session.
3. Do not stay confused; ask for clarification.
4. Stick to the point currently under discussion; make notes about ideas you want to reference.
5. Don't raise hands; take turns speaking.

6. Speak up so that all can hear you and listen very carefully. If something is repeated, I know you weren't listening.
7. Talk to each other, not just to the leader or teacher.
8. Discuss ideas rather than each other's opinions.
9. You are responsible for the seminar.

Sentence Stems to begin your comments USE THESE!

- I agree with _____ and will add that...
- I disagree with _____ because...
- I understand what you are saying/thinking but ...
- I would like to address...
- I would like to add to _____'s comment/statement about...
- Can we please change the topic to ...
- What are your thoughts on...
- _____ 's comment is very reasonable/unreasonable because...

Socratic Seminar Grading 50 pt. Quiz Grade

1. Every student **starts off with a 25** in the grade book.
2. For each insightful comment, response, opinion, or counter-argument contributed to the discussion, you will receive 5 points.
3. For minor contributions to the discussion, you can earn up to 3 points.
4. Be **responsible and respectful** about your statements and towards your classmates (see #6).
5. **Refer to specific examples from the text** to prove your points (automatic 5 points).
6. I will deduct points if you are not conversing properly (interrupting, attacking someone's idea, jumping around between questions and concepts, clearly not listening, talking on the side, repeating others' thoughts, making illogical comments, etc.) or if you try to dominate the discussion.
7. Reasons I will add points: encouraging other speakers, asking others to clarify or speak up when they cannot be heard, directing the conversation back to the point being discussed, asking probing questions of students who need to elaborate further, etc.
8. You will turn in your notes page at the end.