

## **Four Rivers Charter Public School Incoming 11<sup>th</sup> Grade SUMMER READING**

*Your summer reading includes one book for History and one book for English.*

### **Modern World History - Mr. Wilson**

This summer you are asked to read Parts 1, 2 and 3 of *Abina and the Important Men* by Trevor Getz and Liz Clark. The book should be signed out with Mr. Wilson in room 103. If you are unable to pick up the book before you leave for the summer you can pick it up in the office at Four Rivers before August 1.

Abina is a graphic novel, or more accurately a graphic history. This means that it reads like a comic book, but deals with non-fiction historical content. The entire book is based on a single primary document, the transcript from Abina's court case. The transcript itself is Part 2. Part 3 is historical context about the region. You may read the parts in whichever order makes sense to you but you will be responsible for the content of each at the start of school. There is no written assignment over the summer beyond reading but as you read you should consider the following questions:

#### **About the graphic portion of the book**

- Whose story is this?
- Is this a "true" story?
- Is this "authentic" history?

#### **More generally**

- What is it that historians actually do?
- What can this story teach us about the human experience?
- How does the story contribute to our understanding of the world in which we live?

## Comparative Literature - Mrs. Plath

For your English summer reading, read at least one text from the list of world literature below. Please choose a book you haven't read before.

When you return in the fall, you'll be asked to write an analytical essay on this text to pre-assess your analytical writing skills. This essay will not be graded, but it will be an important element to help me plan my writing instruction. You will be able to choose your topic, so as you read, you should be thinking about a topic.

Possible essay topics include:

- Main character's change over time
- Themes of the text
- Characteristics of the author's style and their effects on the book

You may wish to take notes on this topic as you read so you're prepared for the essay in the fall.

**Note: You need to have access to these books at the beginning of school. Don't borrow a book from the library in July, read and return it, having nothing but fond memories in September.**

List of Texts:

|  |   |
|--|---|
| Achebe, Chinua - <i>Things Fall Apart</i>          | Marquez, Gabriel Garcia - <i>Love in the Time of Cholera</i>  |
| Allende, Isabel - <i>The House of the Spirits</i>  | Martel, Yann - <i>Life of Pi</i>                              |
| Cervantes, Miguel de - <i>Don Quixote</i>          | Murakami, Haruki - <i>The Wind-Up Bird Chronicle</i>          |
| Dante - <i>Inferno</i>                             | Nabokov, Vladimir - <i>Lolita</i>                             |
| Diamant, Anita - <i>The Red Tent</i>               | Pamuk, Orhan - <i>Snow</i>                                    |
| Dumas, Alexandre - <i>The Three Musketeers</i>     | Pasternak, Boris - <i>Doctor Zhivago</i>                      |
| Esquivel, Laura - <i>Like Water for Chocolate</i>  | Remarque, Erich Maria - <i>All Quiet on the Western Front</i> |
| Flaubert, Gustave - <i>Madame Bovary</i>           | Rostand, Edmond - <i>Cyrano de Bergerac</i>                   |
| Garcia, Cristina - <i>Dreaming in Cuban</i>        | Rushdie, Salman - <i>Midnight's Children</i>                  |
| Hosseini, Khaled - <i>And the Mountains Echoed</i> | Tan, Amy - <i>The Joy Luck Club</i>                           |
| Hugo, Victor - <i>The Hunchback of Notre Dame</i>  | Thackeray, William - <i>Vanity Fair</i>                       |
| Kingston, Maxine Hong - <i>The Woman Warrior</i>   | Voltaire - <i>Candide</i>                                     |

**Four Rivers Charter Public School  
Division 3 SUPPLY LIST  
2018-2019**

Students in Division 3 should have an organized method of keeping track of their coursework. Students are generally permitted to develop their own organizational system. None of the following constitutes an organizational system: stuffing everything in the bottom of a backpack, piling handouts inside the front cover of one's planner, or leaving a "Hansel and Gretel"-like trail of work throughout the hallways.

With that in mind, here is what we recommend:

- A 1" binder for each subject OR a larger binder for several subjects
- Dividers
- Looseleaf paper
- Graph paper for math
- Spiral-bound notebook for notes, one notebook per subject
- Folders with pockets for storing handouts, at least one per subject
- Small-sized post-it notes for taking notes in course texts
- Index cards
- A supply of pens and pencils

For Spanish:

- 1 black and white composition notebook
- A 1" sturdy binder used for storing important projects and for transfer from school to home
- A voice recording device NOT required, only if readily available. (smartphone or other voice recording technology) only used on designated days.

