



English IV Literary Criticism and English IV Dual Credit Summer 2016 Reading Assignment Due Date: August 22, 2016

Congrats – you’re *almost* a senior at PMSA! Here is the summer reading assignment for English IV students:

- This year's book is *The Devil's Highway*, a Pulitzer Prize finalist, by Luis Alberto Urrea. It's a compelling creative nonfiction book about 26 men who attempted to cross the Mexican border into the desert of southern Arizona through the deadly region known as the Devil's Highway. Published in 2004, it's 220 pages long, and a national bestseller written by a Chicagoan. The topic is about human smuggling, crimes against illegal aliens, and the social aspects and conditions about immigration to the United States from Mexico. We like that it is a true story with an intriguing plot that reads like a thriller.

#1: Bring Book First Day of School = 10 points

- Purchase the book, which is available at many bookstores and libraries. It can also be ordered on Amazon or bn.com. Bring it to class on the first day of school. You will be awarded 10 points for having the book.
- Read the book and take notes in your journal, as directed, over the summer.

#2: Journal Instructions: 40 Entries = 40 points

- Obtain a spiral notebook of at least 100 pages which will serve as your reading journal for the year. Please do NOT use a composition book as the pages are too small
- The book has 16 chapters, which you will divide into 8 sections. Make sure to have at least 40 SUBSTANTIAL entries; 3 or more sentences in length.

Sections	# of entries	<ul style="list-style-type: none"> • Notes should be on the right side of your notebook; leave the left side blank for future exercises. • Each comment/entry should be at least 3 sentences long. • Entries should include a line or quote or paraphrase from the section, along with your thoughts or analysis, followed by a question for discussion.
Chapter 1: 40 pages	8 entries	
Chapters 2-3: 22 pages	4 entries	
Chapters 4-5: 17 pages	3 entries	
Chapters 6-7: 21 pages	4 entries	
Chapters 8-9: 23 pages	4 entries	
Chapters 10-12: 29 pages	6 entries	
Chapters 13-14: 19 pages	4 entries	
Chapters 15-16: 40 pages	7 entries	

- Please use the following format when logging your entries:

Chapter 1: The Rules of the Game

Entry #1a: Reference to the text: 1-2 lines (direct quote or paraphrase with pg. #)

b. Your notes: 2-3 lines

c. A question for discussion.

Entry #2

Entry #3

Entry #4

Entry #5

Entry #6

Entry #7

Entry #8

Chapter 2: In Veracruz

Entry #9

Entry #10

Chapter 3: The Coyote and the Chicken

Entry #11

Entry #12

- Your notes should center on:
 - Ideas that the reading inspires or makes you think of
 - Connections that you can make to other books, stories, or culture
 - Thoughts regarding what is happening to the character(s) - their actions, their words, their emotions
 - Ideas regarding the *themes* of the book and what the author’s message could be
 - The language – the tone, the meanings, the way the author writes
 - Cultural connections – thoughts on how the play comments on society
 - Patterns in either the language or the concepts (or both)

Follow this chart/rubric to help you develop your journal entries:

<u>Strong Grade</u>	<u>Weak Grade</u>
Patterns in the Text	Basic Comments/Plot summary
New Ideas	Basic Reactions
Changes in Tone, Point of View, Writing Style	Repeating what happened in the text
Important Supporting Details that lead to predictions	Too many simple questions
Impression of the Ending	“likes” and “dislikes”
Inclusion/Explanations of Quotes	Quotes just copied
Inclusion of page numbers	Exclusion of Page numbers

- The journal assignment will be checked for a grade on the 1st day of school, August 17th, and is valued at **40 points** toward your 1st quarter grade. No late assignments will be accepted for the reading journal.
- We will also be holding discussions regarding these books during the first week of school in August. If you haven't read your book and completed the journal, you will not be able to participate in the discussions or culminating Harkness Table, which are also worth credit.

#3: Find and Read a Non-Fiction Article: 5 points

- Select and read an article about a theme discussed in *The Devil's Highway*. It can be print or online, but you must bring a PRINTED copy of it on the first day of class.
- Themes: Human smuggling; Mexican-American border region; Illegal aliens; Undocumented workers; Immigration; Amnesty; Dream Act
- Some ideas of where to look: Newsweek, Time, The New Yorker, The Atlantic Monthly, The Chicago Tribune, The New York Times, The Wall Street Journal, or other SCHOLARLY publication.
- Your article must have an author and be at least two pages printed, single spaced.

#4: Reflection paper on the non-fiction article: 15 points

- Type a 1 ½ page paper to answer the following questions: What is the subject of the article, and what is the writer's viewpoint/opinion regarding the subject? Avoid summarizing the article. How does the article exhibit your chosen theme? Be specific. Feel free to mention a SHORT quote from the article and explain how it matches the theme.
- The article and written reflection are due on the first day of school and together are valued at 20 points. This will be used to contribute to a Harkness Table.

#5: Harkness Table Discussion: 25 points

- You will use all of the above--the journal entries, the non-fiction article, the reflection--as you discuss this book with your classmates during the first week of school.

The Devil's Highway– Summary

In May 2001, 26 Mexican men scrambled across the border and into an area of the Arizona desert known as the Devil's Highway. Only 12 made it safely across. American Book Award-winning writer and poet Urrea (*Across the Wire; Six Kinds of Sky; etc.*), who was born in Tijuana and now lives outside Chicago, tracks the paths those men took from their home state of Veracruz all the way *norte*. Their enemies were many: the U.S. Border Patrol ("La Migra"); gung-ho gringo vigilantes bent on taking the law into their own hands; the Mexican Federales; rattlesnakes; severe hypothermia and the remorseless sun, a "110 degree nightmare" that dried their bodies and pounded their brains. In artful yet uncomplicated prose, Urrea captivantly tells how a dozen men squeezed by to safety, and how 14 others—whom the media labeled the Yuma—did not. But while many point to the group's smugglers (known as coyotes) as the prime villains of the tragedy, Urrea unloads on, in the words of one Mexican consul, "the politics of stupidity that rules both sides of the border." Mexican and U.S. border policy is backward, Urrea finds, and it does little to stem the flow of immigrants. Since the policy results in Mexicans making the crossing in increasingly forbidding areas, it contributes to the conditions that kill those who attempt it. Confident and full of righteous rage, Urrea's story is a well-crafted malange of first-person testimony, geographic history, cultural and economic policy. It may not directly influence the forces behind the U.S.'s southern border travesties, but it does give names and identities to the faceless and maligned "wetbacks" and "pollos," and highlights the brutality and unsustainable nature of the many walls separating the two