



PROVISO
MATHEMATICS AND
SCIENCE ACADEMY

"A CATALYST FOR GREATNESS"

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Pre-IB English II American Literature Summer 2017 Reading Assignment Due August 21, 2017 (first day of school)

Please direct any questions to Ms. Mason (emason@pths209.org)

Congratulations! You are almost sophomores and this summer you will have the opportunity to read Ta-Nehisi Coates' wonderful novel, *Between the World and Me*.

Note: You are responsible for obtaining the novel on your own!

Between the World and Me is Ta-Nehisi Coates's attempt to answer questions, presented in the form of a letter to his adolescent son. Coates shares with his son - and readers - the story of his own awakening to the truth about history and race through a series of revelatory experiences: immersion in nationalist mythology as a child; engagement with history, poetry, and love at Howard University; travels to Civil War battlefields and the South Side of Chicago; a journey to France that reorients his sense of the world; and pilgrimages to the homes of mothers whose children's lives have been taken as American plunder. Taken together, these stories map a winding path toward a kind of liberation - a journey from fear and confusion to a full and honest understanding of the world as it is.

Your task will be to read both the novel, *Between the World and Me* and Richard Wright's poem "Between the World and Me." You will also complete two assignments. The first assignment will be to read the poem and complete a thorough analysis. **This analysis should be done in a spiral notebook and must be legible.**

ASSIGNMENT 1 (Hand-written in spiral notebook):

1. Explain the possible SYMBOLIC meaning of the poem's title.
2. Read the poem twice for overall literal and figurative meaning.
3. Be an active reader while reading: highlight the text for diction, phrases & syntax.
4. After reading the poem twice, rethink about the meaning of the title and note if your interpretation changes since your initial writing about the title.
5. Write down any general and specific ideas the poem conveys.
6. Write down any examples of words or phrases that use IMAGERY.
7. Note uses of FIGURATIVE LANGUAGE in the poem and what each means.

8. Note a THEME that the poem conveys and cite a line or two that supports the THEME.

9. Respond to the poetry devices listed below:

a. *What is the poem's overall topic? (THINK: action & setting)*

c. *Explain the author's purpose.*

d. *Explain any "shifts" in the poem. [THINK: stanzas, lines, tone]*

e. *Explain the mood of the poem for the reader by connecting it to the poem's language and tone*

ASSIGNMENT 2 (Typed Essay)

Prompt: Make a connection to *Between the World and Me*, be it words, images, tone or theme. This essay should be in MLA format. Your essay **MUST** be typed/double spaced with 12 pt. font. You should have the correct heading and header. Your essay must be between 2-3 pages.

You will be assessed for your essay the attached rubric. The essay will be worth 48 points.

Failure to turn in your assignment on the first day of school will cause for 10% to be deducted. If you do not have the assignment the next day, a 0 will go into the gradebook.

Total points for both assignments: 60

***Between the World and Me* by Richard Wright**

And one morning while in the woods I stumbled

suddenly upon the thing,

Stumbled upon it in a grassy clearing guarded by scaly

oaks and elms

And the sooty details of the scene rose, thrusting

themselves between the world and me....

There was a design of white bones slumbering forgottenly

upon a cushion of ashes.

There was a charred stump of a sapling pointing a blunt

finger accusingly at the sky.

There were torn tree limbs, tiny veins of burnt leaves, and

a scorched coil of greasy hemp;

A vacant shoe, an empty tie, a ripped shirt, a lonely hat,

and a pair of trousers stiff with black blood.

And upon the trampled grass were buttons, dead matches,
butt-ends of cigars and cigarettes, peanut shells, a
drained gin-flask, and a whore's lipstick;
Scattered traces of tar, restless arrays of feathers, and the
lingering smell of gasoline.

And through the morning air the sun poured yellow
surprise into the eye sockets of the stony skull....

And while I stood my mind was frozen within cold pity
for the life that was gone.

The ground gripped my feet and my heart was circled by
icy walls of fear--

The sun died in the sky; a night wind muttered in the
grass and fumbled the leaves in the trees; the woods
poured forth the hungry yelping of hounds; the
darkness screamed with thirsty voices; and the witnesses rose and lived:

The dry bones stirred, rattled, lifted, melting themselves
into my bones.

The grey ashes formed flesh firm and black, entering into
my flesh.

The gin-flask passed from mouth to mouth, cigars and
cigarettes glowed, the whore smeared lipstick red
upon her lips,

And a thousand faces swirled around me, clamoring that
my life be burned....

And then they had me, stripped me, battering my teeth
into my throat till I swallowed my own blood.

My voice was drowned in the roar of their voices, and my
black wet body slipped and rolled in their hands as
they bound me to the sapling.

And my skin clung to the bubbling hot tar, falling from
me in limp patches.

And the down and quills of the white feathers sank into
my raw flesh, and I moaned in my agony.

Then my blood was cooled mercifully, cooled by a
baptism of gasoline.

And in a blaze of red I leaped to the sky as pain rose like water, boiling my
limbs

Panting, begging I clutched childlike, clutched to the hot
sides of death.

Now I am dry bones and my face a stony skull staring in
yellow surprise at the sun....

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Criteria	Beginning (1) x2	Emerging (2) x2	Sufficient (3) x2	Developed (4) x2
Main Idea (Topic Sentence)	Focus is unclear; what are you trying to prove here? Topic sentence is not evident.	Focus is somewhat vague; topic sentence could be worded better, but there is a topic sentence.	Writer has focused on one issue. Topic sentence is clear and well-stated, but perhaps simplistic.	Writer has focused on one issue related to the assignment. Topic sentence is clear and well stated.
Evidence (Quotes, Examples from the text)	Evidence is basically opinion, not specific evidence described or evidence described is unrelated.	Evidence is somewhat vague and not specific enough or evidence is not closely related to the subject.	Most of the evidence supports the topic statement. At least one example is off topic. May not include proper in-text citation.	Ample evidence is given to support topic statement. Examples are specific and explained in detail. Includes proper in text citation.
Purpose & Supporting Details	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
Organization & Structure	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure. It	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure but	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure, but	Many details are not in a logical or expected order. There is little sense that the

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	follows a consistent order when discussing the comparison.	does not follow a consistent order when discussing the comparison.	some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	writing is organized.
Transitions/Context	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well, but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
Mechanics (Grammar/Spelling)	Paragraph is a mess; the errors in punctuation, grammar, and spelling are distracting and make the paragraph difficult to understand.	Paragraph has a significant number of grammatical mistakes that distract the reader.	Paragraph contains some errors in punctuation, grammar, spelling which slightly distract the reader	Paragraph is basically mistake free; spelling and grammar errors do not distract from understanding