

May 2018

Dear Incoming 9th Grade Pre-AP and GT/Pre-AP English I Students,

Welcome to Pre-AP and GT/Pre-AP English I. We are excited to meet all of you next year. In order to enrich your learning experience, we have prepared a challenging and engaging curriculum to ensure you will enjoy your time in our Pre-AP course.

This summer, in order to prepare, you are to choose one of five memoirs to read:

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah
The Woman Warrior: Memoirs of a Girlhood Among Ghosts by Maxine Hong Kingston
I Am Malala: The Girl Who Stood up for Education and Was Shot by the Taliban by Malala Yousafzai
The Distance Between Us: A Memoir by Reyna Grande
Townie: A Memoir by Andrew Dubus III

On the back of this page you can find reviews of each of these books. Read through them carefully and choose a memoir that best suits your interests. You are responsible for acquiring a copy of the memoir, and you need to read the entire memoir before the first day of school. Feel free to annotate your memoir as you read; it will only help you.

Before you return to school, you are to find a current nonfiction article from a reputable newspaper or magazine that connects thematically or geographically to your memoir. Be sure to choose an article that is long enough to merit discussion and analysis.

The article **may not be published before** June 2017. You may use sources such as:

The New York Times
Austin-American Statesmen
Newsweek
The Washington Post
The Wall Street Journal
The Guardian

U.S. News and World Report
The Economist
National Geographic
The Atlantic
Christian Science Monitor
NPR

Be sure to choose an article long enough for meaningful analysis. As you read the article, highlight and make notes for meaning in the margin of each paragraph in order to prepare to explain the article and the connection to your memoir. When you are done, use your annotations to complete the attached S.O.A.P.S.Tone nonfiction analysis worksheet to analyze your article. You must bring a printed or clipped copy of the article, your S.O.A.P.S.Tone nonfiction analysis worksheet, and your memoir the first day of class.

Your first summative assessments in Pre-AP/GT English I will be over this memoir.

Please do not hesitate to email Ms. Sara-Jane Shepperd at sara-jane.shepperd@dsisdtx.us as a point of contact if you have questions or concerns about this assignment.

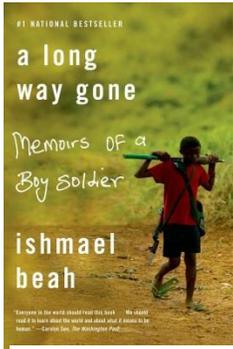
Have a great summer and we look forward to meeting you in the fall!



Ms. Sara-Jane Shepperd



Mrs. Megan Batson



A Long Way Gone: Memoirs of a Boy Soldier

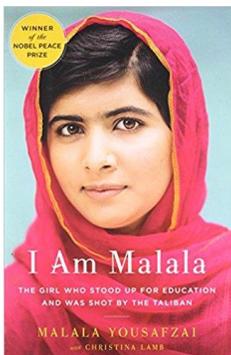
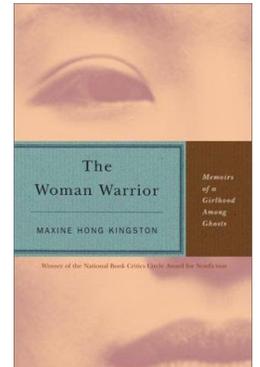
Ishmael Beah

To emerge from Sierra Leone's malignant civil conflict and eventually graduate from college in the U.S. marks Beah as very unusual, if not unique. His memoir seeks to illuminate the process that created, and continues to create, one of the most pitiable yet universally feared products of modern warfare: the boy soldier. It illustrates how, in African nations under the stress of open civil war, youthful males cluster in packs for self-protection, fleeing the military forces of all sides, distrusted and persecuted by strangers they encounter, until they are killed or commandeered as recruits. They were indoctrinated by practicing mayhem on tethered prisoners and became willing experts at lying in ambush with their aging AK-47 rifles. For them, killing human beings had replaced ordinary child's play. (Kirkus Reviews).

The Woman Warrior: Memoirs of a Girlhood Among Ghosts

Maxine Hong Kingston

Concealment thwarted the gods, the author of these extraordinary memoirs reports, and their American-born children too--always trying to get things straight, to name the unspeakable. But her mother talked stories in warning, and these merged into dreams, hopes, new stories. Her mother studies medicine and, to impress her schoolmates, routs a ghost; she yanks bones straight in a silk robe and western shoes (until my father sent for her to live in the Bronx). An elderly aunt from Hong Kong is goaded into reclaiming the husband, since remarried, who has not seen her--but has supported her--for thirty years. The tightknit story of their confrontation is the author's invention, an intricate Chinese knot like the one once proscribed to protect the knot-maker's eyes: If I had lived in China, I would have been an outlaw knot-maker. Still, she wants to go back to China to sort out what's just my childhood, just my imagination, just my family, just the movies, just living. The several strands, inseparable here, create a spirit-presence you won't soon forget. (Kirkus Reviews).



I Am Malala: The Girl Who Stood Up for Education and Was Shot By the Taliban*

Malala Yousafzai

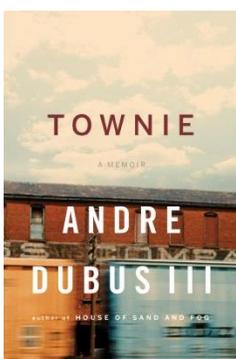
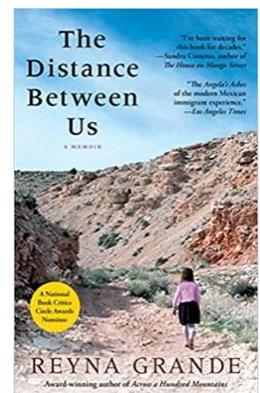
On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. *I Am Malala* is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons. (Kirkus Reviews).

*Do not read the young readers edition.

The Distance Between Us: A Memoir

Reyna Grande

Though she was too young to remember her father when he entered the United States illegally seeking money to improve life for his family, she idolized him from afar. However, she also blamed him for taking away her mother after he sent for her when the author was not yet 5 years old. Though she emulated her sister, she ultimately answered to herself, and both siblings constantly sought affirmation of their parents' love, whether they were present or not. When one caused disappointment, the siblings focused their hopes on the other. Even as a girl, Grande understood the redemptive power of language to define—in the U.S., her name's literal translation, “big queen,” led to ridicule from other children—and to complicate. In spelling class, when a teacher used the sentence “my mamá loves me” (mi mamá me ama), Grande decided to “rearrange the words so that they formed a question: ¿Me ama mi mamá? Does my mama love me?” (Kirkus Reviews).



Townie: A Memoir

Andre Dubus III

Beautifully written and bursting with life, the book tells the story of a boy struggling to express his “hurt and rage,” first through violence aimed at school and barroom bullies and ultimately through the power of words. Weak and shy as he entered his teens, Dubus III lived with his mother and siblings in run-down houses in crime-ridden neighborhoods, where they ate canned food for dinner and considered occasional “mystery” car rides to nowhere special with their mother a big treat. At 16, he began training with weights and grew strong to fight his tormenters, and he became a vicious brawler in a leather jacket and ponytail. At Bradford, which he entered as a student, Dubus III was known only as his father's son, “such a townie.” Although the author stopped expecting anything from his father, he yearned for the connection that finally came years later when he helped care for the elder Dubus after the 1986 car accident that crushed his legs. By then, Dubus III had found a new way to draw on the anger of the “semi-abandoned,” turning his punches into sentences. (Kirkus Reviews).

S.O.A.P.S.Tone Nonfiction Analysis

Complete the S.O.A.P.S.Tone nonfiction analysis process in complete, detailed sentences. Use textual evidence when necessary. If you cannot fully complete each part of this activity with your nonfiction article, you may need to reconsider your choice.

Title and Date of Article		
Speaker and Source of Publication		
S	<p>What is the subject of the piece? What are the general topics/and/or ideas contained in the text?</p>	
O	<p>What is the occasion? What are the time, place, and setting of the piece? What promoted the author to write this piece? What event led to its publication or development?</p>	
A	<p>Who is the audience? To whom is the piece directed? (The audience may be one person, a small group, or a large group.) What assumptions can you make about the audience? What social class? What political party? Does the speaker evoke God? Nation? Liberty?</p>	
P	<p>What is the purpose? What is the purpose or reason this piece was written? What is the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? What is the speaker trying to make you feel or do?</p>	
S	<p>Who is the speaker? Who is the speaker who produced this piece? What is their background and how does it shape his/her point of view? What assumptions can be made about the speaker? What age, gender, class, emotional state, education makes up who they are? You must prove your answer based on the text.</p>	
Tone	<p>What is the tone of the piece? What is the attitude or emotional characteristics of the author? How do the author's diction, imagery, language, and sentence structure (syntax) convey his or her feelings? (Is it serious, humorous, sarcastic, ironic, satirical, tongue-in-cheek, solemn, objective?) How do you know? Where in the text does it support your answer?</p>	

