

SUMMER READING -12TH GRADE

Dear soon to be 12th grade students,

Lots of research indicates that if you read during the summer, you are more likely to do better academically during the school year. We want you to read what you like, but to read a lot. We also want you to read a few books more carefully, using the strategies you have been practicing in your classes all year long. The following assignment is mandatory. It will be collected by your new advisor in September. You will also present some parts of it to your advisory. Make sure you understand what you need to do before the end of school!

Read at least FOUR books, at least ONE of which must be nonfiction, from the list we have selected. These are all interesting books – make good choices. Many of these books will help you prepare for 12th grade classes.

Read for at least 20 minutes every day. Do not save the writing for the last week of August!

On the first day of advisory, please bring:

1. A bibliography of the books you read over the summer, with the correct formatting (use citationmachine.net or easybib.com if you aren't sure of the formatting)
2. For one NONFICTION book, as you are reading, keep a double-entry journal. By the time you are done with the book, you should have at least 10 quotes and responses for each book. Each response should be at least one page long.
3. For one of FICTION options, write a critical or creative response from any of the following choices once you finish the book. Your response must be at least 2 typed pages.
 - Write an obituary for one character.
 - Explain how a character in the book changed from the beginning to the end.
 - Explain how you would make your book into a movie-- who would play the main characters, where would you film it etc? You must explain your choices.
 - Write a different (better?) ending for the story.
 - An exercise in which you turn the 'story' or a portion of it into another from such as a dramatic monologue, parable, folk tale or myth.
 - The diary of a character accompanied by critical comment in which you explain and justify your work.

Have fun with this, and we look forward to seeing you in September.

Sincerely,

The 12th grade advisors

FICTION (NOVELS, SHORT STORIES, PLAYS)

"The Feeling of Power," Isaac Asimov – science fiction short story asking the question, what happens when people forget how to do math? (this story can be downloaded from Jim Napolitano's website at <http://bsgemsl.wetpaint.com> in the Miscellaneous section)

Dawn, Octavia Butler – Science fiction novel. How do you deal with the aliens who have taken over Earth? What does it mean to be human when these aliens transform human beings?

La casa en Mango Street, Sandra Cisneros – you may have read this book in English (with the title of *The House on Mango Street*), but it was originally written in Spanish.

Childhood's End, Arthur C. Clarke - A science fiction classic involving the next step in human evolution.

The Great Gatsby, F. Scott Fitzgerald – Regarded by many as THE great American novel – a classic set in the roaring twenties on the American Dream, self-invention, and recovering the past.

Love in the Time of Cholera, Gabriel Garcia Marquez – Classic G-M, entertaining and romantic.

Lord of the Flies, William Golding – British schoolboys on a deserted island – a look at human nature outside of the structure of society.

Our Man in Havana, Graham Greene A serious but comical spy-drama set in Cuba during the Cold War.

Their Eyes Were Watching God, Zora Neale Hurston – “Told in the captivating voice of a woman who refuses to live in sorrow, bitterness, fear, or foolish romantic dreams, it is the story of fair-skinned, fiercely independent Janie Crawford, and her evolving selfhood through three marriages and a life marked by poverty, trials, and purpose. A true literary wonder, Hurston's masterwork remains as relevant and affecting today as when it was first published -- perhaps the most widely read and highly regarded novel in the entire canon of African American literature.” (amazon.com)

The History of Love, Nicole Krauss – A contemporary American best-seller. Highly entertaining and interestingly structured.

The Dispossessed, Ursula K. LeGuin – This science fiction novel is an interesting metaphor for tensions between the US & USSR during the Cold War. A very interesting story.

The Things They Carried, Tim O'Brien – this is an American novel on an American soldier's experiences in the Vietnam War. It is fiction, though it has nonfictional elements. Interesting to compare this to *The Sorrow of War*.

Long Day's Journey into Night, Eugene O'Neill – An autobiographical family tragedy, considered by many the masterwork of America's greatest playwright.

Kiss of the Spider Woman, Manuel Puig – This play, originally written in Spanish, tells the story of two men dealing with their imprisonment in Argentina.

All Quiet on the Western Front, Erich Maria Remarque - A look at World War I from the perspective of a German soldier.

The Catcher in the Rye, J.D. Salinger – An American classic – moving, funny but serious take on teenage angst and alienation.

On the Beach, Nevil Shute - What would you do with only six months left to live? After a nuclear disaster?

A Day in the Life of Ivan Denisovich, Alexander Solzhenitsyn – This is a novel that will help you understand life in the Soviet Union at its worst.

Aunt Julia and the Scriptwriter, Mario Vargas Llosa Demanding but highly entertaining – the pursuit of love and art.

Slaughterhouse Five, Kurt Vonnegut – Genre-bending autobiographical novel about the impact of war.

NONFICTION

The File: A Personal History, Timothy Garton Ash – Ash is a British reporter who lived in Communist East Germany in the 1970s & 1980s. After the fall of Communism, he looked at his secret police file and learned that his friends and neighbors had been reporting on him to the secret police.

Friday Night Lights, H.G. Bissinger – this is the source material for the terrible TV show of the same name. The book is much better, and gives insight into the role of sports (specifically football) in high schools in other parts of the country.

Our Bodies Our Selves: A Book by and for Women, Boston Women's Health Collective – This book tells you everything you need to know about the female body. All humans should read this book, although it is geared towards women.

Che's Afterlife: The Legacy of an Image, Michael Casey – You have all seen the famous photo of Che Guevara, the Cuban revolutionary. This book looks at how this picture got to be so famous, and what this tells us about how ideas lose their power and purpose.

The Lexus and the Olive Tree: Understanding Globalization, Thomas Friedman – “The central theme of this book is that globalization--the Lexus--is the central organizing principle of the post-cold war world, even though many individuals and nations resist by holding onto what has traditionally mattered to them--the olive tree. Problem is, few of us understand what exactly globalization means. As Friedman sees it, the concept, at first glance, is all about American hegemony, about Disneyfication of all corners of the earth. But the reality, thank goodness, is far more complex than that, involving international relations, global markets, and the rise of the power of individuals (Bill Gates, Osama Bin Laden) relative to the power of nations.” (Amazon.com)

Hiroshima, John Hersey – A very famous book from 1946 in which the survivors of the atomic bombing tell their stories immediately after the war.

The Perfect Storm: A True Story of Men against the Sea, Sebastian Junger – this is a non-fiction book that tells the story of fisherman from Massachusetts and the once in a lifetime storm that doomed them. A fascinating adventure. Also made into a movie that was not so good.

Thirteen Days: A Memoir of the Cuban Missile Crisis, Robert F. Kennedy and Arthur Schlesinger, Jr – This is the story of the events of the Cuban Missile Crisis told by President John Kennedy's brother, who was also involved in the decisions about how to respond to the Soviet nuclear missiles in Cuba. Short, interesting, but not the most objective source on this event.

Overthrow, Stephen Kinzer – This is a history of US support for overthrowing foreign governments from the 1890s to the current wars in Afghanistan and Iraq.

Born on the 4th of July, Ron Kovic – This is the autobiography of a man from Long Island who volunteered for the Vietnam War and returned from the war paralyzed and disagreeing with the war and its costs. Short, well written. Turned into a good movie with Tom Cruise.

The Cold War – A Very Short Introduction, Robert McMahon – It is what it says it is – a brief overview of the ideas, events and topics what will be studied in 12th grade history.

Modern China – A Very Short Introduction, Rana Mitter – A brief overview of the history of China after the Communist revolution. This is will be very helpful for 12th grade history.

A People's History of the Vietnam War, Jonathan Neale – Just what it says it is.

How to Rig an Election: Confessions of a Republican Operative, Allan Raymond with Ian Spiegelman – Allan Raymond worked for Republican candidates for state and national elections. This is his story of the dirty and illegal tricks he played to get his candidates elected.

The Pianist: The Extraordinary True Story of One Man's Survival in Warsaw, 1939-45, Wladyslaw Szpilman - Originally published in Poland in 1945 but then suppressed by the Communist authorities, this is a memoir of survival in the Warsaw Ghetto. Szpilman, a Jewish classical pianist, played the last live music broadcast from Warsaw before Polish Radio went off the air in September 1939 because of the German invasion. Turned into an excellent movie with the same name.

All the President's Men, Bob Woodward and Carl Bernstein – This book summarizes the investigations that these two reporters made in 1972-74 about Richard Nixon & Watergate. They unveiled the scandal.

Technology books that may be of interest to all:

Privacy in Context, Helen Nissenbaum

You are Not a Gadget: A Manifesto, Jaron Lanier (he's considered the father of virtual reality)

Changing the Game: How Video Games are Transforming the Future of Business, David Edery and Ethan Mollick

What Would Google Do?, Jeff Jarvis

The World is Flat 3.0: A Brief History of the Twenty-First Century, Thomas L. Friedman

Who Controls the Internet?: Illusions of a Borderless World, Jack Goldsmith and Tim Wu

Smart Mobs, Howard Rheingold

Grown Up Digital: How the Net Generation is Changing Your World, Don Tapscott

Wikinomics: How Mass Collaboration Changes Everything, Don Tapscott

A Gift of Fire, Sara Baase (Textbook of readings about IT issues—only for a scholarly student, not going to appeal to most, but it is really good),

The Future of Reputation: Gossip, Rumor, and Privacy on the Internet, Daniel J. Solove

Understanding Privacy, Daniel J. Solove

Who Owns Information: From Privacy to Public Access, Anne Wells Branscomb

Txting the gr8 db8, David Crystal

Convergence Culture: Where Oland and New Media Collide, Henry Jenkins

Weaving the Web: The original design and ultimate destiny of the World Wide Web, Tim Berners-Lee (the man who invented the WWW)

Autobiographies

iWoz: Computer Geek to Cult Icon: How I invented the Personal Computer, Co-founded Apple, and Had Fun Doing It, Steve Wozniak

Hacker Cracker: A Journey from the Mean Streets of Brooklyn to the Frontiers of Cyberspace, Ejovi Nuwere with David Chanoff

True Crime

The Cuckoo's Egg, Cliff Stoll

SUMMER READING ASSIGNMENT FOR ITGS STUDENTS – IN ADDITION TO THE ASSIGNMENT TO BE TURNED IN FOR ADVISORY

ITGS Summer Reading Challenge

(The following is a modified version of <http://learning.blogs.nytimes.com/2010/05/24/student-challenge-the-times-as-your-summer-reading-2/>)

I know, I know: the phrase “summer reading” conjures images of plodding through an assigned book while your friends are at the beach — then “exploring its themes” in an essay the first week back to school.

I’d like to offer a challenge with a little more freedom of choice, both in what you read and in how you write about it. And the editors at the *New York Times* Learning Network will reward the best, most interesting writers by featuring them on the blog.

So from now until the end of August, I invite you to visit the *New York Times* weekly to share the articles, columns, blog posts, photos, graphics, videos and podcasts about information technology in a global society that you’ve found interesting, and blog why you chose them.

You can start right now if you want by [posting your first answer here](#) before Friday June 11th. (The **latest you can start** and still make your deadlines is July 26th --why wait, get started today!)

The editors at the *New York Times* Learning Network regularly read through all the comments and pull out a favorite. Then they’ll highlight that comment in a special post, just as they did for their [previous Student Challenge](#).

So whether you were moved by an [article](#), amused by an [essay](#), bowled over by a [photo](#), irked by an [editorial](#), intrigued by a [feature](#), or inspired by a [how-to](#), blog about what got your attention and why. They’re open to pretty much any response that follows their [commenting rules](#).

Q. Wait, how does this work?

A. They’ll post the same [Student Opinion](#) question every Monday all summer long. You can scroll down to see a link to: “**What Interested You Most in The Times This Week?**” That’s where you should post your picks (and reasons why) anytime until the following Monday. Then they’ll close that post and open a new one with the same question.

Feel free to participate each week.

You can choose from anything related to information technology issues published in the print paper or on [NYTimes.com](#) in 2010. (And yes, [videos](#), [graphics](#), [slide shows](#) and [podcasts](#) count: [“Reading” in the 21st century](#) includes getting information from all these sources.)

Q. What are the rules?

A. The challenge is to publish five thoughtful ITGS blog responses between now and the last week of August in response to “**What Interested You Most in The Times This Week?**” to find that place, go to the [Student Opinion](#) section and scroll down until you find it.

Each response should be **400 words or fewer**. (To check, you can paste yours into an online word-count tool like [this one](#) before you submit it.)

Use your **first name** followed by **–ITGS** so I can find your work. First names only are in accordance with the [privacy rules](#), but add your age and hometown if you like. Make sure to provide the URL(s), or Web address(es), of the *Times* material you choose so that others can find them easily. As soon as you post a blog, send me an email at mbrownstone@bsge.org

SUMMER READING ASSIGNMENT FOR ITGS STUDENTS – IN ADDITION TO THE ASSIGNMENT TO BE TURNED IN FOR ADVISORY

Q. When should I check to see whether they’ve featured my comment as a “favorite”?

A. Because they don’t yet know how many responses they’ll get, they don’t know how many they’ll choose as “favorites,” or how often. For now, let’s just say that they’d love to get enough to publish at least one favorite every Friday all summer. And they’ll provide links to their favorites on [Twitter](#) and [Facebook](#), too.

Q. How will my work be assessed for ITGS?

A. Your writing will be assessed for **ITGS** according to the effort you make to write about information technology news (You can choose information technology topics from anything published in the print paper or on [NYTimes.com](#) in 2010—[videos](#), [graphics](#), [slide shows](#) and [podcasts](#) count the same as articles. So whether you were inspired by [tech news](#), moved by an [article](#), amused by an [essay](#), bowled over by a [photo](#), irked by an [editorial](#), intrigued by a [feature](#), or inspired by a [how-to](#), blog about what got your attention and why that interested you that week.

For credit in ITGS, you must choose IT related items.

Q. Can I write about other *Times* items that interest me?

A. You may blog as often as you like about any topic you are interested in for your own pleasure, however, **to get credit for ITGS you must follow the rules.**

So, students, start reading The Times in print or online. If you’re reading online, you might begin with the [home page](#), the [most popular list](#), a [keyword search](#), [Times Topics](#) or the [blogs](#), or you might just click around until you find something about information technology that gets your attention. Then come tell us [what interested you most and why](#).

How Will I Be Assessed?

ATL Skills Assessed																			
You will be assessed on your effort in three ATL skills.																			
Study Practices: follows the rules and meets deadlines (five posts, each in a different week— last post by Monday, August 30th)																			
Communication: Your blog post answers the question, “What interested you most and why?” Content is thoughtful and thorough. Language usage is appropriate for <i>New York Times</i> readers between 13-21, use of slang or colloquialisms (if used) is thoughtful and well-chosen; spelling, grammar, punctuation is checked before posting.																			
Critical Thinking: Your blog post on selected news item is an opinion piece that must meet the intellectual standards: 1) clarity, 2) accuracy, 3) precision, 4) relevance, 5) depth, 6) breadth, 7) logic, 8) significance and 9) fairness.																			

Equivalent Scale to Determine Overall Level of Achievement																			
NNN 0	NND 0	NNP 0	NNC 0	NDD 1	NDP 2	DDD 2	NDC 3	NPP 3	DDP 3	DPP 4	DDC 4	NPC 4	NCC 4	DPC 4	PPP 5	PPC 5	DCC 6	PCC 6	CCC 7*

C Complete	P Partial	D Limited but developing	N Not yet meeting standards
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