

Summer Community Read

“The idea is that the city that opens the same book closes it in greater harmony.”
— Mary McGrory, *The Washington Post*

Engaging in a community-wide read will provide us with opportunities to connect with one another in sharing a powerful story. We plan to discuss the book in our English classes in the Fall, and hope that with all of our noses in the same work, those classroom conversations will spill into our hallways and offices, across grade levels and disciplines, creating a strong sense of unity and kinship.

To that end, we are excited to announce this year’s summer reading for
high school grades 9-12:
Educated by Tara Westover

AP English Language and Composition will read both
Educated by Tara Westover and
Thank You for Arguing by Jay Heinrichs

We believe *Educated* will help us begin a school-wide conversation about the value of education and the critical skill of questioning – both of ourselves and of the world around us. Students are encouraged to think for themselves, to look critically at how Westover uses language, and to develop their own ideas about the subject.

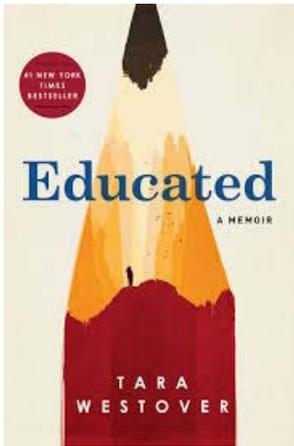
NOTE ABOUT SUMMER ASSIGNMENTS FOR ENGLISH CLASSES: Students entering English 9, English 10, and AP English Language have summer assignments related to *Educated*. All other courses will expect students to have closely read and thought about the book, and to be ready to discuss it and write about it when school starts.

Link: How to do a Close Reading

http://web.cn.edu/kwheeler/documents/Close_Reading_Passage.pdf

Additionally, if you find yourself struggling, it’s okay. Struggle is good. Work through it. There are a plethora of resources available to help you understand the text. Be sure, however, **they are not a replacement for the text.**

For Students Entering English 9 Summer *Educated* Assignment



Tara Westover's Educated focuses on the moments that awaken her to the world beyond her family which shape her identity.

As you read, trace **moments of awakening**. Pay attention to passages that signal a shift in her awareness of the world.

After reading, **choose 5 of the best passages** and **create a type-written, double-entry journal** with the quote on one side and a response on the other (see model below).

Your responses should be brief but should include two things:

- 1) What is the context? What's happening at this moment in the text?
- 2) How is this a moment of "awakening"?

There are no right or wrong answers as long as you can defend your thinking 😊.

All assignments will be submitted to TurnItIn.com by Monday September 9th. Students will create a TurnItIn account during the first week of school with help from their teacher.

Model Using To Kill a Mockingbird

Quote	Response
"Atticus, he was real nice" (Lee 294).	<ol style="list-style-type: none">1) In this moment, Scout is talking to Atticus after meeting Boo Radley for the first time. This takes place right after Boo saves Scout and Jem from Bob Ewell as they are walking home from the school's Halloween fair.2) This is a moment of "awakening" because previously, Scout and Jem had always thought Boo Radley was a monster, but after he saves them, Scout's opinion changes. Scout realizes that he is a good person. She learns that it is important to get to know someone before judging them.

For Students Entering English 10: Questions for *Educated*

Directions: As you read, consider these questions and carefully compose reflective responses. **Write thoughtful and well-developed responses in paragraph form using a minimum of one to two quotes per question.**

Responses should be typed and ***be your own***. It is required that they be submitted to Turnitin.com. (If you do not yet have an account, you will create one at the beginning of school.) Be prepared to discuss your responses during Socratic Seminars, **with supporting text evidence**. Your submission to Turnitin.com will be due by September 10th – **no exceptions**.

1. *Educated* starts with an epigraph from Virginia Woolf: “The past is beautiful because one never realizes an emotion at the time. It expands later, and thus we don’t have complete emotions about the present, only the past.” What do you think Woolf meant by this? Why do you think Tara Westover chose to begin her memoir this way?
2. In the first pages of *Educated*, we are introduced to the mountain in rural Idaho where the Westover family lives, described as a dark, beautiful and commanding form in a “jagged little patch of Idaho.” How does this setting inform the family’s experience?
3. In Chapter 5, Westover’s brother Tyler announces that he’s going to college, something none of her other siblings have done. (The two brothers who have left the mountain drive semis and weld scrap.) Why does Westover’s father, Gene, object to formalized education? How does Tyler’s leaving have an impact on Westover?
4. By part two of *Educated*, Westover has decided she wants to get an education, has found a way to take the ACT, and has left the mountain to go to college at Brigham Young University, despite her father’s objections. In her first class at college, Westover recounts not knowing what the word “holocaust” means. Why is this moment significant?
5. Over the course of this book, the Westover family deals with a number of accidents: Westover’s brother Tyler falling asleep and driving off the road, Westover’s brother Luke catching on fire, and later, a very serious accident for their father. Early on, Westover writes about “all the decisions that go into making a life — the choices people make, together and on their own, that combine to produce any single event.” What do you think she meant by this? How does this insight apply to your own life?
6. By Chapter 22, Westover writes that her life was often “narrated for me by others. Their voices were forceful, emphatic, absolute. It had never occurred to me that my voice might be as strong as theirs.” What is the significance of this realization? Do you identify at all with this?
7. After Westover decides to continue her education, she finds it increasingly difficult to reconcile her life on the mountain with her new life as a student of history. She writes that she had a “fractured mind.” Does it seem to you that she must lose one life to gain another?

*****If taking AP English Language and Composition, continue to the next page.*****

In addition to answering the questions above on *Educated*, complete the following:

Read *Thank You for Arguing* by Jay Heinrichs. *Thank You for Arguing* covers the core rhetorical teachings of Aristotle and Cicero, but Heinrichs does it entirely using modern examples, drawing on political, marketing, workplace, and cultural references, as well as his own family arguments. One paragraph discusses Socrates; the next discusses Sherlock Holmes. The balance between formal lessons and practical examples makes the book highly valuable and applicable to everyday speaking and writing.

Among other things, you will learn:

- A deep understanding of ethos, pathos, and logos
- Many figures of speech
- How to recognize strong and weak logical arguments
- How to recognize (and use, or defend against) persuasive techniques
- How to construct a persuasive speech

In a journal, annotate for notes on rhetoric and rhetorical analysis.

This means:

- Note definitions of terms
- Note the effect of those terms
- Note the context of rhetorical devices
- Any questions, comments, or examples that you may come up with yourself

After reading *Thank You For Arguing*, you will eventually write an analysis essay that encompasses not only the written prose and various rhetorical strategies covered by Heinrichs, but also the social and historical context, the delivery, the rhetorical situation, and a compelling conclusion that addresses the “so what” factor of *Educated* by Tara Westover. Due date TBD.