



ENG III: Innocence, Consciousness, & Response

Summer Reading and Experience List

Building Background Knowledge Both Helps Students Engage with Complex Texts and Ensures that Learning Sticks. Independently selecting and reading texts, along with engaging in dynamic experiences connected to upcoming topics or themes, builds this important content knowledge. When students head into the school year armed with knowledge about upcoming content, they are better able to access and develop a deeper understanding of complex texts in curriculum. **Hirsch Jr. and Lisa Hansel**

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Tips for Summer Reading

Encourage your child to get hooked onto a [great series](#). Entertaining, or suspenseful, series are often the launchpad for a lasting love of reading. Reading with your child sets a powerful example and is a great way to connect. Take advantage of literacy apps. Interactive, engaging research-based programs can offer additional ways for students to rack up minutes reading.

This compilation of texts and experiences is designed to provide students with guided choices as they engage in independent summer reading. Lists include a range of genres, "reading levels" and types of experiences; students should be encouraged to read texts that are interesting and explore exciting opportunities in DC.

Course Overview

Course Theme

English III reflects the overarching idea that authors can create social change through writing and art. We consider the ways that these authors and artists help readers evolve their thinking from innocence to consciousness to response. But how do authors create these works? In this course, students will apply the tenets of literary criticism to American Literature and other texts that reflect the theme of evolving critical consciousness. These texts highlight individuals and characters who helped educate Americans on matters of social justice, spurring them to action. Students will create narrative, analytical, and argumentative writing and experience a research-simulation that supports their exploration in critical consciousness and informed social action. By the end of the year, students will be able to employ multiple techniques, genres, and types of writing to communicate their ideas and urge others to action.

Unit 1: American Ideals/Identity

Unit 2: American

Suggested Summer Reading and Experience List

Students should research all suggested (optional) texts and select a few interesting texts to read over the summer!

	Suggested Texts	Suggested Experiences
Unit 1: American Ideals/Ident	<p><i>Beyond the Burning Time</i> by Kathryn Lasky (F) <i>Woods Runner</i> by Gary Paulsen (F) <i>Hidden Figures (Movie Tie-In)</i> by Margot Lee Shetterly (NF) <i>An Unlikely Hero: Waking Up from My American Dream</i> (NF) by Julian Castro</p>	<p>Washington Area Colonial Sites Colonial Williamsburg George Washington's Mount Vernon National Museum of the American Indian: Nation to Nation</p>
Unit 2: American Dream	<p><i>War Girls</i> by Adele Geras, et. al (F) <i>The Portable Harlem Renaissance</i> by David Levering Lewis <i>Ragtime</i> by E.L. Doctorow <i>The Audacity of Hope</i> by Barack Obama (NF) <i>Zoo Nebraska: Dismantling the American Dream</i> by Carson Vaughn (NF)</p>	<p>Frederick Douglass House What Does the American Dream Mean to You? Frontline Video: Two American Families Martin Luther King, Jr. Memorial Ben's Chili Bowl: Achieving the 'American Dream'</p>

Unit 3: Mobilizing