July 1, 2020

Dear Class of 2023,

Congratulations on finishing your first year at Xaverian! We hope you had a successful freshman year and that you were able to hone your reading and writing skills. To help you continue to strengthen these important life skills and to help prepare you for a smooth transition in the fall where reading and writing skills will be the focus of all of your classes, we have compiled the following summer reading assignments.

Not only will reading enhance your reading and writing skills, but it will expose you to new vocabulary and will exercise your brain. Summer reading, the assignment associated with the book, and the in-class assessment will help you become a lifelong learner who will enjoy reading. We try to choose books and assignments that will be appropriate for the different reading and interest levels of our students. We realize that summer is a time for leisure activities, and our honest desire is for reading to become a part of your life.

This summer, you will be asked to read the books listed below. While reading, you must keep track of important information from the books in double entry journals. (See details below.) These assignments will be due on The Harbor during the first week of classes and will help you with an in-class essay at that time.

If you have any questions regarding the English books and assignments, please email sgiugliano@xaverian.org. If you have any questions regarding the history books and assignments, please email rmontalbano@xaverian.org.

Enjoy your summer!

Mr. Steven Giugliano ’07
English Department Chairperson

Mr. Richard Montalbano
Social Studies Department Chairperson
Sophomore Summer Reading Assignments

English Class Summer Reading

- Rising sophomores in the Ryken program must read the following book and complete a double entry journal. (See next pages for details.)
  1. Dear Evan Hansen: The Novel – Val Emmich

- Rising sophomores in the Academy and Honors programs must choose ONE of the following books and complete a double entry journal. (See next pages for details.) Please review these options with your parents/guardians and use websites like www.commonsensemedia.org to evaluate the books before you make your selection.
  1. Educated – Tara Westover
  2. Everything I Never Told You – Celeste Ng
  4. Two Can Keep a Secret – Karen M. McManus
  5. Until Tuesday: A Wounded Warrior and the Golden Retriever Who Saved Him – Luis Carlos Montalván

Social Studies Class Summer Reading

- Rising sophomores in the Academy and Honors programs must read the following for their social studies class and complete a double entry journal. (See next pages for details.)

  1. All Quiet On the Western Front – Erich Maria Remarque

- Rising sophomores taking Advanced Placement World History must read the following and complete a double entry journal with two quotations per chapter (six total).


In addition, you will be expected to write a five-paragraph essay (with 3 major assertions, at least 300 words) answering ONE of the following essays using citations. Paper must follow MLA format.

  1. Compare and contrast how any THREE of the beverages affected the political, economic, and social structure of the areas associated with them.
  2. How did the use of the beverages change over time? Please include examples for at least three beverages.
  3. In what ways did the countries associated with the beverages change over time?
  4. One critique of the book is that it is too focused on European history. Do you agree with this statement? Why or why not? Use evidence from the book.
**Double-Entry Journal Instructions**

**What’s the purpose of a double-entry journal?**
The purpose of double-entry journal (DEJ) is to give you an opportunity to express your thoughts and become more involved with the material you encounter.

**How does it work?**
Using a word processing software or application like Pages, Microsoft Word, or Notability, create a chart with two columns. On the left side, you will copy down 15 short quotes from each book that you read that you find interesting in some way or that you need clarification on. In the right column, you will write your personal responses to the quotes on the left. Don’t forget to put a heading on the top left-hand corner including your name, your teacher’s name, the course name, and the date due.

**What should I write?**
Write your reactions to the quote that you chose. Your reactions can include your own opinions, disagreements, interpretations, events in your life that the quote reminds you of, comments about grammar, and guesses about the meaning of new words. (The sky is the limit.) In effect, you are talking back to the author or speaker as you write your responses.

**How is a DEJ helpful?**
Double-entry journals allow you to pick out the parts that YOU think are important and to ask the questions that YOU have. Doing your reading this way will help to improve your comprehension and vocabulary. It will also help you remember the material better.
# Double-Entry Journal Model

<table>
<thead>
<tr>
<th>Left-Hand Side</th>
<th>Right-Hand Side</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote from the text</td>
<td>Visual commentary (drawings, visual analogies, doodles)</td>
</tr>
<tr>
<td>Quote from the text</td>
<td>Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm. . .”), questions (“I wonder why . . .”) with possible answers (“Maybe because . . .”)</td>
</tr>
<tr>
<td>Quote from the text</td>
<td>Connections</td>
</tr>
<tr>
<td></td>
<td>- Text to other text(s)—print, visual, aural</td>
</tr>
<tr>
<td></td>
<td>- Text to self</td>
</tr>
<tr>
<td></td>
<td>- Text to world</td>
</tr>
<tr>
<td>Quote from text</td>
<td>Significance in relation to piece as a whole; relating part to whole.</td>
</tr>
<tr>
<td>Quote from text</td>
<td>Social Questions (Race, class, gender issues)</td>
</tr>
<tr>
<td>Quote from text</td>
<td>Naming and Analyzing Literary Techniques</td>
</tr>
</tbody>
</table>