

Audience: Incoming CCA juniors

Subject: Summer Reading Assignment

Year: 2024-2025

Dear Incoming Juniors,

I would like to take this opportunity to let you know how much I enjoyed teaching you this year, and I look forward to your junior year at CCA. During your sophomore year, you were introduced to argument as a basis for examining not only non-fiction, but fictional pieces as well. Throughout your junior year, you will further develop those argument, synthesis, and rhetorical analysis skills. This will begin with the summer reading selection.

The book that incoming juniors will read is called *Same Kind of Different As Me* by Ron Hall and Denver Moore. While the book contains some controversial diction because of the era in which it is set, the authors are writing from a Christian perspective. Honest, but not graphic or inappropriate, admission to mistakes made by one of the writers, result in forgiveness and reconciliation. Please read the book aesthetically over the summer months and consider the following questions:

1. What obligations does a just individual have toward society?
2. What obligations does a just society owe to an individual?
3. What are the limits on individual freedom?
4. How does an individual judge right from wrong?
5. What is the role of the individual in confronting injustice?
6. What kind of government is effective?
7. How does an individual experience redemption?
8. What is the role of love in the redemption of an individual and/or of society?

As you read the book and consider the above questions, please annotate the book for modes of persuasion (ethos, logos, and pathos) as well as any rhetorical devices you discover. By annotating, I mean for you to write notes in the margin of the books, not just highlighting sentences. Note-taking during reading engages you in the reading process. Therefore, if you read a comment that you find interesting, write what and why you find it interesting. You may also write notes about one or more of the eight questions above; write where you see similes, imagery, etc. and how those devices benefit the book. **You will turn in the annotated book on the first day of school for a daily grade. I will look for 20 different annotations. These annotations should be scattered throughout the book, from beginning to end – not just at the beginning.** Once school has started, students will write a timed write essay, which will count as a **Minor grade, and we will write the essay in class once school has started.** We will revisit the book during the first two weeks of school and take a **Major Exam** over the book at the conclusion of the second week of school.

So, to re-cap, the following assignments will be given over the summer reading:

1. Read the novel and make 20 annotations in the book's margin. **Due first day of school.**
2. Be prepared to write an essay in class within the first five days of school. This will be an in-class activity.
3. Be prepared to take a comprehensive exam over the book at the conclusion of the second week of school.

If you have any questions, please feel free to email me at sswaim@ccagranbury.com

Thank you,

Sherry Swaim