Incoming 12th Grade English IV Summer Reading & Writing
**2 Assignments**

Be sure to read this document in its entirety. You will read a book and answer questions and complete your first college essay for your college applications.

Summer reading serves multiple purposes:
1. Reading helps build confidence as you learn to read more difficult and complex texts.
2. It provides an immediate foundation to discuss literature as a class when you return to school.
3. It will provide a basis of comparison to other works you will be studying throughout the school year.
4. Reading various forms of literature will help prepare you for your studies at college.
5. Reading is good for your brain!

A word about shortcuts to the summer reading:
1. You are to read all books assigned cover to cover.
2. Do not depend on any cliff notes, spark notes or any other shortcuts.
3. When you return to school, you will be participating in additional activities that will indicate whether you read the book.

12th Grade English IV Students:
**Assignment 1:** The Boy Who Harnessed the Wind (0061730335) and Critical Thinking Questions

❖ Read The Boy Who Harnessed the Wind by William Kamkwamba (ISBN # 0061730335). Do NOT order/read the Young Reader’s edition. It will not have all the information you need to complete the questions. Verify that you have the correct ISBN number.

❖ Complete the attached Critical Thinking Questions using complete and thoughtful sentences. For any quotes, please indicate the page number in parentheses. You may type or handwrite, but answers must be in your own words. Any work deemed to be copied will receive a zero.

❖ Be prepared for a thorough discussion (a Socratic Seminar, debate, discussion, etc.) on the book when you return to school. It will be clear during the discussion
activity whether you read the book or not. A grade will be assigned to this assessment.
❖ Work received after the first full day of school will receive 50% credit.
❖ Expect an assessment on the book the first or second week of school.

Critical Thinking Questions Assignment 1
The Boy Who Harnessed the Wind

Chapter 1
1. Discuss and explain two instances of “magic” playing a role in the narrator’s childhood. Foreshadow how this will affect his life going forward.

Chapter 2
2. Explain the family dynamic throughout the chapter. What is the history of the family? How do the parents interact?

Chapter 3
3. Who is Khamba? What does the narrator's relationship with Khamba tell you about his childhood and him as an individual? In your opinion, is the Chikhwapu trap beneficial or detrimental? Explain.

Chapter 4
4. In this chapter it says that, “There were only two radio stations, Radio One and Radio Two, that were both operated by the government. This greatly reduced the window into the outside world.” What is meant by this statement. Explain your response.

Chapter 5
5. How could each of the electrical problems of Malawi be solved? Indicate the issues discussed in the chapter and the solution for the problems they present.
Chapter 6

6. How would you evaluate the relationship between William and his parents? What is the role of the parents in the Malawi society? Do his parents fulfill this role? Explain.

Chapter 7

7. How was William’s education impacted in this chapter? What was the reason for the event? How should he react to what has taken place? Explain why.

Chapter 8

8. Did William do the right thing in the situation involving Khamba? Does he share in any of the blame for Khamba getting to that point? Explain your answers using details from the text.

Chapter 9

9. In this chapter, we see that William has very few educational materials compared with students today; despite this, he is tremendously motivated. Why do you think he is so motivated despite having so little in terms of educational materials?

Chapter 10

10. What are some of the obstacles William faces in trying to get an education? Why do you think education is so important to William and his family?

Chapter 11
11. Why do you believe William's father provided his son with so much time to work on his project as opposed to helping him with it? How could William's success with his innovations impact the life of his family? Explain.

Chapter 12

12. What is William risking by experimenting with electricity (be very specific)? In your opinion, are these risks worth the possible rewards he could attain? Use information from the text to support your answer.

Chapter 13

13. Is the government or the families more responsible for the living conditions in Malawi? Provide at least two examples from the text that support your opinion along with an explanation as to how those examples support your opinion.

Chapter 14

14. At the end of the chapter, William stated, “I guess I was one of them too.” Based on the information presented throughout the chapter, what does he mean by this? Use information from the text to support your answer.

Chapter 15

15. What impact did William’s attendance at the TED conference have on himself and his home? He concludes stating, “All you have to do is try.” Of all the advice that he could provide based on his experience, why do you think he selected those words? Does he downplay the impact of his accomplishments by saying that? Why or why not?

Epilogue

16. William borrowed a quote from Martin Luther King Jr. stating, “If you can’t fly, run; if you can’t run, walk; if you can’t walk, crawl.” How did William enact this
quote throughout the novel? What inspiration and lesson can you take away from his story?

Assignment #2: The College Essay
Every John Carroll senior will need to complete their college application essay. Even if you are planning on attending IRSC or another college that does not require an essay, you will still need to complete this because it will be your first grade of the quarter. By doing this over the summer, that will be one less thing you will need to do in the busy fall when it is time to apply to college.

Nearly 1000 colleges use either the Common App or Coalition App for their application processes. Please look at what schools you are applying to and choose an essay prompt from either the Common or Coalition choices based on where you will be applying. If you are applying to schools where you will need to complete both the Common and Coalition applications, look at the prompts for both applications, and see if there is one essay prompt that would “fit” for both applications. There is overlap!

Write an original essay using the prompt of your choice. Include the prompt at the start of your essay. Your essay must be typed in 12-point font, double-spaced, and printed. It is due the first full day of the 2020-2021 school year. Essays should be a minimum of 450 words and a maximum of 650 for the Common App and 550 for the Coalition App. Please see the rubric below for how you will be graded.

Coalition Application Essay Prompts:
1. Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it.

2. Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.

3. Has there been a time when you’ve had a long-cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?

4. What is the hardest part of being a student now? What’s the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?
Common Application Essay Prompts:
1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

4. Describe a problem you’ve solved or a problem you’d like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
Grading Rubric

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<th>Score</th>
<th>Description</th>
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<tr>
<td>4.0</td>
<td>Prompt included. Essay might not explore every prompt sub-topic fully. Writer's voice has unique, authentic, and memorable qualities. Originality is attempted. Essay is mostly well organized and coherent. Occasional lack of momentum or disruption of flow with an awkward transition. One or two grammar or spelling mistakes. Some punctuation issues.</td>
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<tr>
<td>3.0</td>
<td>Prompt included. Essay explores most prompt sub-topics with the occasional digression. Writer's voice has moments of authenticity. A few clichés are used. Essay has adequate organization with few paragraphing errors. Momentum is interrupted with a few awkward or missing transitions. A few grammar, spelling, and/or punctuation mistakes, but they do not obscure meaning.</td>
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<td>2.0</td>
<td>Prompt unclear or missing. Essay maintains some focus on a topic with occasional digressions. Essay sounds formulaic with an occasional memorable moment. Many clichés are used. Some paragraphs have an unclear focus. Intro and/or conclusion might be underdeveloped. There is a consistent lack of momentum with many awkward or missing transitions. Frequent grammar, spelling, and punctuation mistakes that occasionally interfere with meaning. Proofreading is needed.</td>
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<tr>
<td>1.0</td>
<td>Prompt missing. Essay strays from one sub-topic to another with little cohesion. Approach to essay is derivative lacking any originality. Too many clichés. Intro and/or conclusion is missing. Lack of clear organization affects meaning. Many problems with awkward or missing transition. Frequent grammar, spelling, and punctuation mistakes that consistently interfere with meaning. Major proofreading required.</td>
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<td>.5</td>
<td>Essay attempted but not complete; does not come near the word requirements.</td>
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<td>Essay not attempted or evidence of plagiarism</td>
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If you have any questions, please email your teacher as follows:

Eng IV: Mrs. Osking at iosking@johncarrollhigh.com
Eng IV Honors: Mrs. Preston at mpresont@johncarrollhigh.com
AP Eng Lang & AP Eng Lit: Miss Funderlich at afunderlich@johncarrollhigh.com