

***The Warmth of Other Suns* by Isabel Wilkerson
(Winner of the National Book Critics Circle Award of Nonfiction)**

A Summer Reading Assignment for CGI Juniors

We are pleased to present this Pulitzer Prize winning epic story of America's Great Migration.

1. It is an interdisciplinary text. Wilkerson spent years researching the history of The Great Migration and wrote her book using fictional, narrative techniques.
2. It serves as a bridge from the sophomore CGI curriculum to the junior CGI curriculum. This text contains many historical and literary allusions from the Social Movements and Reform semester and addresses the themes and issues that will be covered in the Economics semester.
3. It is a compelling story of human dignity in the face of injustice. Wilkerson tells the personal narratives of three people who migrated from different areas of the South to different areas of the North during the time known as The Great Migration. While these people share a common goal – to escape the oppression of the South – their backgrounds, economic circumstances, and struggles are unique and remarkable.
4. It provides historical context for current concerns regarding race in America. We must look back in order to move ahead armed with knowledge. We must continue the pursuit of justice and enlightenment through education.

When you return in the fall, make sure to come prepared with the three (3) assignments and your book. You will need them as we engage in discussions and some low stakes writing. We will also be using this text as the basis for our first Socratic Seminar and for our first benchmark writing assignment. All of this will take place during the first two weeks of school.

The Warmth of Other Suns Tic-Tac-Toe

In preparation for your work in CGI English 11 next year, you are required to read the following text, *The Warmth of Other Suns* by Isabel Wilkerson.

Students are responsible for acquiring the text on their own. We have notified the Montclair Book Center, Watchung Booksellers, Barnes and Nobel, and the Montclair Public Library of the reading requirement, so copies should be available to purchase or borrow. We also have a limited number of copies available for any student who may need scholarship assistance.

Directions:

1. Read the book actively, by underlining, highlighting, using post-it notes, and writing margin notes to indicate areas of interest and importance as you see it. In other words, respond to what you read, as you read. Some examples of reading actively are: defining new vocabulary words, asking question of the text and the author, and commenting on what is conveyed.
2. As in Tic-Tac-Toe, you will choose a path and then complete the three assignments therein. (Please label the each assignment, for example, A1, B2 & C3.)
3. Bring your typed work and your book with you on the first day of school.

<p>A1: Explain the significance of the epigraphs that begin Part II and Part IV of the book. Why did Wilkerson choose those passages to frame each section?</p>	<p>A2: How is reading this book a different experience than reading a straightforward history of the Great Migration?</p>	<p>A3: Create a chart in which you identify fifteen (15) allusions to pop culture depicted in the text. (You must choose three allusions from each of the five sections.)</p>
<p>B1: Peruse Jacob Lawrence's painting "Migration Series." (You can find them here: http://tinyurl.com/nhlwf62) Identify ten (10) paintings and then choose a passage from text for each painting that serves to explain what Lawrence was depicting.</p>	<p>B2: Wilkerson wrote "across the South, someone was hanged or burned alive every four days from 1889 to 1929" (39). Public lynching is looked back upon with disgust as a barbaric act. How is this history of violence and intimidation manifest in our world today? Will these 19th, 20th, and 21st century atrocities be seen as barbaric or inhumane in the future? Explain your position.</p>	<p>B3: Of the three individuals whose stories are told in the text, whose migration story is closest to the stories that you have heard regarding your own family and ancestors? Considering race and class, what are the differences and the similarities between your family's experience and that of the individual from the text?</p>
<p>C1: Did the in-depth look at what it was like to be a black person, living under Jim Crow surprise you? Why or why not? Is there a comparison to be made between Jim Crow racism and contemporary racism? Explain your answer.</p>	<p>C2: Create a chart in which you identify fifteen (15) allusions to historical event depicted in the text. (You must choose three allusions from each of the five sections.)</p>	<p>C3: How did the Great Migration influence American culture? How is that influence made evident in our culture today?</p>



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CGI 12 AP Literature is a course that prepares all students to take the AP Literature and Composition course. It has its own summer assignment, in addition to the school-wide summer assignment.

In CGI 12 AP Literature students are able to concentrate in one of three areas while developing the skills to excel on the AP test:

Literary Criticism, in which students develop an analytical approach to literature grounded in Formalist and other lenses of literary analysis (such as feminism, Marxism, etc.) as practiced in the Western Tradition of universities.

Humanities, in which students develop an interdisciplinary approach to literature grounded in the Western Tradition of the arts.

Philosophy, in which students develop an intellectual (rational) approach to literature grounded in the Western Tradition of philosophy.

If you are going to take the course at the **Honors level**, you will only need to do the school-wide summer assignment.

While **Literary Criticism** examines how the form and experience of a literary work creates an artistic experience for the reader, the **Humanities** approach examines how various contemporaneous art forms can further reveal important themes and concepts in the text, and the **Philosophical** approach examines how a text reveals and explores metaphysical (the nature of existence), epistemological (how one knows), political (how to organize people), as well as aesthetic (notions of beauty) concerns of the author and society.

The summer assignment is divided by concentration.

Choosing to do one assignment will NOT lock you into that concentration. The choices are meant to give you a sense of the method each concentration develops. Final choices in each student's concentration will be made by the end of September.

AP Literature: Read *Brick Lane* by Monica Ali and follow the directions on the back.

Humanities: Read *Antigone* by Sophocles and *Frogs* by Aristophanes and follow the directions on the back.

Philosophy: Read *Zen and the Art of Motorcycle Maintenance* by Robert Pirsig and follow the directions on the back.