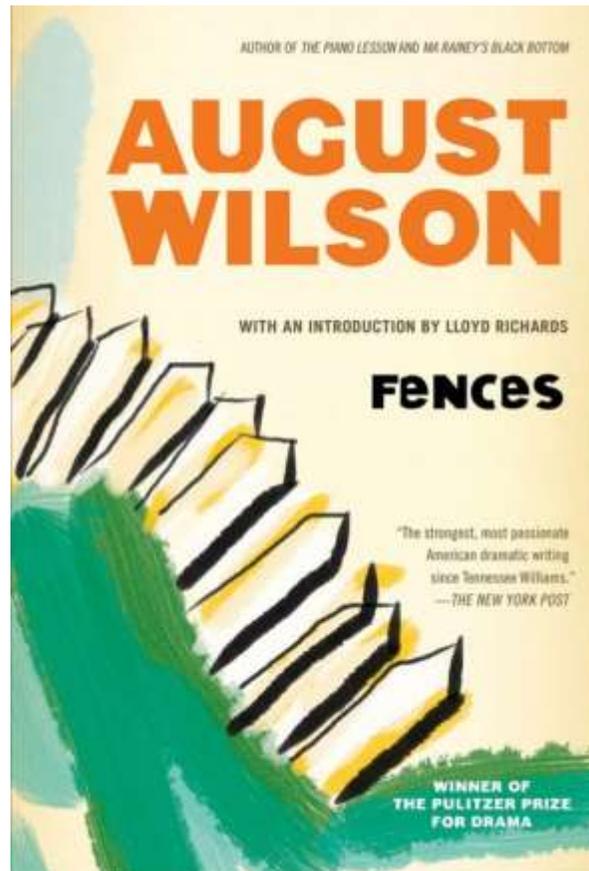




Edinburg High School Summer Reading
Pre-Advanced & Advanced Placement
English 2017-2018



ENGLISH III PRE-AP



FENCES
BY AUGUST WILSON

Advanced Academics & Guidance Services
EDINBURG CISD



Edinburg High School Summer Reading Pre-Advanced & Advanced Placement English 2017-2018



Part 1

DIRECTIONS: Choose one project from the list below and align your project with one of the themes listed below. These projects will be presented during the first week of September and will count as your first test grade of the marking period. The project rubric has been attached so you know how you are being graded.

- 1. Theme Poster.** Select one of the themes and define it. Then turn it into a thematic statement. Example.: *Duty: Sometimes a sense of duty to ones loved ones stops us from achieving our potential.* Then select a character who exemplifies this theme, include a quote from the play to support it. The poster must include a visual representation of the theme.
- 2. Radio exchange/Podcast.** Your character calls into a radio show for advice. Choose which show your character would call in to and then create the conversation he or she would have with the radio advice giver. Record the dialogue at one of flowing sites:
 - www.soundcloud.com
 - www.podomatic.com
 - www.Ourmedia.org
 - <https://www.buzzsprout.com>
- 3. Poetry.** Write three poems in response to the play. The poems should be about the characters, where the play took place, and one or more of the themes in the play. Each poem must be accompanied by a graphic visual that reflects the content of the poem.
- 4. Current Events Scrapbook.** Select five current news or feature stories from news magazines, newspapers or online news websites that you think your character would be interested in. Create a scrap book for your character, cutting out pictures from magazines, online articles or newspapers Then explain how your character would respond to each of the stories and the opinions your character would have about what was happening in the story.

Themes to Identify: Dissatisfaction, Race, Dreams, Hopes, Family, Duties

Fences Project Grading Rubric

_____ **100-90%:** Insightful, creative, colorful, thorough, follows all directions, no spelling or grammatical errors, neat and provides textual evidence.

_____ **80-70%:** Adequate, some creativity shown, follows most directions, no more than 5 spelling or grammatical errors, neat and provides textual evidence

_____ **60-50%:** Simplistic interpretation, lacking sufficient creativity or effort, over 5 grammatical errors, does not follow major parts of the directions and average textual evidence.

_____ **40-30%:** Insight or interpretation is incorrect, lacking creativity and effort, does not follow directions, errors affect meaning of project and insufficient textual evidence.

_____ **20-0%:** Lacking creativity, effort, and insight, does not follow directions, partially completed project, did not submit project and no sign of textual evidence.

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Part 2

“Fast Car” and *Fences* Comparison

Directions: Listen and read the lyrics of Tracy Chapman’s “Fast Car”. After listening to the song, take a closer look at the lyrics in order to find the theme of the song. Use the chart following the lyrics to fill in the figurative and literal meanings. Answer the questions below to relate the theme to *Fences*

“Fast Car”

You got a fast car
I want a ticket to anywhere
Maybe we make a deal
Maybe together we can get somewhere
Anyplace is better
Starting from zero got nothing to lose
Maybe we'll make something
Me, myself I got nothing to prove
You got a fast car
I got a plan to get us out of here
I been working at the convenience store
Managed to save just a little bit of money
Won't have to drive too far
Just 'cross the border and into the city
You and I can both get jobs
And finally see what it means to be living
You see my old man's got a problem
He live with the bottle that's the way it is
He says his body's too old for working
His body's too young to look like his
My mama went off and left him
She wanted more from life than he could give
I said somebody's got to take care of him
So I quit school and that's what I did
You got a fast car
Is it fast enough so we can fly away
We gotta make a decision
Leave tonight or live and die this way
So remember we were driving, driving in your car
Speed so fast I felt like I was drunk



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City lights lay out before us
And your arm felt nice wrapped 'round my shoulder
I had a feeling that I belonged
I had a feeling I could be someone, be someone, be someone
You got a fast car
We go cruising to entertain ourselves
You still ain't got a job
I work in a market as a checkout girl
I know things will get better
You'll find work and I'll get promoted
We'll move out of the shelter
Buy a bigger house and live in the suburbs
I remember we were driving, driving in your car
Speed so fast I felt like I was drunk
City lights lay out before us
And your arm felt nice wrapped 'round my shoulder
I had a feeling that I belonged
I had a feeling I could be someone, be someone, be someone
You got a fast car
I got a job that pays all our bills
You stay out drinking late at the bar
See more of your friends than you do of your kids
I'd always hoped for better
Thought maybe together you and me would find it
I got no plans I ain't going nowhere
So take your fast car and keep on driving
I remember we were driving, driving in your car
Speed so fast I felt like I was drunk
City lights lay out before us
And your arm felt nice wrapped 'round my shoulder
I had a feeling that I belonged
I had a feeling I could be someone, be someone, be someone
You got a fast car
But is it fast enough so you can fly away
You gotta make a decision
Leave tonight or live and die this way

Songwriters: Tracy L Chapman
Fast Car Lyrics © Sony/ATV Music Publishing LLC



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Directions: After listening to the song “Fast Car” by Tracy Chapman, take a closer look at the lyrics in order to find the theme of the song. For each lyric, fill in the figurative and literal meanings. Answer the questions below to relate the theme to Fences

Lyric	Figurative Meaning	Literal Meaning	Connection to Fences
You got a fast car And I want a ticket to go anywhere Maybe we make a deal Maybe together we can get somewhere			What kind of “fast car” did Troy have that made him so attractive to Rose?
I'd always hoped for better Thought maybe together you and me would find it I got no plans I ain't going nowhere			Explain why Rose’s character would be saying these lines.
You got a fast car But is it fast enough so you can fly away You gotta make a decision You leave tonight or live and die this way			How does the line, “you leave tonight or live and die this way” relate to the theme in <i>Fences</i> ?
How does the speaker change throughout the song? Explain with evidence from the text.			
What is the theme of this song?			



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“Fences” Persuasive Essay

In August Wilson’s play “Fences” we observe the demise of the father/son relationship between Troy and Cory, until Cory ultimately leaves home for good. At the end of the play, Cory is faced with a moral dilemma and must make a decision.

Writing Task: Pretend you are a good friend of Cory’s and he has asked you for advice on how to handle the situation. Write your advice in the form of a persuasive essay.

Be sure to include...

- An Introduction
 - A Hook
 - A 3-pronged Thesis Statement

- 3 Body Paragraphs
 - A- Assertion
 - X- Example
 - E- Explanation
 - S- Significance

- A Closing
 - Restatement of Thesis



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Dear Parents of English Pre-AP and AP Students:

As we end a school year, the English teachers at Edinburg High School would like to let you know that we have your child’s education in mind when we make decisions about summer reading assignments. In order to adequately prepare for AP English exams and to develop your child’s reading and thinking skills within a limited number of months, we require all English I Pre-AP, English II Pre-AP, English III Pre-AP/AP, English IV Honors/AP, and English V Humanities students to read assigned novels during the summer months. Students will be assessed over the summer reading through tests, essays, and class activities during the first week of school. Below, you will find a list of the classes and the **novel(s)** that need to be read prior to the first day of the 2017-2018 school year. Your child will need to acquire the necessary novel and read it during the summer. We have notified Barnes & Noble bookstores on North 10th Street in McAllen, so there should be sufficient copies if you choose to purchase them there. Please feel free to call your child’s current English teacher or counselor if you have any questions as to which novel your son/daughter should read this summer.

Please note: **Failure to read assigned novel will adversely affect your student’s grade.**

<i>English Course 2017-2018</i>	Novel	Author
English I Pre-AP	Anthem	Ayn Rand
English II Pre-AP	Of Mice and Men	John Steinbeck
English III Pre-AP	Fences	August Wilson
AP Language & Composition	The Things They Carried	Tim O’Brien
English IV Honors	1984	George Orwell
AP Literature & Composition	1984	George Orwell
Humanities	A Man’s Search for Meaning	Viktor Frankl

The summer reading writing assignments are due September 8, 2017.

The summer reading exam will be on September 8, 2017.

Thank you,

Edinburg High School English teachers

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Student/ Parent (Guardian) Agreement

STUDENT

By signing below, I guarantee that I fully understand my responsibilities for summer reading and related assignments. I also guarantee to submit my work by the first day of the second week after the school year begins

Student Signature: _____

Date: _____

PARENT

By signing below, I indicate awareness and understanding of my child's responsibilities for summer reading. I also support my child's efforts to fulfill his/ her classroom expectations to submit the summer reading assignments by their due date. Because your child is too advanced academically to continue to read books within the genre of young adult fiction, the novels chosen for summer reading were written for a mature audience. These selections, sanctioned by AP College Board, represent selections deemed to be books of literary merit.

Parent Signature: _____

Date: _____