

Advanced English II

James Bowie High School

Summer Reading Requirements and Assignment 2025-26

The ninth and tenth grade Advanced English classes are designed to prepare students for the demands of the eleventh and twelfth grade college-level Advanced Placement courses and UT On-Ramps course. The Advanced Placement Program® Course Description and Teacher's Guide published by The College Board describes a suitable candidate for Advanced Placement English as follows:

“Academically talented, imaginative students who read with finesse and write with clarity and style, who are curious and responsive to academic risk-taking, and who are not deterred by hard work.”

Please note that the Advanced English classes at James Bowie High School have summer reading requirements. Please make sure your student has a copy of the summer reading requirements and assignment **before** leaving Bowie for the summer. No excuses will be tolerated for not having completed this summer reading requirement and subsequent assignment on the first day of class.

Note: It is very important that you select courses for next year with careful consideration. Requests for level changes (Advanced to Academic) will not be considered until a student has been in the Advanced class for six weeks. Such requests will then go to committee for review and decision. **Your signature on the James Bowie High School Course Selection Sheet indicates your understanding of the commitment required to succeed in this course and your acknowledgement of the required summer reading assignment.** If your student is not familiar with a summer reading assignment and what it entails, please have him or her seek out an English II Advanced teacher before the school year ends.

Respectfully,
The Advanced English II Team

In addition to preparation for Advanced Placement and UT On-Ramps curriculum, students will study various works of literature, vocabulary, grammar, writing, and be given STAAR/EOC preparation. This course will cover the Language Arts Texas Essential Knowledge and Skills (TEKS) and explore the culture, beliefs and influences of literature and writing from around the world.

Summer Reading Assignment 2025-2026

All students who sign up for Advanced English II are required to read and annotate *The Joy Luck Club* by Amy Tan. Additionally, all students will also be required to write an AP-style analytical essay over *The Joy Luck Club* within the first nine weeks of the school year.

Directions: You must complete the following components.

1. **Read** the novel [*The Joy Luck Club*](#) by Amy Tan.
 - Check out the last page of this document for helpful context to understand the story.
2. **Annotate** significant moments in the novel using the following suggestions:
 - As you read, take note of thematic ideas, recurring conflicts, and character development.
 - Thematic topics: colliding cultures, identity, relationship between parent and child, storytelling, the immigrant experience, and sacrifice
 - For moments that connect to these topics: Annotate for the author's literary devices. This includes figurative language, imagery, word choice (diction), sentence structure (syntax), etc.
 - After reading each chapter, write a simple plot summary on the first page of the chapter.

Note: Your annotations will not be graded. **However, annotating is essential to your understanding of the intricacies of the novel.** You will reference them during your summer reading assignment (on the second day of class - explained below), class discussion, homework assignments, and your eventual literary analysis essay. You may use highlighting, symbols, and other *forms of note-taking* to annotate in your novel. Use whatever strategy works best for your understanding.

3. **On the second day of class, there will be a reading check quiz.** You will also be expected to **write a one-paragraph analysis about one of the following thematic topics** (colliding cultures, identity, relationship between parent and child, storytelling, the immigrant experience, sacrifice, gender and power, and fate and autonomy). The topics will be chosen at random, so you should be prepared to answer ALL of these. You will be asked to provide a relevant cited quote as well as an explanation that analyzes the significance of the quote to the work.
 - Note: **You will not be able to refer to the novel for the reading check quiz**, but you will be able to use your novel for the thematic topic analysis. This is why annotation is important! :)

Optional: Complete the [character chart](#) in order to better understand the novel's plot and narrative structure. You will not be able to refer to the chart on the summer reading assessment, but you will be able to for your culminating literary analysis essay.

Summer Reading Assignment 2025-26

Read the following information to provide you with an understanding of the historical and structural context of the novel.

Historical Context of *The Joy Luck Club*

In the novel, Suyuan flees China as a young woman, when Japanese forces invade the city of Kweilin. This reflects actual historical events in the Second Sino-Japanese War, which was fought between 1937 and 1945. During the eight-year war (which overlapped with World War II), Japan aggressively attacked mainland China, hoping to expand the Japanese empire onto the Asian continent. Over twenty million Chinese citizens were killed or displaced during the ground invasions. Japan succeeded in capturing many major Chinese cities until it became involved in World War II in 1941, fighting against the United States and other Allied countries. Japan surrendered to Allied forces in 1945, after the United States dropped two atomic bombs on the cities of Hiroshima and Nagasaki, killing millions of Japanese citizens. As part of the surrender agreement, China regained all its seized land in 1946.

Ogi, Alyssa. "The Joy Luck Club." LitCharts. LitCharts LLC, 24 Jul 2015. Web. 23 Mar 2018.

Narrative Structure of *The Joy Luck Club*

In presenting the stories of four Chinese immigrant women and their American-born daughters in *The Joy Luck Club*, Tan uses "cradling," a formal literary device that can be thought of as telling a story within a story, or nesting. In other words, Tan embeds the daughters' stories within the mothers' narratives. *The Joy Luck Club* is divided into four main segments that contain sixteen stories. The first and last sections tell eight stories-two for each mother-while the middle two sections each tell a story for each of the four daughters. The entire novel revolves primarily around the stories of Suyuan Woo and her daughter, Jing-Mei ("June"). Jing-Mei takes her mother's place in the Joy Luck Club, a club her mother created when she was in China and that she continued for her Chinese friends in America. Jing-Mei learns from her "aunties," the women who are members of the club, that they will fund her trip to China to meet with her "lost" sisters.

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www.novelexplorer.com/the-joy-luck-club/construction-32/.