

Honors Reading Assignments

All students taking Honors English courses are assigned a novel to read that will be assessed through varied means **on or near Sept 15** of each school year. Students will be administered an online exam covering general comprehension of each chosen novel no later than September 15, so it is strongly recommended that students complete the first read prior to school. In addition, students will complete a project-based assessment that will vary according to grade level. This project-based assessment will be explained by the teacher at the start of school. Students are required to read the assigned novel and choose **one additional** novel from the attached list.

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HONORS ENGLISH 9

ASSIGNED NOVEL:

The Giver by Lois Lowry

The 1994 Newbery Medal winner has become one of the most influential novels of our time. The haunting story centers on twelve-year-old Jonas, who lives in a seemingly ideal, if colorless, world of conformity and contentment. To protect people from the risks of making poor or wrong decisions in life, the advisors plan and dictate the lives of the people. In effect, the citizens have no freedom of choice; they do not choose their job or even their spouse. Moreover, the advisors inhibit the people's ability to feel because they want to spare them from the hardships and pain of life. Not until he is given his life assignment as the Receiver of Memory does Jonas begin to understand the dark, complex secrets behind his fragile community.

CHOOSE ONE NOVEL FROM THE LIST BELOW:

The Five People You Meet in Heaven by Mitch Albom

This dramatic journey weaves together three stories, all told about the same man: 83-year-old Eddie, the head maintenance person at Ruby Point Amusement Park. As the novel opens, readers are told that Eddie, unsuspecting, is only minutes away from death as he goes about his typical business at the park. Albom then traces Eddie's world through his tragic final moments, his funeral, and the ensuing days as friends clean out his apartment and adjust to life without him. In alternating sections, the author flashes back to Eddie's birthdays, telling his life story as a kind of progress report over candles and cake each year. And in the third and last thread of the novel, the reader follows Eddie into heaven where the maintenance man sequentially encounters five pivotal figures from his life. Each person has been waiting for him in heaven, and each life (and death) was woven into Eddie's own in ways he never suspected. Each soul has a story to tell, a secret to reveal, and a lesson to share. Through them Eddie understands the meaning of his own life even as his arrival brings closure to theirs.

A Tree Grows in Brooklyn by Betty Smith

The beloved American classic about a young girl's coming-of-age at the turn of the century, This is a moving tale filled with compassion and cruelty, laughter and heartache, crowded with life and people and incident. The story of young, sensitive, and idealistic Francie Nolan and her bittersweet formative years in the slums of Williamsburg has enchanted and inspired millions of readers for more than sixty years. The daily experiences of the unforgettable Nolans are raw with

honesty and tenderly threaded with family connectedness -- in a work of literary art that brilliantly captures a unique time and place as well as incredibly rich moments of universal experience

Jonathan Livingston Seagull by Richard Bach

This must-read story about a seagull who is tired of his monotonous life. He is overcome with passion for flight and pushes himself to learn everything he can about flying. His departure from "normal" life of a seagull makes him an outcast. Is Jonathan doomed to loneliness? Does he find his calling? The book's theme is sure to resonate with most teens who are themselves struggling with issues of self-identity.

A Day No Pigs Would Die by Robert Newton Peck

The story is set in 1920s rural Vermont, in the fictional town of Learning. It focuses on a teenage boy, Robert, who is developing a strong bond with his father – a butcher who slaughters hogs – while facing the trials of growing into manhood. Eventually the family faces such economic hardship that difficult decisions need to be made in order for the family to survive. The result is a moving coming-of-age story that still resonates with teens today.

The Time Machine by H.G. Wells

This classic science fiction tale begins at an English dinner party where a group of gentlemen are discussing the device that one of them is making so he can explore the fourth dimension. No one is identified by name but when the men gather the following week, the device's inventor, referred to as Time Traveler, is strangely absent. When he arrives later, he recounts his amazing journey into the future. Most of this 1895 novel deals with Time Traveler's stay in a world where dark forces lurk behind a false image of an ideal world.

Imperfect by Jim Abbott and Tim Brown

Born without a right hand, Jim Abbott dreamed of someday being a great athlete. Raised in Flint, Michigan by parents who encouraged him to compete, Jim would become an ace pitcher for the University of Michigan. But his journey was only beginning: By age twenty-one he had won the gold medal baseball game at the 1988 Olympics and cracked the starting rotation of the California Angels. In 1991, he could finish third in the voting for the Cy Young Award. Two years later, he would don Yankee pinstripes and pitch one of the most dramatic no-hitters in major league history.

READING ASSIGNMENTS 10th GRADE - HONORS ENGLISH

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A **second novel** must be chosen from the options given below (according to grade). This novel will be assessed in the same manner **by the end of the first marking period**.

Assigned Novel: *The Last Lecture* by Randy Pausch

Of Mice and Men (John Steinbeck)

The Contender (Robert Lipsyte)

The Catcher in the Rye (J.D. Salinger)

Friday Night Lights (H.G. Bissinger)

Looking for Alaska (John Green)

The Book Thief (Markus Zusak)

Book Summaries

1. **Of Mice and Men** (John Steinbeck)- John Steinbeck's *Of Mice and Men* is a parable about what it means to be human. Steinbeck's story of George and Lennie's ambition of owning their own ranch, and the obstacles that stand in the way of that ambition, reveal the nature of dreams, dignity, loneliness, and sacrifice. Ultimately, Lennie, the mentally handicapped giant who makes George's dream of owning his own ranch worthwhile, ironically becomes the greatest obstacle to achieving that dream.
2. **The Contender** (Robert Lipsyte)- *The Contender* is a coming-of-age novel whose protagonist, a black seventeen-year-old high school dropout named Alfred Brooks, lives with his Aunt Pearl and her three daughters in Harlem, a predominantly African American neighborhood in Manhattan, New York City, in the mid-1960s. Alfred's father deserted the family when Alfred was ten years old; his mother died when he was thirteen. On both occasions, his best friend, James, stood by him.
3. **The Catcher in the Rye** (J.D. Salinger)- *The Catcher in the Rye* is set around the 1950s and is narrated by a young man named Holden Caulfield. Holden is not specific about his location

while he's telling the story, but he makes it clear that he is undergoing treatment in a mental hospital or sanatorium. The events he narrates take place in the few days between the end of the fall school term and Christmas, when Holden is sixteen years old.

4. **Looking for Alaska** (John Green)- Halter is fascinated by famous last words—and tired of his safe life at home. He leaves for boarding school to seek what the dying poet Francois Rabelais called the “Great Perhaps.” Much awaits Miles at Culver Creek, including Alaska Young.
5. **The Book Thief** (Markus Zusak)- Narrated by Death itself, *The Book Thief* is the story of Liesel Meminger, a nine-year-old German girl who given up by her mother to live with Hans and Rosa Hubermann in the small town of Molching in 1939, shortly before World War I
6. **Friday Night Lights** (H.G. Bissinger)- A Town, a Team, and a Dream is a 1990 non-fiction book written by H. G. Bissinger. The book follows the story of the 1988 Permian High School Panthers football team from Odessa, Texas, as they made a run towards the Texas state championship.

11th Grade Honors (Juniors)

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A **second novel** must be chosen from the options given below (according to grade). This novel will be assessed in the same manner **by the end of the first marking period**.

The assigned novel ***The Jungle*** by Upton Sinclair

Then students are to choose another from the list below. Students will be assessed by the end of the first marking period. Students will also be assigned a project-based assessment based on the required novel.

Catch-22- Heller

Ship of Fools- Porter

The Sun Also Rises- Hemingway

House Rules- Picoult

No Country for Old Men- McCarthy

In Cold Blood- Capote

Welcome to AP English Language and Composition 11

Reading Assignments

Recommended reading will be due on Sept 15 or the closest class day after that date; therefore, it is recommended that students complete this work prior to the class.

READING LIST Students are responsible for obtaining copies; however, some are available from the teacher. All are available online through a Google search

1. (Fiction) *1984* by George Orwell
2. (Non-fiction) *Fast Food Nation* by Eric Schlosser
3. (Essay) "The Apology"/"Letters from a Terrorist" Blumenfeld (Text is available online)

Because you are asked to read, analyze, explain, and interpret the items we are reading in the course of the year, it is important that you do not substitute Cliffs Notes, Spark Notes, or other summaries or condensations, nor should you rely on the movie versions of the books, since they are often different. The best way to be successful with this assignment, or any other assignment during the next year, is to read the books carefully and thoughtfully. The bottom line is that you must do all the reading assignments...therefore, be sure to begin summer reading early in order to complete the assignments on time. Those students who wait until August to begin the summer reading often cannot give the reading assignment the full concentration it requires.

*Be prepared for writing/quizzes/tests on any of the books read this summer. (Keeping a good journal would be very helpful for your tests and/or quizzes)!!

JOURNALS As you read, keep a dialectical journal for each book. You should write these journals in one notebook. DO NOT TYPE YOUR JOURNALS!

These journals will consist of quotations to which you respond critically for each work. **Journals are due by Sept 15 or first class day after that date.**

Please label and date journals appropriately. Select one quotation or passage for approximately every 15 pages: List the quote and page # of where it was found in parentheses (MLA format) **(for #3, the essay, you must have a minimum of 5 responses)** Respond to the quotations, focus on the ways in which the author uses language to create an effect. What is it about the language that stands out and makes the passage distinctive? How does the passage reflect the author's style and reveal larger themes of the work? I expect responses to be developed thoughtfully and intellectually.

Responses should be approximately 60 words in length. The dialectical journals should be constructed in the following manner:

Quote Response "Write the quote from the book Your response and analysis of the on the left side of the paper with quote should be written on the opposite the correct MLA citation" (176). side of the page.	For the RESPONSE column, you have several ways to respond to a text and you only need to use one way. · Raise questions about the beliefs and values implied in the text · Give your personal reactions to the passage
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	<ul style="list-style-type: none"> · Discuss the words, ideas, or actions of the author or a character · Tell what it reminds you of from your own experiences · Write about what it makes you think or feel · Argue with or speak to the character or author
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The ESSAY: Authors hope to get a message across in their writings. Using any of the given required reading for this course, think about a significant message the author hopes to convey to his/her readers, then write an essay analyzing how the author conveys that message. Do not just tell what the message is, but analyze how the author gets that message across in his novel. You may consider such devices as character actions, character relationships, tone, setting, language, choices, figures of speech, symbols, and descriptions. These are not the only devices that you may choose to discuss in your essay. **A printed copy of the essay will be due by Sept 15 no later than your assigned class period.**

Your essay must include:

For your heading, put your name, the date, my name, the class, and the assignment name in the top, left-hand corner (use MLA format...look up online if you don't know what it is).

<http://owl.english.purdue.edu/owl/resource/747/01/>

- An interesting title (centered)
- An introduction with an interesting opener, the author and title, the thesis statement (the message the author hopes to convey/the argument you've identified), and (the ways/devices the author gets that message across/your stance on the argument)
- Several body paragraphs with transitions, topic sentences, specific details from the novel, excellent support with your voice and insight, and at least six direct quotes for each essay with parenthetical documentation; for example: "This is a sentence from the novel that is in my paper" (21).
- A solid conclusion which reiterates the thesis and ends in a strong, interesting way, leaving the reader with something to THINK about.

- **Grading is not on length rather quality and depth of work and adherence to requirements.**

YOU WILL ALSO BE GRADED ON:

- Proper grammar and spelling
- Active voice (few "be" verbs – am, is, are, was, were, be, being, been)
- MLA style, Typed, double-spaced using 12 point font – no fancy fonts please (and no cover pages or folders, please).
- Each paper should be double-spaced (which is a characteristic of MLA style...if you don't know what MLA is, look it up) <https://owl.english.purdue.edu/owl/resource/747/01/> and all that it entails including in text citations and work cited. Each paper must be completely yours and yours alone; do not use any resources, other than the texts themselves, to help you (as in no internet resources or Cliffs Notes to give you ideas). The reader wants to know what YOU observed while reading the books, not what someone else noted. All work should be done independently. Do not do your journals or papers with a classmate! Any of these infractions could result in zeros on the assignments.

The journal and the essay will be your first course grades. The journal as a project grade and the essay as a test grade.

Honors English IV Reading

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A **second novel** must be chosen from the options given below (according to grade). This novel will be assessed in the same manner **by the end of the first marking period**.

REQUIRED

***Cry the Beloved Country* by Alan Paton**

Long before South Africa hosted the World Cup, Africa's most diverse country was plagued with racial inequality. Reverend Stephen Kumalo is among the country's black majority that is oppressed by white society. He travels from his village to the large city of Johannesburg to find his missing adult son. The book also follows James Jarvis, the father of recently deceased activist Arthur Jarvis. The two men are connected by the fact that Kumalo's son murdered Jarvis's son while burglarizing the activist's house.

CHOICE

***Frankenstein* by Mary Shelley**

Victor Frankenstein, a scientist, has a great ambition: to create intelligent life. But when his creature first stirs, he realizes that he has made a monster. A monster which, abandoned by its maker and shunned by everyone who sees it, dogs Dr. Frankenstein with murder and horrors to the very ends of the earth.

*Available free at www.gutenberg.org, <http://librivox.org>, or through ibooks.

Mrs. Gaster also has copies.

***Jane Eyre* by Charlotte Bronte**

Jane Eyre is the (partly autobiographical) story of a small, plain-faced, intelligent, and passionate English orphan. Having grown up in the home of her cruel aunt and at a harsh charity school, Jane remains strong and determinedly refuses to allow a cruel world to crush her independence or her strength of will-qualities that serve her well as governess at Thornfield Hall. But when she finds love with her sardonic employer, Rochester, the discovery of his terrible secret forces her to make a choice. Should she stay with him whatever the consequences or follow her convictions, even if it means leaving her beloved?

*Available free at www.gutenberg.org, <http://librivox.org>, or through ibooks.

***Nineteen Minutes* by Jodi Piccoul**

In Sterling, New Hampshire, 17-year-old high school student Peter Houghton has endured years of verbal and physical abuse at the hands of classmates. His best friend, Josie Cormier, now hangs out with the popular crowd that often instigates the harassment. One final incident of bullying sends Peter over the edge and leads him to commit an act of

violence that forever changes the lives of Sterling's residents. Even those who were not inside the school that morning find their lives in an upheaval, including Alex Cormier, the superior court judge assigned to the Houghton case, and Josie's mother. She's torn between presiding over the biggest case of her career and knowing that doing so will cause an even wider chasm in her relationship with her emotionally fragile daughter. Josie, meanwhile, claims she can't remember what happened in the last fatal minutes of Peter's rampage. Or can she? And Peter's parents, Lacy and Lewis Houghton, ceaselessly examine the past to see what they might have said or done to compel their son to such extremes. *Nineteen Minutes* asks what it means to be different in our society, who has the right to judge someone else, and whether anyone is ever really who they seem to be.

***The Alchemist* by Paulo Coelho**

The Alchemist tells the magical story of Santiago, an Andalusian shepherd boy in his quest to Egypt after having a recurring dream of finding treasure there, a worldly treasure as extravagant as any ever found. The story of the treasures Santiago finds along the way teaches us about the essential wisdom of listening to our hearts, learning to read the omens strewn along life's path, and, above all, following our dreams.

***Rosencrantz and Guildenstern are Dead* by Tom Stoppard**

Acclaimed as a modern dramatic masterpiece, *Rosencrantz & Guildenstern are Dead* is the fab of ulously inventive tale of *Hamlet* as told from the worm's-eye view of the bewildered Rosencrantz and Guildenstern, two minor characters in Shakespeare's play. In Tom Stoppard's best-known work, this Shakespearean Laurel and Hardy finally get a chance to take the lead role, but do so in a world where reality and illusion intermix and where fate leads our two heroes to a tragic but inevitable end.

***Out of Africa* by Isak Dinesen**

Out of Africa is Isak Dinesen's memoir of her years in Africa, from 1914 to 1931, on a four-thousand-acre coffee plantation in the hills near Nairobi. She had come to Kenya from Denmark with her husband, and when they separated, she stayed on to manage the farm by herself, visited frequently by her lover, the big-game hunter Denys Finch-Hatton, for whom she would make up stories. She tells with classic simplicity of the ways of the country and the natives; of the beauty of the Ngong Hills and coffee trees in blossom; of her guests, from the Prince of Wales to Knudsen, the old charcoal burner, who visited her; of primitive festivals; of big game that were her near neighbors--lions, rhinos, elephants, zebras, buffaloes--and of Lulu, the little gazelle who came to live with her, unbelievably ladylike and beautiful. Her account of her African adventures, written after she had lost her beloved farm and returned to Denmark, is that of a master storyteller.

***Unbroken* by Laura Hillenbrand**

Unbroken is the biography of Louis Zamperini. In boyhood, Louis Zamperini was an incorrigible delinquent. As a teenager, he channeled his defiance into running, discovering a prodigious talent that carried him to the Berlin Olympics. But when World War II began, the athlete became an airman, embarking on a journey that led to a doomed flight on a May afternoon in 1943. When his Army Air Force bomber crashed into the Pacific Ocean, against all odds, Zamperini survived, adrift on a foundering life raft. Ahead of Zamperini lay thousands of miles of open ocean, leaping sharks, thirst and starvation, enemy aircraft, and, beyond, a trial even greater. Driven to the limits of endurance, Zamperini would answer desperation with ingenuity; suffering with hope, resolve, and humor; brutality with rebellion. His fate, whether triumph or tragedy, would be suspended on the fraying wire of his will.

AP Literature and Composition (12) Recommended Summer Reading Requirements

- I. You are required to read two books.
 - a. Thomas Hardy's *Return of the Native*
 - b. Either Conrad's *Heart of Darkness* or Chopin's *The Awakening*

I have copies of all texts.

- II. Annotate the text, keeping in mind that you are preparing for a writing assignment. Annotating, reading, and constructing meaning from a text is a complex and active process. Unlike highlighting, which is a passive activity, the process of annotating text helps you to stay focused and involved with your reading. Close reading entails looking for meaning on multiple levels. The search for meaning can take place in one slow read, but, in most cases, the reader needs to return to the text to develop all the layers of meaning. You should write notes on post-its within your book at least every few pages. As an "active reader," you should have questions in mind, and as you read, you should be looking for the answers to these questions. Suggestions for annotating text can include:

1: On the Lines

1st layer of meaning lies on the literal level. It's the *who, what, when, where, and how* of the text. The careful reader notes:

- **vivid images:** labeling and interpreting language that appeals strongly to one or more of the senses.
- **striking comparisons:** labeling and interpreting figurative language, including metaphors, similes, personification, symbols, alliteration, metonymy, synecdoche, etc.
- **striking diction:** labeling words that stand out because of their strangeness or beauty or harshness
- **questions:** those the reader asks about plot, characters, vocabulary

2: Between the Lines

2nd layer of meaning is formed at the inferential or interpretive level. The level requires the reader to draw conclusions about the more abstract meanings of words, images, symbols, etc, by putting together clues and applying background knowledge. The careful reader begins to note:

- **repetition:** labeling repeated words, phrases, or images
- **contrasts:** sharp changes, in diction or mood, or syntax; shifts in point of view, narrative pace, or tone
- **questions:** those the reader has about the repetition, contrasts, imagery, shifts, etc.

3: Beyond the Lines

3rd layer of meaning, the reader is asking not just "what?" but "so what?" Questions about the writer's purpose and message arise at this level. The reader makes connections to the text, evaluates the writer's message, and even examines his or her own life in light of that message. To form a more abstract understanding of a passage, the careful reader notes

- **patterns:** a repetition of a sequence of events, for example, or a series of contrasts
- **tone:** the cumulative effect of imagery, figurative language, and diction and syntax, all of which point to the author's attitude

- **message:** patterns of meaning that, when viewed through the lens of tone, reveal the work's larger message
- **connections:** those the reader can make to other texts, movies, music, politics, news, personal experience, as well as possible answers to the questions he/she previously posed.

- III. Be prepared to discuss the books and your annotations the first day of school. Be able to identify the larger question discussed in the novels.
- IV. Be prepared for multiple assessments on the novels after we discuss them.

***Heart of Darkness* by Joseph Conrad**

Heart of Darkness follows one man's nightmarish journey into the interior of Africa. Aboard a British ship called the *Nellie*, three men listen to a man named Marlow recount his journey into Africa as an agent for the Company, a Belgian ivory trading firm. Along the way, he witnesses brutality and hate between colonizers and the native African people, becomes entangled in a power struggle within the Company, and finally learns the truth about the mysterious Kurtz, a mad agent who has become both a god and a prisoner of the "native Africans."

***The Awakening* by Kate Chopin**

The Awakening is set in New Orleans and the Southern Louisiana coast at the end of the nineteenth century. It centers on Edna Pontellier and her struggle to reconcile her increasingly unorthodox views on femininity and motherhood with the prevailing social attitudes of the turn-of-the-century South. Edna must make choices about love, affairs, motherhood, and what's best for her, but also realizes that these decisions are not without consequence. It is one of the earliest American novels to focus on women's issues without condescension.