

Summer Reading and Assignments for English Department, School Year 2018-2019

ACCP Senior English IV: Read Charles Dickens' *Oliver Twist* this summer. Please choose the Barnes and Noble edition so, we can make pagination references clearly in class. Also, please attend the Shakespeare in the Park performance this summer near the Nelson Art Gallery: *Much Ado About Nothing*.

English IV:

Summer Reading Journal Criteria

Complete the following for *Heart of Darkness* by Joseph Conrad and *Things Fall Apart* by Chinua Achebe. You must complete a minimum of fifteen journal entries for EACH book. Journals must be typed and ready to turn in on the first day of classes.

Directions:

- Specific quotes will go in the textual evidence column. Document page number, speaker, and any other information necessary to help you remember what is happening.
- In the commentary column, you will record your thoughts and reactions using the reading strategies listed below. Each entry must be labeled according to the strategy used, i.e. (P) for a prediction you are making or (LT) for identification of a literary term and its use. You must have at least one entry for each reading strategy listed.
- Your textual evidence should be collected evenly throughout the books, reflecting consistent journal-keeping effort. The accompanying commentary must demonstrate use of ALL reading strategies and insight, a focus on details, and the beginning of analysis.

Examples of Journal Entries for *A Streetcar Named Desire*:

TEXTUAL EVIDENCE	COMMENTARY
1. "I know I fib a good deal. After all, a woman's charm is fifty percent illusion, but when a thing is important I tell the truth, and this is the truth: I haven't cheated my sister or you or anyone else as long as I have lived." (sc. 2, p.41) <i>Blanche to Stanley when he questions her about losing Belle Reve</i>	The word "illusion" seems consistent with Blanche's character. She is secretive about her age and concerned about how she looks, as if she is trying to be someone she is not. Could illusion be part of the theme of the play? (DS) (Q)
2. Description of "shadows and lurid reflections" and prostitute struggling with	Does Blanche see this scene played out or is it only for the eyes of the audience? This scene

<p>drunkard until police officer breaks it up; a woman comes along and takes purse that prostitute dropped (sc. 10, p. 128)</p>	<p>of struggle might serve as foreshadowing for what is about to happen between Blanche and Stanley. Is the purse symbolic of something Blanche will lose, like the high-class persona she tries to portray? Do the sequins represent Blanche's false decadence? (LT) (Q) (P)</p>
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Reading Strategies:

(C) CONNECT: Relate to a quote, description, character, setting, etc. by connecting it to your own life, another text, or to the larger world.

(P) PREDICT: Anticipate what might happen in the story based on details and plot.

(Q) QUESTION: Address any confusion by posing a question about a quote, passage, character, etc. – Who? What? When? Where? Why? How?

(CL) CLARIFY: Answer questions you raised earlier to aid your understanding of the plot, a character's motivation, etc. Confirm that earlier predictions you made were true or comment on how the story took a different course than anticipated.

(DS) DETERMINE SIGNIFICANCE: Explain why you think the line, passage, or description is important. How is it connected to other events? What does it reveal about theme?

(LT) LITERARY TERM: Consider techniques, such as symbols and allusions, the author uses to reveal theme. How does the author use diction and dialogue to reveal character? What is the author's tone?

AP English III: Read *The Chosen* and *Left to Tell*. Read and attend Shakespeare festival *Much Ado about Nothing*. Personal Narrative--assigned chapters. More detailed handout has been given to students that incorporates the assignments, depth of the assignments, and writing prompts.

English III: *The Adventures of Huckleberry Finn* by Mark Twain (Summer Reading)

Summer assignment: (All are due by the 1st day of class)

1. **Read** the complete novel, *The Adventures of Huckleberry Finn*, as a close reading and take into account the variations in dialects.
2. **Annotate** (make notes) IN YOUR BOOK every time you come across:

- a. A Major Theme: Conflict between society and natural life (civilized society is a hypocrisy)
 - b. A Major Symbol: the river, the raft and Huck himself (how do they show this hypocrisy?)
3. **In your journal** write 3-5 entries over the discussion of the use of the “N” word in this text. Discuss whether you believe Twain used this word to insult or to further his theme: civilized society is a hypocrisy. Use various (from beg., middle and end of book) specific instances to prove your theory.

AP English II 2018-2019

Required Reading:

The Kite Runner - Hosseini

Wuthering Heights - Brontë

Attached are focus questions to be answered as you read the novels. There **will** be a test at the start of the semester for each novel; themes and major ideas will be analyzed and discussed as a class and with an essay.

The Heart of America Shakespeare Festival

You are expected to attend this!

The Heart of America Shakespeare Festival will present *Much Ado About Nothing* in Southmoreland Park, June 12-July 1, 2018. The production begins at 8:00 p.m, with gates opening at 6:00 p.m. I recommend getting there early to get a good seat! Their website: <https://kcshakes.org/performances/festival-calendar>

Additionally, you should choose one **nonfiction** selection from the suggested list on this page. If you have a choice of **nonfiction** not on the suggested list, then you **MUST** have email approval prior to midnight on July 31st. Otherwise, you are restricted to the list provided.

For this choice, you will be expected to write a review of the novel (2-3 typed pages). We will go over the specific format for this review in class at the start of the semester; however, you should have notes or a journal of characters, plot, setting, major themes and important quotes/passages.

NOTE: Your choice **MAY NOT BE** a novel that your class will be reading in the school year, nor a choice previously read in school.

Suggested Non-Fiction Reading List

Into Thin Air - Krakauer

As Good As Gold - Bertine

Losing Season - Conroy

Fax from Sarajevo - Kubert

A Walk in the Woods: Rediscovering America on the Appalachian Trail - Bryson

Unbroken - Hillenbrand

Perfect Storm - Junger

Dove - Graham

Pilgrim at Tinker's Creek - Dillard

A Moveable Feast - Hemingway

English II: *The Kite Runner* by Hosseini (Summer Reading)

Summer assignment: (All are due by the 1st day of class)

1. Read the complete novel, *The Kite Runner*, as a close reading.
2. Research the author and write down 3-5 important connections with the author's own life and this novel.
3. Create after researching a brief history on Afghanistan history. Make a timeline with 10 major events (with descriptions) and pictures to visualize each event.
4. Journal anytime you see something relating to a theme: bullying, role of books and literacy, friendship/guilt/redemption, fathers and sons, coming of age, resilience of the human spirit, man's inhumanity to man, discrimination/bigotry/prejudice/class structure and master-slave relationships (loyalty vs duty)
5. List all characters, their roles, and how they are important to the outcome of the book

English I Honors: Read *To Kill a Mockingbird* by Harper Lee. Take notes over the novel. You need notes over the plot (sequence of major events) and notes over the major characters and their relationships to each other in the book. You will have to write an essay over the novel, answer questions over the novel, and take a test over the novel when you return from summer break.

English I: Read *Hotel on the Corner of Bitter and Sweet* by Jamie Ford. Take notes over the novel. You need notes over the plot (sequence of major events) and notes over the major characters and their relationships to each other in the book. You will have to write an essay over the novel, discuss the novel in class, and take a test over the novel when you return from summer break.