

Summer Reading for Entering 10th-12th Grades

Liberty Charter English Department 2016-2017

DUE: THURSDAY, AUGUST 18TH AT STUDENT ORIENTATION

Introduction

Summer is a time for alarm-free mornings, beach days, and relaxation. None of us wants you to miss out on your hard-earned break. However, summer is an opportune time to continue building upon the knowledge and skills acquired during the academic school year. This can be accomplished through independent reading. Furthermore, independent reading is of paramount importance if you are to develop into a life-long learner of enduring courage, passionate purpose, and deep connection to the world around you. Since we care about your ability to maintain and advance the intellectual skills honed over the school year as well as your development into a person of thought and character, here is your Summer Reading Assignment.

Assignments

Part 1: The Texts

Summer reading assignments are leveled among AP, Honors, College Prep, and Standard according to grade and academic skill ability. Students are expected to read the assigned readings in their entirety in preparation for the coming academic year.

Course	Required Readings
AP Literature (12) (See page 3)	<i>How to Read Literature Like a Professor</i> (and accompanying assignments), & one from the list here, or on Mr. Mathis' website. (No Nonfiction)
AP Language (11)	Two from the list, one of your choice
Honors	One from the list, one of your choice
College Prep	One from the list, one of your choice
Standard	One of your choice

**When choosing a book of your choice, carefully choose a book tailored to your literary tastes. If you are unsure of what to read, any English teacher would eagerly help you find a book you will enjoy.*

The summer reading pieces will function as a foundation for the reading program that will be conducted during the academic school year. It is *essential* for students to go beyond a cursory reading of the texts; students should use analytical and critical thinking skills while reading.

Part 2: Writing Piece

Fiction

Standard:

Pick a book of your choice. As you are reading, be looking for similarities/differences between one of the characters and yourself. Write one expository body paragraph describing one similarity or difference. Use one quote from the book plus one concrete detail from your

life to support that claim. Please note that difference or similarity should not be too simple: “I’m a man and the main character is a woman” or “I’m a teenager and he’s an adult.” Rather, your work should focus on a *meaningful* difference or similarity: “We both lost our parents when we were young” or “We both value friendship above all.” That’s where actual literary discussion can happen.

College Prep:

As you are reading the book from the list and the book of your choice, be looking for similarities and differences between a character in one book and a character in the other book. Write one expository body paragraph describing one similarity or difference. Use a quote from each book to support that claim. Please note that the difference or similarity should not be too simple: “One is a man and the other is a woman” or “One is named Paul and the other is named Harry.” Rather, your work should focus on a *meaningful* difference or similarity: “Both characters come from a background of poverty” or “One character comes from a large family and the other from a small family.” Always be thinking about *how this difference or similarity relates to the meaning of the work as a whole*.

Honors and 11th AP Lang:

As you are reading the books you choose, be thinking about what message the author is sending. What is the theme of each book? How are the themes similar or different? Write one expository body paragraph describing one similarity or difference between two of the books. Use one quote from each book to support that claim. Be sure to focus on a *meaningful* thematic difference or similarity.

Nonfiction

For all: Pick a TED Talk out of your choice (<https://www.ted.com/talks>), watch it, identify the theme, and respond to the appropriate prompt.

*Theme is the main message that the author seems to be sending the audience.

Standard:

Identify the main idea of the TED Talk. Support your claim with quotes from the speech.

College Prep:

Identify the main idea of the TED Talk. Do you agree or disagree with what the speaker said about this idea? Create a claim that explains your view and support that claim with quotes from the speech.

Honors and AP Lang:

Identify the main idea of the TED Talk. Do you agree or disagree with what the speaker said about this idea? Create a claim that explains your view and support that claim with quotes from the speech. End your paragraph with a call to action.

- *Note for Honors and AP Lang: Also print the speech (click “view interactive transcript”), annotate it, and attach it to your typed up paragraph.
- Help with Annotation: <http://goo.gl/MNreUy>

Directions for submitting the writing:

1. Fill out the frame for both paragraphs in this packet.
2. Type them up in one google doc.
3. Title it “Grade# Lastname Firstname” (For example “10 Scheaffer Alissa”)
4. Share it with Mrs. Samuels.
5. Print it out. Then detach the frame from this packet and staple it to the back of the typed version.
 - a. Honors, remember to also staple your annotated TED Talk.

*Keep the google doc until a grade has been posted for your summer reading assignment.

AP Literature and Composition

For your summer project this year, you are going to get a big jump-start into literature through reading *How to Read Literature Like a Professor*, by Thomas C. Foster. I want you to use what you learn by reading that text to read the second book of your choice. You may choose *any* from the list (that is fiction or drama), or you may choose from the list of titles I have on my website (Mr. Mathis). Your assignment will consist of 2 parts. *For the text, please go to Mr. Mathis' website and download a free PDF. Please see my site for more details.*

Part One - How to Read Literature Like a Professor

I hope that you'll read all of this book. In order to be successful on the AP Literature and Composition exam, it will do you good to have as many ways to access meaning as possible. However, I don't want to overload you with work, so I only require that you write ~paragraph journal entries alongside the introduction and 13 chapters. The chapters are short - only ~5 pages apiece - but demand deep thought. Keep all of the following assignments in a single journal/notebook for easy access. *Please see my website.*

Introduction/Interlude - How do memory, symbol, and pattern affect the reading of literature? How much does it matter whether the author truly <i>meant</i> to include some sort of meaning in his/her text? Why?	Chapter 12 - Is That a Symbol?: Use the process described in this chapter and investigate a symbol in any work you've read or watched.
Chapter 1 - Every Trip is a Quest (Except when it's not): List the 5 aspects of the quest, then apply to something you've read/watched (anything at all).	Chapter 14 - Yes, She's a Christ Figure, Too: Use the criteria Foster gives for Christ Figures and try to come up with one on your own from film/literature. What requirements do they satisfy?
Chapter 4 - If it's a Square, it's a Sonnet: Select a sonnet and show which form it is. Discuss how its meaning is related to its form.	Chapter 19 - Geography Matters...: Think about how geography was used in anything you've read/watched. Why was it significant?
Chapter 6 - When in Doubt, it's from Shakespeare...: Discuss a work you are familiar with that alludes to or reflects Shakespeare. How does the author use that connection thematically?	Chapter 20 - ...So Does Season: Find a poem that mentions a specific season. How is the season used in a meaningful, traditional, or unusual way? Name the poem and the author.
Chapter 7 - ...Or the Bible: Name a work you've read/watched that contains a biblical allusion. How does the allusion work in this case?	Chapter 25 - Don't Read with YOUR Eyes: Choose a scene or episode from a piece of work written before the 20th century. Contrast how it would have been viewed by a reader from that time.
Chapter 9 - It's Greek to Me: Name a work you've read/watched that contains a reference to Greek Literature/Mythology. How does the allusion work?	Chapter 26 - Is He Serious? And Other Ironies: Select any piece that is ironic - song/film/video/ article etc., and explain the multivocal nature of it.
Chapter 10 - It's More Than Just Rain or Snow: Discuss the importance of weather in anything you've read/watched in terms of <i>theme</i> , not in terms of <i>plot</i> .	Chapter 27 - A Test Case: Read "The Garden Party" by Katherine Mansfield (included in the text). Complete the exercise & follow the directions exactly. How did you do?

Part Two - A Book from the list of provided works.

Read your book utilizing close-reading and annotation skills, and write a 2-3 page, well-organized essay using the perspectives and ideas from *How to Read Literature Like a Professor*.

Prompt: How do the items Foster talked about contribute to a major theme in the novel/play? Your thesis should: (1) make a claim about a major theme of the work you read and (2) use symbols, setting, allusions, etc. to show how that theme is communicated. Write using the expository body paragraph model.

1) Create File in Google Docs. Title it "LastName FirstName AP" (example: Mathis Tommy AP)	2) Write a double-spaced essay in MLA that explores a theme of what you read	3) Share it with Mr. Mathis (Tommy Mathis) and print out a copy by Student Orientation	4) Turn in on student orientation! :)
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FICTION PARAGRAPH

Name: _____

Date: _____

TS: Topic Sentence (The first sentence of your paragraph; works as an intro & outline to the paragraph by explaining what the paragraph is about; needs to include phrases that describe the two concrete details):

CD 1: Concrete detail (the "what": facts, examples, illustrations, evidence, support, paraphrases, citations, quotations, etc.)

For example,

For instance,

CM: Commentary (explains the CD: You must use your own thinking in the CM. This is what *you* think about the quote or fact, ideas from your mind, the "so what?" words with feelings behind them that you can describe to the audience--analysis, interpretation, opinion, inference, insight, etc.)

CD 2: Concrete detail (the "what": facts, examples, illustrations, evidence, support, paraphrases, citations, quotations, etc.)

Also...

In addition....

Another reason...

Another example is...

Furthermore...

CM: Commentary

CS: Concluding Sentence (wrap up your paragraph: offer your final statement on the topic sentence; answer the question, "so what" about the whole paragraph. In other words, why is all of what you said important?)

As a result,
Therefore,

In the end,
Finally,

NONFICTION PARAGRAPH

Name: _____

Date: _____

TS: Topic Sentence (The first sentence of your paragraph; works as an intro & outline to the paragraph by explaining what the paragraph is about; needs to include phrases that describe the two concrete details):

CD 1: Concrete detail (the "what": facts, examples, illustrations, evidence, support, paraphrases, citations, quotations, etc.)

For example,

For instance,

CM: Commentary (explains the CD: You must use your own thinking in the CM. This is what *you* think about the quote or fact, ideas from your mind, the "so what?" words with feelings behind them that you can describe to the audience--analysis, interpretation, opinion, inference, insight, etc.)

CD 2: Concrete detail (the "what": facts, examples, illustrations, evidence, support, paraphrases, citations, quotations, etc.)

Also...

In addition....

Another reason...

Another example is...

Furthermore...

CM: Commentary

CS: Concluding Sentence (wrap up your paragraph: offer your final statement on the topic sentence; answer the question, "so what" about the whole paragraph. In other words, why is all of what you said important?)

As a result,
Therefore,

In the end,
Finally,

Approved Reading List Grades 9-12

Grades 9-10 Text Exemplars (NP = non-prose so it does not have a lexile level)

Genre	Author	Title	Lexile
Story	Michael Shaara	<i>The Killer Angels</i>	610
Story	John Steinbeck	<i>The Grapes of Wrath</i>	680
Story	Ray Bradbury	<i>Fahrenheit 451</i>	890
Story	Potok Chaim	<i>My Name is Asher Lev</i>	640
Story	Richard Wright	<i>Native Son</i>	600
Story	John Steinbeck	<i>East of Eden</i>	700
Story	Ernest Hemingway	<i>The Son Also Rises</i>	610
Story	Chinua Achebe	<i>Things Fall Apart</i>	890
Story	Julia Alvarez	<i>In the Time of Butterflies</i>	910
Story	Ivan Turgenez	<i>Fathers and Sons</i>	
Story	Stephen Crane	<i>Red Badge of Courage</i>	980
Story	Tim O'Brien	<i>The Things They Carried</i>	900
Story	Voltaire	<i>Candide or The Optimist</i>	880
Story	Ovid	<i>Metamorphoses</i>	1110
Story	Willa Cather	<i>O Pioneers!</i>	1180
Story	Franz Kafka	<i>The Metamorphosis</i>	930
Story	Sophocles	<i>Oedipus Rex</i>	1320
Drama	William Shakespeare	<i>The Tragedy of Macbeth</i>	NP
Drama	Henrik Ibsen	<i>A Doll's House</i>	NP
Drama	Tennessee Williams	<i>The Glass Menagerie</i>	NP
Drama	Ionesco Eugene	<i>Rhinoceros</i>	NP= Non-Prose (no lexile level)

Grades 11-12 Text Exemplars

Genre	Author	Title	Lexile
Story	Geoffrey Chaucer	<i>The Canterbury Tales</i>	1290-1410
Story	Miguel de Cervantes	<i>Don Quixote</i>	1480
Story	Betty Smith	<i>A Tree Grows in Brooklyn</i>	819
Story	Charlotte Bronte	<i>Jane Eyre</i>	890
Story	Nathaniel Hawthorne	<i>The Scarlet Letter</i>	1420
Story	Fyodor Dostoevsky	<i>Crime and Punishment</i>	990
Story	William Faulkner	<i>As I Lay Dying</i>	870
Story	Pat Conroy	<i>Lords of Discipline</i>	970
Story	Ernest Hemingway	<i>A Farewell to Arms</i>	730
Story	Zora Neale Hurston	<i>Their Eyes Were Watching God</i>	1080
Story	Saul Bellow	<i>The Adventures of Augie March</i>	1040
Story	Toni Morrison	<i>The Bluest Eye</i>	920
Story	Cristina Garcia	<i>Dreaming in Cuban</i>	940
Story	Jhumpa Lahiri	<i>The Namesake</i>	1210
Story	Ernest Gaines	<i>A Lesson Before Dying</i>	750
Drama	Jean-Baptiste Moliere	<i>Tartuffe</i>	NP
Drama	Thornton Wilder	<i>Our Town: A Play in Three Acts</i>	NP
Drama	Lorraine Hansberry	<i>A Raisin in the Sun</i>	NP
Non-fiction	Wole Soyinka	<i>Death and the King's Horseman: A Play</i>	NP
Non-fiction	Malcolm Gladwell	<i>The Tipping Point</i>	1160
Non-fiction	Richard Wright	<i>Black Boy</i>	950
Non-Fiction	Krakauer, Jon	<i>Into Thin Air: A Personal Account of the Mt. Everest Disaster</i>	1320



Writing a Compare/Contrast Essay

As always, the instructor and the assignment sheet provide the definitive expectations and requirements for any essay. Here is some general information about the organization for this type of essay:

- A **comparison** essay notes either *similarities*, or *similarities and differences*.
- A **contrast** essay notes only *differences*.
- The comparison or contrast should **make a point** or **serve a purpose**. Often such essays do one of the following:
 - **Clarify** something unknown or not well understood.
 - Lead to a fresh **insight** or new way of viewing something.
 - Bring one or both of the subjects into sharper **focus**.
 - Show that one subject is **better** than the other.
- The **thesis** can present the subjects and indicate whether they will be compared, contrasted, or both.
- The **same points** should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.
- Some common **organizational** structures include: (see note below)
 - Block method (subject by subject)
 - Point by point
 - Comparisons followed by contrasts (or the reverse)
- Use detailed topic sentences and the following connecting words to make the relationship between your subjects clear to your reader:

Connectors That Show Comparison (Similarities)

- | | | |
|----------------------|--------------------------|---------------------------|
| ▪ <i>In addition</i> | ▪ <i>Correspondingly</i> | ▪ <i>Compared to</i> |
| ▪ <i>Similarly</i> | ▪ <i>Just as</i> | ▪ <i>As well as</i> |
| ▪ <i>Likewise</i> | ▪ <i>Same as</i> | ▪ <i>At the same time</i> |

Connectors That Show Contrast (Differences)

- | | | |
|----------------------|--------------------------|----------------------------|
| ▪ <i>However</i> | ▪ <i>On the contrary</i> | ▪ <i>On the other hand</i> |
| ▪ <i>Even though</i> | ▪ <i>In contrast</i> | ▪ <i>Although</i> |
| ▪ <i>Unlike</i> | ▪ <i>Conversely</i> | ▪ <i>Meanwhile</i> |



See the other side of this page of a detailed example for both the Block Method and the Point-by-Point method. For a blank chart to organize your own essay, use the Compare/Contrast Essay Worksheet