

Northwest School of the Arts

High School English Summer Reading Assignments 2018-2019

The English Department at Northwest School of the Arts continues the expectation that all students will continue their education by reading the following novels in preparation for their English course. This is a requirement for all students. Upon arriving to class in August, students will be assessed on the selected novels.

English I: *The Other Wes Moore* by Wes Moore *must complete a 1-page reflection (handwritten) or 2-page reflection (typed/double spaced) due on the first day of class A/B.

English II: *The Book Thief* by Markus Zusak *must complete a 1-page reflection (handwritten) or 2-page reflection (typed/double spaced) due on the first day of class A/B.

Standard English III: *The Glass Castle* by Jeannette Walls

Honors English III: *The Glass Castle* by Jeannette Walls AND complete The American Dream Assignment (posted on NEW website: sites.google.com/cms.k12.nc.us/ehringhaus/home)

AP Language and Composition: *The Glass Castle* by Jeannette Walls AND one of the novels from **the list on NEW website.**

****Audio from youtube and links to a PDF for The Glass Castle are on my NEW website (sites.google.com/cms.k12.nc.us/ehringhaus/home)**

English IV:

Summer Reading Assignment 2018-19

English IV AP

Mrs. Tara Meek

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Welcome to Advanced Placement Literature and Composition (AP Lit). I look forward to our partnership in making the next academic year enjoyable and exciting. The goal of summer reading is to ensure that over the summer you practice your critical reading skills, as well as be provided with enough depth and complexity to get you thinking about key universal themes and the elements used to express them.

You are required to read and annotate two books selected for specific reasons. The summer reading assignment flows seamlessly into next fall's 1st quarter, and when you return to school in August, we will begin discussions and analysis of the required readings. Get the most out of your reading and make your future fall assignments much easier by being an active reader of these books and by annotating them in a timely manner, which will guarantee that you can actively participate in text-based tasks in class and have a successful start to the year.

Annotations on e-books are not acceptable. To be "literally" on the same page please buy these book editions ONLY. When we work in groups it will be necessary to have the same books/editions for easy accessibility. Both are available on www.Amazon.com and www.BarnesandNoble.com.

DUE DATE:

You will turn-in your annotated books to me at the beginning of your English class on **AUGUST 30th**. These will be graded. Please prepared for discussions, an assessment, and assignments on these assigned novels.

THE BOOKS:

1. *How to Read Literature Like a Professor* by Thomas C. Foster (Harper Perennial; revised edition 2014; ISBN 978-0062301673)
2. *Jane Eyre* by Charlotte Brontë (Bantam Classics; 1983; ISBN 0553211404)

THE ASSIGNMENTS:

Annotating prose and poetry is different from annotating documents and non-fictional genres. Your analysis in the AP English Literature and Composition course is to seek the meaning beyond the written word. You will incorporate what you learned in AP English Language and annotate beyond the literal meaning. The author's style (elements like diction, tone, selection of detail, imagery, symbols, motif, behavior and setting), will help you the reader understand the deeper meaning of the characters – their characterization and behavior, inner and outer conflicts and how they relate to the universal theme(s). To succeed on the AP Lit exam, you must ALWAYS connect a character to a universal theme and the meaning of the work.

Guide for annotating:

- Use a pen so you can make circles brackets and notes. Use highlighters for key passages, but don't get carried away and don't *only* highlight (this is not annotating).
- Look for patterns and label them (motifs, diction, syntax, symbols, imagery, etc.).

- Mark passages that seem to jump out at you because they suggest an important idea or theme – or for any other reason.
- Mark phrases, sentences, or passages that puzzle, intrigue, please, or displease you. Ask questions and make comments. Create a conscious dialogue with the text.
- At the ends of the chapters write a bulleted list of key plot events. This not only forces you to think about what happened, see the novel, and identify patterns, but will help you create a convenient record of the whole plot for reference.
- Pay attention to any significance that might be suggested by a character’s name, a chapter’s title, etc. Make a note of your understanding of how their names signal more about theme/content.
- The Harvard College Library has posted an excellent guide to annotation called “Interrogating Texts: Six reading habits to Develop in your First Year at Harvard.” If you like, review this before beginning: <http://guides.library.harvard.edu/sixreadinghabits>

BOOK ONE and ASSIGNMENT: *How to Read Literature Like a Professor*

This book, which Foster refers to in his introduction as “the grammar of literature” (xiii), is the “How To” reference guide to understanding and interpreting all literature. Please note, you will only read a selection of chapters from this book. While reading the introduction and each of the chapters listed below, you should take notes, annotate, and highlight throughout. In other words, be an active reader.

Please read and annotate the following chapters:

The Introduction

Chapter 1 (Every Trip is a Quest...)

Chapter 6 (... Or the Bible)

Chapter 9 (It’s More Than Just Rain or Snow)

Chapter 12 (Is That a Symbol?)

Chapter 14 (Yes, She’s a Christ Figure Too)

Chapter 16 (It’s all about Sex ...)

Chapter 17 (... Except Sex)

Chapter 19 (Geography Matters...)

Chapter 22 (He’s Blind For a Reason, You Know)

Chapter 24 (Don’t Read with Your Eyes)

BOOK TWO and ASSIGNMENT: *Jane Eyre*

1. Track and annotate the following universal themes which appear throughout the novel:

- Alienation/Isolation – character feels alone – not part of a family/class and/or society
- Rejection/Abandonment – Character experiences rejection and consequently suffers
- Quest for Acceptance – Character is determined to be accepted by others
- Search for Identity
- Quest for Self-fulfillment
- Yearning to be loved
- Love vs Autonomy
- Passion and Reason
- Search for Family
- Emancipation of Women/Gender Issues
- Living Life to its Fullest

- A Spiritual Awakening/Reawakening
 - Coming of Age (focuses on the growth of a protagonist from youth to adulthood)
2. While identifying and tracking universal themes, you should also take notes and make comments in your book and/or using “post-it” notes on the following (you can always do more than what is listed):
- **Characterization:** important qualities about the characters like a conflict (inner or external), motivation, personality trait, and physical traits
 - **Setting:** time, place, atmosphere, major and minor, and mood
 - **Tone:** mention how diction and syntax contribute to the author’s tone
 - **Allusions:** historical / biblical / mythological and their significance
 - **Symbols:** the splintered chestnut tree, bells, food, portraits/pictures, eyes, Bertha Mason
 - **Motifs:** red room, fire and ice, blindness
3. Highlight/annotate each of the above in the following specified colors (may use highlighters and/or colored pens):
- In BLUE: Alienation/Isolation Rejection / Abandonment / Quest for Acceptance
 - In GREEN: Search for Identity / Quest for Self-fulfillment / Yearning to be loved
 - In ORANGE: Love vs Autonomy / Passion and Reason / Search for Family
 - In YELLOW: Emancipation of Women Gender Issues / Living Life to its Fullest
 - In PINK: A Spiritual Awakening/Reawakening / Coming of Age

Recommendations for additional summer reading:

Over the summer, you are encouraged to read, read, read some more. Read books for pleasure as well as academic enrichment. When considering your reading selections, I suggest you read a book of literary merit in preparation for the AP Literature and Composition class. Below is a list of novels and plays of which will not be part of my AP English Literature and Composition curriculum but frequently appear on the AP examination. Although most of these works are considered classics, you will find various styles and a diversity of topics represented. Again, this is purely optional and there is no assignment.

A Portrait of the Artist as a Young Man - James Joyce
A Raisin in the Sun - Lorraine Hansberry
Adventures of Huckleberry Finn - Mark Twain
Alias Grace - Margaret Atwood
Anna Karenina - Leo Tolstoy
Black Boy - Richard Wright
Catch-22 - Joseph Heller
Cold Mountain - Charles Frazier
Crime and Punishment - Fyodor Dostoyevsky
Death of a Salesman - Arthur Miller

Invisible Man - Ralph Ellison
One Flew Over the Cuckoo’s Nest - Ken Kesey
Tess of the d’Urbervilles - Thomas Hardy
The Color Purple - Alice Walker
The Girl Next Door - Ruth Rendell
The God of Small Things - Arundhati Roy
The Goldfinch - Donna Tartt
The Inferno - Dante Alighieri
The Sound and the Fury - William Faulkner
Waiting for Godot - Samuel Beckett

Summer Reading Assignment 2018-19
English IV Standard/Honors
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Seniors, these two books are science fiction classics, but I have chosen them for the eerie modern-day comparisons we will make even though both were written close to a century ago.

Please choose ONE of the following books and complete the assignment below:

1984 by George Orwell (Signet Classic; January 1, 196; ISBN: 0451524934)

or

Brave New World by Aldous Huxley (Harper Perennial; October 18, 2006; ISBN: 0060850523)
(please purchase/borrow the publications listed)

After reading your book of choice, choose **four different excerpts** from the novel that focus on the following four narrative elements: setting, character, conflict and theme. Then, respond to each of the following questions. Your responses should each be at least 8 sentences in length and they should fully answer all parts of the question.

1. How does the author use the setting to impact the events of the plot? In other words, how does the setting impact the events in the novel? Provide a brief (one sentence) description of the setting as seen in your excerpt and then proceed to explain how the setting of the excerpt contributes to the events that take place in the novel. Provide evidence from your excerpt to support your claims.
2. How does the author develop a character in the selected excerpt? Is it direct or indirect characterization? Is the character round or flat? Dynamic or static? What is revealed about this character and how is it revealed? Provide evidence from your excerpt to support your claims.
3. What is the main conflict in the novel and how can we see this in the excerpt you provided? Provide evidence of the conflict and/or the reason behind it. Identify it as internal and/or external. Provide evidence from your excerpt to support your claims.
4. What is the main theme (universal truth) expressed in the novel that can be seen in the excerpt you selected. What is the author telling us about life? Provide evidence from your excerpt to support your claims.

Directions for Submission (failure to complete any part may result in a lower grade):

- Be sure to type the excerpts you selected from the novel and include them when you submit your work.

- If you are unsure of the literary devices listed in the assignment, please be resourceful and learn the term so you can respond to the questions correctly.
- All answers should be typed and printed. If it is necessary to write your responses, they must be in black or blue pen only and on looseleaf paper (not torn from a notebook).
- **This is due at the beginning of your English class on August 30, 2018.**
- This summer assignment and those we complete in class in the fall will be entered as grades for English class.
- Please note, we will be working on your novel in small groups in class, and you will be assessed on your reading and understanding of the novel. Please be sure to closely read and understand the novel so that you can be as successful as possible as you start your year in English IV.
- Please have your novel to use in class the first and second week of school (you could share with a student in another period if necessary).