* **9th Grade**

**9th Grade - *Honors and Standard***

Directions:

* 1. Choose ONE novel from the list below to read over the summer.
  2. *An Abundance of Katherines*by John Green
  3. *Delirium* by Lauren Oliver
  4. *Eleanor and Park* by Rainbow Rowell
  5. *Hoop*s by Walter Dean Myers
  6. *Life of Pi*by Yann Martel
  7. *Matched* by Ally Condie
  8. *Monster* by Walter Dean Myers
  9. *Shiver*by Maggie Steifvater
  10. *Speak* by Laurie Halse Anderson
  11. *Stolen* by Lucy Christopher
  12. *Uglies*by Scott Westerfeld
  13. *The Great Gatsby* by F. Scott Fitzgerald
  14. *Huckleberry Finn* by Mark Twain
  15. *Catcher in the Rye* by J. D. Salinger
  16. *Invisible Man* by Ralph Ellison
  17. **BEFORE REPORTING TO SCHOOL**, write an essay on the following prompt:

          In 5 paragraphs, write an expository essay discussing how the author conveys a major theme in the story. Cite three pieces of evidence to support your claim.

* 1. The essay must be typed, front only, and double spaced. Your name, class and date must be in a top header.

             Example:     Jane Smith

                                    English I Honors

                                    12 August 2020.

* 1. This essay will be turned in to your English teacher, and it will count as your FIRST TEST GRADE

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| **9th Grade - *CLUE*** |
| *Einstein's Dreams*by Alan Lightman   * + Class analyzation and characterization begins 2nd day of school.   + Writing prompt on Friday.   *Jane Eyre*  by Charlotte Bronte   * + 1st nine weeks novel   + Please read over the summer to prevent becoming overwhelmed the first few weeks of school. |

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| **10th Grade** |
| **10th Grade** - ***Standard***  **Read two of the three books:**   * *Born a Crime* by Trevor Noah * *Tuesday's With Morrie* by Mitch Albom * *Search for Safety* by John Langan   For assignment directions, visit the 10th Grade Summer Reading Website (<http://chsenglish10summerreading.weebly.com/>) |
| **10th Grade - *Honors***  **Read three books:**   * *Born a Crime* by Trevor Noah * *Tuesday's With Morrie* by Mitch Albom * Student Choice book choose from below   **Choose one of the following for your third book:**   * *The Invisible Man* by Ralph Ellison * *The Bluest Eye* by Toni Morison * *Black Boy* by Richard Wright * *A Long Way Gone* by Ishmael Beah   For assignment directions, visit the 10th Grade Summer Reading Website  <http://chsenglish10summerreading.weebly.com/>) |
| **10th Grade** – ***Pre - AP***  Pre-AP classes are required to read one book and have a second book the first day of school:   * + *1984* by George Orwell - read the whole book and annotate – see directions below   + Students must have a copy of*Feed*by M.T. Anderson the first day of class. While students are welcome to read it over the summer, we will read*Feed*as a class after school starts.   You are required to create a GMAIL ACCOUNT that you will use for my class. You are also required to sign up for a REMIND ACCOUNT.  ***Annotating 1984 – What to look for***: **Character development**   * + The main character is a man named Winston. Trace the development and changes of this character from the beginning of the book to the end. Be sure to note other characters and situations that Winston encounters to cause him to change, and note in what way he changes.   **Conflict – internal and external**   * + In any good piece of fiction, conflicts are introduced in order to move the plot forward, and to convey the author’s message / theme.   + Note the introduction of various conflicts throughout the novel – these are sometimes internal (a character struggling within him/herself), and sometimes external (a character struggling with a person, force, or idea from the outside world).   + Examine how these conflicts lead to the overall theme of the novel (to do this, you will have to determine the overall theme of the novel!)   **Symbolism – characters, places, objects**   * + Throughout the novel, characters, places, and objects are introduced to represent ideas or concepts. Identify these characters, places, and objects and note what they signify.     I will be collecting your books and annotations for a grade during the first week of school!   * + This information can also be found on my website: [**mshanson.yolasite.com**](http://mshanson.yolasite.com/).   + If you need to email me, you can reach me at either: hansonr@scsk12.org OR mshansoncordovahs@gmail.com. I will check my email frequently throughout the summer.   + I look forward to meeting you next school year! |

**11th Grade**

**11th Grade - *Standard***

*The Scarlet Letter* by Nathaniel Hawthorne

You are required to read and analyze The Scarlet Letter, by Nathanial Hawthorne, and complete the assignment below before the first day of school.

You may purchase a copy of the book, or read it on line for free at:

* + [**http://www.literatureproject.com/scarlet-letter/**](http://www.literatureproject.com/scarlet-letter/)
  + [**http://www.gutenberg.org/files/25344/25344-h/25344-h.htm**](http://www.gutenberg.org/files/25344/25344-h/25344-h.htm)

**DIRECTIONS:**

· For**EVERY FIVE CHAPTERS**, you will do **THREE** journal entries (15 entries total).

· For each entry, you must choose one of the options listed below (A-H), cite direct quote evidence, and explain your choice (an example has been done for you below).

· To assist you, an example journal entry and a blank graphic organizer can be found at: <https://mshanson.yolasite.com/resources/English%20III%20Summer%20Reading%202019%202020.pdf>

· Divide your chapter entries in the following way (you do not need to read the “The Custom House”):

* + Entry #1 – Chapters 1-5
  + Entry # 2 – Chapters 6-10
  + Entry #3 – Chapters 11-15
  + Entry #4 – Chapters 16-20
  + Entry #5 – Chapters 21-24

**THE OPTIONS:**

A. Analyze the text for use of literary devices (tone, structure, style, imagery, figurative language [simile, metaphor, etc.], allusions?). Explain the importance.

B. Make connections between different characters or events in the text (Chapters 6-24 only)

C. Identify an Important example of characterization – either direct or indirect. Explain the importance.

D. CONFLICT: Describe a conflict you see. Is it internal (inside the mind of a character, such as a decision) or external (a conflict with an outside force)? Also, describe the conflict as \_\_\_\_\_versus \_\_\_\_\_\_.

E. Analyze an important passage and its relationship to the story as a whole so far.

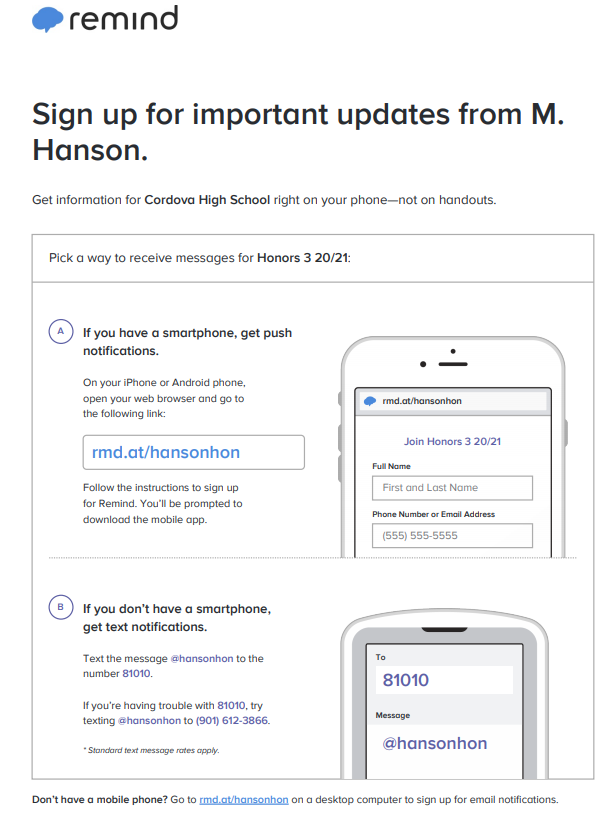
F. Identify emerging subplots or important shifts or turns in the main plot.

G. Theme: Do you see any lessons start to emerge? What is the author’s message? Explain.

H. Examples of patterns: recurring images, ideas, colors, symbols or motifs and what they might represent.

**11th Grade Honors**

**Assignment #1: Sign up for Remind**



**Assignment #2: *The Scarlet Letter***

* You are required to read and analyze *The Scarlet Letter*, by Nathanial Hawthorne, and complete the assignment below before the first day of school.
* You may purchase a copy of the book, or read it on line for free at: http://www.literatureproject.com/scarlet-letter/ ***OR*** http://www.gutenberg.org/files/25344/25344-h/25344-h.htm

**DIRECTIONS:**

* For EVERY FIVE CHAPTERS, you will do each of the five tasks listed below.
* Divide your chapter entries in the following way (you do not need to read the “The Custom House”):

Entry #1 – Chapters 1-5

Entry # 2 – Chapters 6-10

Entry #3 – Chapters 11-15

Entry #4 – Chapters 16-20

Entry #5 – Chapters 21-24

1. Provide a 50-word **summary (**approximately) of the set of chapters. Be sure to include specifics about each chapter in your summary. This should be a summary that YOU have created. Plagiarism will not be tolerated.
2. **Vocabulary Acquisition:** List one significant word from each chapter in the set (five words for entries 1-4, four words for entry 5), define the word in your own simplified terms (do not just copy the dictionary definition), and explain why you chose it (a sentence). These can be words you don’t know, words that seemed important, words that were repeated frequently, etc. What matters is that you are engaged deeply with the language of the text and thinking about the significance of the author’s choices.
3. **Analysis:** Choose three **“**golden lines” or important quotes from the set of chapters. Divide your entry into two columns - write the lines in the column on the left and then analyze the lines in the right column. In your analysis, you may consider whether the line / quote matters to the novel as a whole, if it reveals theme or adds complexity to a character, whether it challenges or changes something the reader has believed up until this point in the novel, if it perhaps contains examples of a patterns such as recurring images, ideas, colors, symbols or motifs and what they might represent, etc. Be sure to include page number when writing out your lines. Your analysis should be five sentences (or more).
4. **Reflection:** For each set of chapters, compose two open-ended questions . Your questions should prompt discussion about the text and should not have a simple answer. For example, if I ask, “Are you happy?” – this question can be answered with a simple yes or no and is therefore a “closed-ended” question. However, if I were to ask, “What is happiness?” – the question prompts thought, discussion, and perhaps even debate - making it open-ended.

If you have any questions, feel free to contact Ms. Hanson at [hansonr@scsk12.org](mailto:hansonr@scsk12.org) .

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| **11th Grade** - ***AP Language and Composition*** |
| *In Cold Blood* by Truman Capote (ISBN 13 - 978-0679745587)  *How to Read Literature Like a Professor* by Thomas Foster (ISBN-13: 978-0062301673)  Choose a novel (fiction) published in the last five years that has not been made into a movie.  Chappell’s email: [chappelljo@scsk12.org](mailto:chappelljo@scsk12.org) or [chs.english.jc@gmail.com](mailto:chs.english.jc@gmail.com)  **Directions:**  *In Cold Blood*  As you read the novel, mark key passages or sections that help support the following themes.  Be prepared to discuss/defend these themes and the passages when you return:   * + While the primary violation occurs to the Clutter family, Dick and Perry cause residual damage to the town of Holcomb. A town that was once innocent, a town that had not experienced crime, a town that did not lock its doors now faces a future filled with distrust and anxiety.  How does Capote show this?   + Capote transforms Dick and Perry from cold-blooded murderers to humans.  By the end of the novel, the reader may have some sympathy for them.   Do you see them as sympathetic?  Why?  How does Capote do this?   + Watching the movie *Capote* will help.  It will not replace reading the book, but it will help you understand why and how Capote wrote the novel. The movie is rated R, so clear it with your parents before watching it.   *How to Read Literature Like a Professor*   * + We will read this book during the first semester.   + We are reading this book to provide some tools for analysis of literature and help you see literature and art in a different way.   **Novel of Your Choice**  The novel must have been published for the first time in the last five years, and   If you have already read it, that is fine.  Pick a novel you love.  My goal is to get you to read a current author.  Your job is to create a marketing strategy that convinces your classmates to read the book.  You may use Google Slides, Power Point, video, or any other school-appropriate form. Consider your audience, your message, and your relationship to/with them. Presentations should be 2 -3 minutes.  Keep it interesting. |

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| **12th Grade** |
| **12th Grade - *Standard*** |
| **Frankenstein**  **Summer Reading Assignment**  Your summer read is Frankenstein by Mary Shelley. This book is available at any Memphis and Shelby County Public Library, or you may choose to buy your own copy, or use the attached pdf version. <https://www.planetebook.com/free-ebooks/frankenstein.pdf>  Please read the following documents carefully. This file includes the assignments you will need to complete along with the summer reading. Some of the assignments have different due dates.  **You must complete the following:**   * ***Academic Vocabulary*** - begin prior to reading the novel to help you understand the historical context and the structure of the novel. **Due first day back.** * ***Dialectical Journal*** — a dialectical journal is a "discussion" with the text. You will be responsible for creating a total of ***7*** dialectical journals on the novel. See the directions for further information. **Due within your first week back — please consult your teacher for the exact date.** * ***Literary Reflection*** - you will be completing a literary analysis on some aspects of the novel. For these responses you will need to cite textual evidence (quotes/ passages from the novel) and analyze how these quotes prove your claim**. Due within the first few weeks of school. Please consult your teacher for the exact date.**   Vocabulary  **Directions:** Before reading look up the following terms to help you better understand the novel. **Please be thorough and complete in your responses. You may want to look at more than one definition (various websites) to be sure you have a comprehensive definition.** You want as much information as possible to help you later with your literary response assignment.   |  |  | | --- | --- | | Gothic Novel   * Time and Place(s) * Characteristics of a Gothic Novel * List at least two other famous Gothic works |  | | Romantic Literary  Movement   * Time and Place(s) * Characteristics of the Romantic Literary Movement * List at least two other famous romantic works of literature |  | | Epistolary Structure   * What is it? * When did the technique gain popularity? * Why is it used in literature? |  | | Frame (story) Narrative   * What is it? * Why is it used in literature? |  |   Frankenstein Dialectical Journal  **DUE WITHIN THE FIRST TWO WEEKS OF SCHOOL**  **DIALECTICAL JOURNAL INSTRUCTIONS**  The term "Dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer. Think of your dialectical journal as a series of conversations with the texts we read. The process is meant to help you develop a better understanding of the texts we read.  **ASSIGNMENT:** Create a dialectical journal for Frankenstein. Journal entries should be typed entries (12-point, approved font). Each entry must have a passage from the novel and a response to each passage.  **The sections and number of entries are as follows:**  Letters 1-4 (Walton's POV) — **1 entry**  Chapter 1-10 (Victor's POV) — **2 entries**  Chapter 11-16 (Creature's POV) **— 2 entries**  Chapter 17-24 (Victor / Walton's POV) — **2 entries**  **PROCEDURE:**  For each dialectical journal per section (7 total), please consider the following:   * As you read, choose passages that stand out to you and record them in the left hand column of a T-chart (Always include page numbers in MLA format). * Look for quotes that seem significant, powerful, and/or thought provoking. * Effective &/or creative use of stylistic or literary devices * Structural shifts or turns in the plot * A passage that makes you realize something you hadn't seen before * Examples of patterns: recurring Images, symbols or motifs. * Passages that illustrate a particular character * Identify, discuss and track the development of a particular theme * In the right column, write your response to the text (ideas/ insights, questions, reflections, and comments on each passage) * Please place your word count in parenthesis next to your response (as in the example)   EXAMPLE DIALECTICAL JOURNAL   |  |  | | --- | --- | | Passage from the text and correct MLA citation | Student's comments and/or questions | | "Sir Isaac Newton is said to have avowed that he felt like a child picking up shells beside the great and unexplored ocean of truth" (21). | This comes at a time in the novel where Victor is immersing himself in his studies. He believes he is in the process of making some great discovery, just like Isaac Newton who discovered gravity. Mary Shelley uses both a simile and an allusion here. She compares Victor's quest for scientific discover to that of Isaac Newton, and how he felt like a child on a beach picking up shells next to a vast ocean. This comparison is extremely effective because Victor feels like a child at the beach who is exploring new and unchartered territory. Victor too, feels like he is exploring new ideas to see what he discovers, like a child picking up shells. Additionally, the idea of the great and unexplored ocean of truth is like a metaphor for science which is so vast and big and still unexplored. (142) |   Literary Responses  **DUE WITHIN THE FIRST TWO WEEKS OF SCHOOL - CHECK WITH YOUR**  **INSTRUCTOR FOR DUE DATE**  **Directions:** Choose **TWO** of the three prompts below and write an extended paragraph (7-12 sentences) response. Your paragraphs should be formatted correctly and include textual evidence to support your claim:   * Include a topic sentence stating your claim * Provide at least two textual references (examples from the text) to support your claim * Use the SSS method of incorporating textual evidence   o S speaker (who is saying the quote?)  o S situation (what is the context of the quote in the novel?)  o S significance (how does the quote support your claim?)   * Cite your quotes correctly using MLA format * These should be typed using MLA format.  1. Role of Nature   Throughout the Frankenstein, Mary Shelley uses images of nature to create a mood. In your paragraph, discuss how and why Shelley uses this nature imagery? What is the role of nature in the story? Provide at least two examples of textual evidence to support your claim.   1. Epistolary/ Frame Structure   Frankenstein is written in both an epistolary and frame structure. In your paragraph, discuss how and why Shelley chose to set up the novel using these structures. What is the effect of this structure on the story? Provide at least two examples of textual evidence to support your claim.   1. Romantic/ Gothic Literature   Frankenstein is considered to be a novel from the Romantic and Gothic literary movement. Based on your reading and your research into this movement, how is Frankenstein a Romantic/ Gothic novel? What aspects of these movements does the novel address? Provide at least two examples of textual evidence to support your claim. |

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| **12th Grade - *AP Literature and Composition*** |
| AP classes read **three**books over the summer, **two** common texts, and **one** chosen from the list below.  Everyone reads:   * + *Reservation Blues* by Sherman Alexie     - This American Book Award-winning novel follows the story of the rise and fall of a rock and blues band of Spokane Indians from the Spokane Reservation in Washington State. Alexie's unique combination of humor and poignancy in his writing brings forth unforgettable characters that will have you laughing one minute and crying the next!   + *The Power* by Naomi Alderman     - The Bailey’s Women’s Prize for Fiction-winning novel takes readers to an alternate reality where all over the world women and girls are discovering they have the power. With a flick of the fingers they can inflict terrible pain, and even death. And with this small twist of nature, everything changes dramatically. Alderman’s writing is fast-paced, thrilling, and even funny, and is one of former President Obama’s favorite reads of 2017   + Every AP student chooses**one**of the novels below:     - *The Handmaid's Tale*by Margaret Atwood     - *The Road*by Cormac McCarthy     - *Dinner at the Homesick Restaurant*by Anne Tyler     - *The Poisonwood Bible*by Barbara Kingsolver     - *Mudbound*by Hillary Jordan     - *Anna Karenina*by Leo Tolstoy     - *The Awakening*by Kate Chopin     - *The Things They Carried*by Tim O'Brien     - *The Namesake*by Jumpha Lahiri     - *Beloved*by Toni Morrison     - *The Kite Runner*by Khaled Hosseini     **Directions:**   * + This summer you will keep a “reading journal” as you read these novels. Our focus will be on the theme of “journeys forward” – physical, psychological, spiritual, emotional, etc.   + For each of the three novels, you should have a minimum of five journal entries, with each entry no shorter than two paragraphs.   + As you are writing, consider the following:     - What journeys are present in this novel?     - How do the characters change and develop as a consequence of their journey? Is the change positive or negative?     - What do the different characters represent?     - What qualities do you see in a character that either support or hinder her/him on her/his journey?     - In what ways do you relate to the character’s journey?     - What connections can you make between the journey you are reading about currently and the journeys from novels you have previously read?     - What are the challenges and trials along the way? Do you find these challenges realistic? Why?     - What is it about the journey that either draws you in or repels you?     - What does the journey portrayed in the novel say about the human condition?   + Ultimately, your journal entries should be a reflection of how you viewed the journey that takes place in the novel. The questions above are a guideline only.   + Your journals will be due on the third day of school, August 12th. You may submit them in either of the following ways:     - Hard copy format in a notebook, turned in during class     - As an email attachment prior to your class period on August 12th, sent to: [**mrscurleysenglishclass@gmail.com**](mailto:mrscurleysenglishclass@gmail.com)   This assignment will comprise your first grade of the quarter and will be graded based on:   * + - Quality of thought and insight in the responses     - Adherence to assignment guidelines and due date     - Quality of syntax and diction in the responses   Be sure to review your copy of *How to Read Literature Like a Professor*by Thomas C. Foster. If you do not have a copy, see me to check one out.  \*\***Note:**  if you have not previously read this book, then it is additional REQUIRED reading for the summer (sorry!).    **Sample Journal Entry**  Novel:            *Siddhartha* by Herman Hesse  Siddhartha is on a journey of self-discovery.  You can see this easily when he goes from being in the country, where he is satisfied and happy, to being in the city, where he becomes discontent and lustful.  This contrast mirrors a stage of life many people go through.  It’s akin to the question “How much is enough?”  Siddhartha was completely tranquil and happy when he lived his simple life in the country.  He didn’t “desire” material possessions because no one there had them.  He simply lived his monk-style life and was happy and content.  But somehow, that life wasn’t enough for him, and he felt “called” to travel and enlighten others.  When Siddhartha began his journey, he had the very best of intentions.  He spent the majority of his time engaging with people and in conversation about scriptures and the gods.  When he finally reached the city, however, he changed in a negative way.  His eyes were opened to materialism and to lust.  He fell in “love”, well not love actually, it was more like he fell in “lust” with a courtesan who taught him about the pleasures of the flesh.  She also introduced him to people who helped him attain material wealth.  Once you start amassing material possessions, it is never easy to give them up, and usually people just want more and more.  Some people end up in a cycle of always wanting more, and are never satisfied.  It sort of reminds me of when I lived on a boat for a year.  All of my “stuff” was put in storage because boats are small and possessions are prized.  I had time for so many more things like reading and spending time with people I cared about because I wasn’t so busy taking care of “stuff.”   I wonder if Siddhartha will encounter a point of realization and return to his former ways, or if he will be taken over by hedonism… |
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