

HIGH SCHOOL

Summer Reading lists for students entering the 8th Grade and all other High School Carnegie Unit English Courses:

Students taking high school English Honors for a Carnegie unit must complete the required reading for their class and then choose one of the other fiction or non-fiction options to read. Students in this course must read **two** books from the high school list and complete the prewriting/graphic organizer forms for each book. **The forms for each book must be turned in the first day of school for a participation grade. Students completing this assignment will be allowed to use their prewriting/graphic organizers on the test for the required summer reading novel. No credit will be given for late work.** The entire packet with the required high school summer reading list can be found on our wiki page.

8th graders entering English I Honors:

Students entering the 8th grade and enrolled in English I for High School Credit must read two texts. There is one text that is required reading and then students may choose any title from the fiction or nonfiction lists for the second summer reading book. Scroll below the summer reading lists to find the High School graphic organizers that must be completed for each book.

REQUIRED SUMMER READING

***Heroes, Gods, and Monsters of Greek Myths* by Bernard Evslin**

Western languages, cultures, and civilizations are inextricably connected to the ancient myths of Greece and Rome. In this compelling book, Evslin introduces readers to the wondrous and terrifying world of superhuman beings like Medusa and the Minotaur and to the glory of gods like Zeus; Athena, and Poseidon. Evslin gives many of these stories new life through his exciting retellings of great adventure. On the graphic organizer give the background of Greek Mythology not the background of the author. **Students will take a test on this book the first day they return to school in August of 2016.**

SUMMER READING CHOICES FOR SECOND BOOK:

Students may choose one of the following fiction or non-fiction titles for the second summer book and complete the prewriting/graphic organizer sheets that must be turned in on the first day of school in August 2016 and will count for a classwork assignment grade.

Fiction Choices:

***Cyrano de Bergerac* by Edmond Rostand,**

First produced in Paris in 1897, this immensely popular play is a tragic love story about its title character, a clever but sensitive soldier who feels his ability to be loved is overshadowed by an inescapable physical defect – his very large nose. Strongly attracted to Roxanne, Cyrano discovers that his beloved is infatuated with someone else: a tongue-tied young soldier named Christian. Cyrano unselfishly agrees to ghostwrite love letters that Christian uses to woo the beautiful Roxanne, all the while falling more deeply in love with her himself.

***And Then There Were None* by Agatha Christie**

This stylishly written and intricately plotted murder mystery tells the story of ten people invited by a

common friend to enjoy a holiday on a deserted island. The holiday turns bleak when the guests begin to be murdered one by one, in accordance with the children's nursery rhyme suggested by the title. Many consider this book the best murder mysteries ever written.

Picture of Dorian Gray by Oscar Wilde

In this novel handsome young Victorian, Dorian Gray supernaturally retains his youthful appearance while pursuing a debauched life of hedonistic pleasures. As the years slip by, Dorian never grows older, more wrinkled, or grey. His portrait, however, becomes increasingly corrupted, thus giving a fresh twist to the novel.

Non-Fiction Choices:

I Will Always Write Back: how one letter changed two lives by Caitlin Alifirenka

A pen-pal correspondence between an American girl and a Zimbabwean boy blossoms into a lifelong friendship. In alternating chapters, the authors relate their story, which begins in 1997 when 12-year-old Caitlin chooses a boy in Zimbabwe for a pen-pal assignment.

I Am Malala: how one girl stood up for education and changed the world by Malala Yousafzai (this is the young reader edition)

Malala Yousafzai, the Pakistani teen shot for her activism for girls' education, tells her story for a middle-grade audience. Although her efforts to attend schools and the subsequent attack she endured, make a powerful story, Yousafzai writes just as vividly about her daily life as a child in Pakistan.

Unbroken: an Olympian's journey from airman to castaway to captive by Laura Hillenbrand – (this is the young reader edition)

Growing up in Torrance, California, Louis Zamperini was a wild boy, a rebel who found redemption in running, ultimately competing in the 1936 Olympics in Berlin. Then, in 1941, he enlisted in the Army Air Corps and became a bombardier, whose plane was shot down over the Pacific. Thus began a remarkable story of survival. For 47 days, he floated on a raft with scant food and water, surrounded by sharks. Finally, he was picked up by Japanese forces and made a prisoner of war.

English II Honors:

***Required Read (the high school packet of pre-writing sheets/graphic organizers must be completed by 8/11 for this novel):**

***Company K* by William March.**

Plot: The novel is told from the viewpoint of 113 different Marines, stretching from the beginning of training to after the war. These sketches create contrasting and horrific accounts of the daily life endured by the common Marine. Many of the accounts stem from actual events witnessed and experienced by the author.

****When completing the packet for this required reading please make the following changes – Instead of focusing on plot instead write on reoccurring or main themes and how you see them develop. When selecting characters – pick four that highlight those same themes you touched upon earlier.**

***Works to choose from: From the following three works choose one to complete a separate packet on. This packet along with the one completed for the required read is due on 8/11.**

1. *1984* by George Orwell

Plot: Winston Smith is a low-ranking member of the ruling Party in London, in the nation of Oceania. Everywhere Winston goes, even his own home, the Party watches him through telescreens; everywhere he looks he sees the face of the Party's seemingly omniscient leader, a figure known only as Big Brother. The Party controls everything in Oceania, even the people's history and language. Currently, the Party is forcing the implementation of an invented language called Newspeak, which attempts to prevent political rebellion by eliminating all words related to it. Even thinking rebellious thoughts is illegal.

2. *The Girl Who Loved Tom Gordon* by Stephen King

Plot: Nine-year-old Trisha McFarland strays from the path while she and her recently divorced mother and brother take a hike along a branch of the Appalachian Trail. Lost for days, wandering farther and farther astray, Trisha has only her portable radio for comfort. A huge fan of Tom Gordon, a Boston Red Sox relief pitcher, she listens to baseball games and fantasizes that her hero will save her. Nature isn't her only adversary, though - something dangerous may be tracking Trisha through the dark woods.

3. *Pygmalion* by George Bernard Shaw

Plot: Two old gentlemen meet in the rain one night at Covent Garden. Professor Higgins is a scientist of phonetics, and Colonel Pickering is a linguist of Indian dialects. The first bets the other that he can, with his knowledge of phonetics, convince high London society that, in a matter of months, he will be able to transform the cockney speaking Covent Garden flower girl, Eliza Doolittle, into a woman as poised and well-spoken as a duchess.

Summer Reading for English III

REQUIRED: ALL students must read an *unabridged* edition of *The Adventures of Huckleberry Finn* by Mark Twain. You can purchase a copy or read an e-text online, such as this one, available at: <http://contentserver.adobe.com/store/books/HuckFinn.pdf>. There will be a TEST on this text during the first few days of school, regardless of when the student is scheduled for English III. **Students will be allowed to use their completed packets of pre-writing/graphic organizers during the test.**

Students must also choose ONE of the following and complete the reading forms:

The Awakening by Kate Chopin

My Antonia by Willa Cather

Their Eyes Were Watching God by Zora Neale Hurston

All God's Children Need Traveling Shoes by Maya Angelou

The Awakening by Kate Chopin. “*The Awakening* is Kate Chopin’s novel about a married woman seeking greater personal freedom and a more fulfilling life. Condemned as morbid, vulgar, and disagreeable when it appeared in 1899, it is today acclaimed as an essential American book.” (<http://www.katechopin.org/the-awakening/>)

Born Katherine O’Flaherty, Ms. Chopin married Oscar Chopin and settled in New Orleans in 1870. After a time (and six children), the family relocated to [Cloutierville](#) in south [Natchitoches Parish](#) to manage several small [plantations](#) and a [general store](#). After her husband’s death, she moved home to her mother’s in St. Louis, where she eventually began writing. Her stories reflect both the Creole culture of Louisiana and the plight of women in the late nineteenth century.

In the penultimate episode of the first season of HBO’s *Treme*, Creighton (played by [John Goodman](#)) assigns Kate Chopin’s *The Awakening* to his [college] freshmen and warns them:

"I want you to take your time with it," he cautions. "Pay attention to the language itself. The ideas. Don't think in terms of a beginning and an end. Because unlike some plot-driven entertainments, there is no closure in real life. Not really."

(<http://www.katechopin.org/the-awakening/>)

Full text is available online @ <http://docsouth.unc.edu/southlit/chopinawake/menu.html>

My Antonia by Willa Cather. “This great American novel tells the story of several immigrant families who move to rural Nebraska. Antonia is the eldest daughter of the Shimerdas and is a bold and free-hearted young woman who becomes the center of narrator Jim Burden’s attention. The story has many elements but clearly documents the struggles of the hard-working immigrants that [sic] homesteaded the prairies, and does a particularly fine job covering the hardships that women faced in that difficult environment. *My Antonia* also provides Willa Cather with a platform to make some comments on women’s rights while weaving a story where romantic interests are ultimately bandied about by the uncontrolled changes that occur in people’s lives. The final book of Willa Cather’s prairie trilogy, *My Antonia* is considered her greatest accomplishment. *My Antonia* was first published in 1918.”

(<http://americanliterature.com/author/willa-cather/book/my-antonia/summary>)

The book is available online at the website cited above.

Their Eyes Were Watching God by Zora Neale Hurston. The epic tale of Janie Crawford, whose quest for identity takes her on a journey during which she learns what love is, experiences life's joys and sorrows, and come home to herself in peace. Her passionate story prompted Alice Walker to say, "There is no book more important to me than this one."

When first published in 1937, this novel about a proud, independent black woman was generally dismissed by male reviewers. Out of print for almost thirty years, but since its reissue in paperback edition by the University of Illinois Press in 1978, *Their Eyes Were Watching God* has become the most widely read and highly acclaimed novel in the canon of African-American literature.

With haunting sympathy and piercing immediacy, *Their Eyes Were Watching God* tells the story of Janie Crawford's evolving selfhood through three marriages. Light-skinned, long-haired, dreamy as a child, Janie grows up expecting better treatment than she gets until she meets Tea Cake, a younger man who engages her heart and spirit in equal measure and gives her the chance to enjoy life without being a man's mule or adornment. Though Janie's story does not end happily, it does draw to a satisfying conclusion. Janie is one black woman who doesn't have to live lost in sorrow, bitterness, fear, or foolish romantic dreams, instead Janie proclaims that she has done "two things everybody's got tuh do fuh theyselves. They got tuh go tuh God, and they got tuh find out about livin' fuh theyselves." (<http://www.zoranealehurston.com/books/their-eyes-were-watching-god.html>)

All God's Children Need Traveling Shoes by Maya Angelou. In the 1960's, Angelou travels to what she believes is the place of her African roots, Accra, Ghana, hoping that this country will fill the vacuum she feels for home. By returning to the land of her ancestors, where color no longer matters, she hopes to find and perhaps recognize "home." She joins other black Americans also questing for identity and security - she calls them "Revolutionist Returnees" - but her American-ness keeps asserting itself, separating her from those around her in Africa in much the same way that her color had kept her separate in America. Angelou discovers that the geographical search for home is a misleading one. As a result of her travels in Ghana and Germany, Angelou comes to see her fellow African-Americans differently. The source of security, she comes to learn, is not in a place but within oneself.

The book is a mixture of Maya Angelou's personal recollections and a historical document of the time in which it is set, the late 1950s. Ghana became the center of an African cultural renaissance and of Pan-Africanism during this time. As a result of her time in Ghana Angelou comes to see her fellow African-Americans differently, as more spirited than the Africans she has met in Ghana.

English IV Honors:

***Required Read (a Summer Response/Prewriting Form must be completed by 8/11 for this novel and a test will be during the first week of school):**

Great Expectations by Charles Dickens

***Works to choose from:** From the following two works, choose one to complete a separate Summer Response/Prewriting Form on. This packet along with the one completed for the required read is due on 8/11.

Jane Eyre by Charlotte Bronte

Wuthering Heights by Emily Bronte

Advanced Placement English Literature:

***Required Readings (a Summer Response/Prewriting Form must be completed by 8/11 for this novel and a test will be during the first week of school):**

Heart of Darkness—Joseph Conrad

Conrad's novel challenges the reader, who will be simultaneously perplexed and intrigued by this novella's characters, symbols, and disturbing themes. *Heart of Darkness* focuses on Marlowe's journey up Africa's Congo River in search of Kurtz, an idealistic ivory merchant. Cut off from "civilized" society, Kurtz has gone mad. As Marlowe travels deeper into Africa and closer to Kurtz, the action becomes increasingly violent, surreal, and even nightmarish. The reader enters a reality where the confusing yields to the inane or the absurd and finally to the unspeakably horrible.

How to Read Literature Like a Professor by Thomas Foster (DO NOT DO A SUMMER RESPONSE FORM)

Thomas Foster opens up a new world of literature, drawing from some of the world's greatest classics to explore what literature is, what it means to us, and how we can understand it. It's a fun and entertaining introduction for students and book lovers alike. Foster's light-witty style makes for easy reading.

***Works to choose from:** From the following three works, choose one to complete a separate Summer Response/Prewriting Form on. This packet along with the one completed for *Heart of Darkness* is due on 8/11.

1. *Catch-22*—Joseph Heller

This twentieth century tragicomedy based on the author's experiences during World War II combines humor and horror while satirizing World War II and all other wars as the absurd offspring of ego, profit, bureaucracy, and death. Epic in scope and loosely structured, *Catch-22* alternates between comic idiocy and a gruesome realism.

2. *A Confederacy of Dunces*—John Kennedy Toole

An overweight, under-worked, overeducated, and self-described genius wrecks a French Quarter balcony, initiates a race riot, and gallantly sells Lucky Dogs before he escapes from New Orleans in his search for true love. Readers searching for comic relief from darker, tragic literature will appreciate this Pulitzer Prize winner's main character, Ignatius Riley. This novel's minor characters are especially memorable and will almost certainly remind you of someone you know all too well.

3. *The Color Purple*- Alice Walker

The Color Purple is an epistolary novel, made up of letters written by Celie to God and by Nettie to Celie. At the start of the novel, Celie is a fourteen-year-old, vulnerable, abused black girl who addresses her letters to "Dear God."

Glossary and Toolkit -

Helpful information for Summer Reading Prewriting/Graphic Organizers:

While completing the packets, the following information may be helpful:

Biographical Information—facts about an author's life, including date and place born, places lived, schools attended, jobs held, things accomplished, date died, and place buried.

Historical information—facts about the time period when a specific literary text *was written*; including major events of that time period, types of writing popular at that time, and the importance of the text.

Author's Style/Voice—An author's way of arranging ideas through language used, word choice, sentence structure and length, figurative language, and tone (serious, ironic, light, humorous).

Memorable Quote—exact line or lines of a specific literary text containing something a person thinks is valuable because of a personal connection.

Character—a person or creature in a literary work; is dynamic/round, one who changes and can be seen from several points of view OR static/flat, one who does not change and is presented in a very limited way.

Role—a character's specific part, function, or position in a specific literary, text, such as protagonist or antagonist.

Setting—the time and place in which the events of a piece of literary text take place.

Symbol—specific person, place, or object that stands for or represents a larger idea, trait, or belief.

Opening Passage—first part of a piece of literary text.

Closing Passage—last part of a piece of literary text.

Theme—an important truth about life expressed by the author of a literary text.

Main Idea—the most important point expressed by the author of a text.

Name_____

High School Honors Summer Reading Response/Prewriting Form

INSTRUCTIONS—Complete ALL boxes by writing ONLY in the space provided in black ink. Do NOT write on the back or attach extra pages. Completed form is due the first day of school.

Title_____

Author_____

Date of Publication _____

Genre_____

Historical information about period of publication

Biographic information about the author

List in order the major events of the text

Describe one significant aspect of the author's style/voice	An example from the text that demonstrates the author's style/voice	
Significant Characters		
Name	Description	Significance and role in text

Memorable Quotes (4 Quotes, 1 for each ¼ of the text)

Quotation 1		Speaker	Page Number(s)
Significance to the text			
Quotation 2			
Significance to the text			
Quotation 3			
Significance to the text			
Quotation 4			
Significance to the text			

Setting	List and explain 3 symbols
Significance of opening passage	Significance of closing passage
Theme/Main Idea	
Personal reaction to text	