

North Plainfield School District

Summer Reading 2011-2012



Grades 9 - 12

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Grade 9

- ❖ **English 9 and English 9 Double**—Students entering English 9 or English 9 Double are required to complete ONE of the options below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.
- ❖ **English 9 Honors**—Students entering English 9 Honors are required to complete BOTH of the options below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

OPTION 1 – If you choose to read the novel:

Read *A Hole in My Life* by Jack Gantos and then respond to each of the theme-based questions below.

1. How can one's environment affect the choices one makes?
2. What book, movie, or song has inspired you? How?
3. Do you feel that everyone deserves a second chance? Why or why not?
4. How can art destroy someone? How can art save someone?
5. Is there ever a good reason to do something wrong? Explain.

REQUIREMENTS

- Must include direct quotes and page numbers from the novel to support each response
- Minimum 250 words for each response
- Typed—Times New Roman, 12 Font, Double Spaced

This assignment will be graded based on the thoroughness of your response and incorporation of appropriate textual evidence to demonstrate your understanding of the text.

OPTION 2 – If you choose NOT to read the novel:

Find ten (10) articles that deal with the themes listed below and write one reflective journal for each article you select. Each reflective journal must explain how the article relates to the theme you identified. Articles can be from a magazine, newspaper, or online article.

1. Making a mistake
2. Having a bad influence
3. Turning your life around and/or second chances
4. Finding new friends
5. Inspired by art
6. The effect of environment on one's decisions

REQUIREMENTS

- Must include direct quotes and page numbers from the article to support each response
- Minimum 100 words for each reflective journal entry
- Typed—Times New Roman, 12 Font, Double Spaced
- Each journal entry must be stapled to its respective article

All journal entries and articles are to be placed into one folder with your name on the front

This assignment will be graded based on your explanation of how each article you selected reveals the specific themes you identified.

Grade 10

- ❖ **English 10 and English 10 Double** – Students entering English 10 or English 10 Double are required to complete ONE of the options below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the date that assignments are to be handed in. In addition, students may also be given a test or asked to write an essay upon return to school.
- ❖ **English 10 Honors** – Students entering English 10 Honors are required to complete both OPTION 1 *and* OPTION 2 below AND the assignment described on page 5. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

OPTION 1 – If you choose to read the play:

Read *A Raisin in the Sun* by Lorraine Hansberry and then respond to each of the theme-based questions below.

1. What are the obstacles in achieving the American Dream?
2. Compare the racism and discrimination of today to the discrimination experienced by the Younger family in the 1950's.
3. How does the Younger family compare to the families of today?
4. How does money affect a person's outlook on life and the choices he/she makes?
5. Does poverty prevent a person from achieving his/her dream?

REQUIREMENTS

- Must include direct quotes and page numbers from the novel to support each response
- Minimum 250 words for each response
- Typed—Times New Roman, 12 Font, Double Spaced

This assignment will be graded based on the thoroughness of your response and incorporation of appropriate textual evidence to demonstrate your understanding of the text.

OPTION 2 – If you choose NOT to read the play:

Find ten (10) articles that deal with the themes listed below and write one reflective journal for each article you select. Each reflective journal must explain how the article relates to the theme you identified. Articles can be from a magazine, newspaper, or online article.

1. American Dream
2. Racism and/or discrimination
3. Family relationships
4. Financial Conflicts
5. Poverty

REQUIREMENTS

- Must include direct quotes and page numbers from the article to support each response
- Minimum 100 words for each reflective journal entry
- Typed—Times New Roman, 12 Font, Double Spaced
- Each journal entry must be stapled to its respective article
- All journal entries and articles are to be placed into one folder with your name on the front

This assignment will be graded based on your explanation of how each article you selected reveals the specific themes you identified.

- ❖ **English 10 Honors** – Students entering English 10 Honors are required to complete the assignment described below IN ADDITION TO the grade 10 OPTION 1 and OPTION 2 assignments. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the date that assignments are to be handed in. In addition, students may also be given a test or asked to write an essay upon return to school.

Read *A Farewell to Arms* by Ernest Hemingway and complete the following reading questions:

1. Pay attention to the vivid description of World War I. (Do not focus only on the combat scenes.) In what ways is World War I portrayed? Which aspects of the World War I descriptions do you feel are accurate? Consider the troop movement in Chapter One, the attack on Henry's dugout, and the retreat.
2. What do you think were Hemingway's feelings about the war? Use quotes to support.
3. Many of Hemingway's characters are heroes. Those who have studied his works have analyzed the characters' behavior and have noted that the hero follows a set of rules that have become known as the "code." Therefore, the true Hemingway hero is known as the "code hero." The following are characteristics of a "code hero": a man's man—a risk taker, drinker, lover, adventurer, skilled, courageous; a believer in this life, here and now; a man of action rather than a man of thought; the hero's opponent must be a worthy one; strong self-discipline and endurance; a stoic (one who shows no emotion); a demonstration of "grace under pressure" (keeps "cool" when physically, emotionally, mentally, or morally tested), especially in the face of death—the ultimate test. Cite examples from the text that show Henry is a true Hemingway Code Hero. Note page numbers.
4. Analyze the relationship between Henry and Barkley.
5. What is the significance of the title?
6. Write down significant quotations with page numbers that relate to theme, symbols, motifs, or author's purpose.
7. What is Hemingway's writing style? How does he structure his sentences? What effects do his descriptions provide for the reader? Note examples.

REQUIREMENTS

- Must include direct quotes and page numbers from the novel to support each response
- Minimum 250 words for each response
- Typed—Times New Roman, 12 Font, Double Spaced

This assignment will be graded based on the thoroughness of your response and incorporation of appropriate textual evidence to demonstrate your understanding of the text.

Grade 11

- ❖ **English 11** –Students entering English 11 are required to complete ONE of the options below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.
- ❖ **English 11 Honors** – Students entering English 11 Honors are required to complete **OPTION 1** below AND the assignment described on page 7. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

OPTION 1 – If you choose to read the novel:

Read *The Old Man and the Sea* by Ernest Hemingway and then respond to each of the theme-based questions below.

1. How is persevering in life sometimes more important than achieving the final outcome?
2. Is there a time when something you struggled with helped to define you?
3. When Santiago called the marlin his ‘brother’ he showed the great fish respect. How does showing respect make a difference in learning a life’s lesson?
4. If we read the book and determine that there is a winner and a loser, who is the winner and loser here? OR: Do they both win? Do they both lose?
5. How do we define the term, *enemy*? Is there an *enemy* in *The Old Man and the Sea*?

REQUIREMENTS

- Must include direct quotes and page numbers from the novel to support each response
- Minimum 250 words for each response
- Typed--Times New Roman, 12 Font, Double Spaced

This assignment will be graded based on the thoroughness of your response and incorporation of appropriate textual evidence to demonstrate your understanding of the text.

OPTION 2 – If you choose NOT to read the novel:

Find ten (10) articles that deal with the themes listed below and write one reflective journal for each article you select. Each reflective journal must explain how the article relates to the theme you identified. Articles can be from a magazine, newspaper, or online article.

1. Determination
2. Pride
3. Loyalty
4. Self-discovery
5. Beauty

REQUIREMENTS

- Must include direct quotes and page numbers from the article to support each response
- Minimum 100 words for each reflective journal entry
- Typed--Times New Roman, 12 Font, Double Spaced
- Each journal entry must be stapled to its respective article
- All journal entries and articles are to be placed into one folder with your name on the front

This assignment will be graded based on your explanation of how each article you selected reveals the specific themes you identified.

- ❖ **English 11 Honors** – Students entering English 11 Honors are required to complete the assignment described below IN ADDITION TO the grade 11 OPTION 1 assignment. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

ASSIGNMENT: Read and annotate Gabriel Garcia Marquez's *One Hundred Years of Solitude*. SEE PAGE 8 FOR INFORMATION ABOUT WHAT YOU SHOULD BE LOOKING FOR AS YOU ANNOTATE. This assignment will be graded based on the neatness, thoroughness, and frequency of your annotations. Please see the attached rubric for more information on how your annotations will be graded.

Please be advised that this novel is quite lengthy, thus you should begin reading it early in the summer in order to fully appreciate the intricacies of the plot.

NOTE: Annotating is NOT JUST highlighting; it requires identifying important descriptions, phrases, or passages AND writing marginal notes to explain the significance of those selections as you are reading in order to have a dialogue with the text. It is NOT ENOUGH to underline random passages within your text. Anything that is emphasized MUST have a written marginal note to explain it. (You will NOT receive credit for merely underlining or highlighting portions of text!)

FOR THIS ASSIGNMENT YOU WILL NEED:

- ✓ A copy of the text

This assignment requires you to write in the actual book, so I suggest that you purchase a copy of the text so that you can keep it (you can purchase it from a bookstore for \$10-\$15, or purchase from a discount website - try Ebay, Amazon, or Half.com). DO NOT directly mark the text if it is not a copy that you own. If you are borrowing the book, write only on the sticky notes.

NOTE: If you are borrowing a copy of this book from a library, you will have to be diligent about renewing it as you will be required to bring the book to class with you for class discussions and textual support on assignments the first weeks of school.

- ✓ Sticky notes (post-its)

Purchasing colored sticky notes help you to organize your annotations. If you opt for sticky notes that are all the same color, you will have to label each sticky note. If you purchased your own copy of the text, you may choose to annotate in the margins and use the sticky notes as place holders to make it easier to organize your annotations.

EACH STICKY NOTE YOU MAKE MUST INCLUDE:

- ✓ Identification of the strand for which you are annotating. If you are using colored sticky notes, this will mean being consistent with the colors you assign to each strand (literary element). If you are not using colored sticky notes, this will mean labeling each note you make with the name of the strand.
- ✓ Analysis of the highlighted quote/passage. This is where you explain the connection you are making between the text and the strand you identified.

AFTER READING AND ANNOTATING THE NOVEL:

Create an “annotation log” that catalogues your annotations into the leveled strands identified on page 8, and list the relevant page numbers for each strand. If you are using colored sticky notes, please identify on the log which strands coincide with which colors.

Example:

STRAND	REFERENCES
Level 4 - Theme	Loss of power: 12, 76 Love: 37, 56, 98
Level 2 - Characterization	Jose Arcadio Buendia: 2, 8, 15, 63

AS YOU READ THE TEXT, YOU SHOULD BE ANNOTATING FOR:

- ↪ **Level 1: Action** – simple summary/paraphrasing and writing down explanations of, predictions about, or reactions to the story’s events; analysis of conflicts (character vs. some specific antagonist), identified as either internal (man v. self) or external (man v. man, society, machine, nature, society). If you can identify a point during which the conflict is resolved, you should mark that in your text as well. Also keep in mind that the “resolution” does not necessarily mean that the character gets what he wants in the end.
- ↪ **Level 2: Characterization** – direct characterization (what the author directly *tells* you) and indirect characterization (what the author *shows* you - STEAL: speech, thoughts, effects on others, actions, and looks)
- ↪ **Level 3: Setting** – significance of time/place, geographic, historic, physical, religious, economic, philosophical and psychological landscape; influence on the character, action, and emergence of themes
- ↪ **Level 4: Theme**– identification of universal ideas
- ↪ **Level 5: Connection** – links to the author’s life, historical events, and similarities between characters and events in the story and your own feelings or experiences
- ↪ **Level 6: Style** – analysis of symbols, diction, imagery, sentence and paragraph structure, point of view, figurative language (metaphor, simile, personification, etc.), etc.
- ↪ **Vocabulary** –define any unfamiliar words you come across as you read. This will enhance your understanding of the text and allow for a more sophisticated analysis. This is also a great way to enhance your vocabulary in preparation for any future reading and writing, and for the SAT! Remember, an author’s choice of words is deliberate and purposeful! Go a step further and turn your vocabulary annotation into a level 6 diction annotation by *analyzing* the author’s word choice (looking at how/why it is used in the context of the passage/text).

NOTE: Annotations should be made **as you read**. If you wait until after you have read to return to the text and make notes, you may forget important things that arose while you read. This is an active reading strategy; therefore, it must be completed **while the reading is taking place!**

Be thorough and accurate in your annotations.
This will be an invaluable tool when we begin our literary analyses.

Grade 11 Honors Annotation Rubric

CRITERIA	<i>Advanced Analysis</i>	<i>Strong Analysis</i>	<i>Limited Analysis</i>
<i>Frequency</i>	The text is saturated with marks and marginal comments. Little blank space is available.	Many text marks and many marginal comments. Blank margin space is still available.	A few text marks and marginal comments. Most margins are blank.
<i>Type</i>	Significant passages/phrases/paragraphs are highlighted and analyzed . Margin notations include a great variety of textual comments (connections, dialogue with author/character, pertinent questions asked, and comments on author's style/word choice/literary techniques). Clearly expresses an opinion.	Many passages/phrases/paragraphs are highlighted and analyzed somewhat . Margin notations include a variety of textual comments (connections, some dialogue with author/character, few pertinent questions asked, comments somewhat on author's literary techniques, paraphrase of ideas). Expresses an unclear opinion.	Few to no passages/phrases/paragraphs are highlighted and/or not analyzed . Margin notations include a little variety of textual comments (no connections, little dialogue with author/character, few questions asked, no comments on author's literary techniques, summary). Does not express an opinion.
<i>Quality</i>	Clearly shows higher-order thinking . Margin comments reflect inquisitive/creative/sound thinking . Clear reading, pondering, ingesting, digesting, reflecting takes place.	Shows an attempt at higher-order thinking . Margin comments reflect some thinking/engagement with text. Some reading, pondering, reflecting takes place.	Shows little to no higher-order thinking . Margin comments reflect little effort/engagement with text. Little reading and reflecting takes place.
<i>Quantity</i>	More than 5 strands and/or more than 10 annotations for each strand.	Exactly 5 strands and 10 annotations for each strand.	Less than 5 strands and/or less than 10 annotations for each strand.
<i>Grade</i>	100 – 90	89 – 80	79 and below

Grade 12

- ❖ **English 12** – Students entering English 12 are required to complete ONE of the options below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

OPTION 1 – If you choose to read the novel:

Read *The Old Man and the Sea* by Ernest Hemingway and then respond to each of the theme-based questions below.

1. This is Santiago's last fishing trip. How does doing something for the last time provide an opportunity to give it your all?
2. Santiago puts everything he has into the marlin; how does this relate to something that you put your all into?
3. Everyone has a dream; Santiago's know that a big fish is waiting for him. What is your dream?
4. Being prepared might have eased Santiago's burden. What do you need to do in order to be prepared for your next journey?
5. Santiago is a role model for Manolin; who are you a role model to?

REQUIREMENTS

- Must include direct quotes and page numbers from the novel to support each response
- Minimum 250 words for each response
- Typed--Times New Roman, 12 Font, Double Spaced

This assignment will be graded based on the thoroughness of your response and incorporation of appropriate textual evidence to demonstrate your understanding of the text.

OPTION 2 – If you choose NOT to read the novel:

Find ten (10) articles that deal with the themes listed below and write one reflective journal for each article you select. Each reflective journal must explain how the article relates to the theme you identified. Articles can be from a magazine, newspaper, or online article.

1. Taking advantage of the opportunity that presents itself.
2. Total commitment.
3. Going after your dream.
4. Becoming ready for the journey.
5. Role model and mentoring

REQUIREMENTS

- Must include direct quotes and page numbers from the article to support each response
- Minimum 100 words for each reflective journal entry
- Typed--Times New Roman, 12 Font, Double Spaced
- Each journal entry must be stapled to its respective article
- All journal entries and articles are to be placed into one folder with your name on the front

This assignment will be graded based on your explanation of how each article you selected reveals the specific themes you identified.

- ❖ **English 12 Honors** –Students entering English 12 Honors are required to complete the assignment described below. Assignments will be due the first week of school. Please note: Summer Reading assignments count for 10 % of the grade for Marking Period 1. Upon returning to school in September, students will be informed of the specific date that assignments are to be handed to their English teachers. In addition, during school, students may also be given a test or asked to write an essay based upon the summer reading.

Please read three novels from the following list:

- *The Art of Racing in the Rain* by Garth Stein
- *Song of Solomon* by Toni Morrison
- *Catch-22* by Joseph Heller
- *Slaughterhouse Five* by Kurt Vonnegut
- *A Portrait of the Artist as a Young Man* by James Joyce
- *Of Human Bondage* W. Somerset Maugham
- *Pride and Prejudice* by Jane Austen

Please complete the following assignments(note: which assignment you use for each text is your decision):

1. Write a paper (between two and three pages in length) that explores a major theme from the novel. The paper should offer personal insight and analysis. A well thought out essay will include textual citations or paraphrases to support your analysis. Do not summarize the text. Please use the MLA style guide for all citations. (All papers should be typed, double-spaced, with standard margins in Times New Roman 12pt. Font.)
2. Create a project for the second novel. The project is entirely up to you. Past projects have included clay animation sequences of important scenes from the novel, water-color story books, student created films, poetic reinterpretations, among others. Let your creativity be your guide.
3. For your final novel, annotate the text using post-it notes, and be prepared to compose an in-class essay upon your return. The annotations should encompass the following elements: Action, Characterization, Setting, Theme, Connection, and Style (if needed, see page 8 for further clarification).

- ❖ **English 12 AP** – Students entering AP English Literature and AP English Language are required to complete the assignments described below as a prerequisite for the class. Assignments are due the first week of school.

During the summer, students are required to read 5 assigned books. These books are:

1. *Much Ado About Nothing* by William Shakespeare
2. *Things Fall Apart* by Chinua Achebe
3. *Beloved* by Toni Morrison
4. *Richard the Third* by Shakespeare
5. A Memoir-Choice suggestions include: *The Glass Castle*, *Nickel and Dimed*, *13 American Arguments*, *Fast Food Nation*, *Sophie's World*, *Mao's Last Dancer*, *Into the Wild*, *In Cold Blood*, *On Writing*, *One Writer's Beginning*, *Bird by Bird*, *Seabiscuit*, or another memoir of your choice.

Assignment for each of the 5 required texts:

You are required to read thoroughly and annotate the text with sticky notes. While characterization and plot progression are useful, students will develop higher-level analysis strands, such as the author's message, themes, rhetorical/stylistic devices, extended imagery or metaphor, and symbols. Setting is also a useful analysis.

After reading and annotating the novel, you are to create an "annotation log" that catalogues your annotations into strands and relevant page numbers. For example: Strand (Theme: loss of power) and each page number chosen for that strand. Required: 5 Strands with 10 references per strand.

Summer Reading Books by Grade Level

Grade 9	English 9	A Hole in My Life, <i>Jack Gantos</i>
	Block 9	A Hole in My Life, <i>Jack Gantos</i>
	Honors 9	A Hole in My Life, <i>Jack Gantos</i>
Grade 10	English 10	A Raisin in the Sun, <i>Lorraine Hansberry</i>
	Block 10	A Raisin in the Sun, <i>Lorraine Hansberry</i>
	Honors 10	A Raisin in the Sun, <i>Lorraine Hansberry</i>
		A Farewell to Arms, <i>Ernest Hemingway</i>
Grade 11	English 11	The Old Man and the Sea, <i>Ernest Hemingway*</i>
	Honors 11	The Old Man and the Sea, <i>Ernest Hemingway*</i>
		One Hundred Years of Solitude, <i>Gabriel Garcia Marquez</i>
Grade 12	English 12	The Old Man and the Sea, <i>Ernest Hemingway*</i>
	Honors (Select 3):	The Art of Racing in the Rain, <i>Garth Stein</i>
		The Song of Solomon, <i>Toni Morrison</i>
		Catch 22, <i>Joseph Heller</i>
		Slaughterhouse Five, <i>Kurt Vonnegut</i>
		A Portrait of the Artist as a Young Man, <i>James Joyce</i>
		Of Human Bondage, <i>W. Somerset Maugham</i>
		Pride and Prejudice, <i>Jane Austen</i>
	Advanced Placement	Richard III, <i>Shakespeare</i>
		Much Ado About Nothing, <i>Shakespeare</i>
		Beloved, <i>Toni Morrison</i>
		Things Fall Apart, <i>Chinua Achebe</i>
		A memoir of choice, approved by teacher

*This link directs you to the online version of *The Old Man and the Sea*

<http://www.gutenberg.org/ebooks/10571>

Grade 7: Eagle Song

Grade 8: The Outsiders