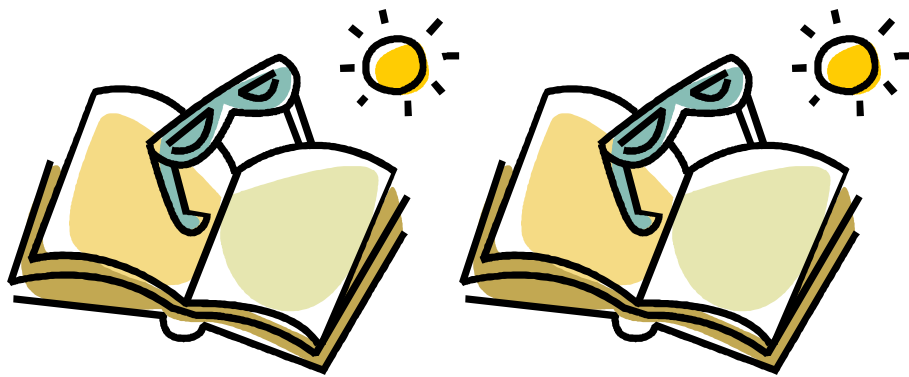


North Plainfield School District

Summer Reading 2010-2011



Grades 9 - 12

Grade 9

GRADE 9 COLLEGE PREP

Students are to read *Go Ask Alice*, by Anonymous, and write (3) three additional diary entries from the point of view of “Alice.” These should explain the end of the novel. Each entry should be **one page**. A total of three diary entries (3 pages) is required and answers are to be typed or neatly handwritten. Typed requirements: Font: Times New Roman, 12 Point, Double Spaced.

GRADE 9 HONORS

Students are to read *Go Ask Alice*, by Anonymous, and write (3) three additional diary entries from the point of view of “Alice.” These should explain the end of the novel. Each entry should be **one page**. A total of three diary entries (3 pages) is required and answers are to be typed or neatly handwritten. Typed requirements: Font: Times New Roman, 12 Point, Double Spaced.

AND IN ADDITION, GRADE 9 HONORS

Students are to read *Thirteen Days*, and answer the following questions.

1. Why did the Soviets put the missiles in Cuba?
2. Identify 3 options President Kennedy considered implementing in response to the discovery of the missiles. Give one advantage and one disadvantage of each option.
3. What was the advantage to having President Kennedy absent from the meetings while the Executive Committee formulated its recommendation?
4. Why was the *Marcula* the first ship boarded after the blockade was established?
5. Did Congress play an important role in the Cuban Missile Crisis? Justify your answer.
6. How important were the views of other countries to the Cuban blockade? What support did the U.S. receive from other countries?
7. Contrast the tone and the proposed solutions of the two letters that Kennedy received from Khrushchev on the 26th and 27th. What solution did Kennedy finally adopt to end the crisis?
8. What did Robert Kennedy think was the most important lesson of the Cuban Missile Crisis? What were two other lessons that he learned?
9. Explain how the authors of the afterword believe the Cuban Missile Crisis illustrates the following:
 - a. The paradox of nuclear war
 - b. The problems of the modern presidency
 - c. Checks and balances in foreign policy
10. Imagine that Nikita Khrushchev had written his memoirs on the Cuban Missile Crisis. Give examples of how his memoirs would differ from Robert Kennedy’s. Provide textual support (cite according to MLA) to answer questions.

Grades 9 Honors Short Answer Rubric

90-100	Questions thoroughly answered with specific evidence from text; demonstrates advanced understanding of the text
80-89	Questions are answered with some specific evidence from text; demonstrates strong understanding of the text
79 and below	Responses are minimal, with little or no specific evidence from text; demonstrates limited understanding of the text

Grade 10

GRADE 10 COLLEGE PREP

Students are to read *A Raisin in the Sun* by Lorraine Hansberry and take notes on the following. Upon returning to school in September, students will be assigned an essay on the play, *A Raisin in the Sun*. Please answer these questions:

1. Identify and discuss the dream of each family member.
2. Analyze Mama, Walter, Beneatha, and Ruth. List traits and examples as proof.
3. Consider the problems unique to a black family living in the ghetto and then consider the universal problems, ones shared by all people.
4. Connect the imagery in Langston Hughes's poem "Dream Deferred," which is on the second page after the title page, to the characters' reactions to their deferred dreams.
5. Analyze the character of Asagai. Why is he important to the play?
6. Analyze the character of Travis. Why is he important to the play?
7. Note significant quotations with page numbers (at least five) and explain why you think they are significant.

GRADE 10 HONORS

Students are to read *A Raisin in the Sun* and take notes on the following. Upon returning to school in September, students will be assigned an essay on the play. Please answer these questions:

1. Consider the merits of the dream of each family member and the aspirations each reveals.
2. Analyze Mama, Walter, Beneatha, and Ruth. List traits and examples as proof.
3. Consider the problems unique to a black family living in the ghetto and then consider the universal problems, ones shared by all people.
4. Connect the imagery in Langston Hughes's poem "Dream Deferred," which is on the second page after the title page, to the characters' reactions to their deferred dreams.
5. Consider the roles of Asagai and Travis.
6. Note significant quotations with page numbers (at least five) and explain why you think they are significant.

And in Addition, Grade 10 Honors

Students are to read *The Adventures of Huckleberry Finn* and *A Farewell to Arms*. Students should take notes using the following reading guide. Upon returning to school in September, students will be assigned essays on the summer reading books and may be given a test on the reading. Honors students should also complete the questions for each book and the dialogue project *prior to returning to school*. (See assignment).

Dialogue Assignment

Set up a **dialogue** between your protagonists, Huck in *Huck Finn*, Frederick Henry in *A Farewell to Arms*, and a character of your choice in *A Raisin in the Sun*. Pretend that the three characters are stuck in a train station and they start a conversation. The dialogue must include:

Setting- the protagonists must discuss where they live in detail, and how that setting affects their lives

Relationships- the protagonists must discuss what other people (characters) have been important in their lives, and how

Life lessons- the protagonists must discuss what their experiences have taught them about life, and contemplate what they would change about their lives if they had an opportunity for a “do-over”

Your three to four page dialogue should look something like this:

Huck: It looks like this bus will never come. My name is Huck Finn and I’m running away to avoid being civilized.

Henry: I’m Frederick Henry and I’m on my way home. I’ve experienced some traumatic events.

Grade 10 Honors Reading Questions

The Adventures of Huckleberry Finn by Mark Twain

1. Note Twain’s use of dialect in the novel. *Dialect* is a local form of language. Note the different uses throughout the novel.
2. The novel is episodic. An *episode* is a portion of a narrative that relates to an event or series of connected events and forms a coherent story in itself. What episodes are the most memorable? Why? Which episodes do you think are the most central to the story? Why?
3. In what ways is Huck a “survivor”? What skills help him? What skills is he lacking? What would happen to Huck in today’s world?
4. What is Twain saying about social classes in this story? What is he saying about religion? About government?
5. Reread the “Notice” Mark Twain put on the page facing the opening page. What does he mean? Why did he write us this notice?
6. Why do some people feel this book ought to be censored? What would you say to them?
7. Note important characters (both major and minor), main conflicts, and theme.

A Farewell to Arms by Ernest Hemingway

1. Pay attention to the vivid description of World War I. (Do not focus only on the combat scenes.)

2. Consider the troop movement in Chapter One, the attack on Henry's dugout, and the retreat.
3. Note examples of Hemingway's anti-war sentiment.
4. 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.
5. Cite examples from the text that show Henry is a true Hemingway Code Hero. Note page numbers.
6. Analyze the relationship between Henry and Barkley.
7. Consider the significance of the title.
8. Note significant quotations with page numbers.
9. Comment on Hemingway's writing style.

Grades 10 Honors Short Answer Rubric

90-100	Questions thoroughly answered with specific evidence from text; demonstrates advanced understanding of the text
80-89	Questions are answered with some specific evidence from text; demonstrates strong understanding of the text
79 and below	Responses are minimal, with little or no specific evidence from text; demonstrates limited understanding of the text

Grades 10 Honors Dialogue Project Rubric

90-100	Demonstrates an advanced understanding of the texts, characters, and themes. Thoroughly incorporates details of all three settings, important relationships in each text, and lessons learned. Proper dialogue format is followed; length requirement of 3-4 pages is met.
80-89	Demonstrates a strong understanding of the texts, characters, and themes. Incorporates details of settings, important relationships, and lessons learned. Proper dialogue format is followed; length approximately 3-4 pages.
79 and below	Demonstrates a limited understanding of the texts, characters, and themes. Incorporates minimal details of settings, important relationships, and lessons learned. May not follow dialogue format; length requirement of 3-4 pages may not be met.

Grade 11

GRADE 11 COLLEGE PREP

Students are to read *The Great Gatsby*, taking notes on *themes* (e.g. betrayal, friendship, the "haves and the have-nots," love), *characterization* of all characters, including the narrator, Nick, and *symbols* found in the text (e.g. the green light, eyes, cufflinks). After completing the novel, select a nonfiction text (magazine, newspaper, biography, memoir, etc.) based on an aspect of the novel that you most connected with (e.g. love theme, a symbol that has meaning to you, a character with whom you related, etc). Upon your return to school, you will use this article to write a synthesis essay in which you will analyze the connections made between the novel, the nonfiction text, and your own life. You should complete your reading of the novel,

your notes on themes, characterization, and symbols found in the text, and select your nonfiction text prior to returning to school.

GRADE 11 HONORS

Students are to read *The Great Gatsby*, taking notes on *themes* (e.g. betrayal, friendship, the “haves and the have-nots,” love), *characterization* of all characters, including the narrator, Nick, and *symbols* found in the text (e.g. the green light, eyes, cufflinks). After completing the novel, select a nonfiction text (magazine, newspaper, biography, memoir, etc.) based on an aspect of the novel that you most connected with (e.g. love theme, a symbol that has meaning to you, a character with whom you related, etc). Use this article to write a synthesis essay in which you analyze the connections made between the novel, the nonfiction text, and your own life. This essay should be completed prior to returning to school.

And, in addition, Grade 11 Honors

Students are to read two other books: *The Shipping News* (required) and a choice amongst *A Tale of Two Cities*, *Jane Eyre*, or *Silas Marner*.

Assignment for The Shipping News:

Annotate your text with sticky notes (or you may purchase your own copy and write in the margins). Use the guidelines and the rubric included in this packet to help you. After reading and annotating the novel, create an “annotation log” that catalogues your annotations into strands/categories (e.g. themes, motifs, symbols, connections, imagery, author’s message, literary devices, etc.), and list the relevant page numbers for each strand. A minimum of 5 Strands with 10 references per strand is required. EXAMPLE:

STRAND	REFERENCES
Theme	Loss of power: 12, 76 Love: 37, 56, 98

Assignment for student-selected choice (*A Tale of Two Cities*, *Jane Eyre*, or *Silas Marner*):

Create a project of your choosing based on your interpretation of the text you selected. For example, you can write and record a song, create a children’s book, film a movie trailer, create an artistic piece, or even write a paper. Projects are completely up to your discretion. The only requirement is that your project be appropriate and show effort, creativity, and professionalism.

PLEASE NOTE: The other two books that you do not select for summer reading will be assigned as independent reading during marking periods 1 and 2. Assignments for these independent reading books will be assigned by your teacher at a later date.

****Upon your return to school, you will be expected to have completed the following and bring them to class with you:**

Book 1 — *The Great Gatsby*: 1) Notes on themes, characterization, and symbols found in the text; 2)

Synthesis essay with your nonfiction text (original or copy)

Book 2 — *The Shipping News*: 1) Annotated text; 2) Annotation log (*essay will be assigned and completed in class*)

Book 3 — Your choice amongst three books, 1) Project, a creative choice

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	Many text marks and many marginal comments. Blank margin space is	A few text marks and marginal comments. Most margins are blank.

	comments. Little blank space is available.	still available.	
Type	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, 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.
Quality	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.
Quantity	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.
Grade	100 – 90	89 – 80	79 and below

PLEASE NOTE: Unless you have purchased your own personal copy of a book, **PLEASE DO NOT WRITE IN THE TEXT!** Use post-its or sticky notes for your annotations.

Rubric adapted from Monica Kaiwi of Kamehameha School (www.ksbe.edu)

Grade 11 Honors Annotation Guidelines

“Reading critically calls for you to analyze a text as you read, developing your ability to make connections between ideas in the text and your own ideas. When you are reading for the purpose of understanding, annotating

a text—writing your notes, ideas, and questions on the text itself—can help you read more thoughtfully and save time in the long run.” (Auburn University English Center)

1. Annotating involves underlining/highlighting important descriptions, phrases, or passages within the text **AND writing marginal notes to explain the significance** of those selections. It is **NOT ENOUGH to underline random passages** within your text. **Anything that is underlined/highlighted MUST have a written marginal note to explain it. (You will NOT receive credit for merely underlining or highlighting portions of text.)**
2. As you read, take notes of any **thought provoking questions** that arise. **Note and mark important aspects of the work that relate to the ELEMENTS OF FICTION**—i.e. setting, conflict, characterization, theme, and stylistic elements such as point of view, symbol, figurative language, motif, etc. Ask in the margins. Some ideas related to key elements to consider when annotating:
 - a. **Setting.** How does the setting influence the character, action, & the emergence of certain themes?
 - b. **Conflict.** You should be able to identify conflicts for each of the characters. Remember that conflict involves a character vs. some specific antagonist or a specific problem. Make sure you can identify each conflict as internal or external, and what the conflict is (vs. self, society, machine, nature, man, etc.). If you can identify a point during which the conflict is resolved, you should mark that in your text as well. *NOTE: An antagonist need not be another person. It may be society, a setting, or even one's self. Also keep in mind that the “resolution” does not necessarily mean that the character gets what he wants in the end.*
 - c. **Characterization.** You should take note of any major changes that occur within characters. Think about relationships among characters and what their individual motivations are. Mark any related passages.
 - d. **Climax.** (Point of highest tension/turning point)
 - e. **Themes.** Identify any major themes and trace them through the stories. What can be learned from the conflicts the characters' face?
 - f. **Stylistic elements.** Including, but not limited to: foils (one character who is “an opposite” of another), foreshadowing, irony, metaphors, motifs, symbols, diction (word choice), tone, etc.
3. **In addition to the elements of fiction**, you should also define any unfamiliar words you come across as you read. **Remember, an author’s choice of words is deliberate and purposeful!** Analyze the author’s word choice by defining the word, and by looking at how/why it is used in the context of the passage/text. 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!

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!*

Grade 12

GRADE 12 COLLEGE PREP

Students are to read *The Art of Racing in the Rain*. Students will write an essay based on one of the themes as suggested in the questions below upon return to school. These questions should guide the reading:

1. Can you imagine the novel being told from Denny's point of view? How would it make the story different?
2. In the book, we get glimpses into the mindset and mentality of a race car driver. What parallels can you think of between the art of racing and the art of living?
3. The character of Ayrton Senna, as he is presented in the book is heroic, almost a mythic figure.. Why do you think this character resonates so strongly for Denny?
4. Some early readers of the novel have observed that viewing the world through a dog's eyes makes for a greater appreciation of being human. Why do you think this is?
5. What lessons about life can we learn from Enzo?
6. Enzo observes throughout the novel that: "The visible becomes invisible," "Understanding the truth is simple. Allowing oneself to experience it, is often terrifically different," and "No race has ever been won in the first corner; many races have been lost there."
7. How does this philosophy apply to real life?

GRADE 12 HONORS

Students are to read *The Art of Racing in the Rain*. Students will write an essay based on one of the themes as suggested in the questions below upon return to school. These questions should guide their reading.

1. Can you imagine the novel being told from Denny's point of view? How would it make the story different?
2. In the book, we get glimpses into the mindset and mentality of a race car driver. What parallels can you think of between the art of racing and the art of living?
3. The character of Ayrton Senna, as he is presented in the book is heroic, almost a mythic figure. Why do you think this character resonates so strongly for Denny?
4. Some early readers of the novel have observed that viewing the world through a dog's eyes makes for a greater appreciation of being human. Why do you think this is?
5. What lessons about life can we learn from Enzo?
6. Enzo observes throughout the novel that: "The visible becomes invisible," "Understanding the truth is simple. Allowing oneself to experience it, is often terrifically different," and "No race has ever been won in the first corner; many races have been lost there." How does this philosophy apply to real life?

And in addition, for Grade 12 Honors:

Students are to read *The Portrait of the Artist as a Young Man* and/or for *Cry the Beloved Country*. Select a theme from the work you chose and develop a scrapbook of materials associated with that theme. Find and include information from newspapers and/or magazines, using non-fiction to support your thematic representation of the work in a scrapbook. Each entry should have a coordinating reference/quote from the text and a journal entry explaining/analyzing the connection between the text and the article. You are required to have 15 pages of journal entries based on the quote and associated newspaper/magazine materials included in the scrapbook along with each of the quotes and their analysis.

The text itself should be annotated using sticky notes for each of the 15 references where each reference is analyzed for contribution to character or plot progression.

Grade 12 Honors Scrapbook Rubric

Students will choose to read *either*

The Portrait of the Artist as a Young Man **or** *Cry the Beloved Country*.

# of Quotes in Text	# of Quotes in Scrapbook	# of Journal Entries and Sentences	# Non-fiction (Newspaper/Magazine Materials) and quality of connection	Scoring
15 Quotes analyzed <i>not summarized</i> on sticky notes	15 Quotes placed on scrapbook page	15 Entries, 10 sentences per entry	15 Materials are strongly related to the chosen theme and quotes	Full count, Well documented, Scrapbook is well crafted; theme is evident in picture and words.
10 Quotes analyzed <i>not summarized</i> on sticky notes	10 Quotes placed on scrapbook page	10 Entries, 10 sentences per entry	10 Materials are strongly related to the chosen theme and quotes	2/3 complete, but well documented, Scrapbook is well crafted; theme is evident in picture and words.
7 Quotes analyzed <i>not summarized</i> on sticky notes	7 Quotes placed on scrapbook page	7 Entries, 10 sentences per entry	7 Materials are strongly related to the chosen theme and quotes	1/2 Complete, but well documented, Scrapbook is well crafted; theme is evident in picture and words. <i>will result in a passing grade</i>

and AP English Language

GRADE 12 AP ENGLISH

During the summer, I am requiring that you 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. I will provide you with a guide to identify what you should be annotating for as you read.

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.