

2019 English II Honors Summer Reading Assignment



Rising 9th AND 10th Grade Students Previously Enrolled in English I Honors

ALL rising 9th grade students previously enrolled in 8th Grade English I Honors **AND ALL** rising 10th grade students previously enrolled in 9th grade English I Honors are encouraged to read the AAP approved novel, *The Alchemist* by Paulo Coelho **AND** a book of their choice found on the list below. Parents and Guardians, please review the selections with your student. Have your student select a different book and author, if you object to a selection for any reason.

Students are to complete assignments on both the approved AAP novel and from the novel list below. Students should be prepared to take an assessment on the approved novel and possibly the self-selected novel the first few weeks of school at their respective school sites.

Book Choices

Students are encouraged to select **ONE** of the choices below in addition to the required selection to complete their summer reading assignments.

American Gods by Neil Gaiman (fantasy)

The Girl in the Blue Coat by Monica Hesse (fiction, mystery, historical fiction)

As You Like It by William Shakespeare (pastoral comedy)

Poisonwood Bible by Barbara Kingsolver (historical fiction)

Brief, Wondrous Life of Oscar Wao by Junot Diaz (fantasy, science fiction, magical realism)

The Handmaid's Tale by Margaret Atwood (Dystopian science fiction)

Heartless by Marissa Meyer (young adult fantasy and science fiction)

Wicked: The Life and Times of the Wicked Witch of the West by Gregory Maguire (fantasy)

The Immortal Life of Henrietta Lacks by Rebecca Skloot (non-fiction)

Purple Hibiscus: A Novel by Chimamanda Adichie

Summer Reading Assignment

Students have the option of choosing from the **TWO** formats listed below. They may elect to use the same format for both books or they may use one of each.

OPTION ONE: Chapter Summary and Personal Reaction

As students read their summer reading selections, they should complete the following:

1. Keep a chapter by chapter journal that includes a summary of the relevant plot information for **each** chapter. These journal entries should also include personal reactions to events.
2. Make notes of the characters and how they develop though out the book.
3. Note significant quotes and page numbers that are relevant to them.

OPTION TWO: Double Entry Journal

Students are required to have **20** entries that represent their entire book. They may opt to type their journal entry or write it neatly in a composition book. Below is an example of the format that students are to use from the novel *Their Eyes Were Watching God* by Zora Neale Hurston.

Quote from the Text	My Response
1. "The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there" (87).	1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she led because of him. Now that he is gone, she is free. Letting her hair down is a symbol of this freedom.
2. "You better sense her intuh things then 'cause Tea Cake can't do nothin' but help her spend whut she got. Ah reckon dat's whut he's after. Throwin' away whut Joe Starks worked hard tuh git together" (111).	2. People think that Tea Cake is just after Janie's inheritance from Joe. This shows how protective Janie's friends are, as well as their suspicious nature. It helps develop the relationships among the characters.

When completing their double entry assignment students are to include the following:

- Copy a quotation with a page number directly from the text that you think is important.
- Respond to the quote in the **My Response** section. **You should describe why you think it is relevant. Do not summarize what the quote says.**

Types of Responses: Use each of these items at least once.

- Describe why you agree or disagree with an observation made by the narrator or a character's action.
- Examine how certain events or details give insight into a character's actions, thoughts, feelings, or motivations.
- Discuss how the order of events creates a particular effect for the reader.
- Examine how a specific character is introduced and developed throughout the text
- Discuss how ideas and events are connected and developed throughout the text.
- Explain a question you have about ideas, events, characters, or a particular passage.
- Make a prediction and explain why you think this will happen.