

2019 English III Honors Summer Reading Assignment



Rising 10th AND 11th Grade Students Previously Enrolled in English II Honors

ALL rising 11th grade students previously enrolled in 10th Grade English II Honors **AND ALL** rising 10th grade students previously enrolled in English II Honors are required to read works from two of the time periods listed below. Parents and Guardians, please review the selections with your student. If you have objections to the novel selections please contact your English teacher.

English III Honors is a chronological survey of British Literature. The universal (state-to-state) standards reflect how a sequential, historic study of the literature should serve as the basis for covering state approved strands for eleventh grade. The summer reading selection should provide works of various genres for each time period. Students will select two time periods and read all words and complete accompanying activities for each.

Time Periods and Works

Renaissance

Read the following drama:

One Chronicle play by Shakespeare (student's choice)

Read one of the following poems:

"Hero and Leander" by Christopher Marlowe

"Astrophel and Stella" by Sir Philip Sidney

Read one of the following essays:

"Of Truth" or "Of Superstitions" by Sir Francis Bacon

Restoration

Read one of the following comedies:

Marriage a La Mode by John Dryden

The Way of the World by William Congreve

The Country Wife by William Wycherley

Read one of the following poems:

"Mac Flecknoe" by John Dryden

"Eloisa to Abelard" by Alexander Pope

"The Fable of Midas" by Jonathan Swift

Read one of the following essays:

"Diary: 2, 5 September 1666" by Samuel Pepy

"Wit: True, False, Mixed" by Joseph Addison and Richard Steele

Romanticism

Read one of the following novels:

Don Juan by Lord Byron

The Romance of the Forest by Ann Radcliff

Northanger Abbey by Jane Austen

Wuthering Heights by Emily Bronte

Read one of the following poems:

"The Visions of the Daughters of Albion" by William Blake

"Ode: Imitations of Immortality" by William Wordsworth

"The Eve of St Agnes" by John Keats

Read one of the following essays:

"Old China" by Charles Lamb

"A Vindication of the Rights of Women": Chapter II by Mary Wollstonecraft

"On the Pleasure Derived from Objects of Terror" by Anna Letitia Aikin

Victorian

Read one of the following novels:

Tess of the d'Urbervilles by Thomas Hardy

Picture of Dorian Gray by Oscar Wilde

Sybil by Benjamin Disraeli

Mary Barton by Elizabeth Gaskell

Bleak House by Charles Dickens

War of the Worlds by H.G. Wells

Read one of the following poems:

"The Lady of Shallot" by Alfred Lord Tennyson

"Caliban upon Setebos" by Robert Browning

"The Scholar Gypsy" by Matthew Arnold

Read one of the following essays:

"On Liberty" by John Stuart Mills

"The Stones of Venice" by John Ruskin

"Doing as One Likes" by Matthew Arnold

Modernism

Read one of the following novels:

Heart of Darkness by Joseph Conrad

A Passage to India by E.M. Foster

To the Lighthouse by Virginia Woolf

The Dubliners by James Joyce

Read one of the following poems:

"A Dialogue of Self and Soul" by William Butler Yeats

"The Hollow Men" by T.S. Eliot

"The Ship of Death" by D.H. Lawrence

Read one of the following essays:

- “A Street Haunting: A London Adventure” by Virginia Woolf
- “Politics and the English Language” by George Orwell
- “A Meditation upon a Broomstick” by George Bernard Shaw

Post-Modernism

Read one of the following novels:

- Brave New World* by Aldous Huxley
- Atonement* by Ian McEwan
- Under the Net* by Iris Murdoch
- Possession* by A.S. Byatt

Read one of the following poems/poetry collections:

- “Omeros” by Derek Walcott
- The Whitsun Wedding* by Philip Larkin
- Opened Ground* by Seamus Heaney

Read one of the following essays:

- “The Language of Africa Literature” by Ngugi Wa Thiongo’o
- “In Praise of Idleness” by Bertrand Russell
- “Fail Better” by Zadie Smith

Summer Reading Assignment

Students have the option of choosing from the **TWO** formats listed below. Students may elect to use the same format for the two selected novels from two different time periods 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 will 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	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

hair. The weight, the length, the glory was there” (87).	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.