

## Lake Mary High School Summer Reading 2020

### English I Standard—Summer Reading

Although we share Seminole County's commitment to developing reading skills and inspiring a lifelong love of reading, we are NOT assigning summer reading to Standard level English classes. However, summer reading can have a positive impact on academic performance and correlate to increased test scores. With that in mind, here is a list of books should you desire to read a novel on your own. Happy reading!

*Night* by Elie Weisel; *Animal Farm* by George Orwell, or *The Alchemist* by Paulo Coelho

### English I Honors and Pre-AP Summer Reading Assignment – 2020

#### *Night* by Elie Wiesel (ISBN# 978-0-329-55024-0)

Born in the town of Sighet, Transylvania, Elie Wiesel was a teenager when he and his family were taken from their home in 1944 to the Auschwitz concentration camp, and then to Buchenwald. [This book] is the terrifying record of Elie Wiesel's memories of the death of his family, the death of his own innocence, and his despair as a deeply observant Jew confronting the absolute evil of man.

***\*Note: We would like students to start using the proper MLA format. Please TYPE response in Times New Roman, 12pt font, 1" margins. Every paper should also have the MLA heading in the upper left-hand quarter. The format is as follows:***

Student Name  
Teacher's last name  
English I  
Date (August 12, 2020)

### Reading Assignment

Throughout the year, we will examine texts through the reader response critical lens, using specific reading strategies as a common language and format to discuss literature. In the first unit, you will be reading texts written in a narrative structure. As you read these narratives use the format below as a model for recording notes in a double-entry journal. In the left column, copy or summarize passages that trigger your thoughts in some way, citing the page number with the quotation. In the right column, write your thoughts about the passage or some element of the narrative (character, plot, theme).

If you are having trouble thinking of what to write, try using these stems:

- I really like/dislike this part because...
- I wonder why...?
- The diction/imagery creates a tone of...
- This quote shows the narrator/character's voice by...
- I predict that...
- This reminds me of the time when I...
- If it was me, I would...

For **each** of the 3 sections of the novel (*Pages 3-46, Pages 47-84, Pages 85-115*), your task is to record 1 question **AND** 1 key line with detailed responses (**total of 6 double entry journal entries**) in the format listed below. For the key lines, you select quotes that you find interesting and important and then analyze the meaning or significance of the quote itself. For the questions, you will think of *ORIGINAL (from you, not another source)* thoughtful discussion questions you could ask your classmates to consider.

**Directions for the Double Entry Journal**

1. Open a Word Document and type an MLA heading on the upper left-hand side of the page. (The entire document should be typed in size 12, Times New Roman font)
2. Beginning on the next line, go to your toolbar and select “Table” and then “insert table.” You will want to have 2 columns and 6 rows.
3. The first column you will label “Question or Key Line,” and the second column you will label “Response/Analysis.”
4. **As you read, you will look for 1 key line in each section and write 1 discussion question based on a specific aspects of the novel.** In the left column under “Question or Key Line,” you will type out the brief passage in quotes and cite the page number in parentheses OR write your original discussion question; in the right column under “Response or Analysis” you will explain HOW the quote/question is important. **You will compose 6 entries (2 per each section of the novel – Pages 3-46, Pages 47-84, Pages 85-115).**
5. **Directions for Key Lines:** Choose one key line from each section and write a detailed explanation discussing why you feel the line is important. Look at the individual words and explain why a particular word holds meaning for you, or how the passage contributes to certain aspects of the novel thus far. **DO NOT SUMMARIZE THE QUOTE – ANALYZE IT!**
6. **Directions for Inquiry (questions):** List one question you have about each section of the novel. Work on developing questions that go beyond basic plot (who is...what happened next) but instead, write questions that show you are thinking critically. Answer your own questions in the response column. If you change answers to your own questions as you progress in your reading, make note of your new understandings.

**Sample Entry** (Sample taken from the novel *Zeitoun* by Dave Eggers)

Question or Key Line (The book says...)	Response/Analysis (I say)
<p><i>Example for key line:</i></p> <p>“‘Without someone guiding us,’ Zeitoun finished, ‘wouldn’t the stars and moon fall to earth, wouldn’t the oceans overrun the land? Any vessel, any carrier of humans, needs a captain, yes?’” (154).</p> <p><i>Example for question:</i></p> <p>How might Zeitoun’s perception of faith change throughout the book or as the character ages? Does this change represent wisdom of his age or lack of awareness?</p>	<p>This quote demonstrates the theme of perception because it depicts Zeitoun questioning the role of a potential life ‘guide’. One possible interpretation is that Zeitoun believes in a higher power representing his religious beliefs. It is interesting to consider who is actually the “captain” of Zeitoun’s metaphorical ship – his life journey – him or a higher power? At this point in the novel, it is evident that Zeitoun’s faith is driving most of his decisions.</p> <p>At the beginning of the novel, Zeitoun can be characterized as a devout (deeply religious) individual, as seen in his blind acceptance of all religious preachings. As the novel progresses and he comes up against persecution for his religion and background, he starts to doubt the compassion and understanding in others; to question the very character of others who treat him as a criminal before even knowing his name.</p>

**You are responsible for bringing your summer reading novel with annotations and your double entry journal to class on the first day of school. Late work is not acceptable and will receive a letter grade deduction for each day late.**

**English I Gifted – 2020 Summer Reading Assignment**  
***The Alchemist* by Paulo Coelho (ISBN #978-0062315007)**

Paulo Coelho's enchanting novel has inspired a devoted following around the world. This story, dazzling in its powerful simplicity and soul-stirring wisdom, is about an Andalusian shepherd boy named Santiago who travels from his homeland in Spain to the Egyptian desert in search of a treasure buried near the Pyramids. Along the way he meets a Gypsy woman, a man who calls himself king, and an alchemist, all of whom point Santiago in the direction of his quest. No one knows what the treasure is, or if Santiago will be able to surmount the obstacles in his path. But what starts out as a journey to find worldly goods turns into a discovery of the treasure found within. Lush, evocative, and deeply humane, the story of Santiago is an eternal testament to the transforming power of our dreams and the importance of listening to our hearts.

**Directions:**

1. Obtain a copy of the *The Alchemist* by Paulo Coelho. Every student should purchase the edition with the ISBN number listed above.
2. Before you read, research the following literary motifs that can be discovered in *The Alchemist*. A literary motif is a distinctive feature or dominant idea in a literary work; because the idea is distinctive and/or dominant, the idea will then repeat itself in the work. I've provided some links for most of the motifs, but you can find an abundance of information about them and the book online; just be careful that the sources you consult are credible and trustworthy. Please know that you are expected to read and analyze this text in its entirety; therefore, relying solely on internet sources instead of completing this assignment as directed does not meet the expectations of this course.

Motifs to research:

- Archetypal Hero Cycle/The personal Legend <http://tinyurl.com/zkuv6cw>
  - The mythology of Narcissus <http://tinyurl.com/y6hnap3t>
  - The Tree of Life/Unity of Nature <http://tinyurl.com/y4zc44jk>
  - Alchemy as a literal practice/Alchemy as figurative metaphor/symbol <http://tinyurl.com/yytvxp3o>
  - Magical Realism <http://tinyurl.com/yxopgew2>
  - Omens/Prophecies/dreams (no website)
3. As you read, mark parts of the book with Post-it Notes that you think speak to 6 different literary motifs; after you finish reading the book, decide upon at least 2 excerpts (an excerpt can range in length) that best represents each motif, so a total of 12 discrete excerpts; be prepared to share these selections, why you selected them, and their connections to the motifs on the first day of class. Sharing may consist of discussion, note-taking, and/or writing brief in-class essays.
  4. After you've selected your 12 discrete excerpts, you will create a double entry journal. To do this, open a word document, using Calibri or Times New Roman font, size 11, type an MLA heading on the top left of the page, space down and insert a table, 2 columns, 13 rows. In the first row type Excerpt in the left column, and Analysis in the right column. You will then type out each of your FULL excerpts with page numbers in the left column, one per row, and provide the motif and your analysis

explaining the significance of how the excerpt best represents the motif in the right column. The boxes will expand as your type. **You must bring your book, your printed double entry journal, and whatever notes you chose to take from the websites to class with you on the first day of school.**

5. When reading the book, make sure you read the Prologue (right before Part One) as well! Be prepared to discuss the connection of this myth to *The Alchemist* and why Coelho may have included it as part of the text. I've included it below:

### The Prologue

The Alchemist picked up a book that someone in the caravan had brought. Leafing through the pages, he found a story about Narcissus.

The alchemist knew the legend of Narcissus, a youth who daily knelt beside a lake to contemplate his own beauty. He was so fascinated by himself that, one morning, he fell into the lake and drowned. At the spot where he fell, a flower was born, which was called the narcissus.

But this was not how the author of the book ended the story.

He said that when Narcissus died, the Goddesses of the Forest appeared and found the lake, which had been freshwater, transformed into a lake of salty tears.

"Why do you weep?" the Goddesses asked.

"I weep for Narcissus," the lake replied."

"Ah, it is no surprise that you weep for Narcissus," they said, "for though we always pursued him in the forest, you alone could contemplate his beauty close at hand."

"But.....was Narcissus beautiful?" the lake asked.

"Who better than you to know that?" the Goddesses said in wonder, "After all, it was by your banks that he knelt each day to contemplate himself!!"

The lake was silent for some time. Finally it said:

"I weep for Narcissus, but I never noticed that Narcissus was beautiful. I weep because, each time he knelt beside my banks, I could see, in the depths of his eyes, my own beauty reflected."

"What a lovely story," the alchemist thought.

**Double Entry Journal setup: Remember, you will need 2 columns, and 13 rows.**

(Your Name)

Mr. Martin

English I Gifted

12, August 2020

Excerpt	Analysis
"Type your full excerpt here." (page #)	Motif: Type your analysis explaining the significance of how the excerpt best represents this motif here.

Should you have questions regarding this assignment, please email me at [Ray\\_Martin@scps.k12.fl.us](mailto:Ray_Martin@scps.k12.fl.us)  
Enjoy your summer vacation!

Mr. Martin

## 10<sup>th</sup> Grade Summer Reading 2020

### English II Standard—Summer Reading

Although we share Seminole County's commitment to developing reading skills and inspiring a lifelong love of reading, we are NOT assigning summer reading to Standard level English classes. However, summer reading can have a positive impact on academic performance and correlate to increased test scores. With that in mind, here is a list of books should you desire to read a novel on your own. Happy reading!

*iBoy* by Kevin Brooks, *The Compound* by S.A. Bodeen, or *The Book Thief* by Markus Zusak

### English II Honors- *A Separate Peace* by John Knowles (ISBN 13: 9780743253970)

Set at a boys' boarding school in New England during the early years of World War II, *A Separate Peace* is a harrowing and luminous parable of the dark side of adolescence. Gene is a lonely, introverted intellectual. Phineas is a handsome, taunting, daredevil athlete. What happens between the two friends one summer, like the war itself, banishes the innocence of these boys and their world.

**Assignment:** Read the novel *A Separate Peace* and bring your copy of the book on the first day of school. There will be a test within the first few days of school.

### English II Gifted and Pre-AP

*The Book Thief* by Markus Zusak (ISBN: 978-0-375-84220-7)

*When Death has a story to tell, you listen.*

**Summary:** It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still.

Liesel Meminger is a foster child living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

- This course requires a **focused** reading; simply reading on-line information /seeing a film is insufficient for Gifted study.
- During the first 2 weeks of school, you will complete a written assessment, take a reading assessment test, analyze specific diction and syntax, and actively contribute to class discussion. This novel results in multiple grades—opting to not read it or find an easy way around reading it may be an unwise choice.

Enjoy this wonderful novel!

Mrs. Ling

& Mrs. Burke

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[Lindsay\\_burke@scps.k12.fl.us](mailto:Lindsay_burke@scps.k12.fl.us)

### English III STANDARD—Summer Reading

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*Paper Towns* by John Green; *The Uglies* by Scott Westerfeld ; *Into the Wild* by John Krakauer

### English III HONORS Summer Reading

*Of Mice and Men*—John Steinbeck (ISBN-10: 0140177396; ISBN-13: 978-0140177398)

#### ASSIGNMENTS:

- A focused reading is required; simply reading on-line information or seeing a film is insufficient.
- During the first week of school, **you will take a test on this novel.**

Suggestions:

1. Keep a character list—including relationships.
2. Keep a list of settings and their importance to the novel.
3. Pay attention to plot AND language (literary devices, diction and syntax) as the test questions will not be simple plot recall.

### APLAC Summer Reading

- *The Kite Runner* by Khaled Hosseini (ISBN-10: 159463193X; ISBN-13: 978-1594631931)

Growing up in pre-Civil War Afghanistan is ideal for Amir; but a shameful secret and the Soviet invasion cause Amir and his father to flee to America. When he returns years later to right a wrong, the country of his birth, now under the infamous Taliban rule, is hardly recognizable.

- We require a **focused** reading; simply reading on-line information /seeing a film is insufficient for A.P. study
- During the first week of school, you will complete a written assessment, take a reading assessment test, analyze specific diction and syntax, and actively contribute to class discussion. This novel results in multiple grades—opting to not read it or find an easy way around reading it may be an unwise choice.
- **You have NO written assignment—BUT, it is our strong suggestion that while reading you:**
  1. Take note of characters—their traits, relationships, and actions (do not dismiss minor characters’ roles)
  2. Take note of settings and their importance.

3. Pay attention to authorial style—his diction, syntax, symbolism, figurative language, etc. Consider the effect of these choices.

Enjoy this wonderful novel—Any questions? Let us know.

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Mrs. Ling-- jaimie\_ling@scps.us

**English IV CP—Summer Reading**

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*Yellow Raft in Blue Water*, Michael Dorris; *Lay that Trumpet in Our Hands*, Susan McCarthy; *The Alchemist*, Paolo Coelho

**English IV Honors Summer Reading Assignment**

Read *The Things They Carried* by Tim O’Brien

Directions: As you read the novel, create a character chart in which you identify the character’s background or history, actions, personality traits, key lines from the text that describe the character and an analysis of those lines. Cite the lines with page number. Be very thorough. This assignment will serve as a study guide for the test you will take on the first day of class.

You must include the following characters:

Tim O’Brien	Kathleen	Azar
Linda	Henry Dobbins	Rat Kiley
Jimmy Cross	Norman Bowker	Curt Lemon
Mitchell Sanders	Mary Anne	
Kiowa	Elroy Berdahl	

Mock Example: (not a character in the novel)

Name	Background	Personality Traits	Key Lines	Analysis
Sam	Very religious family	Sensitive and caring	“I prayed and cried at night when others would not know my guilt and weaknesses” (845)	Sam feels that killing is wrong even in war. He repents but wants respect from the men. He faces a moral dilemma—respect from soldiers or following his religious beliefs

**AP English Literature and Composition**

Text: *There There* by Tommy Orange (ISBN# 978-0-525-52037-5)

Tommy Orange's novel, *There There* follows twelve Native Americans living in Oakland, California. The novel focuses on the connectedness between the characters and all Native Americans resulting from their tumultuous past in our nation's history. A *New York Times* book review dubbed it, "an ambitious meditation on identity and its broken alternatives, on myth filtered through the lens of time and poverty and urban life..."

Assignment: We require a focused reading; simply reading on-line information or seeing a film is insufficient for A.P. study.

You have no required written assignment; however, during the first week of school, you will complete a written assessment, take a reading assessment test, analyze specific literary elements, apply various literary criticisms, and actively contribute to class discussion. This novel results in multiple grades—opting to not read it or find an easy way around reading it may be an unwise choice.

As you read and explore the novel, we strongly advise that you take notes in which you analyze literary elements such as symbol, imagery, character, theme, motif, figurative language, and narrative perspective. It is not enough to merely identify a device or write a generalization; instead, consider how the device affects the meaning of the text or how your observations shape relationships or connect to the historical or social aspects of the time period in which the text is set.

Ideas to consider as you complete a close and careful reading of the text:

- Cultural and personal identity
- Storytelling, especially in relation to the Native American traditions
- Interconnectedness
- Generational trauma
- Literary elements such as, character development, plot structure, narration, setting, imagery, symbolism, and their effect on the meaning of the work as a whole