

CAMDEN COUNTY HIGH SCHOOL
Honors Summer Reading Assignment
Parent/Guardian Information about Grades 9-12

The Camden County High School English Department encourages all students to read throughout the summer. Each student registered for honors level English classes is asked to complete a two part assignment; Part I (English II, III, and IV) to be completed before the end of the current semester. Part II will be due on the first day of the new school year. The books chosen for each grade level were obtained from a book list with titles selected specifically for the students entering that grade. Students will complete grade level specific assignment(s) included in this packet to demonstrate their understanding of the books that they read. NOTE: Each grade level assignment is specific to that class. Be sure to read carefully.

We believe that students who read over the summer:

- Maintain or improve reading comprehension and vocabulary.
- Broaden their experience, knowledge and understanding of topics that are of personal interest.
- Experience personal and academic success by developing their literacy skills.
- Become lifelong readers by choosing a book and reading at their own pace.

Important Things to Know:

- You will be expected to read the novel and complete all assignments neatly and thoroughly. Be sure to address all parts of the prompt. Use your best judgment.
- Feel free to either hand write or type your answers.
- If you misplace your summer reading assignment, extra copies will be available throughout the school and on the school's website.

Transfer Students:

Those students who register for an honors level course after June will complete an appeal form. The English Department will review the form and provide the student with an alternative date for the reading to be completed. (*You will be responsible for Part I and II of the summer reading*)

As you review the titles on the summer 9-12 reading lists, please be aware that the school recognizes students come to us with different backgrounds and experiences. The book lists include some titles containing mature themes and content that are commonplace to some of our students and will be helpful for them to read as they gain a deeper understanding of the world in which they live. If you have any concerns about the books, please contact the appropriate teacher listed on the website.

Thank you,

Billie Berry, CCHS Principal
Janice Simmons, CCHS English Department Chair

Part I

Early Summer Reading for 2017-18
English II, III & IV
Grades 10-12

Since summer is such a busy time of year, Summer Reading assignments will be broken into two parts. The first part will be completed during the current semester (Spring 2017), and the second part will be done during the summer. Students will be assigned one of the books from the Summer Reading List and a thought provoking assignment to go along with it. This assignment will be due on May 30, 2017. Any student who is planning to register for Honors English II, III or IV must complete the respective assignment in order to maintain his/her seat in the class. Each response should be 1-1/2 – 2 pages in length, using MLA Format. The assignments are as follows:

Upcoming 10th Graders: *Things Fall Apart* – Chinua Achebe

Depending on the culture, people may value physical power, political power, wealth, or masculinity. Choose three Igbo cultural values presented in Achebe's *Things Fall Apart*. In an essay analyze each cultural value and explain the significance of each to the Igbo people. You must have textual evidence to substantiate your analysis.

Upcoming 11th Graders: *The Story of My Life* Helen Keller

Helen Keller dedicated most of her adult life to improving the world. She delivered many lectures to improve the conditions for the blind and deaf-blind. She also spoke out for women's rights and pacifism (the belief that any violence, including war, is unjustifiable under any circumstances, and that all disputes should be settled by peaceful means). Based on evidence in the autobiography, what characteristics does Keller demonstrate that indicated these future passions? In an essay analyze why these social issues (use at least three) were a concern for her using textual evidence to support your claim.

Upcoming 12th Graders: *The Alchemist* Paulo Coelho

Your assignment is an essay based on the following quote from the novel: "And, when you want something all the universe conspires in helping you to achieve it."

In your response, explain the thematic implication(s) and how it drove Santiago's journey. Then describe (in detail) the context of 4 stops that Santiago made along the way to find his personal legend and how each stop supports the quote.

Part II

CCHS 9th Grade Honors English Summer Reading Assignment

Departmental Contact: tlassiter@camden.k12.nc.us

Novel: Lee, Harper. *To Kill A Mockingbird*

After reading your book, complete each section below with thoughtful responses. You may handwrite the assignment. If you prefer to type the assignment, please use MLA format and have the hard copy ready to turn in the first day of school in August.

For the writing tasks below, think about the writing process (ideas & development, organization, sentence fluency, word choice, voice, conventions, and the quality of the final draft) and how to use the text to enhance your responses. In order to achieve full credit for each bullet make sure to provide the required textual support and citations, and explain answers in detail. Any words in bold are listed in the glossary section on the following page.

1. **Characterization Analysis** 40 points

Use the guidelines below to help formulate the 3-4 paragraphs of analysis and make sure to embed 3-4 pieces of textual support in the analysis with proper citations.

Defend whether or not your **protagonist** is **dynamic** (changes) or **static** (stays the same).

- How do other characters react to or interact with the protagonist?
- What is the protagonist's most important personality trait? Does it help or hurt their growth?
- How does the main **conflict** in the story impact the protagonist's development? (Think about how the conflict is resolved and its influences on the protagonist).

(See exemplar on previous page on how to answer this question)

2. **Reader's Discovery-What you conclude about the text as a whole** 30 points

Use the guidelines below to help formulate the two to three paragraphs of analysis and make sure to embed at least three pieces of textual support with proper citations. Try to use examples from the first section, middle section and concluding section of the book.

Based on your understanding of the characters and how they cope with the conflict, what idea might the author be trying to suggest about life?

- You must explain HOW each piece of textual support proves the message or statement(s) about life.

3. **Connecting Literature to Reality** 30 points

Select 1 of the quotes below to interpret. Explain in 3-4 sentences what you think the quote means. Feel free to consult a dictionary in order to understand any unfamiliar words.

- In a bulleted list, identify and explain three examples from your summer reading book that support your interpretation.
 - What loneliness is more lonely than distrust or doubt?

- Don't be afraid of opposition. Remember, a kite rises against, not with, the wind.
- All change is not growth, as all movement is not forward.

Glossary

Characterization: Characterization refers to the methods that a writer uses to develop characters. A protagonist is a person who is involved in the central conflict.

- An author may describe the physical appearance of a character.
- A character's personality may be revealed through his or her own speech, thoughts, feelings or actions.
- The speech, thoughts, feelings, or actions of other characters can be used to develop a character.
- The narrator can make direct comments about a character.

Conflict: A struggle or problem between two opposing characters or forces. An internal conflict takes place entirely within a character's own mind. In an external conflict, the problem occurs between the character and an outside force, which may be another character, nature or society as a whole.

Direct Quotes/Textual Support: Direct quotes are word-for-word passages taken from the text. Using direct quotes helps strengthen your answer to questions about the text. "Direct quote" does not mean just dialogue or parts of the story that already appear in quotation marks. Any words or phrases that you copy from the text as part of your answer should be surrounded by quotation marks followed by the page number. (Writing out the word "page" is not necessary). Example: "Joe walked slowly towards the dugout" (49).

CCHS 10th Grade Honors English Summer Reading Assignment

Departmental Contact : sberkoben@camden.k12.nc.us

Novels: Courtenay, Bryce. *The Power Of One*

- Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

- Prompt

Choose a theme and then link sensory imagery and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate sensory imagery and diction that connects to your chosen theme.

CCHS 11th Grade Honors English Summer Reading Assignment

Departmental Contact : jbonney@camden.k12.nc.us

Novels: Picoult, Jodi. *Nineteen Minutes*

- Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

- Prompt

Choose a theme and then link sensory imagery and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate sensory imagery and diction that connects to your chosen theme.

CCHS 12th Grade Honors English Summer Reading Assignment

Departmental Contact : jsimmons@camden.k12.nc.us

Novels: Orwell, George. *1984*

Gardener, John. *Grendel*

- Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

- Prompt

Choose a theme and then link sensory imagery and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate sensory imagery and diction that connects to your chosen theme.

CCHS 11th Grade AP Honors English Summer Reading Assignment

Departmental Contact : sberkoben@camden.k12.nc.us

Novels: Picoult, Jodi. *Nineteen Minutes*

Capote, Truman. *In Cold Blood*

- Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

- Prompt

Choose a theme and then link sensory imagery and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate sensory imagery and diction that connects to your chosen theme.

CCHS 12th Grade AP Honors English Summer Reading Assignment

Departmental Contact : jsimmons@camden.k12.nc.us

Novels: Orwell, George. *1984*

Gardener, John. *Grendel*

Kingsolver, Barbara. *The Poisonwood Bible*

- Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

- Prompt

Choose a theme and then link sensory imagery and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate sensory imagery and diction that connects to your chosen theme.

Resources for Student Support

If you should have any questions or need assistance, please e-mail the teacher listed for each grade level.

Theme: A theme is a universal statement that addresses a revelation about human nature. A theme has a subject and a verb and is not specific to one novel, but applies to life.

Sensory Imagery: This literary device draws upon the 5 senses. Often authors use sensory imagery to enhance the reader's understanding of the setting, character, and diction. It is not usually limited to one particular sense.

Diction: Specific choice of words used by the writer to create a specific feeling or idea.

Recommended website for MLA

Perdue University Online Writing Lab. <https://owl.english.purdue.edu/owl/resource/747/01/>

Material adapted from:

Rush-Henrietta Central School District. "Grade 9 Honors Summer 2016 Reading Assignment". Henrietta, New York. Updated 2016. Web. 10 February 2017.