



Lawrence North High School English Department  
**Summer Reading for Junior Courses—2017**



LNHS *requires* summer reading for *all* English classes. Below is a brief description of the summer reading expectations for grade 11 classes. More specific assignment details can be found on the school website. Please be sure to complete the summer reading assignment for the English class you are scheduled to take in the fall.

Course Name	Expected Title(s)	Author	Assignment	ISBN
<b>English 11</b>	Student will read one (1) FICTION <u>or</u> one (1) NON-FICTION book or novel of the student's choosing. See school website for list of suggested titles.	Student Choice. See school website for list of suggested titles.	Complete the "English 11 Fiction/ Non-Fiction Summer Reading Journal Assignment". See assignment guidelines below for details.	
<b>English 11 Honors</b>	Choose <u>one</u> of the three titles listed in the assignment guidelines.	See choices in assignment guidelines.	Complete the "English 11 Honors Summer Reading Assignment". See assignment guidelines for details.	See assignment guidelines.
<b>Interdisciplinary Studies</b>	<ul style="list-style-type: none"> <li><i>Lies My Teacher Told Me</i></li> <li><i>In Cold Blood</i></li> </ul>	<ul style="list-style-type: none"> <li>James Loewen</li> <li>Truman Capote</li> </ul>	Complete the "Interdisciplinary Studies Summer Reading Assignment". See assignment guidelines for details.	<ul style="list-style-type: none"> <li>0743296281</li> <li>0375507906</li> </ul>
<b>IB/AP Language and Composition</b>	<i>In Cold Blood</i>	Truman Capote	Complete the "AP/IB Language & Composition Summer Reading Assignment". See assignment guidelines for details.	978-114118257-5

~**English 11 Fiction/ Non-Fiction Summer Reading Journal Assignment** ~

Students will read **one (1) FICTION or one (1) NON-FICTION book or novel of students' choosing and then complete the journal entry assignment below. The summer reading assignment is due the first day of class.** A sample journal response is on the next page.

**\*NOTE:** Make sure to read instructions for each entry carefully. Your responses should focus on being insightful to showcase your learning and understanding. Therefore, pay particular attention to your word choice; be specific and detailed, not vague or generic. Your responses should clearly reflect your reading of the book you chose. Additionally, when writing about a text, make sure to keep verbs in the present tense [**EXAMPLES:** Smiley *writes* about..., The children *discover* their father..., Although she *disagrees* with her mother, they *come* to a compromise...].

Choose and respond to **five (5) of the following journal entries.** Type or neatly handwrite your responses. Please type/ handwrite each journal entry on a separate sheet of paper. Be sure to include the title and author of your chosen book at the top of each page.

**Journal Entry Options: Please choose five (5)**

<b>Option #1:</b> Type/ write a brief summary of the book's plot. Include the italicized title and the author's name, the setting, the main characters, examples of conflict, and the resolution. (½-1 page)	<b>Option #5:</b> Identify a passage that you were able to relate to or connect with personally. Type/ write the passage, parenthetically cite it, and discuss the connection you made. (½ page)
<b>Option #2:</b> Identify a passage from the text which conveys a major theme in the book. Type/ write the passage and parenthetically cite it [put the author's last name and the page number of the passage in parentheses: (Lee 29)]. Then, discuss how this passage conveys the text's theme. (½ page)	<b>Option #6:</b> Identify a passage that reflects the author's purpose. Type/ write the passage, parenthetically cite it, and discuss what you consider to be the author's purpose. Consider mentioning the conflict, character development, word choice, or figurative language that contributes to the author's purpose. (½ page)
<b>Option #3:</b> Identify 3 passages from the text that include some use of figurative language: simile, allusion, analogy, metaphor, and personification. Type/ write each passage, parenthetically cite it, and discuss the purpose of the figurative language in each quotation. (½ page)	<b>Option #7:</b> After reading the entire book, reflect on how the author chose to structure the story. Consider the beginning, how it progresses, when/where there are chapter divisions or breaks in scenes, what scenes the author skips, what scenes are told in great detail, when (if any) there is flashback, foreshadowing, and/or flash forward, how/when the book ends. (1 page)
<b>Option #4:</b> Identify a passage that gives you insight into the narrator (or the author). Choose a passage that is intriguing or maybe even confusing—not something obvious and straightforward. Type/ write the passage, parenthetically cite it, and discuss your impression of the narrator based on the passage. (½ page)	<b>Option #8:</b> Identify a passage from the text that focuses on characterization of someone other than the narrator. Choose a passage that is intriguing or maybe even confusing—not something obvious and straightforward. Type/ write the passage, parenthetically cite it, and discuss your impression of the character based on the passage. (½ page)
<b>Option #9:</b> Rate the book on a scale of 1 to 10 (10 being the highest). Account for your rating. Make a recommendation for what kind of readers might enjoy this book. (½ page)	

## ~English 11 Summer Reading Journal Response Sample~

**\*\*Note:** Each of your journal responses should be as thorough, thoughtful, and insightful as the sample below.

### Example of an analytical paragraph using the RACE METHOD

In “The First Betrayal,” Patricia Bray uses third person limited narration to reveal that allowing fear to dictate our actions cripples our chances for survival. Josan is a young boy in a lighthouse with a raging storm outside. He is cold and afraid as darkness closes in around him. The first example where the narration reveals connection between fear and survival occurs when the narrator mentions that Josan’s “hand trembled so much that it took three times to relight the wick” (ln. 9). By mentioning that Josan’s hand trembles so much that it takes “three times” to light the candle, the author illustrates how Josan is trying to battle his fear. The trembling is the outward example of his fear, but since he is able to light it, he has overcome his fear for the moment. The narrator also shows that when “strange drafts swirl inside the tower,” Josan draws his “knees to his chest” (ln. 34). Here the narrator shows Josan is fearful and has rolled himself into a ball. He is blocking out everything else and does not seem to be able to take action. At the end of the passage, the narrator mentions that Josan “could almost taste the terror as it rose” and that it “threatened to overtake him” (ln. 57). The passage ends with him attempting to fight his fear, but the fear is engulfing him and overpowering him. Sitting in the cold darkness, he let his fear become greater than his need for survival.

# ~ English 11 Honors Summer Reading Assignment ~

## Rationale:

Summer reading is an opportunity to extend learning and prepare for the next level of education. Lawrence North High School recognizes reading as the most effective means of improving reading comprehension across the curriculum. To that end, English 11 Honors requires advanced scholarship and work that fulfills the higher rigor this course demands from each student. The summer reading is an active pursuit **due the FIRST DAY OF CLASS**. Yes, you will be required to read and respond to a text! **BOOKS WILL NOT BE PROVIDED BY THE SCHOOL!**

## Book Selections: Students will choose ONE

*Profiles in Courage*. John F. Kennedy (ISBN-13: 978-0060854935)

"This is a book about that most admirable of human virtues-- courage. 'Grace under pressure,' Ernest Hemingway defined it. And these are the stories of the pressures experienced by eight United States Senators and the grace with which they endured them." -- John F. Kennedy

*Lincoln in the Bardo*. George Saunders (ISBN-13: 978-0812995343)

*Lincoln in the Bardo* is an astonishing feat of imagination and a bold step forward from one of the most important and influential writers of his generation. Formally daring, generous in spirit, deeply concerned with matters of the heart, it is a testament to fiction's ability to speak honestly and powerfully to the things that really matter to us.

*Illusions: The Adventures of a Reluctant Messiah*. Richard Bach. (ISBN-13: 978-0099427865)

In the cloud-washed airspace between the cornfields of Illinois and blue infinity, a man puts his faith in the propeller of his biplane. For disillusioned writer and itinerant barnstormer Richard Bach, belief is as real as a full tank of gas and sparks firing in the cylinders ...until he meets Donald Shimoda - former mechanic and self-described messiah who can make wrenches fly and Richard's imagination soar...In *Illusions*, the unforgettable follow-up to his phenomenal New York Times bestseller *Jonathan Livingston Seagull*.

## Assignment:

1. *Profiles in Courage*: students will create a document that has reflection and media. This lesson requires the student to apply the concept of political courage to a contemporary person in a reflective narrative analysis. Choose one of the profiles in the book and in a narrative reflection, address these types of questions:
  - How were this individual's actions/decisions courageous?
  - What obstacles, dangers, or pressures did this individual encounter?
  - Do you believe this individual's course of action best served the larger public interest? Why or why not?
  - Why does this person exemplify political courage in your opinion?
  - Compare this person to a modern hero. What makes them match? Give a brief comparison narrative to show your understanding of courage as illustrated by this contemporary person.  
Using a transcript or url (web address) that can be accessed, create/record/present an acceptance speech for the contemporary person. It could be a politician, actor receiving an award, educator or star. This must show their heroism as defined by YOU.
2. *Lincoln in the Bardo* OR *Illusions: The Adventures of a Reluctant Messiah*: Students will choose one analysis question from each of the following categories to address in an analytical reflection, and create a multimedia book review to be presented in class.  
ANALYSIS CATEGORIES: Plot, Characterization, Narrative Manner, Idea and Background. (more analysis descriptions on school page)

# ~Interdisciplinary Studies Summer Reading Assignment~

Lawrence North High School  
AP/IB Language and Composition & AP United States History  
Summer Reading Assignment

01. *Lies My Teacher Told Me*: Read: Introduction, Chapter 1, Chapter 12, and any three chapters of your choice
02. *In Cold Blood* Read in its entirety and complete the assignment below

**A Special Note to Parents:** In choosing books, the National Council of English Teachers advises teachers to “consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents.” The criteria for choosing a book to be read by an entire class are somewhat different from the criteria for choosing works to be read independently. As most books of literary merit deal with the nature of humanity, each may contain what some believe to be controversial material; however, the NCTE Course of Study encourages students to read widely from a variety of different cultures and backgrounds. Hence, we encourage parents to assist in reading and working with the text and even to read simultaneously to discuss issues or values that might raise concerns.

**A Special Note to TRANSFER STUDENTS:** We will accept a summer assignment that you prepared for another school for extra credit, but you must provide this assignment as well. Since this novel is used during the first 2-3 weeks of the school year for instruction, you will still need to read the novel assigned here and complete various in-class assignments (including discussion, collaborative work, and an essay).

**OBJECTIVE:** We believe that we learn to read by reading—and that this close-reading assignment offers an opportunity for students to cultivate their reading skills by engaging with literature on many levels: personal, analytical, and critical. This will help prepare you for the analysis essay you will write within the first few weeks of class. The analysis will ask you to write about a passage in terms of its importance to the novel, impact on plot and character development, literary elements, style, figurative language, etc.

**YOUR ASSIGNMENT:** *In Cold Blood* by Truman Capote

The assignments are designed to help you learn and practice the close reading techniques and the critical reading skills important not only to becoming successful AP students, but also to experiencing the intrinsic rewards of reading interpretive fiction. Your ultimate goal is to comprehend much more than just what happens; you must learn to develop commentaries that reveal how the author uses diction, style, structure, and literary elements to convey meaning.

**INSTRUCTIONS AND FORMAT:** The following assignments will be completed in a **Microsoft Word** document or **Google Doc** double spaced in 12 point font. The assignment is **due on the third day** of class and will be **submitted to turnin.com**. Your **OWN** personal responses **MUST** be a **thorough and thoughtful analysis reflecting YOUR close and critical reading of the book**. NOTE: It can be set up as a chart, but it does not have to be in a chart format.

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## ***In Cold Blood* Assignments:**

**\*\*Note: There are 2 parts**

### **Part 1: Work Cited Entry**

At the top of your paper, create an **MLA WORK CITED ENTRY** for the book.

Author's last name, first name. *Title of Book*. City of Publication: Publisher, Year of Publication. Medium of Publication.

Example: Conrad, Joseph. *Heart of Darkness*. 1902. Mineola, New York: Dover Publications, 1990. Print.

### **Part 2: Close Reading and Theme Work**

Passage identifications and responses. See the chart for the specific requirements.

### **Part 2: Specific Directions for the Close Reading**

<b>Entry # &amp; Skill Focus</b>	<b>Textual Evidence</b>	<b>Response Prompts</b>
	<b>For each passage:</b> <b>A. Record the passage OR Highlight the in your book (unless otherwise noted)</b> <b>B. RECORD PAGE #</b>	
<b>1. Setting and Tone:</b>	Passage that describes <u>Capote's</u> attitude toward the town of <b>Holcomb</b> .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
<b>2.Characterization and Tone:</b>	Passage that describes <u>Capote's</u> attitude the <b>Clutter Family (collectively or individually)</b> .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
<b>3.Characterization and Tone:</b>	Passage that describes <u>Capote's</u> attitude toward <b>Perry Smith</b> .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
<b>4.Characterization and Tone:</b>	Passage that describes <u>Capote's</u> attitude toward <b>Dick Hickock</b> .	Provide at least one specific adjective to describe Capote's attitude toward the given subject; then, explain how the selected passage supports that interpretation.
<b>5 A-C RHETORIC: A. Parallelism B. Repetition C. Figurative Language</b>	Find 1 example of parallelism inside a sentence Find 1 example of repetition Find an example ( each) of personification, metaphor, simile, hyperbole, understatement	explain how it connects the 2 elements and what its effect is on the meaning of the passage explain its use and effect on meaning of the passage
<b>6 A-E. IMAGERY:</b> It is important in the novel for the readers to see characters, motivation, events, places, etc. as "real." Authors use imagery (details that appeal to the 5 senses) to draw the reader into the experience of the novel.	Choose 5 images from throughout the book AND indicate what sense(s) they appeal to. You must type each image within your paper. Be sure to use quotes around EACH sentence and provide the page number using parenthetical documentation. NOTE: Each sentence MUST be lettered. Each new image should start on a new line.	Write 2-3 sentences that explain how each of these images affect the reader during this section. Be sure to label each response A-E.
<b>7. THEMES: Find 2 Key Passages to</b>	Label the entry with the exact name of the theme.	Using complete sentences, thoroughly respond to 2 of the following prompts. Note: Each response to a key passage

<p><b>support EACH of these four themes:</b></p> <p>A. justice and punishment</p> <p>B. nature vs. nurture (naturalism)</p> <p>C. fate v. free will</p> <p>D. the corruption of the American Dream</p>	<p>In quotation marks, write the first five words of the evidence and then use an ellipsis.</p> <p>Record the exact page number: (PAGE # MUST be included within your entry or it does not count.)</p>	<p>should be a well-developed paragraph. You are NOT limited to responding to only 2 of the prompts.</p> <p>a. State and define the meaning of the theme in your own words.</p> <p>b. Set up the passage/context of the example that illustrates the theme</p> <p>c. Either use a direct quotation or explain the specific circumstance from the book that connects to the theme.</p> <p>d. Explain how devices of word choice, figurative language, parallelism, syntax, repetition, characterization, or some other, specific device, within that specific quotation or passage, are used to enhance the theme.</p> <p>e. Explain what the passage says about all people and humanity</p>
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# ~IB/AP Language & Composition Summer Reading Assignment~

Lawrence North High School  
AP/IB Language and Composition  
Summer Reading Assignment

**A Special Note to Parents:** In choosing books, the National Council of English Teachers advises teachers to “consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents.” The criteria for choosing a book to be read by an entire class are somewhat different from the criteria for choosing works to be read independently. As most books of literary merit deal with the nature of humanity, each may contain what some believe to be controversial material; however, the NCTE Course of Study encourages students to read widely from a variety of different cultures and backgrounds. Hence, we encourage parents to assist in reading and working with the text and even to read simultaneously to discuss issues or values that might raise concerns.

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### **Part 2: Close Reading**

Passage identifications and responses. See the chart for the specific requirements.

### **Part 3: Theme Work**

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### **Part 3 Specific Instructions**

Find 2 key passages for each of the following themes. Document the passages by writing the first five words of each passage in quotation marks and the page numbers. Then for each theme write a paragraph explaining how the passages reveals the particular theme.

- a. Justice and Punishment
- b. Nature vs Nurture
- c. Fate vs Free will
- d. The corruption of the American Dream