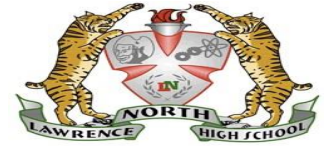


Lawrence North High School English Department  
*Summer Reading for Junior Courses—2018*



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.	n/a
<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>	<i>In Cold Blood</i>	Truman Capote	Complete the "AP/IB Language & Composition Summer Reading Assignment". See assignment guidelines for details.	978-114118257-5
<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). Journal entries must be typed, double-spaced, 12 pt. font, and at least ½ page. This assignment will be due **the third day** the class meets for **40 points**. Be mindful that this assignment will be submitted through Turnitin.com, which will verify the originality of your writing.

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)**

<p><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)</p>	<p><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)</p>
<p><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)</p>	<p><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)</p>
<p><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)</p>	<p><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)</p>
<p><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)</p>	<p><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)</p>

## ~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 ~

## Book Selections

### 11 Honors

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

*Profiles in Courage* by John F. Kennedy is the assigned summer reading. Additionally, you 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.

### 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 can be found at your local library or at a bookseller like Half-Price Books.**

### 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

*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.

**OR**

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.**

### **Journal Response:**

Choose **one** question **from each of the following analytical categories**. Make sure to read instructions for each question 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.. .).

### **Analytical Questions:**

#### Questions relating to the analysis of PLOT

1. Who is the protagonist of this novel? Identify him/her quickly by name, age, era, locale, social class, family, and occupation.
2. Summarize as briefly as possible the single change which occurs to the protagonist during the course of this novel, taking care to specify whether this change is mainly one of fortune, moral character, or knowledge.
3. Trace the progress of this change through these detailed stages:
  - a. the original situation of the protagonist (include the initial possibilities of later disequilibrium)
  - b. the precipitating event (or series of events) which begins to involve the protagonist in a central tension
  - c. the alternative types of action which are available to the protagonist as her/his involvement intensifies.
  - d. the major steps that intensify the involvement. Show how each step advances the involvement, and how it changes the relative strength of the alternatives.
  - e. the crisis. Show what event precipitates the crisis and how.
  - f. the resolution. Show what event breaks the crisis and how.
4. What questions of probability arise in this novel? (Suggestion: select the two or three events which would be most unlikely in ordinary life; show how the likelihood of these events is established in the novel, or how their occurrence may be artistically justified.) In general, are the events of this novel made sufficiently probable to support its total design?
5. At what one or two points in this novel is tension highest? Lowest? How is that degree of tension produced, and how is it appropriate? Does this novel as a whole seem to be high-tension or low-tension? How is the degree of tension appropriate to the design of the novel as a whole?

#### Questions relating to the analysis of CHARACTERIZATION

1. Discuss the protagonist in this novel in terms of flatness or roundness. What purposes are served by her/his flat traits, if any? Discuss any two minor characters in similar terms. For each, justify the degree of flatness or roundness in terms of the character's contribution to this novel.
2. Evaluate the moral structure of the protagonist:
  - a. To what degree is her/his moral stature defined by contrasting minor characters, by the testimony of characters who are readily acceptable as witnesses?
  - b. Discuss the protagonist's inclinations to specific virtues and vices, her/his powers or handicaps with relation to those virtues and vices.
  - c. Discuss one or two important actions in which her/his moral stature is apparent.
3. Describe the psychology of the protagonist:
  - a. What are her/his dominant traits or desires? How did these traits or desires apparently originate? Do they support or oppose one another? Explain.
  - b. Through what modes of awareness is the protagonist most responsive to life and experience: rational, instinctual, sensory, emotional, intuitive? Explain and illustrate.
  - c. Discuss the way in which the protagonist takes hold of an emergency. In what terms does she/he see her/his problem? What does she/he maximize or minimize, try to prove or disprove? Do her/his reactions proceed through definite phases? If so, what are they? How may one explain the protagonist's effectiveness or inadequacy in taking hold of this emergency?
4. In view of all the matters above, what does the author apparently wish us to think and feel about what happens to the protagonist?
5. Is the personality of the protagonist worked out with probability and consistency? Why or why not?

#### Questions relating to the analysis of NARRATIVE MANNER

1. What is the predominant point of view in this novel, and who seems to be the focal character? Illustrate by citing a very brief passage from the novel and showing how it confirms your opinion.
2. Does this novel have any significant shift in FOCUS? What principles of focus seem to govern the novel?

3. What kind of breadth or narrowness of vision is generated for the reader by the point of view employed in the novel? How do the qualities of the focal character influence the reader's reception? Altogether, what does the point of view contribute to this novel?
4. What kind of ordering of time predominates in this novel? Explain. (If there is a distinct time frame in the narrator's "present" that differs from the time frame of the story being told, describe it and explain why this difference has been created by the author.)
5. At what points does the narrative significantly slow down or speed up? At what points do conspicuous time jumps occur? Is there a noticeable tempo in the novel?
6. What features of the treatment of time (questions 4 and 5) seem to bear most distinctly upon the novel's total effect? How?
7. Select several passages from this novel, each reasonably brief, and use them to illustrate a discussion of such stylistic matters as these:
  - a. special qualities of diction and sentence structure
  - b. the use of style to individuate the speech, thought, and personality of given characters
  - c. the implied presence of the narrator or "author"; her/his level of artificiality; her/his personality
  - d. the basic vision of life which the style of the novel reflects and extends
8. Take any important character or event of this novel, and describe the kind of distance at which the reader is placed. What factors help to determine this placement, and how? What contribution to this novel as a whole is made by the author's choice of distance for this character or event?

#### **Questions relevant to the analysis of IDEA**

1. To what extent does this novel stress idea through the use of generalizing devices. Illustrate the more obvious uses.
2. According to this novel, what kind of behavior makes for lasting human worth or for human waste? If a heroic ideal is implied by this novel, describe it.
3. What specific social problems does the author seem to regard as unsolved? What causes seem to be mainly responsible, and why? From where is one led to believe that a solution may come? Explain.
4. Evaluate the relative importance in influencing the outcome of the novel of the following: physical nature, biological makeup, intimate personal relationships, society. Generalize, to show what the novelist seems to regard as the chief area in which human destiny is formed.
5. As set forth in this novel, to what extent is any individual able to manage these formative conditions? (The soundness and the external success of the admirable characters might be brought into the discussion here.) Through what mode of awareness do the admirable characters behave most soundly and with greatest external success?
6. To what extent is the individual's final outcome helped or hindered by forces outside her/his control? In this novel are these influences benignant, malignant, or indifferent? .
7. To what extent are all these ideas based upon the concept of a guiding tendency, force, spirit, or God in the universe? If the author of this novel has implied such a force or being, what are its attributes and what is its relationship to man? (If more than one view seems to be expressed, describe each view and explain the author's apparent preference.)

#### **Questions relating to the analysis of BACKGROUND**

1. Summarize the facts of the author's birth, family and social position, main gifts or handicaps, education, and entry into writing.
2. Briefly describe, with dates, the more important of the novelist's earlier works, giving special attention to the work immediately preceding the novel under study.
3. What specific circumstances led the novelist to write this novel? To what extent did she/he depart from the kind of fiction she/he had written up to this point? What persons, events, or other autobiographical materials does this novel reflect, and with what modifications? What account of her/his inspirations and problems with this novel did the author provide through letters, prefaces, journals, and the like?
4. By focusing upon sample details of this novel, show how this biographical information (questions 1 and 3) helps to explain the design of the work. .
5. What main features of social tension or stability in her/his own times did the author treat in this novel? (Sample topics: ideology, institutions, war, economics, technology, daily life, the process of history.) Explain, using both this novel and such outside sources as personal statements by the author, histories of the period, and the like.
6. By focusing upon sample details of this novel, show how this historical information (question 5) helps to explain the design of the novel.
7. What authors, literary circles, or movements did the present novelist support or attack, imitate, join, or depart from?
8. What did she/he or her/his group conceive to be the special nature of the novel with regard to its creators, its subject matters, its techniques, its readers?
9. By focusing upon sample details of this novel, show how this literary background (questions 7 and 8) helps to explain the design of the novel.

ANALYSIS CATEGORIES: Plot, Characterization, Narrative Manner, Idea and Background. (more analysis descriptions on school page)

**11 Honors Summer reading RUBRIC:**

<b>Points</b>	<b>Grade</b>	<b>Explanation</b>
<b>20</b>	<b>A</b>	Full paper with analysis, minimum of 3 quotes in a cademic third person voice with media
<b>17</b>	<b>B</b>	Complete paper with voice inconsistency and a minimum of 2 quotes with media
<b>15</b>	<b>C</b>	Complete paper with voice, media and quoting attempted, if not mastered
<b>13</b>	<b>D</b>	Incomplete paper missing proper voice and using no additional media or quotes to support a analysis with some lapses in voice and grammar
<b>11</b>	<b>F</b>	Incomplete paper that does not attempt to analyze the work offered and consistent lapses in voice and grammar

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END OF SUMMER READING FOR 11 HONORS

# ~Interdisciplinary Studies Summer Reading Assignment~

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

01. *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:** Read *In Cold Blood*. Annotate and pay special attention to **character and thematic idea development**.



# ~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.

**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**. (I will show you how to submit it on the first day of class) **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 3 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: Specific Directions for the Close Reading**

<b>Entry # &amp; Skill Focus</b>	<b>Textual Evidence</b>	<b>Response Prompts</b>
	For each passage: A. Record the passage OR Highlight the in your book (unless otherwise noted) B. RECORD PAGE #	
<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. RHETORIC:</b> <b>A. Parallelism</b> <b>B. Repetition</b> <b>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. 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.

*Next page*→

### **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