



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



LNHS *requires* summer reading for *all* English classes. Below is a brief description of the summer reading expectations for grade 10 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
English 10	<p>Students will be given two novels and have the choice of reading one or both of the titles to keep in their own book collection.</p> <p><i>Of Better Blood</i></p> <p><i>Shadow Magic</i></p> <p>* If a parent chooses not to allow their child to read either of these two book selections, they may select a title one of the books on the suggested reading list on the LNHS website.</p>	<p>Susan Moger</p> <p>Joshua Kahn</p>	<ol style="list-style-type: none"> Complete the Major Works Data Sheet on each novel to help them remember the content of each novel when returning to school (Sheets are available at the end of this document. An example is also provided.) Upon returning to school, students will take a 10 question quiz on each book <p>Rewards: After the quizzes have been taken, students will be eligible for rewards such as an ice cream party, raffle entries, and other incentives to be determined at the beginning of the school year.</p>	<p><i>Of Better Blood</i>: ISBN-10: 0807547743</p> <p><i>Shadow Magic</i>: ISBN-10: 1484737881</p>
English 10 Honors	Choose one of the five titles listed in the assignment guidelines.	See choices in assignment guidelines.	Complete the “English 10 Honors Summer Reading Assignment”. See assignment guidelines for details.	See assignment guidelines
English 10 GT (Lyceum)	<i>A Thousand Splendid Suns</i>	Khaled Hosseini	Complete the “English 10 GT Summer Reading Assignment”. See assignment guidelines for details.	978-1594483851

English 10: Major Works Data Sheet

Name _____

Title:
Author:
Date of Publication:
Rating:

Setting: (time, place, and social environment)

Major ideas/Developments:

Symbols:

Memorable quotes and their significance:

		CHARACTER	
Name	Role in story	Significance	Quotes

EXAMPLE MAJOR WORKS DATA SHEET

English 10: Major Works Data Sheet

Name _____ Example _____

<p>Title: <i>Romeo and Juliet</i> Author: William Shakespeare Date of Publication: 1500's Rating: Four Stars</p>	<p>Setting: (time, place, and social environment) Time: 1500's Place: Verona, Italy Social Environment: Separate classes of wealthy and poor. Feuding families. Big parties. Duels. Arranged marriages. Strict families. Children had nanny's (nurses). Government officials would handle matters between wealthy families.</p>
<p>Major ideas/Developments:</p> <p>Romeo and Juliet fall in love even though they are from families that hate each other.</p> <p>They secretly get married and plan to run away together after their "honeymoon."</p> <p>Their plan doesn't work out. Romeo thinks Juliet is dead and kills himself. Juliet sees him dead and kills herself.</p> <p>The family's come and find them both. They solve their differences because of what has happened to their children.</p>	<p>Symbols: Night - it hides the pair from their families. It helps while bad things happen during the day.</p> <p>Thumb biting - symbolizes dislike and is rude.</p> <p>Poison - causes death but also is supposed to help the couple be together.</p>
<p align="center">Memorable quotes and their significance:</p> <p>"Two household, both alike in dignity, in fair Verona we lay our scene..." Sets up the families hating each other and that they are the same social class.</p> <p>"O Romeo, Romeo! Wherefore art thou Romeo? Deny thy father and refuse thy name. Or, if thou wilt not, be but sworn my love, And I'll no longer be a Capulet." Juliet calls out to Romeo. This begins their romance. It lets Romeo know that she is willing to be with him even if the families do not get along.</p>	

		CHARACTER	
Name	Role in story	Significance	Quotes
Juliet	Female protagonist	Her love for Romeo drives the play	Above Romeo: But soft, what light through yonder window breaks? It is the east, and Juliet is the sun.
Romeo	Male Protagonist	His love for Juliet and fight with Tybalt drive the play	
Paris	Antagonist	Has been chosen by Juliet's parents to marry her	Benvolio: I pray thee, good Mercutio, let's retire. The day is hot, the Capels abroad, And if we meet we shall not 'scape a brawl, For now, these hot days, is the mad blood stirring.
Benvolio	Romeo's Cousin	Down to earth spy for Romeo's parents	
Tybalt	Juliet's cousin	Easy to anger and death means R&J can't be together	Tybalt: Romeo, the love I bear thee can afford No better term than this: thou art a villain.
Mercutio	Romeo's Friend	Hls death causes Romeo to avenge him	Mercutio: A plague o' both your houses!
Nurse	Juliet's Nanny	Helps R&J get together secretly	
Friar	Religious man who helps R & J	Marries them and helps to get the poison	
Lady Capulet	Juliet's Mother	Wants Juliet to marry Paris	
Lord Capulet	Juliet's Father	Agrees for J to marry Paris	
Lady Montague	Romeo's Mother	Hates the Capulet family and worries about Romeo	
Lord Montague	Romeo's Father	Hates Capulets and has Benvolio be a spy	

~English 10 Honors Summer Reading Assignment~

Rationale: Reading over the summer is incredibly important for students and their academic achievement. As students read, they acquire and improve the important language skills necessary for success in all academic disciplines. The English 10 Honors summer reading assignment is crucial for student success. This is the students' first grade of the new school year, and serves as a baseline for teachers to assess what skills students have already and still need to acquire. This baseline then guides curriculum and instruction.

Assignment: Students will choose **ONE** of the following five books to read and complete the delineated journal entries. The journal responses must be typed, double-spaced, 12 pt. font, and will be due **the third day** the class meets. Students who turn the completed assignment in the first day of school will earn **FIVE** extra credit points. Worth **25** points, the assignment will be graded for accuracy, depth, and proper English.

Book Selections:

1) *The Bell Jar* Sylvia Plath 2006 (Lexile 1140) ISBN-10:0061148512 ISBN-13:978-0061148514

Esther Greenwood is brilliant, beautiful, enormously talented, and successful, but slowly going under—maybe for the last time. In her acclaimed and enduring masterwork, Sylvia Plath brilliantly draws the reader into Esther's breakdown with such intensity that her insanity becomes palpably real, even rational—as accessible an experience as going to the movies. A deep penetration into the darkest and most harrowing corner of the human psyche, *The Bell Jar* is an extraordinary accomplishment and a haunting American classic.

2) *What I Know for Sure: My Story of Growing Up in America* Tavis Smiley 2008

ISBN-10:0385721722 ISBN-13:978-0385721721

Tavis Smiley grew up in a family of thirteen in rural Indiana, where money was scarce and the sight of other black faces even scarcer. Always an outsider because of his race, economic background, and Pentecostal religious beliefs, he was sustained by his family's love. But one day his world was shattered when his father brutally beat him, sending him to the hospital and then into foster care for a period of time. In *What I Know for Sure*, Smiley recounts how he overcame his painful history and became one of America's most popular media figures.

3) *Freedom Writers Diary* Erin Gruwell 1999 (Lexile 900)

ISBN-10:038549422X ISBN-13:978-0385494229

As an idealistic twenty-three year-old English teacher at Wilson High School in Long Beach, California, Erin Gruwell confronted a room of "unteachable, at-risk" students. One day she intercepted a note with an ugly racial caricature, and angrily declared that this was precisely the sort of thing that led to the Holocaust—only to be met by uncomprehending looks. So she and her students, using the treasured books *Anne Frank: The Diary of a Young Girl* and *Zlata's Diary: A Child's Life in Sarajevo* as their guides, undertook a life-changing, eye-opening, spirit-raising odyssey against intolerance and misunderstanding. They learned to see the parallels in these books to their own lives, recording their thoughts and feelings in diaries and dubbing themselves the "Freedom Writers" in homage to the civil rights activists "The Freedom Riders."

4) *Autobiography of a Face* Lucy Grealy 2003 (Lexile 1200)

ISBN-10: 0060569662 ISBN-13:978-0060569662

This powerful memoir is about the premium we put on beauty and on a woman's face in particular. It took Lucy Grealy twenty years of living with a distorted self-image and more than thirty reconstructive procedures before she

could come to terms with her appearance after childhood cancer and surgery that left her jaw disfigured. As a young girl, she absorbed the searing pain of peer rejection and the paralyzing fear of never being loved.

5) *Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*

Liz Murray 2010

ISBN-10:140131059 ISBN-13:978-1401310592

Breaking Night is the stunning memoir of a young woman who at age fifteen was living on the streets, and who eventually made it into Harvard.

Journal Entry Requirements:

No matter which book you choose, the following requirements must be met:

MAKE SURE TO NUMBER AND TITLE EACH SECTION, except the heading!

HEADING in the upper left-hand corner, record name, date, and the assignment, like this:

Priscilla Writesalot

August 2, 2018

Journal Entries over *Breaking Night*

1. Description of text's protagonist: Write a minimum of **five sentences** describing the protagonist of the text. Describe his/her name, age, era, locale, social class, family, occupation, and character traits.

2. Text's plot: Write a minimum of **three sentences** describing the plot of the text.

3. Song, poem, or painting complement to text: Write a minimum of **three sentences** explaining how a particular song, poem, or painting could complement (add to something in a way that enhances or improves it) the text. **MODEL:** The song by the Rolling Stones, "You Can't Always Get What You Want," with the chorus of "No, you can't always get what you want, but if you try sometime you find you get what you need," could add to *The Other Wes Moore* because it communicates that through working and trying a person can get what they **need**. This relates to how when Wes Moore is at military school he, at first, does not **want** to be there, but then he accepts that he must stay there. Once he recognizes that he cannot leave the school, he starts trying, and this results in him eventually being successful academically, emotionally, and physically. He didn't **want** to be at the military school, but in order to avoid making terrible life choices, he **needed** to be there.

4. Text's purpose: Write a minimum of **five sentences** about the purpose of the text and whether it achieves it (what do you perceive to be the author's intention for writing the book, and does he/she successfully transmit this message to the reader? You may want to consider the following: Is the author's purpose to entertain, inform, persuade, or a combination of these?). This is your opportunity to show how the author did or did not achieve his/her purpose of entertaining, informing, and/or persuading you.

See next page for model →

MODEL:

Below is a model of how you could compare and contrast yourself to the protagonist in order to analyze the author's purpose:

A primary purpose of Wes Moore's *The Other Wes Moore* is to persuade people to examine their lives and the paths they choose. The author shares how he and the other Wes Moore made different choices and the results of those decisions. He reveals how he was on the road to dealing drugs and a life of violence, but his mother stepped in and sent him off to a military school. At first Wes was furious with her, but he eventually came to the realization that he needed the discipline the military school provided. Although I was never sent away to school, my parents did switch me to a different school when I was a junior because they thought the kids I was associating with at the one school were a bad influence. Like Wes, I was angry at first, but I eventually adjusted and ended up becoming much more academic so that I had choices when it came to applying to colleges. Another connection I have with the author Wes Moore is that I agree with his concerns about America's current economic policies which make it hard for many people to find legal jobs which pay a decent wage. The author Wes Moore's story of how the other Wes Moore ended up returning to dealing drugs because he could not support his family working a legal job reminded me how important it is to educate my students. They need to be educated so they can get decent paying jobs, and they need to be educated so they can work on changing our government so that there are more opportunities for people to earn living wages. Reading *The Other Wes Moore* has persuaded me to continue urging my students to pursue academics and avoid paths that are easy, but dangerous, such as selling drugs.

~English 10 GT Summer Reading Assignment~

Welcome to English 10 GT (Lyceum), where we will focus on the act of critical reading and writing through an intensive study of World Literature. Lawrence North High School has high academic standards and expectations for all students, and this class is no exception. ☺

English 10 GT/ Pre-AP students will read Khaled Hosseini's *A Thousand Splendid Suns* this summer. **This novel is a realistic portrayal of life in Afghanistan, and it contains adult/mature content; if an alternate title is desired, please contact your teachers at isaacmasih@msdlt.k12.in.us or elizabethchristie@msdlt.k12.in.us.**

Since you need to acquire the summer reading book on your own, be sure to secure/ purchase a personal copy as early in the summer as possible. Feel free to contact me via email with any questions you have throughout the summer. I am eager to hear your ideas and look forward to meeting you in person. ☺

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Assignment Guidelines

Directions: All students who sign up for English 10 GT (Pre-AP) are required to complete the following tasks/assignment and be prepared to **turn in all components on the first day of class.** Additionally, all students will be required to write an AP-style, analytical essay over the summer reading book within the first week of the school year.

While you read, you will need to complete the following tasks:

Task 1: The Novel	Obtain a personal copy of Khaled Hosseini's <i>A Thousand Splendid Suns</i> .
Task 2: Annotations	Annotate the book while you read. Do NOT just highlight! This allows you to engage in active reading. Annotations are handwritten notes in the margins of your book (or on post-it notes). Please refer to the "Annotation Guide" below.
Task 3: Extended Response	Complete the "Extended Response" as stipulated in the directions below. To complete this task, you will need to use a variety of resources, including your annotations.

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Task 2 -Annotation Guide

Annotate for **all** of the following as you read:

1. Conflict – Both internal and external conflicts

2. Motifs and thematic/ universal ideas (3-5)

Here's a list of motifs and thematic/ universal ideas to look for:

<ul style="list-style-type: none"><input type="checkbox"/> Deception<input type="checkbox"/> Prejudice<input type="checkbox"/> The cruel nature of man (or woman)<input type="checkbox"/> Courage and bravery<input type="checkbox"/> Sacrifice<input type="checkbox"/> The importance of home<input type="checkbox"/> The importance of family<input type="checkbox"/> The importance of seeing life from the perspective of another	<ul style="list-style-type: none">• Betrayal• Love (romantic, filial –that is family, platonic)• Loss of innocence• Guilt• Power• Hypocrisy• Parent –child relationships• Justice• Pride
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3. Characterization- the process by which the write reveals the personality of a character. Novelists most often employ **indirect characterization** –the means by which a write reveals the personality of a character. There are five methods of indirect characterization.

- **Speech:** What does the character say? How does the character speak?
- **Thoughts:** What is revealed through the character's private thoughts and feelings?
- **Effect on others:** What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
- **Actions:** What does the character do? How does the character behave?
- **Looks:** What does the character look like? How does the character dress?

4. Major Plot Events- As you read, make sure that you identify the setting, the inciting force, the rising action, climax, falling action, and resolution, specifically as it relates to the main characters.

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Task 3 –Extended Response

In a typed response, students must choose **5 of the 11** Universal Themes of Literature (below) and **provide cited evidence (2 quotes)** for each in the text with a **3-5 sentence explanation for each example** that provides substantial analysis of the themes and their implications in the text.

Here's the model you should follow:

1. An individual should follow his/her conscience above all else.
2. A just individual has obligations to his/her own society.
3. A just society has obligations to an individual.
4. There are limits on individual freedom
5. An individual judges right from wrong based on _____.
6. An individual has an obligation to confront justice in his/her society.
7. _____ kind of government is most effective.
8. Society must contend with the dichotomies presented by freedom and equality by _____.
9. An individual experiences redemption by _____.
10. The role of love in the redemption of an individual and/or of society is _____.
11. The accumulation of power and money inevitably leads to a loss of spirituality.
12. Hubris contributes to the downfall of man/a society through/by _____.

Assertion: Your position

Evidence: Your proof in context

Commentary: How/why/in what way your proof supports your proof

Evidence: Your proof in context

Commentary: How/why/in what way your proof supports your proof

Wrap-Up: Conclusion and transition into next example or piece of evidence

In order: **S1:** and **S6** Topic sentence & claim addressing universal idea & wrapping up ideas

S2 and S4: Examples proving the point

S3 and S5: Commentary and analysis of each example

Example for 1 idea and 2 examples of evidence: In *The Great Gatsby*, the accumulation of power and money inevitably leads to a loss of spirituality. After admitting to his affair with Myrtle Wilson, Tom Buchanan, the wealthy socialite casually remarks that although he “goes off on a spree,” he always comes back to his wife Daisy and loves her in his heart all the time (Fitzgerald 76). Here, Tom Buchanan’s words indicates his careless attitude toward his marriage. Although he professes his love for Daisy, saying “he always loves her,” he contradicts himself by saying that he does not actually value Daisy as a marriage partner but treats her as just another woman. Fitzgerald’s inclusion of the scene in which Tom flaunts his wealth and affair at a secret apartment with Myrtle, in front of Nick, the novel’s narrator and Daisy’s cousin, further underscores this point (32). Not only does Tom use his wealth to fund his rendezvous, but he broadcasts his infidelity in a public manner, including his wife’s cousin in his sordid affair. In admitting that he “goes on a spree” and makes “a fool” of himself, Tom shows a careless and cavalier attitude toward marriage, an institution that he claims to revere.