Summer Reading 2019
Windham High School English Department

“We read books to find out who we are. What other people, real or imaginary, do and think and feel… is an essential guide to our understanding of what we ourselves are and may become.” - Ursula K. Le Guin

The development of literacy is an ongoing process that continues beyond the confines of school. Just as an athlete continually practices his or her sport or an actor practices his or her lines, reading is a skill that improves with practice.

*Please note: For students in AP and Honors classes, the work is required. Students enrolled in AP classes will be dropped from the course if summer work is not completed on time. In Honors classes, students who do not complete their summer work will incur point penalties that will make it impossible to earn an “A” for first quarter.

Students in Academic and Standard classes are strongly encouraged to read this summer; by doing so, they can earn extra credit during the first semester of the year.

Detailed descriptions of the requirements and deadlines for all grades and levels are included in this brochure.

*All of the books chosen are discussed in a mature and professional manner. Many include adult themes and some include strong language.*  We encourage parents and students to utilize the following book reviews to help them navigate this material:  http://www.kirkusreviews.com/ *An alternative text will be provided to any parent/student who objects to a required text. Please email your student's teacher for an alternative title.*
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Summer Enrichment Program

This program is for students enrolled in Standard and Academic level courses only.

Students that participate in this program may earn extra credit for reading and responding to what they have read. A reader-response sheet will be available in the main office at WHS or on the library website.

Students must complete a response sheet for each book read (up to four) and submit those sheets on the first day of class in the fall of ’19. For each sheet completed and submitted, the student will earn points that s/he can choose to apply to his or her overall first and/or second quarter grades (4 points maximum). These will be applied to quarter averages and not to standards grades. The teacher reserves the right not to allow credit if a sheet is plagiarized, incomplete, and/or of inferior quality.

Students should note that given their reading choice, points can be earned in their social studies course as well.

Students participating in this program must select their books from the any of the book lists on the Young Adult Library Services Association website: http://booklists.yalsa.net/

This link will bring you to a page with several lists of award-winning novels, as well as lists of recommended books by genre.
If you have any questions about this program, you may email Mr. Brassard at dbrassard@grsu14.org OR the English teacher on your fall schedule (see the faculty directory on the school’s website for teacher contact information).

Class of 2023

English I Honors Summer Reading

English I Honors Summer Books
Read TWO (2) books and complete the assignments.

One Required –
* A Thousand Splendid Suns by Khaled Hosseini

One Student Choice – Choose one book from the following list:
* The Girl Who Fell from the Sky by Heidi W. Durrow
* The Curious Incident of the Dog in the Night-Time by Mark Haddon
* Everything Matters! by Ron Currie Jr.
* The Boy Who Harnessed the Wind by William Kamkwamba

You may purchase a copy of the book or borrow it from the library. If you are having difficulty obtaining a copy of a book, please contact one of us directly (and do not wait until the last minute!!): khazard@grsu14.org and kbragdon@grsu14.org.

Part I
For your choice selection, you will be expected to write an on-demand literary analysis essay focused on theme when you return to school in September.

You will prepare for this essay by marking passages in the text that help to support a theme about growing up. If you own a copy of your chosen text, then you may write in the book and/or use sticky notes. If you are borrowing the book, you will need to keep notes with relevant quotes and page numbers (page numbers are required!).
As you note relevant quotes that reflect this idea of growing up, select examples from the beginning, middle, and end of the novel to show that the theme is fully supported.

You should have your notes/quotes completed by the first day of school. A note check for completion of this assignment will take place prior to the on-demand writing activity.

**Part II**
You will have an in-class assessment over the required reading (*A Thousand Splendid Suns*) during the first week of classes.
Read two books, one contemporary and one classic work.

**Part 1: Contemporary – One Required**

*The God of Small Things* by Arundhati Roy  
*Kafka on the Shore* by Haruki Murakami  
*A Long Way Gone* by Ishmael Beah  
*The Joy Luck Club* by Amy Tan

**Part 2: Classics – One Required**

* Siddhartha* by Hermann Hesse  
* Jane Eyre* by Charlotte Bronte  
* Rebecca* by Daphne Du Maurier  
* Crime and Punishment* by Fyodor Dostoyevsky

For each book you read, you will write an essay that addresses a major theme in the novel. It is recommended that you read your contemporary text first and read your classic text close to the beginning of the school year, as you will not write your second essay until the first week of school.

Remember: A theme is the central idea or message of a text - an insight into the human condition. Consider the author’s purpose for writing this story, what insight he is trying to share with his readers.
For instance, how does John Steinbeck, in Of Mice and Men, portray the American Dream? Social injustice? Family bonds? Loneliness?

Essay Requirements:

· Your essay should be no shorter than five paragraphs in length.

· You should have an introductory paragraph that includes a clear thesis statement illustrating theme. The essay should also contain a conclusion.

· Body paragraphs should contain evidence and strong arguments that support your thesis.

· At least two direct quotes from the text should be used as evidence to demonstrate the validity of your thesis statement.

You must mail or email your completed essay for part one (two pages minimum) to the assigned teacher on your schedule. Your assessment for part two will take place during the first week of school. Part one of your assignment must be shared electronically or postmarked no later than August 17, 2019:

Electronic documents must be FINALIZED and shared with editing permission by the due date or they will be considered late.

Email to: rlowell@grsu14.org OR clivengood@grsu14.org

Or mail to:

Mr. Livengood or Mr. Lowell
Windham High School
406 Gray Road
Windham, ME 04062
Class of 2021

English III Honors Summer Reading

Choose One:

*Go Tell it on the Mountain* by James Baldwin
*Their Eyes Were Watching God* by Zora Neale Hurston
*Between the World and Me* by Ta-nehisi Coates
*Mama Day* by Gloria Naylor

Each of these works provides social commentary regarding race in the United States. Consider the novel’s context and themes and determine what the specific commentary is. Develop an essay in which you examine the ideas about race presented in the text and connect those with current racial issues in our society. You should strive to write a minimum of two pages, use a plethora of textual and real world evidence, and analyze the evidence as it relates to your claim. *What does the work argue is true about race in America, and is this still true today? Explain.*

Your essay is due in hard copy, in class on the first day class meets for the 19-20 school year. Email submissions will not be accepted, so please plan accordingly. The school wide late work and grading policies apply. You will also be expected to participate in a Socratic Seminar over your text and the essay topic during the first full week of classes, so it is imperative that the reading and writing are completed prior to that date.

Any student who enrolls in the course late will need to show proof of the enrollment date in order to receive an up to 4 week extension to complete the work.

If you have questions about the assignment, please contact:
The purpose of summer homework is to engage your mind during the summer time, to encourage you to think critically while outside of school.

**Step One: Join Your Class**

Summer reading work will be posted on Google Classroom. To sign up for the summer class:

- Go to classroom.google.com
- Sign in using your school email
- Click the “+” icon in the upper, right-hand corner
- Select “Join Class”
- Enter this code: dr0dsa

**Step Two: Read and React**

Carefully read a nonfiction book of your choosing. Click [here](#) for a list of possible texts or see the list on Google Classroom. Please note you can choose a different text, but if you would like to read something that is not on the list, please check with me first. If you would like a recommendation, feel free to email me, and I will help you find a good fit!

As you read, you should complete a reader-response journal. You should have 10-12 entries that adequately cover the beginning, middle, and end of the book. For each entry, you should:

- Select a **meaningful** (but somewhat brief) passage.
- Write out the entire passage and the page number on which you found it.
- **Paraphrase or summarize** the passage and its context.
- **Analyze and react** to the passage in complete sentences. Some responses should be about your personal reactions and opinions. Some of your responses should consider the author’s purpose and the ways he/she achieves this purpose. These responses should be a thoughtful paragraph or two.

You will be able to find the reader-response journal on Google Classroom.
You should submit your reader-response journal no later than **Monday, August 26.**

### Step Three: Read and Annotate Op-Ed Articles
In preparation for our study of rhetoric, you must read three op-ed essays. These essays should revolve around the same current issue, though you are welcome to choose any issue which interests you. However, you must make sure that your essays show multiple perspectives on the topic. You will be responsible for filling out a graphic organizer on Google Classroom for each of your articles.

These organizers must be turned in by **Thursday, August 29.**

### Step Three: Read and Annotate a Novel
Read one of the following books. I am more than happy to make a recommendation if you have trouble selecting one of these American novels.

- *On the Road* by Jack Kerouac
- *The Color Purple* by Alice Walker
- *The Catcher in the Rye* by JD Salinger
- *The Bell Jar* by Sylvia Plath
- *The Amazing Adventures of Kavalier and Clay* by Michael Chabon
- *Station Eleven* by Emily St. John Mandel

As you read, you should annotate your text. If you own your book, you should make notes of important or interesting passages, reactions, questions, etc. in the margins. If you borrowed your book, jot these reactions on sticky notes and stick them to the pages. Annotations should make you read actively; they should encourage you to engage with the text. However, they should not take away from the pleasure of reading your book.

During the first week of school, you will write an essay about your book. I recommend considering some of the central themes of your text as you read.

As a final note, there is a limited supply of texts in the library. I recommend buying your own copies (Amazon has relatively inexpensive used copies). This will ease the annotation process because you can jot things down right in your book. Plus, no one will care if your books get sandy or crinkled from beach trips (the perfect time to read!).

Other than the texts themselves, this is a paperless endeavor. Plan accordingly if you are away from wifi. You have the schedule and you are expected to complete all summer work by the due dates. Failure to complete the summer course work will result in being dropped from the course.
If you have any questions or concerns throughout the summer, please do not hesitate to email me at jshapiro@rsu14.org.

Class of 2020

English IV Honors Summer Reading

You will need to join our English IV Google Classroom in order to access materials and prompts, as well as submit work. Go to https://classroom.google.com. The code to join is ny1wkvq.

Please join the classroom before the end of school so you will have access to updates and materials.

During the course of the school year we will be studying the influence of various European cultures on the development of British literature.

· History: Roman rule in Britain & the influence of the Catholic Church

· Vikings, Anglo-Saxons, and Beowulf

· Middle Ages: Canterbury Tales; Everyman; Arthurian Legends

· Renaissance: sonnets and plays: Macbeth; Hamlet

· Restoration: Criticism & Satire

· Romanticism (Gothic): Dracula; Frankenstein

· Additional titles to be determined

Assignment 1: Due August 5

Submitted through Google Classroom

Your first English IV Honors summer reading assignment requires you to read various historical documents focusing on the cultural evolution of Great Britain between the Neolithic period and the beginning of the Dark Ages (approximately 450 CE). Go to our Google Classroom to download the necessary material. https://classroom.google.com.
Use the following research question to guide your reading. Additional subtopics have been included to aid you in this process. You do not need to answer all of these questions, just those which you determine answer the research question.

**Research question:** *Which ancient European civilization had the greatest impact on the cultural development of Britain, and why?*

- Who occupied the British Isles before the coming of the Anglo-Saxons?
- What was life like in Britain before the occupation of the Roman Empire?
- Who was the first to invade Britain?
- What influence did the Romans, Vikings, and the Anglo-Saxons have on the early cultural development of the British Isles?
- Who were the Celts?

**Research Paper:** Type a formal response to the research question using only the supplied reading materials.

- A cross section of the readings should be used as support
- 3 pages in length, not counting the works cited page
- Formatted in the correct MLA style, including heading and in-text citations – [https://style.mla.org/formatting-papers/](https://style.mla.org/formatting-papers/)
- Correctly formatted works cited page

**Assignment 2: Due September 5**

*Written or typed assignment brought to class*

Your second English IV Honors summer reading assignment requires you to read *Who Moved my Cheese?* by Spencer Johnson. This text is available through Amazon.com. There will be a few copies available in the WHS Library, as well as at the Windham Public Library.
https://www.amazon.com/dp/B004CR6AM4?ref_=cm_sw_r_kb_dp_qf0czbARVEN95&tag=kped-20&linkCode=kpe

As you read the text, answer the discussion questions found on our Google Classroom. Use quotes from the text to support your answers.

Go to https://classroom.google.com. The code to join is ny1wkvq.

Bring your responses, written or typed, to class on September 5th. We will use this material to conduct a Socratic Seminar. You will not be allowed to participate if you have not completed the assignment. Your responses to the questions and participation in the Socratic Seminar will determine your grade on this assignment.
Class of 2020

English IV Advanced Placement Summer Reading Assignment

Read the selections and complete the assessments.

**Required:** *A Handmaid’s Tale* by Margaret Atwood  (novel)
   “The Story of an Hour” by Kate Chopin (short story)
   “The Yellow Wallpaper” by Charlotte Perkins Gilman (short story)

You may access the short stories electronically on the following sites:
   For “Story of an Hour” -  [https://www.katechopin.org/story-hour/](https://www.katechopin.org/story-hour/)

**Choice – select one:**
* Ethan Frome by Edith Wharton  **OR**
* The Glass Menagerie by Tennessee Williams

**For the required selections:** *A Handmaid’s Tale* is a dystopian novel that carries some important messages regarding gender, religion, and government, as well as a host of other topics.
After reading, consider the following question:

What does Atwood warn us about and how does she oblige us to consider the warnings?
Assessment #1: Construct a 3 to 5 page essay in which you address the prompt fully. Develop a plausible and intelligent thesis to support with an insightful analysis that uses a plethora of textual evidence. MLA format is expected. The due date is August 15, 2019. You may mail your essay to:

Sarah Enkosky
Windham High School
406 Gray Rd.
Windham, ME 04062

The envelope must be postmarked no later than midnight August 14, 2019. You may hand-deliver the envelope to the main office on or before the due date, in which case you must have a secretary or administrator sign the envelope or essay to verify its timely delivery. You must also email an electronic copy by midnight August 14 to senkosky@grsu14.org. This may be used for plagiarism checks, but is not a substitute for the hard copy.

Assessment #2: You should also be prepared to participate in a Socratic Seminar in which you consider the warnings in each of the required texts and compare and contrast how the authors develop those warnings.

To prepare for the seminar, you are encouraged to read and re-read the short stories, and to mark and annotate the texts with thoughts and questions related to the prompt, as well as ideas and questions of your own you feel are worthy of consideration by the class as a whole. The seminar will take place during the week of classes following Labor Day.

For the choice selection:
**Ethan Frome** by Edith Wharton - This short but compelling novel takes place in the early 1900s in wintry Starkfield, Massachusetts where Ethan Frome works hard to eke out a meager living as he wrestles with guilt, duty, and obligation in the Puritan tradition.

OR (your choice)

**The Glass Menagerie** by Tennessee Williams - The characters in this compelling play grapple with illusion vs. reality and obligation vs. the desire to escape. The setting is St. Louis near the end of the Great Depression in the 1930s.

**Assessment #3 (choice text):** You will keep a reader response journal on whichever of these works you choose. Your journal should contain at least nine interesting and provocative quotations from the novel. You should react in depth to the quotation - explain its significance in terms of character, tone, point of view, theme, etc. Last entry (#10) should include your personal response to the work and what it means to you. This reader response journal should be word-processed. Note page numbers for quotations and editions of works you use. This reader response journal will be due on the first day of classes.

Please note: Plagiarism or failure to complete satisfactorily ALL of the summer reading requirements ON TIME will result in your removal from the course. No exceptions. Plan ahead. Books may be borrowed from the school library or from the public library; however, extra copies of handouts will not be available during the summer. You can also obtain relatively cheap copies of these texts through Amazon, which would allow you to annotate on the texts themselves. Plan ahead and take care of what you will need.

Have a great summer and enjoy your adventures into some great literature!!