

# 2017 Memorial High School Summer Reading List

## 9<sup>TH</sup> GRADE

### Gr. 9 English I Pre-AP and English I Pre-AP/GT

**REQUIRED** Students are required to read *Brave New World* by Aldous Huxley **AND** a second novel chosen from the list below:

*The Silver Chair* - C.S. Lewis

*Ready Player One* - Ernest Cline

*The Death Cure* - James Dashner

*The Invisible Man* - H.G. Wells

*All the Bright Places* - Jennifer Niven

*The Mountain Between Us* - Charles Martin

### Gr. 9 English I Academic

Rather than assigning and narrowing students to a list, students enrolled in this course for the 2017-18 year are simply encouraged to read any novel(s) that intrigue and interest them. Authentic conversations about these choices and book options will take place in the first weeks of school.

## 10<sup>TH</sup> GRADE

### Gr. 10 English II Pre-AP/GT

#### I. Required Reading: *Bill Bryson's A Walk in the Woods* (Harper-Collins, 1998)

Bryson's book is both travel journal and light-hearted personal memoir at once, chronicling the author's five month attempt to hike the nearly 2100 mile Appalachian Trail. As the story unfolds, Bryson reveals the complex motivations for his journey, personal and cultural, and comments on topics ranging from health and personal fitness, American History, ecology, sociology, botany, consumerism, and more.

While students may want to read this charming travel journal just for fun, as they prepare to return to school in the fall, they should read and/or reread with a more critical eye.

Students should prepare for assignments in English II by highlighting and annotating their books, a practice taught and encouraged in English I. Students have been taught to read closely and to note different aspects of a literary work, and they will want to continue this practice as they track areas including but not limited to the following:

Author's style

Characterization of himself and his companion, Stephen Katz

Commentary about history, human nature, etc.

#### II. Required Assignment: Annotated passages with commentary - due within the first two weeks of the school year - exact date to be determined.

- **Select 5 passages that are especially noteworthy, memorable, or interesting.** Selected passages should be brief (i.e. 3-12 sentences), should be selected from different sections throughout the course of the work and should have some element of commonality. For example, a student might choose to focus on the author's style or more specifically his comic tone, characterization, conflict, description of the land, etc. and trace its usage throughout the work. Students should select one option and find 5 passages throughout the work that reflect the same element.

- **Type the passages** on a separate sheet of paper, double-spacing if necessary, to leave room to show handwritten annotations which may include remarks about style, development, characterization, tone, foreshadowing, etc. Students may also note their personal responses to the text.
- On the same typed page, students will **write commentary** discussing the significance of the particular passage, how it emphasizes the author's purpose, and how it contributes to the meaning of the work as a whole. In doing so, students should attend to stylistic elements (word choice, mood, tone, imagery, language strategies, and character development). **Do not simply discuss the plot.**

## Gr. 10 English II Academic

**REQUIRED** *The Seven Habits of Highly Effective Teens* by Sean Covey

Students should highlight meaningful quotes and write a personal response in the margins of their books. Within the first two weeks of school, these responses will be utilized through written and oral reflection. Both individual and collaborative platforms will be used, so students need to be prepared upon their return to the classroom in August.

## 11<sup>TH</sup> GRADE

### Gr. 11 English III AP/GT

#### Must read BOTH:

*The Scarlet Letter*-Nathaniel Hawthorne

*In Cold Blood*-Truman Capote

#### AP Assignment:

*The Scarlet Letter*

1. You may skim "The Custom House"
2. For each of the 4 main characters (Hester, Pearl, Chillingworth, Dimmesdale) select 3 passages of significant characterization, one each from beginning, middle, end of the novel (12 total). Characterization encompasses conflict and motivation, as well as description. Some passages may serve to further characterize multiple characters. In the margin, answer the question: **what point is being made about this character?**
3. Select at least 3 passages which contain symbolic reference. What is the symbol? What larger idea does it represent?

*In Cold Blood*

1. Choose 3 characters to analyze, 1 of the killers, 1 member of the murdered family, 1 other character of your choosing. How does Capote characterize each person? What is that person's function or role in the narrative? How does Capote want the audience to view this character? How does he achieve that purpose?
2. Answer the following question in short paragraph: What were the cultural, political, and social circumstances at the time of the book's publication that might have impacted the writer's decisions?

### Gr. 11 English III DC

#### Choose ONE of the following titles:

(Dark) Romanticism: *Moby Dick*-Herman Melville

Transcendentalism: *Walden*-Henry David Thoreau

Society and Class Criticism: *The House of Mirth*-Edith Wharton

Immigrant/Tenement Life: *A Tree Grows in Brooklyn*-Betty Smith

Account of War: *For Whom the Bell Tolls*-Ernest Hemingway

Southern Gothic: *As I Lay Dying*-William Faulkner

Post-Modernist Racial Identity: *Invisible Man*-Ralph Ellison

South American Magical Realism: *Love in the Time of Cholera*-Gabriel Garcia Marquez

**DC Assignment:**

1. Research the genre classification of your novel. Write a paragraph explaining why your novel is a good example of that genre.
2. Answer the following question in short paragraph: What were the cultural, political, and social circumstances at the time of the book's publication that might have impacted the writer's decisions?
3. Explain what you believe is the theme of your novel. How is this theme developed over the course of the novel? Make reference to specific passages from the text which support your theme.

**Gr. 11 English III Academic**

Choose **ONE** of the following titles:

*The Scarlet Letter* by Nathaniel Hawthorne  
*The Catcher in the Rye* by J. D. Salinger  
*The Things They Carried* by Tim O'Brien  
*A Lesson Before Dying* by Ernest Gaines  
*The Invention of Wings* by Sue Monk Kidd  
*In the Time of the Butterflies* by Julia Alvarez  
*The Glass Castle* by Jeanette Walls

**Academic Assignment:**

1. Complete a Plot Diagram of your story. Include Exposition, Rising Action, Conflict, Climax, Resolution
2. Write a paragraph summary of your novel, being sure to mention each element above.
3. For the main conflict, include what causes or creates the conflict, and how the conflict is resolved. Be sure to identify Conflict Type: Man v. \_\_\_\_\_.
4. Describe the main characters of the story. Include character traits and a brief description of the character arc over the course of the novel.
5. Finally, identify the theme of the novel. What did you learn from reading this novel? What idea was the author attempting to convey?

**12<sup>TH</sup> GRADE**

**Gr. 12 English IV AP/GT**

**REQUIRED** *Jane Eyre*-Bronte (Preferably Barnes & Noble Classic Edition)

**\*Students are encouraged to engage with the text: annotating a text is a powerful strategy for comprehending difficult material and encouraging active reading.**

**Gr. 12 English IV DC (1301/02)**

**REQUIRED** *The Alchemist*-Paulo Coelho

Students are expected to utilize their knowledge and comprehension of the novel through written, oral, and collaborative work.

**Gr. 12 English IV DC (2301/02 British Lit.)** (This class is available **only** for those students who have successfully completed 1301/02.)

**REQUIRED** *Lord of the Flies*-William Golding (Preferably Demco Media Publications Edition)

**Gr. 12 English IV Academic**

**SUGGESTED** *The Story of King Arthur and His Knights*-Howard Pyle

This book is suggested so students can have a stronger foundation for both discussions and connections throughout a variety of works which will be covered.