

High School Summer Reading Assignment

Grade 9 Honors

Thank you, in advance, for taking seriously the responsibility of reading your book over the summer. High School is a more adult environment, and being prepared for this assignment will help you walk in the door on the first day, ready to participate with something to offer. Furthermore, the work during the first few weeks of school will be centered around this text in a variety of ways, so having it read is important to your enjoyment and success in the class. Enjoy the novel!

THE SUMMER ASSIGNMENT HAS MANY PURPOSES AND VALUES:

1. Coming to class having read the same text allows students to begin with a common focus and it allows the class to begin deep instruction on the first day of class. It's like getting a two-week head start on school.
2. We will talk about this book throughout the first semester as an example we're all familiar with.
3. The project is NOT an "audition" for the honors program. Instead, it allows us to assess a student's ability to understand texts and ability to follow directions.
4. The project adds more award-winning and critically-acclaimed books to the students' high-school reading list.
5. The project prepares students for college experiences, considering that many universities assign a common book to incoming freshmen.

OVERALL ASSIGNMENT: The summer assignment requires you to read a text and complete the tasks explained in this assignment. You must bring your book to class the first day of class. You must be prepared to discuss the text and complete assignments related to the text when school begins. Refer to the table below to make sure you know the specific text(s) assigned at your high school, as well as any additional elements required by your school. Please check the district website or your high school's website if you have any questions.

Text Selections:

All Quiet on the Western Front by Erich Maria Remarque

Catcher in the Rye by J.D. Salinger

Great Expectations by Charles Dickens

Life as We Knew It by Susan Beth Pfeffer

The Secret Life of Bees by Sue Monk Kidd

Specific School Assignments

Ferris	<i>Great Expectations, Life as We Knew It, or The Secret Life of Bees</i>
Lewis & Clark	<i>Catcher in the Rye</i> Additional Information: Go to Lewis & Clark's website
North Central	<i>All Quiet on the Western, The Secret Life of Bees</i> Additional Requirements: Go to North Central's website or visit http://swcontent.spokaneschools.org/curriculum
Rogers	<i>The Secret Life of Bees</i>
Shadle	<i>All Quiet on the Western, The Secret Life of Bees</i> Additional Requirements: Go to Shadle Park's website—Academics, Summer Assignments, English 9 Honors or visit http://swcontent.spokaneschools.org/curriculum

1. Check out a book from your high school book room or purchase a copy of the book.
2. Read and discuss the book with someone else (parent/guardian, peer, potential classmate).
3. Read the book or parts of the book more than once.
4. Try to enjoy the book – especially when you have not looked at the work on a higher level. “There is no reason to assume that your initial reaction is the most reliable measure of the worth of a literary work” (Jago et al). When you go to see a movie, you are going with intentions of enjoying the movie. It is difficult to connect with and interact with a text if you have already passed judgment on it.
5. Write a 1-3 sentence summary of each chapter or section while you are reading. Your summaries should address basic plot development, but also make inferences about characters, literary elements and theme. You do not need to address all of these elements in every summary, but as a whole, your summaries should demonstrate an examination of the text. Please use the following guiding questions to help you write your summaries. **(Shadle Park and North Central students will summarize each chapter in their Reading Guides.)**
6. The following are questions that you should consider whenever reading any work of fiction in an academic setting. **This is not a part of the assignment, but you may be asked to address any of these in an in-class essay or assignment in the first days of school.**

Experience:

- How did you emotionally respond to the text – did you connect with it, or were you removed -for what reasons; did you feel strongly about any of the characters; was it funny, depressing, disturbing?

Plot and Structure:

- Who is the protagonist, and what are the central conflicts that they must contend with during the course of the story?
- What significant events chart the plot of the story? And, at which points were your expectations as a reader overturned? Identify *exposition/rising action/climax/falling action/resolution/denouement*.
- How is the arrangement of the plot elements/events effective?

Characterization:

- What means does the author use to reveal character?
- Are the characters believable? Why/why not?
- How do the characters change over the course of the story?

Point of View:

- What point of view does the story use? Does the P.O.V. shift?
- What advantages does the chosen point of view have? Does it furnish any clues as to the purpose of the story?

Setting: (Context: time/place/mood)

- To establish mood, which passages rich in diction, imagery, details, language, and syntax does the author provide?
- What is the setting? What contribution to the story is made by its setting? Is the particular setting essential or could the story have happened anywhere?

Theme/Symbol:

- What important symbols and motifs exist in the story?
- What is the author saying about humanity and how the world works?