

Watertown High School  
English Department  
Summer Reading Program  
Summer 2018

# Contents:

Letter of Introduction	2
Freshman CP English	3
Freshman Honors English	5
Sophomore CP and Honors	8
Junior American Studies	9
Junior American Literature CP and Honors	11
Advanced Placement Language and Composition	12
Senior Semester Courses	14
Advanced Placement Literature and Composition	16



**WATERTOWN HIGH SCHOOL**  
**324 French St., Watertown, CT 06795**  
**Telephone: (860) 945-4810      Fax: (860) 945-3348**

Dear Watertown Parents and Guardians,

Summer is a time for relaxation, family...and reading! Research has proven that students who participate in summer reading are ahead of students who do not in reading comprehension the following school year (School Library Journal). Therefore, it is the philosophy of the English Department to encourage students to read texts that are **engaging, high-interest**, and **at the appropriate reading level**. In many courses, texts are selected to directly prepare students for the themes woven throughout their instruction in the next school year.

We recognize that students also deserve a break, which is why much thought has gone into crafting assignments that are manageable\* and sensitive to students' time. With that being said, it is critical students complete these assignments as they will be given an in-class assessment at the start of the year in which they will have to utilize their chosen summer reading text(s).

The assignments will be posted digitally on our school website before summer break. Under the "For Students" menu, click "Summer Assignments", and a link to a Google Doc for the "Summer Reading English Department" will be there. A table of contents in the document will guide students to the assignment for the English class that they are enrolled in for the next school year.

Many of our text selections can be obtained for free in the high school and local libraries. They are also available for purchase at Barnes and Noble (the Waterbury location has our list) and Amazon (some books can be found used for a couple dollars). If students need access to a computer, they can print out the assignment before the end of the current school year or visit the library during normal summer hours. Although all of the books are grade-level appropriate, some selections may contain mature content. If you have any questions or concerns about a particular text, please visit [www.common sense media.org](http://www.common sense media.org) or [www.amazon.com](http://www.amazon.com) for descriptions and reviews.

If students or parents have any questions about summer reading assignments, please email Mr. Lewis at [lewismi@watertownps.org](mailto:lewismi@watertownps.org).

Thank you and have a restful (and well-read) summer!

-The English Department

*\*AP summer assignments tend to be more rigorous as to prepare for the nature of the course and test expectations*

***Watertown High School is creating a rigorous and accepting place of learning for all students.  
We believe that our students will leave us better prepared for any success or challenge.***



## English 1 CP Summer Reading

**Directions:** Read **one** of the following summer reading selections and be prepared to respond to questions of character and theme when you return. In order to prepare for these questions that will count as an interim assessment (quiz) at the start of school, it is recommended that you keep a reading journal that has ideas and important scenes with page numbers written down...**this is not required**, but it will make the assessment at the start of the year MUCH easier. You may also find it helpful to put sticky notes in the book with character development, important scenes, or themes. **Please bring in your book the first day of school.**

### Reading Log Entry Example

“Life is a constant struggle between being an individual and being a member of the community.” (page 34)	This shows character development and theme for George. He realizes that he needs to be his own individual but he also owes something to his community. Also, it relates to the idea that sometimes it is hard to choose between your family and yourself.
--	---

**TITLE SELECTIONS:** The following overviews from Amazon.com might help you make your selection.

#### **FICTION:**

##### ***Turtles All the Way Down*** by John Green

Sixteen-year-old Aza never intended to pursue the mystery of fugitive billionaire Russell Pickett, but there’s a hundred-thousand-dollar reward at stake and her Best and Most Fearless Friend, Daisy, is eager to investigate. So together, they navigate the short distance and broad divides that separate them from Russell Pickett’s son, Davis.

##### ***Ready Player One*** by Ernest Cline

In the year 2045, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he's jacked into the virtual utopia known as the OASIS. Wade's devoted his life to studying the puzzles hidden within this world's digital confines—puzzles that are based on their creator's obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them. But when Wade stumbles upon the first clue, he finds himself beset by players willing to kill to take this ultimate prize. The race is on, and if Wade's going to survive, he'll have to win—and confront the real world he's always been so desperate to escape.

##### ***Wonder*** by R.J. Palacio

August Pullman is a 10-year-old boy who likes Star Wars and Xbox, ordinary except for his jarring facial anomalies. Homeschooled all his life, August heads to public school for fifth grade and he is not the only one changed by the experience--something we learn about first-hand through the narratives of those who orbit his world. August’s internal dialogue and interactions with students and family ring true, and though remarkably courageous he comes across as a sweet, funny boy who wants the same things others want: friendship, understanding, and the freedom to be himself.

##### ***Rikers High***\* by Paul Volponi (*visited Watertown High School!*)

Martin Stokes is awaiting trial at Rikers Island, a New York City correctional facility. The plot is episodic, reflecting both the repetitiveness of daily existence in jail and its instability: one day the house is enjoying the fruits of its commissary visit; the next, the boys are being strip-searched after an apathetic teacher loses his metal chalk holder. Volponi, himself a teacher on Rikers Island for six years, brings to life a believable range of teachers, COs, and inmates and portrays power, hierarchies, and race relations both outside and inside the jail walls with unflinching realism. Martin's narrative voice is frank, conversational, and sometimes angry, and his language, including cursing, is perfectly suited to his character. —Megan Honig, New York Public Library

\*strong language

## **NON-FICTION:**

### ***Double Take*** by Kevin Michael Connolly

Kevin Michael Connolly is a 24 year-old man who has seen the world in a way most of us never will. Whether swarmed by Japanese tourists at Epcot Center or holding court at the X Games on his mono-ski, Kevin Connolly has been an object of curiosity since the day he was born without legs. Growing up in rural Montana, he was raised like any other kid. As a college student, Kevin traveled to seventeen countries on his skateboard, including Bosnia, China, Ukraine, and Japan. In an attempt to capture the stares of others, he took more than 30,000 photographs of people staring at him. In his memoir, Kevin Connolly casts the lens inward to explore how we view ourselves and what it is to truly see another person.

### ***Outcast United*** by Warren St. John

The extraordinary tale of a refugee youth soccer team and the transformation of a small American town. Set against the backdrop of an American town that without its consent had become a vast social experiment, Outcasts United follows a pivotal season in the life of the Fugees and their charismatic coach. Warren St. John documents the lives of a diverse group of young people as they miraculously coalesce into a band of brothers. At the center of the story is fiery Coach Luma, who relentlessly drives her players to success on the soccer field while holding together their lives—and the lives of their families—in the face of a series of daunting challenges.

### ***Wheelchair Warrior*** by Melvin Juette

Melvin Juette has said that becoming paralyzed in a gang-related shooting was “both the worst and best thing that happened” to him. The incident, he believes, surely spared the then sixteen year-old African American from prison and/or an early death. It transformed him in other ways, too. He attended college and made wheelchair basketball his passion—ultimately becoming a star athlete and playing on the U.S. National Wheelchair Basketball Team.

## **English 1 Honors Summer Reading**

You will read **two** books: a common required text and a personal selection.

1. **Common required text: *My Sister's Keeper* by Jodi Picoult**- please keep a reading log as you read this selection. (see next page)
2. **Personal Selection (all descriptions courtesy of amazon): When you return, you will be asked to write a response based on your choice.**

*Please bring in both books with you on the first day of school.*

### **Fiction:**

#### ***Turtles All the Way Down* by John Green**

Sixteen-year-old Aza never intended to pursue the mystery of fugitive billionaire Russell Pickett, but there's a hundred-thousand-dollar reward at stake and her Best and Most Fearless Friend, Daisy, is eager to investigate. So together, they navigate the short distance and broad divides that separate them from Russell Pickett's son, Davis.

#### ***Ready Player One* by Ernest Cline**

In the year 2045, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he's jacked into the virtual utopia known as the OASIS. Wade's devoted his life to studying the puzzles hidden within this world's digital confines—puzzles that are based on their creator's obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them. But when Wade stumbles upon the first clue, he finds himself beset by players willing to kill to take this ultimate prize. The race is on, and if Wade's going to survive, he'll have to win—and confront the real world he's always been so desperate to escape.

#### ***If You Come Softly* by Jacqueline Woodson:**

Jeremiah feels good inside his own skin. That is, when he's in his own Brooklyn neighborhood. But now he's going to be attending a fancy prep school in Manhattan, and black teenage boys don't exactly fit in there. So it's a surprise when he meets Ellie the first week of school. In one frozen moment their eyes lock and after that they know they fit together -- even though she's Jewish and he's black. Their worlds are so different, but to them that's not what matters. Too bad the rest of the world has to get in their way.

***I'll Give You the Sun* by Jandy Nelson:** At first, Jude and her twin brother are Noah and Jude; inseparable. Noah draws constantly and is falling in love with the charismatic boy next door, while daredevil Jude wears red-red lipstick, cliff-dives, and does all the talking for both of them. Years later, they are barely speaking. Something has happened to change the twins in different yet equally devastating ways . . . but then Jude meets an intriguing, irresistible boy and a mysterious new mentor.

***The Perks of Being a Wallflower*** by Stephen Chbosky

The critically acclaimed debut novel from Stephen Chbosky, *Perks* follows observant “wallflower” Charlie as he charts a course through the strange world between adolescence and adulthood. First dates, family drama, and new friends. Sex, drugs, and *The Rocky Horror Picture Show*. Devastating loss, young love, and life on the fringes. Caught between trying to live his life and trying to run from it, Charlie must learn to navigate those wild and poignant roller-coaster days known as growing up.

**Non-Fiction:**

***Unbroken: A World War II Story Survival, Resilience, and Redemption*** by Laura Hillenbrand

A biography of Olympic runner and World War II bombardier, Louis Zamperini, who had been rambunctious in childhood before succeeding in track and eventually serving in the military, which led to a trial in which he was forced to find a way to survive in the open ocean after being shot down.

***Billion Dollar Ball*** by Gilbert M. Gaul

A riveting and sometimes shocking look inside the money culture of college football and how it has come to dominate a surprising number of colleges and universities.

***Born a Crime*** by Trevor Noah

*Born a Crime* is the story of a mischievous young boy who grows into a restless young man as he struggles to find himself in a world where he was never supposed to exist. It is also the story of that young man’s relationship with his fearless, rebellious, and fervently religious mother—his teammate, a woman determined to save her son from the cycle of poverty, violence, and abuse that would ultimately threaten her own life.

***I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*** by Malala Yousafzai:

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. On Tuesday, October 9, 2012, when she was fifteen, she almost paid the ultimate price. She was shot in the head at point-blank range while riding the bus home from school, and few expected her to survive. Instead, Malala's miraculous recovery has taken her on an extraordinary journey from a remote valley in northern Pakistan to the halls of the United Nations in New York. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize.

**Reading Log Directions**

The focus for this assignment is less on your ability to craft a response, and more on your ability to think while you read. This means tracking important quotations and developing ideas as you read, as opposed to after. This is a vital skill for because you will be required to keep dialectical journals when reading some texts throughout the year. Additionally, you will have to independently read excerpts in class and pick out important literary elements or thematic concepts.

For this assignment, **choose 1-2 essential questions** from the list below and track your understanding or development of this question(s) as you read the novel. Feel free to create your own organizer on the computer or used lined paper.

**Essential questions:**

1. How does encountering obstacles affect one’s identity?
2. What roles do family, community, and culture play in shaping a person’s identity?
3. What happens to the individual who does not conform to society’s expectations?
4. How does being an outsider allow opportunities for discovery or growth?
5. What causes individuals to feel isolated and alienated and how do they respond to isolation and alienation?

**The journal entries should show growth and not be the same type of response every time, and they should also represent the novel in its entirety.** For example, not all of your thoughts or quotations should come from the first 40 pages. Try to spread them out throughout the novel. Ultimately, you should have approximately 8-10 entries that are brief, but very thoughtful, to demonstrate your reading ability and competency.

**SAMPLE READING RESPONSE ON NEXT PAGE**

Essential Question #	Quotation (include title of book)	Pg. #	Student Commentary
<p><b>SAMPLE RESPONSE</b> #2--What roles do family, community, and culture play in shaping a person’s identity?</p>	<p style="text-align: center;"><b>SAMPLE RESPONSE</b></p> <p>“I look for places like me: big, hollow, forgotten by most everyone.”</p>	<p style="text-align: center;">95</p>	<p><b>SAMPLE RESPONSE</b></p> <p>I can imagine feeling like Jesse. Jesse is really misunderstood and his loner qualities are a result of the lack of attention his parents pay him. The way he’s developing throughout this novel is interesting. Because the parents are so preoccupied with their daughters, Jesse is treated as like an afterthought. I find that I am more interested in his personal struggles, as opposed to the struggles of the parents. My brother gets in a lot of trouble and I feel like my parents pay more attention to him.</p>



## **English 2 (Honors and CP) Summer Reading**

**Honors:** If you are taking **Honors sophomore English**, please choose a **minimum of two (2)** books to read from the list below. You will be completing a summative assessment on your reading when you return to school in September. This will be a summative grade (50%) for marking period one.

**College Prep:** If you are taking **College Prep sophomore English**, please choose a **minimum of one (1)** book to read from the list below. You will be completing a summative assessment on your reading when you return to school in September.

This will be a summative grade (50%) for marking period one.

### **Fiction:**

*The Girl Who Fell From the Sky*—Heidi W. Durrow

*Revolution*—Jennifer Donnelly

*Defending Jacob*—William Landay

*Paper Towns*—John Green

*The Curious Incident of the Dog in the Night-Time*—Mark Haddon

*Slam*—Nick Hornby

*The Impossible Knife of Memory* – Laurie Halse Anderson

*Black and White*— Paul Volponi

### **Non-Fiction:**

*Hole in My Life*—Jack Gantos

*Ghosts of War*—Ryan Smithson

*Three Little Words*—Ashley Rhodes Courter

*A Walk in the Woods*—Bill Bryson

*Ghost in the Wires*—Kevin Mitnik

### **Book Choices and Previews:**

[http://prezi.com/5rkcu-wennq7/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/5rkcu-wennq7/?utm_campaign=share&utm_medium=copy&rc=ex0share)

As you read think about:

- What obstacles/struggles do the characters face?
- What qualities help the characters persevere?
- What do the characters learn about themselves?

## American Studies English: Summer Reading List

The books listed below have been carefully selected to present you with the opportunity to learn more about America as a nation or some specific part of American history or culture. Some may be recent, while others are classics. Some are novels, while others are nonfiction. There is a lot of variety here, so there should be something for everyone. Use Amazon or another website to investigate titles that appeal to you. *As you read, consider what your book says about America as a nation.* You will complete a writing assignment related to your selection during the first two weeks of school. You may want to take some notes or journal while you read. While not required, this will help you complete your required assignment.

### Fiction

***Ragtime***– E.L. Doctorow (1975)– This work of historical fiction blends the stories of three families living in the turbulent years between 1900 and WWI.

***Thank you for Smoking***– Christopher Buckley (1994)– This satirical novel attacks the tobacco industry and the role of lobbyists in American government.

***Go Tell it on the Mountain***– James Baldwin (1953)– Tells the story of a young boy growing up in Harlem in the 1930s.

***Invisible Man***– Ralph Ellison (1952)– Winner of the 1953 National Book Award, this novel explores the struggle faced by a young African American man who feels “invisible” in society.

***On the Road***– Jack Kerouac (1957)– This revolutionary beat generation novel follows the adventures of young men who travel across America in search of a good time and a new understanding of themselves and the world.

***The Street***– Ann Petry (1946)– This novel centers on the life of Lutie Johnson, a young black mother growing up in 1940s Harlem.

### Memoir/Biography

***The Autobiography of Malcolm X***– Malcolm X and Alex Haley (1965)– Tells the life story and outlines the philosophy of the civil rights leader.

***Rocket Boys***– Homer Hickam (1998)– The #1 *New York Times* bestselling book, ***Rocket Boys*** is a uniquely American memoir—a powerful, luminous story of coming of age at the dawn of the 1960s, of a mother's love and a father's fears, of a group of young men who dreamed of launching rockets into outer space . . . and who made those dreams come true. (Amazon.com)

***Breaking Through*** – Francisco Jimenez (2001)– This memoir documents a young Mexican boy’s struggle with poverty and prejudice in California during the 1940s.

### Nonfiction

***The Electric Koolaid Acid Test***– Tom Wolfe (1968)– Follows the (mis)adventures of Ken Kesey and his Merry Pranksters as they cross the United States in a psychedelic school bus.

***The Feminine Mystique***– Betty Friedan (1963)– This book explores the role of women in society and challenged the traditional notion that all women could be content as housewives alone.

***Silent Spring***– Rachel Carson (1962)– This book is widely credited with starting the modern environmental movement.

***All the President’s Men***– Bob Woodward and Carl Bernstein (1974)– This book chronicles Woodward and Bernstein’s investigation of the Watergate break-ins and the Nixon administration.

***Nickel and Dime (On not Getting by in America)***– Barbara Ehrenreich (2001)– A book exploring what it’s like to live on minimum wage in modern America.

**Choosing a Book:** For summer reading this year, you have been given a list of books that cover many eras and experiences in American history. Here are some tips and steps to take for choosing a book from that list.

First, let's dispel a few myths and establish a few truths about reading.

**Myth #1: I should only read “fun” books.** While it is true that reading should be fun as often as possible, limiting yourself to only “fun” books will prevent you from experiencing a lot of great books – books that challenge your reading skill and your beliefs. We do a lot of things in school and in life that aren't “fun,” because they serve a bigger purpose. Our math homework is usually not fun, but we do it because math skills are important. Running four miles in the heat is not fun, but we do it to get in shape or to do better in an upcoming race. Reading can be the same way; a book may be difficult and not to your taste, but reading it will build your skill and introduce you to new ideas and experiences.

**Myth #2: If a book doesn't grab you in the first ten pages, it never will.** While there are certainly books that grab you right from the first sentence, most novels take a while to grow on you. Even as a mature reader, I often find the first fifty pages of a book to be a struggle. I don't know who these people are or what's going on, and I don't really care about them. However, once the characters become real to me, I start to become interested in how things will turn out for them; I start rooting for them to win or get what's coming to them. I almost always read the second half of a book twice as fast as the first half.

**Myth #3: Books set more than twenty years ago really aren't relevant to my life.** Nonsense! Even though the characters may wear different clothes and speak differently, the basic human experience hasn't changed much over time. Good vs. evil, bravery, fear, lust, honor, greed, sacrifice, betrayal, loyalty, love, were as strong back then as they are today. Some of today's biggest questions about race, technology, money, power, war and other human conflicts have been debated for centuries. Find what's human at the core of your book and it will be relevant.

### **Exploring our List**

Take the time to explore three books on our list. Choose your three options based on the brief descriptions provided, and then complete the following steps for each.

1. Go to Amazon.com or Goodreads.com and enter the title and author of the book. Read some of the editorial reviews and/or some of the customer/reader reviews.
2. Using the actual book from the cart, or the “Look Inside” function on Amazon, or the “Open Preview” tab on Goodreads, read the first three or four pages.
3. Choose one of these books and get a copy ASAP, either from the school library, the town library, or Barnes and Noble; or, download an e-copy of the book.

## **American Literature CP and Honors Summer Reading**

**Honors:** You will read **two** texts over the summer. We've chosen one title (required reading); the other one is your choice given the "Recommended Reading" list that follows. Carefully read the assignments for each text.

**College Prep:** You will read one text (the required reading). *For extra credit, you may choose one title* from the "Recommended Reading" list.

**REQUIRED READING FOR CP and HONORS:** *Perfect Strangers* by Roseann Sdoia—*Perfect Strangers* is about an unlikely but enduring friendship that grew out of the tragedy of Boston's worst day.

**Assignment:** You will write an in-class essay about this novel during the first week of the new school year. We recommend that you take notes on character, plot, setting and theme as you read.

**RECOMMENDED READING** (All descriptions taken from Amazon.com):

***Hillbilly Elegy* by J.D. Vance**—A deeply moving memoir with its share of humor and vividly colorful figures, *Hillbilly Elegy* is the story of how upward mobility really feels. And it is an urgent and troubling meditation on the loss of the American dream for a large segment of this country.

***An Abundance of Katherines* by John Green**—a bad breakup leads to a teenager trying to mathematically calculate love.

***The Nick Adams Stories* by Ernest Hemingway**— From one of the 20th century's greatest voices comes the complete volume of his short stories featuring Nick Adams, Ernest Hemingway's memorable character, as he grows from child to adolescent to soldier, veteran, writer, and parent—a sequence closely paralleling the events of Hemingway's life.

***The Namesake* by Jhumpa Lahiri**— an Indian's family journey to America and the joy and struggles they face.

***The Devil in the White City* by Erik Larson**—the true tale of the 1893 World's Fair and the cunning serial killer who used the fair to lure his victims to their death. Combines meticulous research with nail-biting storytelling.

**Extra Credit Assignment:** You may respond to two journal prompts over the summer for extra credit. Choose a different book for each prompt. Responses should be at least a page in length. Cite specific details from each text to support your theories. Please **bring the journals to class** on the first day of school.

1. What major understandings about human nature are reflected in the text? Identify and explain two of them.
2. What cultural influences does the author bring to his or her writing? Identify the influences and develop a theory regarding how those influences create a unique voice.

## AP Language and Composition

### Summer Reading List and Assignment 2018-2019

raimoke@watertownps.org

Dear AP Students:

The College Board recommends that students “read widely and reflect on their reading through extensive discussion, writing and rewriting.” As a result, our work for the upcoming school year begins *today*. This assignment will help you develop or maintain AP-level skills like critical reading and writing. The most obvious benefit of the assignment is that you are granted the freedom to work at your own pace. My hope is that you engage the assignment with a true sense of intellectual curiosity and enthusiasm. We have an exciting year ahead of us!

**Transfer students: You must complete an AP summer reading assignment if you transfer from either another school or from a different WHS English class.**

#### Part 1:

Carefully read and annotate the essay packet. This packet was distributed during the AP Language and Composition meeting in May 2018; a digital copy is available on the high school website. Create a dialectical notebook. Instructions and template follow.

#### Part 2:

- A. Carefully read Malcolm Gladwell’s *David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* (2011). Annotate the text for ideas that intrigue or challenge you.
- B. Go online, and watch the author’s TED talk: “The Unheard Story of David and Goliath” (Sept. 30, 2013). This will contextualize the David and Goliath story.
- C. Consider both sources as you plan and write the essay. I will collect your pre-writing and your draft on the first day of classes.

#### Essay question:

How does Gladwell challenge your own perceptions of personal conflict? Think about the obstacles that exist for you, for our local community, or for all Americans. Write a personal essay that describes a challenge that exists in your world; then explain how reading Gladwell changes your perception of it. Think: Is beating the odds a possibility? If so, what would it take? Cite at least two examples from Gladwell’s text to support your opinion.

**The Dialectical Notebook- Instructions and Template**

This AP-approved strategy asks you to be in conversation with the text. Your assignment is to read ten essays on a variety of topics. As you read, you will intuitively react to them. A dialectical notebook documents your personal reactions *as soon as you have them*. Your responses may be governed by your impulses and your emotions. Your entries will reflect personal writing, so first-person pronouns are expected. While following the rules of grammar and mechanics is important, crafting an authentic response to the text is your primary goal.

**Please note:** A dialectical notebook is NOT a diary. Think of it as a personal response to intellectual issues presented in text.

**Template**

Create three columns on a piece of lined paper. Label them. Handwrite your entries. Responses should be legible.

<u>Source Info</u> Essay title? Author?	<u>Passage</u> Direct quote with page number?	<u>My Response</u> *see below
"In Praise of Chain Stores" by Virginia Postrel	"When every place looks the same, there is no such thing as place anymore" (495)	Author is <u>challenging</u> me here. First of all, I never noticed how many big box stores or strip malls exist in my town. I see a lot of them. They do look "cookie-cutter," and I suppose they do lack character in contrast with the quaint, nineteenth-century farm across the street from my house. The farm is more visually appealing than an asphalt parking lot. Yet, if my town was populated with nothing other than farms, wouldn't THEY look "cookie-cutter," and wouldn't I think some of them were "ugly"? I'm starting to wonder how technology and progress influence my perceptions of beauty, and vice-versa.

\*My Response. Record a response for each passage. Your responses will vary in length. Try to address each of the questions from this list by the end of the assignment.

- What interests me about the passage?
- What ideas from the passage challenge me?
- What connections can I make to my own life?
- What connections can I make to books, movies, music, TV, social media or other examples of contemporary pop culture?
- What can I infer about the author's meaning? Why would he/she write this?

**Materials:** You can make a dialectical journal out of either a one-subject notebook or a neatly-stapled packet of lined paper. Keep it simple—the quality of your work is what matters. Read and write with care. Again, all of your notebook entries should be neatly handwritten—not typed.

**Number of entries:** 20

**Due Date:** first day of classes

## **Senior CP Summer Reading**

*Survival and Adventure, Creative Writing, Fiction to Film, Adolescence in Literature, Literature of the Supernatural*

For Senior year, we would like you to read *any book of your choosing*. The high school staff (representing all subject areas and positions) made recommendations that may speak to your interests in a particular topic or subject area. The recommendation list has relevant, new, and engaging texts so we encourage you choose from there but it is not required. Although you can choose a book that is not on this list, it should be a book that you have never read before and is on your reading level. If you have a question about the appropriateness of a book, email Mr. Lewis at [lewismi@watertownps.org](mailto:lewismi@watertownps.org)

For your assignment, you will write a response to ONE of the questions listed below. This assignment will be due the first day of your English class. For any of the questions you choose, please provide direct evidence and elaborate your ideas in a response that is a *minimum of 2 pages in length*. The rubric is on the following page.

The link for the recommendation will be posted in the library AND online at our school website under “For Students” then “Summer Assignments”.

### **Questions (answer one):**

1. How did the text challenge your ideas about your goals or future career?
2. What was the author’s purpose in writing this piece?
3. Connect the text you read with another book that you read in high school. Your connection can relate to the historical time period (and why it matters to the text), character conflicts, social issues, and/or thematic ideas.
4. Write a literary review of your text selection. When reviewing, please address the following: writing style, ability to connect/empathize with characters, relevant thematic purpose, and/or craft (use of symbolism, figurative language...etc). Try to also give it a score (feel free to have fun and be creative. For example, 4 out of 5 Lacrosse Sticks).
5. Did your text help you challenge a belief or idea? What was the idea and how did the book challenge it? What did you learn from this reflection?

This assignment will be counted as an Interim grade for MP1.

Success Criteria	4	3	2	1	Feedback
	20-18	17-16	15-14	13 or less	
<b>Precisely and thoroughly</b> responds to question; demonstrates original thought, deep insight, and/or unique observations					
	20-18	17-16	15-14	13 or less	
Contains <b>substantial support</b> : several specific and well-chosen examples from the text					
	10-9	8	7	6 or less	
<b>Spelling, punctuation, grammar, and style</b> of writing are all appropriate to task and do not take away from <b>clarity</b> of response					

4=Meets Expectations, 3=Mostly Met, 2=Partially Met, 1=standard not met

Total Points Earned: /50



**AP English Literature and Composition**  
**Mr. Kuegler**  
**Summer Reading**

To prepare for the upcoming year, you will read two pairs of novels or plays. By the first day of school, you will write a three page essay on the following topics (for a total of two essays):

***Catcher in the Rye and Siddhartha- seekers and the search for understanding***

In each of these novels, the protagonist embarks on a quest of sorts, with enlightenment as the final goal. Discuss how these quests are similar and how they differ. What generalizations may be drawn from the experiences of these two seekers?

***Lord of the Flies and Macbeth- power and the true nature of man***

In each of these works, the characters are placed in stressful situations that bring out basic human traits, both good and bad. Their reactions and choices show humans at their best and worst. Discuss how the characters in these novels respond to their situations, and what these responses say about the basic nature of the human soul or psyche.

Each three-part essay will focus on the stated theme as it appears in the pair of works. You should discuss not only the theme, but important literary devices that have a *significant* impact on the theme (irony, characterization, setting). You must talk about both works throughout the entire essay; do not take the approach of writing a paragraph on one work and then a paragraph on the other. This will require you to be more creative in your choice of subtopics and to find the similarities and differences between what the works say and how they say it.

**THIS IS NOT A RESEARCH ASSIGNMENT! DO NOT MAKE ANY USE OF THE INTERNET TO UNDERSTAND OR INTERPRET THESE WORKS.**

Understanding these works is well within your abilities. This will be my first opportunity to see how you write and how you think. Therefore, it is imperative that the essays are a true reflection of each individual student. We will be holding seminars on each pair of novels to start the year. Be prepared to share your thoughts and questions about each work.