

**CAMDEN COUNTY HIGH SCHOOL**  
**Honors Summer Reading Assignment**  
**Parent/Guardian Information about Grades 9-12**

The Camden County High School English Department encourages all students to read throughout the summer. Each student registered for honors level English classes is asked to complete a two part assignment; Part I (English II, III, and IV) to be completed before the end of the current semester. Part II will be due on the first day of the new school year. The books chosen for each grade level were obtained from a book list with titles selected specifically for the students entering that grade. Students will complete grade level specific assignment(s) included in this packet to demonstrate their understanding of the books that they read. NOTE: Each grade level assignment is specific to that class. Be sure to read carefully.

We believe that students who read over the summer:

- Maintain or improve reading comprehension and vocabulary.
- Broaden their experience, knowledge and understanding of topics that are of personal interest.
- Experience personal and academic success by developing their literacy skills.
- Become lifelong readers by choosing a book and reading at their own pace.

**Important Things to Know:**

- You will be expected to read the novel and complete all assignments neatly and thoroughly. Be sure to address all parts of the prompt. Use your best judgment.
- Feel free to either hand write or type your answers.
- If you misplace your summer reading assignment, extra copies will be available throughout the school and on the school's website.

**Transfer Students:**

Those students who register for an honors level course after June will complete an appeal form. The English Department will review the form and provide the student with an alternative date for the reading to be completed. (*You will be responsible for Part I and II of the summer reading*)

As you review the titles on the summer 9-12 reading lists, please be aware that the school recognizes students come to us with different backgrounds and experiences. The book lists include some titles containing mature themes and content that are commonplace to some of our students and will be helpful for them to read as they gain a deeper understanding of the world in which they live. If you have any concerns about the books, please contact the appropriate teacher listed on the website.

Thank you,

Billie Berry, CCHS Principal

Janice Simmons, CCHS English Department Chair

## Part I - Early Summer Reading for 2017-18 English II, III & IV

Since summer is such a busy time of year, Summer Reading assignments will be broken into two parts. The first part will be completed during the current semester (Spring 2018), and the second part will be done during the summer. Students will be assigned one of the books from the Summer Reading List and a thought provoking assignment to go along with it. This assignment will be due on May 30, 2018. Any student who is planning to register for Honors English II, III or IV must complete the respective assignment in order to maintain his/her seat in the class. Each response should be 1-1/2 – 2 pages in length, using MLA Format. The assignments are as follows:

### **Upcoming 10<sup>th</sup> Graders:** *My Forbidden Face* - Latifa

Depending on the culture, people may value physical power, political power, wealth, or masculinity. Choose three Taliban values presented in Latifa's *My Forbidden Face* that created or added to the oppression of women in Afghanistan. In an essay analyze each of these values and explain the significance of each to the Taliban's oppression of the Pakistani women. You must have textual evidence to substantiate your analysis.

### **Upcoming 11<sup>th</sup> Graders:** *A Separate Peace* – John Knowles

*A Separate Peace*, written in 1959 is a coming of age novel that explores growing up and losing childhood innocence. The story is set during World War II and revolves around the friendship of two adolescent boys.

This novel helps to establish the moral character of the time period and how grown up beliefs affect children. For your assignment, choose 3 major elements of this society then evaluate and analyze how each of these elements helped to both form and erode the friendship of the 2 major characters. In an essay analyze why these elements were valuable, then became an obstacle, to their friendship; use textual evidence to support your claim.

### **Upcoming 12<sup>th</sup> Graders:** *The Strange Case of Dr. Jekyll and Mr. Hyde*, Robert Louis Stevenson

Stevenson analyzes the fine line between good and evil in this gothic novel. After reading the novel evaluate and analyze three cultural values of the Victorian Era that may have contributed to this phenomenon of split personality and disassociate states of consciousness. In an essay analyze why these cultural values (use at least three) created a duplicity of thought using textual evidence to support your claim.

## Part II

CCHS 9<sup>th</sup> Grade Honors English Summer Reading AssignmentDepartmental Contact: [tlassiter@camden.k12.nc.us](mailto:tlassiter@camden.k12.nc.us)Novel: Lee, Harper. *To Kill A Mockingbird*

After reading your book, complete each section below with thoughtful responses. You may handwrite the assignment. If you prefer to type the assignment, please use MLA format and have the hard copy ready to turn in the first day of school in August.

For the writing tasks below, think about the writing process (ideas & development, organization, sentence fluency, word choice, voice, conventions, and the quality of the final draft) and how to use the text to enhance your responses. In order to achieve full credit for each bullet make sure to provide the required textual support and citations, and explain answers in detail. Any words in bold are listed in the glossary section on the following page.

1. **Characterization Analysis** 40 points

Use the guidelines below to help formulate the 3-4 paragraphs of analysis and make sure to embed 3-4 pieces of textual support in the analysis with proper citations.

Defend whether or not your **protagonist** is **dynamic** (changes) or **static** (stays the same).

- How do other characters react to or interact with the protagonist?
- What is the protagonist's most important personality trait? Does it help or hurt their growth?
- How does the main **conflict** in the story impact the protagonist's development? (Think about how the conflict is resolved and its influences on the protagonist).

(See exemplar on previous page on how to answer this question)

2. **Reader's Discovery-What you conclude about the text as a whole** 30 points

Use the guidelines below to help formulate the two to three paragraphs of analysis and make sure to embed at least three pieces of textual support with proper citations. Try to use examples from the first section, middle section and concluding section of the book.

Based on your understanding of the characters and how they cope with the conflict, what idea might the author be trying to suggest about life?

- You must explain HOW each piece of textual support proves the message or statement(s) about life.

3. **Connecting Literature to Reality** 30 points

Select 1 of the quotes below to interpret. Explain in 3-4 sentences what you think the quote means. Feel free to consult a dictionary in order to understand any unfamiliar words.

- In a bulleted list, identify and explain three examples from your summer reading book that support your interpretation.
  - What loneliness is more lonely than distrust or doubt?
  - Don't be afraid of opposition. Remember, a kite rises against, not with, the wind.
  - All change is not growth, as all movement is not forward.

### Glossary

**Characterization:** Characterization refers to the methods that a writer uses to develop characters. A protagonist is a person who is involved in the central conflict.

- An author may describe the physical appearance of a character.
- A character's personality may be revealed through his or her own speech, thoughts, feelings or actions.
- The speech, thoughts, feelings, or actions of other characters can be used to develop a character.
- The narrator can make direct comments about a character.

**Conflict:** A struggle or problem between two opposing characters or forces. An internal conflict takes place entirely within a character's own mind. In an external conflict, the problem occurs between the character and an outside force, which may be another character, nature or society as a whole.

**Direct Quotes/Textual Support:** Direct quotes are word-for-word passages taken from the text. Using direct quotes helps strengthen your answer to questions about the text. "Direct quote" does not mean just dialogue or parts of the story that already appear in quotation marks. Any words or phrases that you copy from the text as part of your answer should be surrounded by quotation marks followed by the page number. (Writing out the word "page" is not necessary). Example: "Joe walked slowly towards the dugout" (49).

## CCHS 10<sup>th</sup> Grade Honors English Summer Reading Assignment

Departmental Contact : [sberkoben@camden.k12.nc.us](mailto:sberkoben@camden.k12.nc.us)

Novels: Courtenay, Bryce. *The Power Of One*

### - Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

### - Prompt

Choose a theme and then link tone and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate tone and diction that connects to your chosen theme.

## CCHS 11<sup>th</sup> Grade Honors English Summer Reading Assignment

Departmental Contact : [jbonney@camden.k12.nc.us](mailto:jbonney@camden.k12.nc.us)

Novels: Picoult, Jodi. *Nineteen Minutes*

### - Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

### - Prompt

Choose a theme and then link tone and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate tone and diction that connects to your chosen theme.

## CCHS 12<sup>th</sup> Grade Honors English Summer Reading Assignment

Departmental Contact : [jsimmons@camden.k12.nc.us](mailto:jsimmons@camden.k12.nc.us)

Novels: Orwell, George. *1984*

Shelley, Mary *Frankenstein*

### - Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

### - Prompt

Choose a theme and then link tone and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate tone and diction that connects to your chosen theme.

## CCHS 11<sup>th</sup> Grade AP Honors English Summer Reading Assignment

Departmental Contact : [sberkoben@camden.k12.nc.us](mailto:sberkoben@camden.k12.nc.us)

Novels: Picoult, Jodi. *Nineteen Minutes*

Capote, Truman. *In Cold Blood*

### - Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

### - Prompt

Choose a theme and then link tone and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate tone and diction that connects to your chosen theme.

## CCHS 12<sup>th</sup> Grade AP Honors English Summer Reading Assignment

Departmental Contact : [jsimmons@camden.k12.nc.us](mailto:jsimmons@camden.k12.nc.us)

Novels: Orwell, George. *1984*

Shelley, Mary *Frankenstein*

Kingsolver, Barbara. *The Poisonwood Bible*

### - Requirements

- One journal per novel
- Due the first day of school. (Even if you have English second semester or miss the first day.)
- Typed ([MLA Format](#))
- 400 – 800 word count per novel
- No summaries will be graded.
- Must be the student's work.

### - Prompt

Choose a theme and then link tone and diction to that theme. You must select three chapters [One chapter from each part of the novel: beginning, middle and end] that demonstrate appropriate tone and diction that connects to your chosen theme.

### Resources for Student Support

If you should have any questions or need assistance, please e-mail the teacher listed for each grade level.

**Theme:** A theme is a universal statement that addresses a revelation about human nature. A theme has a subject and a verb and is not specific to one novel, but applies to life.

**Tone:** A way of communicating information (in writing, images, or sound) that conveys an attitude. Authors convey tone through a combination of word-choice, imagery, perspective, style, and subject matter. By adopting a specific tone, authors can help readers accurately interpret meaning in a text..

**Diction:** Specific choice of words used by the writer to create a specific feeling or idea.

### Recommended website for MLA

Perdue University Online Writing Lab. <https://owl.english.purdue.edu/owl/resource/747/01/>

Material adapted from:

Rush-Henrietta Central School District. "Grade 9 Honors Summer 2016 Reading Assignment". Henrietta, New York. Updated 2016. Web. 10 February 2017.