

**Summer Reading Assignments  
2019  
English II Honors  
Mrs. LeBlanc**

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## **Statement on Book Selection and Objectionable Material**

The Runnels English faculty has as its first mission to teach novels that engage, inspire, inform, uplift, and above all educate our students. While our first consideration is always the merit of an assigned novel, sometimes those books could contain material that some may find objectionable. In fact, almost every classic novel has been challenged at some point, and modern books are even more frequently challenged because of objectionable content. As Runnels is a school that embraces those of many faiths, cultures, and value systems, content that is deemed to be offensive will vary from family to family. As educators, we have made every effort to give students choices in their summer reading assignments, as we understand that student engagement strongly correlates with the ability to have ownership over reading choices. Please be aware, however, that this list includes books with language, themes, or situations that some students or families may find offensive. Therefore, in the spirit of academic freedom, we leave it up to each student and his or her family to make the reading selections that best fit their unique value system and interests.

## **Summer Assignments**

Summer Reading is a long tradition in many schools including Runnels. Research has shown conclusively that continued reading over long breaks keeps students from falling behind in reading skills. Because students will be expected to retain key information from their summer reading, many teachers assign corresponding work to help students remember what they read and to provide guidance and scaffolding for how to read the book closely. These assignments are mandatory. All English teachers in Junior and Senior High will require summer assignments for the summer of 2019. Additional copies of the assignments will be available through a link the Runnels Web Page at [www.runnels.org](http://www.runnels.org). Teachers will be available (via email) over the summer to answer questions concerning their assignments. English teachers will also meet with currently enrolled students before the end of the 2018-2019 school year to discuss the requirements for these assignments. Students who are new to Runnels should contact the administration and/or Norma Marsh, Dept. Head, English and Social Studies, at [n.marsh@runnels.org](mailto:n.marsh@runnels.org) for more information. All students will be expected to have completed these assignments upon their return to school for the 2019-2020 school year.

## **AP Assignments**

Many AP classes require summer assignments. Please check the Advanced Placement Summer Assignment for each course for more information. For students who are new to Runnels in the 2019-2020 year, please contact the administration for more information concerning summer assignments. AP teachers will be available via email to answer any questions concerning summer assignments as well.

Norma Marsh

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## 10<sup>th</sup> Grade Summer Reading

Mrs. LeBlanc  
English II Honors  
(3 books total)

### Required:

*All Quiet on the Western Front* (German Army of World War I) —Erich Maria Remarque

### Choose 1 book from this column:

- *Things Fall Apart* (Africa) — Chinua Achebe
- *In the Time of Butterflies* (Dominican Republic) — Julia Alvarez
- *The Good Earth* (China) — Pearl Buck
- *The House on Mango Street* (Latina girl growing up in United States) — Sandra Cisneros
- *The Alchemist* (Spain to Egypt) — Paulo Coelho
- *Hotel on the Corner of Bitter and Sweet* (Japanese-Americans and Chinese Americans in United States)—Jamie Ford
- *Rebecca* (Britain)—Daphne du Maurier
- *Zeitoun* (Syrian-American in aftermath of Hurricane Katrina) — Dave Eggers
- *The Diary of a Young Girl* (Holocaust, Holland) — Anne Frank
- *Left to Tell: Discovering God Amidst the Rwandan Holocaust* (Africa) — Immaculée Ilibagiza (with Steve Erwin)
- *Cry, the Beloved Country* (South Africa) — Alan Paton
- *Cyrano de Bergerac* (France)—Edmond Rostand
- *The God of Small Things* (India) — Arundhati Roy
- *Snow Flower and the Secret Fan* (China) — Lisa See
- *One Day in the Life of Ivan Denisovich* (Russia) — Alexander Solzhenitsyn
- *The Bonesetter's Daughter* (China and United States) — Amy Tan
- *The Death of Ivan Ilych* (Russia) — Leo Tolstoy
- *Night* (Holocaust, Germany) — Elie Wiesel
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* (Pakistan) — Malala Yousafzai

### Choose 1 book:

Any grade-appropriate book that you have never read but would like to read

## 2019-2020 In-Class Literary Works

During the school year we cover several longer literary works. Our library has class sets of some works, and I have class sets of some as well. Students can annotate these books with sticky notes. Students may, however, be asked to provide their own copies of certain books. Because literary selections are subject to change and because we may use a particular edition or a work by a certain translator, parents should wait to purchase these books until I assign them.

- *Inferno*—Dante Alighieri
- *Siddhartha*—Hermann Hesse
- *1984*—George Orwell
- *No Exit*—Jean Paul Sartre
- *Julius Caesar*—William Shakespeare
- *Antigone*—Sophocles

## Summer Reading Assignment

### English II Honors

In English II Honors our journey through ancient texts to modern works will reveal real commonalities among cultures, connecting our own experiences as people of the twenty-first century to the experiences of those from very different times and places. On our own journey we will experience the journeys—both literal and figurative—of characters from the earliest stories to those from more recent stories.

Your summer reading assignment focuses on the very theme that we will explore throughout the year: the journey. As you read the required book and each of your chosen books, consider the journey of the main character. Who is this person? How would you characterize him or her? Where is he or she going? In other words, what is the plot or sequence of events in the literary work that moves the character from the beginning to the end of the story? What challenges face the character as he or she moves through the story? Whom does the character meet along the way? Very often, minor characters—the people whom the main character meets along the journey—are significant in some way. For instance, a minor character may change the main character or alter his or her direction. In some cases, an element other than an actual person is significant enough to be considered a character in the story. Is there a symbolic element that is central to the main character's development?

Finally, what is the figurative or metaphorical journey upon which the main character embarks? Dynamic characters change and develop throughout the story. Often, the literal journey of a character parallels his or her non-literal journey. Is the character on a spiritual journey, an emotional journey, a psychological journey, a truth-seeking journey?

\*As you fill out the graphic organizer for each book that you choose to read as well as for the assigned book, keep the idea of the journey in mind. Your organizers are due the first week of school, and you will be assessed on all of your reading within the first few weeks of school.

\*Note that you **do not have to complete a graphic organizer on the book of your own personal choosing**. I want you to read at least one book purely for pleasure. You do not even have to annotate this book. You should, however, come to class the first week prepared for a book discussion or seminar on the book. It is my hope that your reading for pleasure will ignite a love of reading that transfers to academic reading and that sharing pleasurable reading experiences with the class will foster a love of reading both in and out of class.

Please feel free to e-mail me with any questions. My e-mail address is [c.leblanc@runnels.org](mailto:c.leblanc@runnels.org). I hope that each of you has a wonderful summer, and I look forward to seeing you in the fall.

~Mrs. LeBlanc

## Close Reading and Annotating

It is important to read a literary work closely for meaning. Close reading of a text will enable you to see patterns and make connections. It will take you beneath the surface of the text and will bring you to a place of greater insight about the piece of literature that you are reading. Annotating is taking notes about the literary work while you read. Close reading and annotating as you read will enable you to better understand and retain what you read.

As you read, interact with the text. Ask questions. Make comments. Take notes. Look up information that will enhance and illuminate your reading experience. If you own the book, you might find it helpful to take notes in the margins; underline interesting passages; circle unfamiliar words; put question marks next to parts that are confusing; and place asterisks next to text that you consider significant. If you do not own the book, sticky notes are a great way to add your annotations to the text.

Begin with the title. What does it mean? What else *might* it mean?

Continue reading. Note each character that makes an appearance. Remember that you can learn about a character from his or her actions and reactions, from what he or she says (and sometimes does not say), from what other characters say to and about the main character, and how other characters interact with the main character.

As you read, note anything that stands out or intrigues you. Look for patterns, and note breaks or shifts in patterns. As you examine the various elements within the literary work (plot, characters, diction, symbolism, tone, theme, etc.), remember that each of these elements is part of the larger context of the story and must be considered within that context. The idea that everything in literature is subjective is false. Every assumption about an element of literature must be supported with evidence from the text and considered within the context as a whole.

Close reading and annotating will help you go beneath the surface of the text to find real meaning in a piece of literature. In addition, when you closely read and annotate, you will recall information more easily and for a longer period of time than when you do a cursory reading. You just may find that you appreciate reading even more when you closely read and annotate.

Please complete the following graphic organizer **for each book--EXCEPT for your personal choice book--**as thoroughly as possible using your own words. Please be aware that I am quite familiar with all of the online study aids, such as *Spark Notes*. \* I know what these sites say about each of the books chosen, but in this graphic organizer I want to see what **you** think about the book, in your own words, from your own reading of the text. You will not be successful in World Literature if you are not willing to work hard and complete the reading to the best of your ability. Please be succinct but thorough. This graphic organizer will help you to study for any tests or quizzes on the books and will also be graded for originality as well as completion, so please answer the questions quite thoroughly. I will be readily available throughout the summer to answer any questions you have, so please feel free to contact me at [c.leblanc@runnels.org](mailto:c.leblanc@runnels.org) if you have a question or need more guidance. \*Plagiarism of any kind will not be tolerated. All work should be your own. Do not collaborate with others or copy work from another source.

Characterization			
Protagonist (Name)	5 adjectives to describe the protagonist's personality and character	3 quotations (in quotation marks and with page numbers) that give the reader insight into the character " " (23).	Literal Journey of character (movement of character through the story) AND metaphorical journey (character change and growth)
External conflict faced by protagonist (obstacles on the journey)	Internal conflict faced by protagonist (Is the conflict psychological, emotional, spiritual, or other?)	Resolution of external conflict	Resolution of internal conflict

Other Major & Important Minor Characters (Names)	2 adjectives for each of the major and minor characters	2 important actions or characteristics that help to define this character	Physical description/function of this character How do the actions of the character affect others in the book?
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Setting		
Describe the setting/settings of the book. (Place, climate, buildings, etc.)	In what time period do the events occur?	Impact of the setting on the story

Plot & Themes	
<b>Characters &amp; Conflict:</b> What obstacles must be overcome by the other major characters in the book?	



<p><b>Themes:</b> What are at least three themes, fundamental ideas, from the story? For example: A major theme of <i>Harry Potter</i> is <i>good overcoming evil</i>. A major theme of <i>Macbeth</i> would be <i>lust for power</i>, etc.</p>		
<p><b>Narration:</b> Who is the narrator of the story? How is the story narrated? 1<sup>st</sup> person, 3<sup>rd</sup> person omniscient, 3<sup>rd</sup> person limited? How reliable is the narration?</p>	<p><b>Symbolism:</b> Are there symbols or patterns of symbols seen throughout the story? (For instance, an eagle can be symbolic of America; the sun rising can be symbolic of a fresh start, etc.)</p>	
<p style="text-align: center;"><b>Important Plot Points (Take Notes as You Read)</b> Major events</p>		



