



**POWELL HIGH SCHOOL**

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**English Honors and Advanced Placement  
Summer Reading Assignments**

**2014-2015**

## Overview and Alignment

Committees of teachers work together at each grade level to determine the most appropriate summer reading program to prepare and support students through the honors and AP coursework. Works selected have a direct connection to the instruction in the school year. For AP, works selected have been identified by College Board as acceptable texts for summer and semester reading through the AP course syllabus audits. Teachers have vertically aligned the English program from 9-12, so students' skills build from one year to the next. Each course has a specific skill set and analytical expectation.

## Expectations

Students will read the assigned texts and complete the tasks that accompany them. Consult the individual course assignment for a specific teacher's due dates and expectations. In general, students should be ready to submit work on the first day of school or should be ready for assessments on the first full day to week of classes. Students should contact teachers through email if questions arise over the summer. In addition to keeping the mind active and prevent the usual reading skill loss, summer reading assignments also provide an opportunity for early assessment for data-based course planning.

## Alternate Texts

If parents or students find a text objectionable, they should contact the teacher as soon as possible and the teacher will provide an alternate title of similar text structure and Lexile measure. Sometimes teachers travel over the summer and cannot be reached for a few days. They will respond as quickly as they are able.

9 Honors English: [nathan.bonewitz@knoxschools.org](mailto:nathan.bonewitz@knoxschools.org)

10 Honors English: [lindsay.kennedy@knoxschools.org](mailto:lindsay.kennedy@knoxschools.org)

AP Literature and Composition: [jenny.jordan@knoxschools.org](mailto:jenny.jordan@knoxschools.org)

AP Language and Composition: [cynthia.beeler@knoxschools.org](mailto:cynthia.beeler@knoxschools.org)

English Department Chair: [laura.whittington@knoxschools.org](mailto:laura.whittington@knoxschools.org)

## 9 Honors English: Mr. Nathan Bonewitz

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There are no written assignments to be completed over the summer for the two novels; however, students will write on both of the books the first week of class. They need to be prepared to discuss the books and write about them using detail from the texts.

*To Kill a Mockingbird* by Harper Lee

With a lexile of 870, the book is appropriate for students who have an average reading level for 9<sup>th</sup> grade. The novel contains thematic and structural elements that make it a challenge for more advanced students. The novel contains some mild profanity, racist language, and adult themes.

*The Adventures of Huckleberry Finn* by Mark Twain

This story of a young boy's journey down the Mississippi River along with a runaway slave has a lexile of 990. Many of the structural and thematic aspects of the novel recur in other readings throughout the semester. As the novel portrays life prior to the Civil War, it contains a portrayal of several racist scenarios as well as frequent racist language.

## 10 Honors English: Mrs. Lindsay Kennedy

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### Sophomore Honors 2014 Summer Reading Assignment

#### *Antigone* by Sophocles

While reading the play *Antigone*, please keep a detailed literary journal. You may include brief plot summary in order to clarify the events, but you should also include your responses to the play's actions. It is not necessary to keep this in a spiral notebook; however, you may if you so choose. Each entry should be no less than two paragraphs, and the project should have at least fifteen entries.

A free version of the play can be found online:

[http://mthoyibi.files.wordpress.com/2011/05/antigone\\_2.pdf](http://mthoyibi.files.wordpress.com/2011/05/antigone_2.pdf)

#### Free read

Students will read a novel of their own choosing. Prior to the first day of class, a three minute book talk should be prepared in which the novel is advertised to other students in the class. The following should be included in the book talk:

- a short summary
- a prepared reading from a portion of the book (favorite section or quote)
- a critique of the novel (likes, dislikes, etc.)
- background information of historical context or author's biography

Also, a poster should be provided to advertise the novel visually. It can parallel a movie poster, but must be visually appealing to the rest of the class as it will be displayed for all to see.

## AP Literature and Composition: Ms. Jenny Jordan

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### Summary of the four assigned texts:

Copies of these works can be checked out for the summer if needed. See Ms. Jordan in Room 143 before summer break or check with the Mrs. Speegle in Guidance for assistance with checking out books over the summer.

#### *The Heart is a Lonely Hunter* by Carson McCullers

At its center is the deaf-mute John Singer, who becomes the confidant for various types of misfits in a Georgia mill town during the 1930s. Each one yearns for escape from small town life. When Singer's mute companion goes insane, Singer moves into the Kelly house, where Mick Kelly, the book's heroine (and loosely based on McCullers), finds solace in her music. Warning: mature language and themes.

#### “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge

This long narrative poem tells the story of a sailor who shoots an albatross while on a long voyage and the consequences of this act. It is a classic of English Romantic poetry. An on-line version of this poem can be accessed at [www.poetryfoundation.org](http://www.poetryfoundation.org)

### Assignments for each text:

Choose **one** of the two essay questions concerning each work. The answers to these questions must be in **essay format**—typed in 12-14 Times New Roman font and double-spaced. You must **quote the text** to support your points. These essays will be turned in **the first full day** of class or will be accepted as done in special circumstances, i.e. a student added to the course late or from another district. I will grade these essays and return them to you as we cover them in the course of the semester. **You will then get the chance to revise** your essays following my notes and class discussion **and return them for another grade.**

#### “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge

1. Write a well-developed essay in which you explain how Coleridge uses imagery and supernatural elements to create his theme.
2. Write a well-developed essay in which you analyze the speaker of the poem, the mariner: what do his words, actions, and appearance tell us about him as a person?

*The Heart is a Lonely Hunter* by Carson McCullers

1. The novel focuses on five main characters: Biff Brannon, Benedict Copeland, Jake Blount, John Singer, and Mick Kelley. How does McCullers use these characters to demonstrate the theme—humans can never truly understand, communicate, or connect with each other?
2. Choose two characters from the five listed in the above question. Compare and contrast the two characters in a well-developed analysis.

## AP Language and Composition: Mrs. Cindy Beeler

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PLEASE NOTE: The following writing assignments must be typed and submitted digitally by email ([cynthia.beeler@knoxschools.org](mailto:cynthia.beeler@knoxschools.org)). I am aware that there are summaries online for some of the assigned readings. If you do not read the essays, you will not be able to complete future assignments. Your summaries need to show what *you* understood the essay to be about. I am not looking for some deep analysis; I simply want you to tell me what the essay was about.

The following is in a book called *The Bedford Reader*, which can be obtained at the school.

- I. Part 1 of the book. Pages 9-12. Instructions: For each section, paraphrase what you should look for as a reader for each part of a work, e.g. what can the title do for a reader?
- II. Carefully read each selection and write a brief summary of the essay (one paragraph) and then write one sentence that explains the writer's purpose for writing the essay.
  1. "Neat People vs. Sloppy People" by Suzanne Britt. Page 239.
  2. "The Plot Against People" by Russell Baker. Page 384.
  3. "Shooting an Elephant" by George Orwell. Page 653. Please note: this piece has some violence describing the shooting of the elephant.
  4. "Once More to the Lake" by E.B. White. Page 686. *Please read this essay VERY carefully. I would read it several times over a period of several days if I were a student in this class.*
- III. Memorize the definitions of the rhetorical terms following.

Rhetorical Terms to Learn – You need to memorize the definition of these words, even if you don't quite understand it. Just memorize the definition. That way we can hit the ground running, so to speak. Some will be easy – others not so much.

1. anadiplosis – Repetition of the last word of a clause beginning the next clause
2. anaphora – Repetition of a word or phrase at the beginning of several lines
3. anastrophe – Reversal of natural word order
4. antithesis – Opposite ideas placed by each other
5. aphorism – A saying of an elemental truth
6. asyndeton – The deliberate omission of conjunctions from a series
7. chiasmus – An ABBA syntactical structure

8. epanalepsis – Repeating the opening word or phrase at the end of the sentence to emphasize a statement or idea
9. epiphora, epistrophe – Ending a series of lines, phrases, clauses, or sentences with the same word or words
10. juxtaposition – Placing opposites next to each other for emphasis
11. litotes – an understatement
12. metonymy – The name of a thing is substituted for something with which it is closely associated. (The suits met to discuss bonuses.)
13. polysyndeton – Using consecutive coordinating conjunctions even when they are not needed
14. rhetorical question – A question whose answer is assumed
15. rhetorical shift – When the author of an essay significantly alters his or her diction, syntax, or both
16. synecdoche – A part is used to name the whole (The farmer owns 500 head of cattle.)
17. zeugma – Two or more elements are tied together by the same verb, usually with the verb meaning something different for each element

#### IV. Learn the 100 tone words.

##### Tone Words

1. Accusatory = critical, harsh
2. Admiring = complimentary, approving, flattering
3. Admonitory = cautionary, warning not to do something, critical (but gently); instructive
4. Ambivalent = having mixed, uncertain, or conflicting feelings about something; hesitant
5. Analytical = investigative; questioning; logical
6. Apathetic = unconcerned, indifferent, uninterested
7. Approving = favorable
8. Bantering = playful or teasing
9. Bemused = confused, puzzled, absentminded
10. Benevolent = kindly, caring, giving
11. Bitter = resentful, cheated
12. Callous = heartless, unfeeling, uncaring
13. Clinical = highly objective and devoid of emotion; analytical
14. Colloquial = conversational, unstudied; informal
15. Conciliatory = peace-making, soothing, placatory
16. Condemnatory = disapproving, critical, judgmental
17. Condescending = patronizing, arrogant, disdainful
18. Confident = very sure, self-assured
19. Contemplative = thoughtful, reflective
20. Contemptuous = scornful; haughty; insolent; disdainful
21. Contentious = quarrelsome, controversial
22. Critical = disapproving, fault-finding, judgmental



23. Cynical = believing or showing the belief that people are motivated chiefly by base or selfish concerns; distrustful, skeptical
24. Detached = showing lack of involvement; impersonal, unemotional
25. Didactic = morally instructive; inclined to teach or moralize excessively
26. Diffident = lacking confidence in one's self; timid; hesitant
27. Disdainful = lacking respect or reverence for something, contemptuous, mocking
28. Dismayed = disappointed, saddened, distressed
29. Earnest = sincere, heartfelt; serious, solemn
30. Effusive = excessive or unrestrained in emotional expression, overenthusiastic
31. Enthusiastic = excited, eager
32. Esoteric = understood by or meant for only the select few who have special knowledge or interest
33. Exaggerated = overstated, embellished
34. Exultant = thrilled, very happy, overjoyed
35. Facetious = playfully jocular; humorous
36. Factual = realistic, truthful
37. Fanciful = imaginative, whimsical, unlikely
38. Fascinated = captivated, awestruck, enthralled
39. Flippant = marked by disrespectful levity or casualness, frivolous
40. Forthright = straightforward, direct, up-front
41. Gloomy = depressed, sad
42. Grudging = unwilling, reluctant
43. Harsh = cruel, unkind, ruthless
44. Haughty = proud, conceited, arrogant
45. Incendiary = inciting trouble or fighting, provocative
46. Impartial = unprejudiced, neutral, fair
47. Indignant = offended or angered at something unjust or wrong
48. Informal = relaxed, casual
49. Informative = imparting knowledge, instructive
50. Insipid = Lacking qualities that excite, stimulate, or interest; dull, bland, unexciting
51. Insistent = demanding attention, unrelenting, persistent
52. Insolent = boldly rude or disrespectful; contemptuously impertinent (rude) ; insulting
53. Intimate = close, friendly, warm, confidential, personal
54. Irate = very angry, furious, highly irritated
55. Ironic = Poignantly (sadly) contrary to what was expected or intended
56. Irreverent = disrespectful, rude, critical of what is generally accepted or respected
57. Jocular = meant lightly or humorously; characterized by joking and good humor, witty
58. Jovial = cheerful, jolly, fun-loving
59. Judgmental = critical, disapproving
60. Judicious = sensible, showing wisdom or good sense
61. Learned = well-informed; having or showing profound knowledge, scholarly
62. Lugubrious = mournful; indicating sorrow, often ridiculously or feignedly

63. Lyrical = emotional, romantic, characterized by or expressing spontaneous, direct feeling
64. Matter-of-fact = unemotional, factual, calm
65. Melancholy = sad, depressed, miserable, glum, gloomy, unhappy
66. Mirthful = joyful, merry, full of happiness
67. Mocking = scornful, contemptuous, sarcastic
68. Moralistic = marked by a narrow-minded morality
69. Nostalgic = mixed feeling of happiness and sadness when recalling things from the past
70. Objective = unbiased; unprejudiced; fair
71. Optimizing = showing something at its best
72. Patronizing = condescending; treating somebody as if he or she is less intelligent than yourself
73. Pessimistic = negative, gloomy; seeing the worst in something
74. Pretentious = intended to impress others; showy; exaggerated
75. Reflective = thoughtful, philosophical, insightful
76. Remorseful = regretful, repentant, apologetic
77. Resentful = angry, bitter, offended
78. Respectful = admiring, reverent, deferential
79. Restrained = reserved, controlled; without excess or extravagance
80. Reverent = worshipful, awed
81. Sardonic = scornfully or cynically mocking, sarcastic
82. Sarcastic = ironic, mocking
83. Satirical = exposing human folly to ridicule; sarcastic
84. Scornful = disrespectful; disdainful; sneering, contemptuous
85. Sentimental = over-romantic, sappy, overly emotional
86. Sincere = genuine, heartfelt, truthful
87. Solemn = grave, serious, formal; can also mean sincere
88. Somber = serious, sad; can also mean gloomy, dismal
89. Straightforward = candid, direct, honest
90. Strident = loud, shrill, has a connotation of a woman shrieking usually in anger
91. Superficial = insincere; can also mean shallow or trivial
92. Sympathetic = compassionate, sensitive, understanding
93. Taunting = mocking or insulting, cruel
94. Turgid = pompous, self-important
95. Unsympathetic = unfeeling, uncaring, heartless
96. Urgent = compelling immediate action, insistent, pleading
97. Vexed = annoyed, irritated, upset
98. Whimsical = capricious, playful, or fanciful
99. Wistful = pensive, contemplative, sad, longing
100. Witty = amused, humorous, droll

