

## Powell High School English Department: AP and Honors Summer Assignments

Loss of learning and reading skill(s) takes place during the summer months, thus creating a significant gap between those students who do not remain active readers and those who do. Our purpose in requiring students to participate in summer reading assignments is to make sure we are ready to dive into the curriculum as soon as possible in order to get the most out of our time together, and to accurately prepare our students for advancing college and career readiness standards. These assignments are important to enrich your knowledge of Honors and AP material, enhance your interest, and demonstrate your commitment to the course. Finally, it is highly recommended that students maintain a C average (without the added points at the end for each respective course) to continue through the Honors/AP program. This is in the best interest of the student and will allow our department to assess student needs throughout the school year..

**Ninth Grade: Mr. Nathan Bonewitz**

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Honors English I Summer Reading

*To Kill a Mockingbird* by Harper Lee: Students will be required to purchase, read, and annotate the novel before the start of class next year. Books will be collected on the second day of class, and annotations will be checked for a **100-point test grade**. (Late work will be accepted with a ten-percent penalty per day.) Students will be expected to annotate entire novel with comments in every chapter. Some copies of *To Kill a Mockingbird* have dense text and small margins, so students will be expected to annotate on sticky notes, which can then be stuck into book where important plot points, questions, or issues arise in the novel. Students will be expected to comment **75 times** throughout course of novel. These comments and questions should be broken into distinct categories, which can be represented with various colored sticky notes or not, as the student wishes. **At least 25 sticky notes should indicate questions students have about the novel.** These questions may be questions the student has about the text itself, representing areas of confusion, or else be questions that the student--at a particular point--would want to ask the author or character. **At least 25 of the sticky notes should represent what the student thinks is an important moment in the novel.** These can be surprising developments or turning points and are intended to be entirely at the student's discretion. **The final 25 sticky notes can represent questions, points of interest, or anything else that the student wants to comment on.** Each comment should be at least one **complete sentence**.

The intent of this assignment is, primarily, to get students reading and interacting with the novel, so that we can immediately jump into class discussion and get a writing sample--an essay based on the novel--within the first week of school next year. This means that both reading and annotating the novel over the summer will be absolutely essential to starting off on the right foot in honors next year. Class discussion, a test grade, and an essay will all be impacted by this assignment in the very first week of school.

## Tenth Grade: Mrs. Lindsay Kennedy

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Honors English II Summer Reading

### Assignment 1

*The Tragedy of Julius Caesar*: Students should read this play in its entirety. After reading, students should answer the following essay prompt in appropriate MLA format: (100 point writing grade)

1. After reading the play, generate an expository essay in which you explain how Shakespeare uses the idea of fate as a recurring theme throughout the play. Consider how fate affects the main characters, how they avoid omens which lead to fate, etc. You should cite evidence from the play.

Appropriate citation format

Helpful tool (<https://owl.english.purdue.edu/owl/resource/747/01/> )

In Act I, scene II, Cassius states, "Men at some time are masters of their fates./ The fault, dear Brutus, is not in our stars, / But in ourselves, that we are underlings."

Or

Cassius states, "Men at some time are masters of their fates./ The fault, dear Brutus, is not in our stars, / But in ourselves, that we are underlings" (I. II. 146-48).

An online version of the play can be found here: <http://www.folgerdigitaltexts.org/html/JC.html>

### Assignment 2

*Animal Farm* by George Orwell

A printable version of this book can be found here:

<http://gutenberg.net.au/ebooks01/0100011h.html>

Or a novel can be purchased at any local bookstore or McKay's. **ALL STUDENTS MUST HAVE A COPY OF THIS BOOK in some form as it will be taken up (Please note that it will be returned).**

You should annotate the book as you read it. (100 pt test grade) Annotating a text means marking key passages in the book that make you think, question, or strongly react. While you read, underline/highlight the part of the text to which you are responding, and write notes to yourself in the margin. Annotations are meant to slow down your reading but not hinder it. It is important to absorb this book and THINK about what you are reading. You should have at least 1- 2 annotations per page. If you have more, that is wonderful! I will be checking your annotations on the second day of class for a grade. Make sure you have your books in class! Some tips about annotating: While you read underline/highlight in the text:

- Characters (who)

- When (setting)
- Where (setting)
- Vocabulary (unfamiliar words/phrases)
- Information from endnotes/footnotes
- Important quotes
- Other important information

While you read write in the margins- Underlining/highlighting alone is not enough

- Summarize
- Make predictions
- Formulate opinions
- Make connections
- Ask questions
- Analyze the author's craft
- Write reflections/reactions/comments
- Look for patterns/repetitions After you read
- Reread annotations—draw conclusions
- Examine patterns/repetitions—determine possible meanings

The benefits: Annotating a text helps you to: – Make personal connections to the text – Slow down- in a good way – Pay attention to detail – Understand what you are reading – Improve writing for tests and essays by looking at specific support and reflecting on it as you read. See example annotation below.

Then, use your annotations to find three significant passages from the novel and respond to those passages. They should be spread out across the novel, they should reflect an important idea from the novel, and they should be significant to the overall plot. Each response should be 2-3 paragraphs, typed in MLA format, and should cover the following information: Why is the passage significant? What is the author's purpose in the passage? How are the characters portrayed in the passage? (100 point writing grade.)

All assignments will be taken up the first full day of school. No exceptions. Failure to turn in an assignment on time will result in a zero. We will cover *The Tragedy of Julius Caesar* first, and then we will move to *Animal Farm*, but all assignments will be collected at once. Students will not be able to turn in *Caesar* writings first and then *Animal Farm* materials. *Animal Farm* books will be returned once we get to that part in the curriculum.

Tone = Whistful?  
Nostalgic?

Who is the speaker?

Why not taken?

Where does the road go?

# The Road (Not) Taken



Is it autumn?

Two roads diverged in a yellow wood,  
And sorry I could not travel both regretful

And be one traveler, long I stood

And looked down one as far as I could

To where it bent in the undergrowth;

Hmm...

Can't know  
what's down there

So, are the roads the same?

Then took the other, as just as fair,

And having perhaps the better claim,  
Because it was grassy and wanted wear;

Though as for that, the passing there

Had worn them really about the same.

shows takes time to think!  
at that point - but still, similar.

not so different

No to one show way

And both that morning equally lay

In leaves no step had trodden black.

Oh, I kept the first for another day!

Yet knowing how way leads onto to way;

I doubted if I should ever come back.

I shall be telling this with a sigh

That won't happen

? means stepped on

He knows once he picks, he'll never get the chance again

will always wonder what might have been

Literal Level:

A person is walking in the woods - & comes to a fork in the road.

Tries to look down one road, but can't see where it leads. Both roads same -

picks one but knows he'll never know what was down the other road. Thinks he will always wonder.

- Figurative -

In life, there are choices where neither one is so great that it jumps at you.

You have to pick, so you do. And then that choice leads to people, experiences and you don't get to

**Eleventh Grade: Ms. Courtney Fuson**

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**AP Language and Composition  
2017-2018 Summer Reading**

**The summer reading assignment will be due the second day of class. Please have it printed and ready to turn in at that time.**

Required Text: *Their Eyes Were Watching God*, Zora Neale Hurston

Assignment: Essays (100 pt writing grade)

We will be using this text at the beginning of the course to analyze it through multiple critical lenses, so you should plan to read it closely and annotate the novel as you go. You will have difficulty completing the first major assignment of the year if you have not read and annotated the novel, so please come prepared!

After reading the novel, please answer each question below with an essay of at least two pages in length; this means you should have two two-page essays. These should be formal essays with an introduction containing a thesis statement, body paragraphs with supporting text evidence that is correctly cited, and appropriate conventions. Essays should be typed using MLA format--12 pt black font, double-spaced. **Points will be deducted for larger fonts (including the title), larger line spacing, and altered margins.**

Essay Questions:

1. Trace the development of Janie's character from the novel's beginning to its end. How does Janie transform? What causes her to change? What theme does Hurston convey with this transformation? Be careful to avoid merely summarizing the plot.
2. What role does language play in the novel? Look beyond its role in establishing setting. Consider Hurston's use of dialect, the differences in both the style and the presence of the narrator's voice and Janie's voice, and the part language plays in the relationships of the characters. What is Hurston attempting to convey about language and voice?

Required Text: *Into the Wild* by Jon Krakauer

Assignment: Annotated Book (100 pt test grade)

Students should read and annotate *Into the Wild*. This is a nonfiction text, which will be our primary focus in the course. Below are some general guidelines for annotating nonfiction.

**Annotation Expectations:**

- Anything that is underlined or highlighted should have some sort of explanation. Why did you mark this? Why was it significant? After returning to school from the summer, you

often will not remember why you underlined a passage or a phrase months ago, so you are expected to write at least one word by anything that is marked.

- If you cannot write in your book, you should use post-it notes to mark the text.
- Books will be checked for thorough annotation. Annotation should be a discussion you are having with the book, so mark it up as you go! What is your reaction to what is happening in the text? What questions do you have?

**What to annotate for when reading nonfiction:**

- Who is the speaker in the novel? Mark phrases and passages that give you clues about the speaker's identity--Is he educated? Does he have any biases? How does he feel about the topic?
- Who is the intended audience? Writers typically target their work to a specific audience, rather than to people in general. Mark phrases and passages that give you clues about who the intended audience is--What beliefs do they hold? What biases might they bring to the topic? How does the speaker target his/her message to this audience?
- Purpose: In fiction, you look for a theme. With nonfiction, you will often seek out the book's purpose. Mark anything that gives you clues about the author's purpose--Why did he/she write the book? What does he/she want the audience to take away after reading it?
- Style: What kind of diction does the author use? Is it formal or informal? Are the author's sentences short and choppy or long and flowing? How does the author choose to structure the story? Is there anything different about the way this author writes?

Additionally, it always a good idea to annotate the following:

- Unfamiliar Words
- Questions about confusing areas
- Reflections on the material--What is your response?
- Patterns that you see repeating
- Passages that seem strange or stand out in some way
- Important quotations

Please do not hesitate to email me with any questions. You may reach me at [courtney.fuson@knoxschools.org](mailto:courtney.fuson@knoxschools.org). I look forward to the coming year, and I hope you enjoy the reading!

