

Bearden High School Summer Reading for 2017-18

Parents and students:

Students enrolled in Honors and AP English courses at Bearden are expected to complete summer reading before the start of class. During the first few weeks of class each term, the students are required to complete exams, write essays, and participate in discussions on the selected texts. *Reading a summary of the text is not a substitute for this assignment.*

Tips:

When completing summer reading novels, the student should be active readers, ***thoroughly annotating*** each of the texts. AP and Honors teachers will check novels for annotations as evidence of critical reading:

- Take notes about the basic elements of literature in the reading selections (plot, setting, characterization, point of view, theme, conflict, climax, etc.)
- Highlight important segments of the selection, and reflect on why it is significant
- Ask questions about the selection

The BHS English Department suggests that these texts be purchased to make this process easier. Rising AP Literature students should pay close attention to the instructions about required moment sheets. Mrs. Francis, Mrs. Fine, and Mr. Vacek have hard copies available, and a digital version is available on the school website.

If you have questions or concerns, my email address is tim.vacek@knoxschools.org. I have also included a contact for each grade level for any questions you have about specific texts.

Thank you,
Tim Vacek
English Department Chair

Contacts

9th Grade – Kelley Davis (kelley.davis@knoxschools.org)

10th Grade – Rebecca Napreyeva (rebecca.napreyeva@knoxschools.org)

11th Grade – Connie Francis (connie.francis@knoxschools.org)

12th Grade – Tim Vacek (tim.vacek@knoxschools.org)

NOTES ABOUT ANNOTATION (from the AP Central Website)

Why Annotate?

- Annotate any text that you must know well, in detail, and from which you might need to produce evidence that supports your knowledge or reading, such as a book on which you will be tested.
- Don't assume that you must annotate when you read for pleasure; if you're relaxing with a book, well, relax. Still, some people—let's call them "not-abnormal"—actually annotate for pleasure.

Don't annotate other people's property, which is almost always selfish, often destructive, rude, and possibly illegal. For a book that doesn't belong to you, use adhesive notes for your comments, removing them before you return the text.

Don't annotate your own book if it has intrinsic value as an art object or a rarity. Consider doing what teachers do: *buy an inexpensive copy of the text for class.*

Tools: Highlighter, Pencil, and Your Own Text

1. Yellow Highlighter: A yellow highlighter allows you to mark exactly what you feel is necessary. Equally important, the yellow line emphasizes without interfering. Highlighters in blue and pink and fluorescent colors are even more distracting. The idea is to see the important text more clearly, not give your eyes a psychedelic exercise.

While you read, highlight whatever seems to be key information. At first, you will probably highlight too little or too much; with experience, you will choose more effectively which material to highlight.

2. Pencil: A pencil is better than a pen because you can make changes. Even geniuses make mistakes, temporary comments, and incomplete notes.

While you read, use marginalia—marginal notes—to mark key material. Marginalia can include check marks, question marks, stars, arrows, brackets, and written words and phrases. Create your own system for marking what is important, interesting, quotable, questionable, and so forth.

3. Your Text: Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, **consider doing the following, if useful or necessary:**

- At the end of each chapter or section, **briefly** summarize the material.
 - Title each chapter or section as soon as you finish it, especially if the text does not provide headings for chapters or sections.
 - Make a list of vocabulary words on a back page or the inside back cover. Possible ideas for lists include the author's special jargon and new, unknown, or otherwise interesting words.
 - Important plot happenings
 - Supporting details or textual evidence to support a conclusion you are drawing
- Writer's craft to create effect, such as figurative language, imagery, characterization, etc.

Honors English – 9th Grade

Read each of the following:

Anthem by Ayn Rand

Of Mice and Men by John Steinbeck*

The Secret Life of Bees by Sue Monk Kidd*

*Excellent story; language and themes may be objectionable. An alternate reading selection is available for objectionable material upon request.

Synopsis of each work:

Set in South Carolina in 1964, *The Secret Life of Bees* by Sue Monk Kidd tells the story of Lily Owens, whose life has been shaped around the blurred memory of the afternoon that her mother was killed. As she journeys to the town that holds the secret to her mother's past, Lily discovers the mesmerizing world of bees, honey, womanhood, and herself. This is a remarkable story about female power and the endearing sense of belonging.

Anthem by Ayn Rand is not just a story about the individual being swallowed by the collective. This book also deals with an identification of how that can happen and what ideas people must first accept before such a totalitarian society can take hold. *Anthem* is not merely a story about the horrible, depressing life of people in a collectivist society; it is also about the triumph of the individual's independent spirit and the triumph of those who reject the ethics of collectivism.

Of Mice and Men is John Steinbeck's story of friendship between two itinerant farm laborers during the Great Depression. During difficult times, they have formed "family" – clinging together in the face of loneliness and unforeseen circumstances.

Honors English – 10th Grade

Read each of the following:

A Separate Peace by John Knowles

The Adventures of Huckleberry Finn by Mark Twain*

Their Eyes Were Watching God by Zora Neale Hurston

*Excellent story; language and themes may be objectionable. An alternate reading selection is available for objectionable material upon request.

Synopsis of each work:

Narrated by Huck himself, Mark Twain's *The Adventures of Huckleberry Finn* is the exciting and moving story of two outcasts fleeing down the Mississippi on a raft. By the novel's end, the boy nobody wants becomes a courageous human being with a sense of his own destiny. First published in 1884, this masterpiece of American literature went on to influence a generation of writers, from Ernest Hemingway to J.D. Salinger.

Their Eyes Were Watching God is a novel published by Zora Neale Hurston in 1937. Though Hurston's novel was highly disregarded upon publication, it has become a staple for African-American female writers and is studied now for its multifaceted American literary traditions. The novel's dialect can make it a difficult read, but its context is true to southern literature, feminist literature, and its connection to the Harlem Renaissance.

A Separate Peace by John Knowles is a model coming-of-age novel in which the protagonist, Gene Forrester, remembers time spent at his old prep school, Devon, in New Hampshire. Gene must face the consequences of his past actions that change both his own life and the life of his best friend, Finny. Taking place from 1942-1943, the story deals with themes of jealousy, rivalry, anger, war, and guilt.

AP Literature – 11th Grade

Read *The Poisonwood Bible* by Barbara Kingsolver, and complete a novel moment sheet according to the instructions. Kingsolver is a current American writer. This book is about a missionary family from Georgia who move to the Congo. They struggle to adapt to Africa in the same way the Africans struggle to adapt to them.

Read *Never Let Me Go*, a dystopian novel by Kazuo Ishiguro, and prepare a moment sheet according to the instructions. One of the most celebrated contemporary fiction writers of today, Ishiguro creates a futuristic world where human clones exist for the sole purpose of donating their bodies in order to “complete” their missions. Set in the late 20th century, the protagonist struggles with friendship, love, and deceit. Often misread as a science fiction tale, this is a story of how three young friends cope with their pre-determined design and existence and try to make sense of what it is like to be human.

Students can pick up **moments sheets** and instructions from Mrs. Connie Francis or Mrs. Anne Fine before the end of the year. The moment sheet is also available on the school website.

Extra-credit study questions: Students can pick up a reading guide for *The Poisonwood Bible* from Mrs. Francis if they wish. Completed reading guides are due on the first day of classes and will be counted as extra-credit during the semester.

A summer reading essay will be assigned during the first week of the semester.

AP Language – 12th Grade

Read the following:

True Enough by Farhad Manjoo

Choose one of the following:

The Girls of Atomic City by Denise Kiernan

Last Child in the Woods by Richard Louv

The Things They Carried by Tim O'Brien

Synopsis of each work:

In ***True Enough: Learning to Live in a Post-Fact Society***, Manjoo uses a number of events, both historical and current, to analyze and explain how psychological concepts such as selective exposure and peripheral processing contribute to the spread of misinformation and confusion in the 21st century. The book gives fascinating insight into the often subconscious ways that people typically approach current events and controversies. Manjoo is a journalist whose résumé includes *Slate*, *The Wall Street Journal*, and, currently, *The New York Times*.

Kiernan seeks to expose an area of Oak Ridge history that has not received much coverage in her book ***The Girls of Atomic City***. Women from all over the country worked tirelessly at the Clinton Engineer Works in the 1940s, knowing only that they were helping the American war efforts – oblivious to the world-changing technology that they were working to uncover. Kiernan weaves a factual narrative based on her exhaustive interviews with several of those women, revealing all the once esoteric details of their existence in the Secret City.

Louv's ***The Last Child in the Woods*** posits that the technological age puts America's youth at a much higher risk of suffering from "nature deficit disorder," a condition that he and his extensive research would like to see added to the American medical lexicon. The book studies not only the potential problems that arise when childhood lacks a significant natural component, but also solutions to those problems. An excerpt from this book appeared on the 2013 AP Language exam.

O'Brien brilliantly blends fiction and nonfiction in ***The Things They Carried*** as he reflects on his experiences in the Vietnam War. O'Brien's poignant thoughts on war, death, and sacrifice resonate with his growing audience. The book, which is more of a collection of interconnected short stories than it is a novel, is quickly becoming viewed as a contemporary classic. (Excellent story; language and themes may be objectionable.)

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