

Central High School 2020-2021 Summer Reading



Committees of teachers work together at each grade level to determine the most appropriate outside 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 courses, works selected have been identified by the College Board as acceptable texts for summer and semester reading through the AP course syllabus audits.

Alignment

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 and annotate the assigned texts. Students should be ready for assessments, activities, and discussions on the first full day of classes. Students should contact teachers through email if questions arise over the summer. In addition to keeping the mind active and preventing 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. If after a week there is no response, parents may contact the department chair, Melanie Mullins, at melanie.mullins@knoxschools.org, and she will help resolve the issue.

Central High School 2018-2019 Outside Reading List Alternate titles will be provided at parents' request. An asterisk* beside a title indicates possible objections. English I and II students should read all titles listed. AP Language (11th grade) should read three titles and complete the other written assignments, and AP Literature (12th grade) should read all three titles listed.

All synopsis information is cited from www.goodreads.com.

English I Honors

****To Kill a Mockingbird, Harper Lee***

“The unforgettable novel of a childhood in a sleepy Southern town and the crisis of conscience that rocked it, *To Kill A Mockingbird* became both an instant bestseller and a critical success when it was first published in 1960. It went on to win the Pulitzer Prize in 1961. Compassionate, dramatic, and deeply moving, *To Kill A Mockingbird* takes readers to the roots of human behavior - to innocence and experience, kindness and cruelty, love and hatred, humor and pathos. Now with over 18 million copies in print and translated into forty languages, this regional story by a young Alabama woman claims universal appeal. Harper Lee always considered her book to be a simple love story. Today it is regarded as a masterpiece of American literature.”

Lord of the Flies, William Golding

“At the dawn of the next world war, a plane crashes on an uncharted island, stranding a group of schoolboys. At first, with no adult supervision, their freedom is something to celebrate; this far from civilization the boys can do anything they want. Anything. They attempt to forge their own society, failing, however, in the face of terror, sin and evil. And as order collapses, as strange howls echo in the night, as terror begins its reign, the hope of adventure seems as far from reality as the hope of being rescued. Labeled a parable, an allegory, a myth, a morality tale, a parody, a political treatise, even a vision of the apocalypse, *Lord of the Flies* is perhaps our most memorable novel about “the end of innocence, the darkness of man’s heart.””

English II Honors

****Of Mice and Men, John Steinbeck***

“Drifters in search of work, George and his simple-minded friend Lennie have nothing in the world except each other and a dream -- a dream that one day they will have some land of their own. Eventually they find work on a ranch in California’s Salinas Valley, but their hopes are doomed as Lennie, struggling against extreme cruelty, misunderstanding and feelings of jealousy, becomes a victim of his own strength.”

Fahrenheit 451, Ray Bradbury

“Guy Montag is a fireman. In his world, where television rules and literature is on the brink of extinction, firemen start fires rather than put them out. His job is to destroy the most illegal of commodities, the printed book, along with the houses in which they are hidden. Montag never questions the destruction and ruin his actions produce, returning each day to his bland life and wife, Mildred, who spends all day with her television 'family'. But then he meets an eccentric young neighbor, Clarisse, who introduces him to a past where people did not live in fear and to a present where one sees the world through the ideas in books instead of the mindless chatter of television.”

The House on Mango Street, Sandra Cisneros

“Acclaimed by critics, beloved by readers of all ages, *The House on Mango Street* is the remarkable story of Esperanza Cordero. Told in a series of vignettes – sometimes heartbreaking, sometimes deeply joyous—it is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become. Few other books in our time have touched so many readers.”

English III AP Language and Composition

The Radium Girls, Kate Moore

In the dark years of the first World War, hundreds of girls toil amidst the glowing dust of the radium-dial factories. The glittering chemical covers their bodies from head to toe; they light up the night like industrious fireflies. With such a coveted job, these "shining girls" are the luckiest alive — until they begin to fall mysteriously ill. But the factories that once offered golden opportunities are now ignoring all claims of the gruesome side effects, and the women's cries of corruption. And as the fatal poison of the radium takes hold, the brave shining girls find themselves embroiled in one of the biggest scandals of America's early 20th century, and in a groundbreaking battle for workers' rights that will echo for centuries to come...

I am Malala, Malala Yousafzai

Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive.

In Cold Blood, Truman Capote

On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder and the investigation that led to the capture, trial, and execution of the killers, he generates both mesmerizing suspense and astonishing empathy.

*******See attached sheet for the remaining assignments.**

English IV AP Literature and Composition

****A Raisin in the Sun, Lorraine Hansberry***

“Never before, in the entire history of the American theater, has so much of the truth of black people's lives been seen on the stage," observed James Baldwin shortly before *A Raisin in the Sun* opened on Broadway in 1959. Indeed Lorraine Hansberry's award-winning drama about the hopes and aspirations of a struggling, working-class family living on the South Side of Chicago connected profoundly with the psyche of black America--and changed American theater forever.”

Macbeth, William Shakespeare

“One night on the heath, the brave and respected general Macbeth encounters three witches who foretell that he will become king of Scotland. At first sceptical, he's urged on by the ruthless, single-minded ambitions of Lady Macbeth, who suffers none of her husband's doubt. But seeing the prophecy through to the bloody end leads them both spiralling into paranoia, tyranny, madness, and murder. This shocking tragedy - a violent caution to those seeking power for its own sake - is, to this day, one of Shakespeare's most popular and influential masterpieces.”

Frankenstein, Mary Shelley

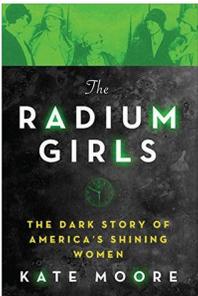
“Mary Shelley began writing *Frankenstein* when she was only eighteen. At once a Gothic thriller, a passionate romance, and a cautionary tale about the dangers of science, *Frankenstein* tells the story of committed science student Victor Frankenstein. Obsessed with discovering the cause of generation and life and bestowing animation upon lifeless matter, Frankenstein assembles a human being from stolen body parts but; upon bringing it to life, he recoils in horror at the creature's hideousness. Tormented by isolation and loneliness, the once-innocent creature turns to evil and unleashes a campaign of murderous revenge against his creator, Frankenstein.”

Welcome to AP Language and Composition! This AP course emphasizes a mix of politics, history, social sciences, current events and nonfiction prose. If you have questions, please e-mail me andrea.turner@knoxschools.org. Do not wait until the first day of class!

Due Date: The readings and one written assignment are due the first FULL day of school. By completing these summer reading and language activities, you will prepare for success in this class. I hope you will also enjoy the reading and that it provides you with the opportunity to see the world from a different perspective, as well as appreciate the universality of human experience conveyed by literature.

Summer reading summary - 3 books, 1 written assignment
(please read through in depth explanations for further clarification):

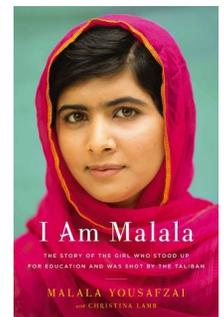
1. Read *The Radium Girls* by Kate Moore



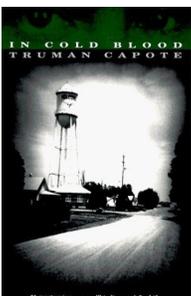
In the dark years of the first World War, hundreds of girls toil amidst the glowing dust of the radium-dial factories. The glittering chemical covers their bodies from head to toe; they light up the night like industrious fireflies. With such a coveted job, these "shining girls" are the luckiest alive — until they begin to fall mysteriously ill. But the factories that once offered golden opportunities are now ignoring all claims of the gruesome side effects, and the women's cries of corruption. And as the fatal poison of the radium takes hold, the brave shining girls find themselves embroiled in one of the biggest scandals of America's early 20th century, and in a groundbreaking battle for workers' rights that will echo for centuries to come...

2. Read *I am Malala* by Malala Yousafzai.

DO NOT BUY THE "YOUNG READERS EDITION"! Malala Yousafzai was only ten years old when the Taliban took control of her region. They said music was a crime. They said women weren't allowed to go to the market. They said girls couldn't go to school. Raised in a once-peaceful area of Pakistan transformed by terrorism, Malala was taught to stand up for what she believes. So she fought for her right to be educated. And on October 9, 2012, she nearly lost her life for the cause: She was shot point-blank while riding the bus on her way home from school. No one expected her to survive.



3. Read *In Cold Blood* by Truman Capote



On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder and the investigation that led to the capture, trial, and execution of the killers, he generates both mesmerizing suspense and astonishing empathy.

4. **Write a response to your choice of ONE of the three books.** Be prepared to do in class writing, discussion, and assessment of the other two books.
 - a. **Prompt:** Compose a multi-paragraph response in which you analyze the author’s purpose for writing this book (why tell this story? how do they want it to change/affect/move the readers?). Discuss their purpose as it builds and develops across the book. Consider the rhetorical elements of TONE as listed below. How do they support the author’s overall purpose? This response is due the first full day of school and should be shared with my email on google drive. It will be graded for completion as well as for thoughtful analysis of author purpose.

Advice for completing a written response to nonfiction literature:

In this introductory assignment for AP English Language and Composition, you will focus on critical analysis of the texts you are reading. This will require you to read closely and carefully – in “study mode”. Yes, you need to read for literal meaning (to understand what is going on in the text), but you will also need to read critically. To analyze is to break up a complicated text into its component parts, examine those parts individually, and explain how they work together to fulfill the author’s intended purpose.

The specific rhetorical element that I would like you to focus on while you read is **TONE**. TONE is defined as the author’s attitude toward the subject or theme, revealed through stylistic choices. There are many stylistic choices an author might use. These writing choices include (but are not limited to) **DICTION**, **SYNTAX**, and **FIGURATIVE LANGUAGE**.

DICTION — word choice, to convey tone, purpose, or effect.

For example, a sentence like “Johnny walked to the park” is pretty straightforward and has a neutral tone. However, if I want to convey the idea that walking to the park is drudgery for Johnny, I can play with the verb “walked” and change it to this: “Johnny trudged to the park.” Other “walk” verbs that convey emotion include “pranced”, “slithered”, “glided”, “marched”, “skipped”, “slogged”, “ambled”, “sashayed”, and “strutted”. Think of how the changing of one word changes the whole feel of the sentence. It all depends on what the author wants to convey.

SYNTAX—how words are arranged into sentences to convey meaning; sentence structure. Authors may play with the order and arrangement of words to create a particular effect.

For example, short, choppy sentences can create a sense of urgency if that is the author’s intention: “Quick! Get help! Someone’s hurt. A broken leg. Hurry!” A balanced sentence structure might be saved for a memorable message: “Ask not what your country can do for you ask what you can do for your country” The dash represents the linguistic fulcrum that Kennedy’s famous challenge balances on – the reversal of terms also makes it memorable. A periodic sentence, in which the main clause is saved until the end, may be used to create a sense of tension or expectation. Patrick Henry was an expert: “If we wish to be free, if we mean to preserve inviolate those inestimable privileges for which we have been so long contending, if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight!” There you have it – Henry keeps throwing all these “if we” conditionals at us, until the building up of conditions demands an action: “we must fight” breaks the tension and satisfies the conditions.

FIGURATIVE LANGUAGE – (in contrast to LITERAL language) has levels of meaning expressed through figures of speech such as personification, metaphor, hyperbole, irony, metonymy, etc.

For example, this is how Zora Neale Hurston uses figurative language when Janie Starks goes to her husband’s funeral in *Their Eyes Were Watching God*: “Janie starched and ironed her face and came set in the funeral behind her veil. It was like a wall of stone and steel. The funeral was going on outside . . . She sent her face to the funeral, and herself went rollicking with the springtime across the world.” The images here show a barrier between Janie’s outward form and appearance of solemnity for the dead, but within she is actually celebrating. The figurative language expresses this separation in a fresh and interesting way.