

## Honors Nine: Summer Assignment

The Honors English and History Programs at Chugiak High School hold their students to the highest academic standards and expect students to show a willingness to expand their academic horizons. Over the summer, students will complete a writing assignment, which will allow us to evaluate each student's writing ability and the appropriateness of placement in the Honors Program. Be ready with your essay on the first day of class.

### Writing Assignment:

Using appropriate 5-paragraph essay format, write an essay that answers the following question:

**What makes a successful student?**

**Review the handout about Honors 9 Criteria on the next page before starting your essay to obtain some ideas.**

**Make sure your essay includes an introduction with a preview or three point thesis statement, body paragraphs with topic sentences and a conclusion. Support your essay with specific examples.**

### Recommended Reading:

There are several novels that we **recommend** reading over the summer to help prepare you for the upcoming school year, as well as provide you with a solid literature base. The list below contains a variety of novels that may be covered by your teacher. Previous knowledge of the novels will prove beneficial.

<i>Animal Farm</i>	George Orwell
<i>Edith Hamilton's Mythology</i>	Edith Hamilton
<i>Lord of the Flies</i>	William Golding
<i>Romeo and Juliet and Julius Caesar</i>	William Shakespeare
<i>Things Fall Apart</i>	Chinua Achebe

**Expectations:** Essentially, an Honors 9 English student needs to be a student who truly stands out from his/her classmates in depth of thought, writing/reading comprehension skills, ability to understand sophisticated ideas, and motivation to work diligently with difficult concepts.

## Honors English and History Nine

The Honors 9 program is designed for students who demonstrate academic ability, motivation, and a specific interest in an accelerated curriculum. A study of literary classics, expository writing, and world history will be the focus. The history of the human race and how mankind developed in time encompasses the study of philosophy, art, language and literature, and political history. We study people, places, events and how all of these relate in time.

### **To succeed, a student needs the following:**

#### Knowledge of Essay Structure

- Simple and complex sentence structure
- Knowledge about paragraph structure: topic sentence, support statements, transitions
- Knowledge how to connect thoughts to thesis and topic sentences
- Thesis construction. Can create a sentence that is arguable and provable

#### Reading Comprehension

- Willingness to tackle difficult material, such as primary documents and classical literature
- Analysis of literature beyond surface understanding; theorize

#### Speech Techniques and speech construction

- understanding of presentation and construction techniques

#### Study Skills

- ability to use resources to produce a product
- ability to use an index, glossary, table of contents, map, dictionary, thesaurus,
- note taking skills
- outlining skills

#### Self-motivation

- Flexibility
- Responsibility
- Recognition of student jobs and tasks
- Independence-taking the initiative to use the tools provided to succeed
- High academic goals
- Understanding of the significant time requirements for an honor's course of study
- Willingness to go above and beyond the basic expectations

**We are looking for a student who is willing to participate, express opinions, and take charge of his/her education.**

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**Attn:** Chugiak High School sophomores taking Honors English 10 2010-2011  
**From:** Honors English instructor Mrs. SJ Cook

The following is a reading/study plan for the summer. Please read this carefully and contact Mrs. Cook in room 204 at CHS if any concerns arise. **Please understand that ALL students of Honors English 10 are responsible for this required reading and journaling.**

## Required Summer Reading

**\*In this book you will find some offensive labels for certain groups in our society. For this reason this book is still banned in some parts of the country. Notice, however, that the characters using these nomenclatures are ignorant/misguided at best and nefarious/unscrupulous at worst. The characters who are referred to as “the n.-word” are the most admirable characters in the book; this leads to the irony of the situation as Twain saw it: the people in “power” of our societies are not as admirable in character as those who are oppressed.**

Mark Twain’s *The Adventures of Huckleberry Finn*

This is a great read on two levels; please keep these in mind as you read

- A.** An adventure story chronicling two outcasts as they try to find their place in the world.
- B.** A satirical commentary of the world in which Twain lived
  - \*political comments
  - \*social comments
  - \*moral comments

As you read, please keep an open mind. Here is the address of some “expert” opinion that might inspire you to look at Twain’s thoughts more deeply. Feel free to use these opinions in forming your own. If you use these ideas, be responsible to cite your sources as a way to avoid any appearances of plagiarism. Thank you!

<http://sled.alaska.edu/databases>

From there click on “ebSCO host”; now find “Literary Reference Center” on the bottom right corner and off you go!!

## Required Summer Journal Assignment

While you read, you will be keeping a journal about intelligent thoughts that you need to remember. Type it if that's how you think best, or legibly hand-write it so your journal is portable.☺

**After every sixth chapter, you will write an entry.** Each entry will include one of the following options:

(you will one entry for each grouping: 1-6, 7-12, 13-18, 19-24, 25-30, 32-37, 38-43)

1. Comment on the author's style, referring to particular words, phrases, and/or passages. What do you notice about Twain's writing that sets him apart?
2. Pick a passage that contains striking imagery and make a comment as to the effect that the imagery has on the passage as a whole.
3. Comment on a character. What traits does he/she have that are getting in the way or contributing to his/her success? Does this character remind you of someone you know? Yourself, perhaps? Talk about more than their hat size, please.
4. Comment on your reaction to the story itself. How do you respond to the action? If you are not enjoying it, why not? If you are, why?
5. Write about how you fit into the story. Can you relate to some of the struggles? Do you see yourself in the story or how people are reacting? How is your journey similar?
6. Write and answer four interpretive (between the lines) questions.  
**example:** what is it about Julius Caesar's personality that demands that he still go to the senate meeting when he has so many warnings that he shouldn't?
7. Select a quote that either seems important, or just strikes you as interesting. Comment on your selection.
8. Describe the tone (attitude the speaker or sometimes the author has towards his subject) of the section by listing 10-12 words from the section and then discuss their overall effect on the mood.
9. Use a creative writing approach. This one is wide open – anything goes.
10. Talk to a character. Ask the character a question, scold him/her, advise him/her, yell at him/her, or beg him/her to change...whatever. Pretend like the character is someone who will listen to you.

Use a variety of entry selections. In all, you will have 7 written entries. Label your entries clearly. Don't repeat any of the entry choices.

(Example: Chapters 1-6:

#2 The imagery ...

Chapters 7-12:

#8 The tone in this act...)

**Now you are almost done!! For your 8th and final entry write a paragraph that makes a guess about Mark Twain's philosophy about life.** He has many philosophies, so you simply need to choose one and explore it in our own mind. For this one, you will be wise to consult some of the "experts" aforementioned.

Begin this in June and read and write in a leisurely pace. Don't be cruel to yourself! Make August as wonderful as June!

## **Suggestions for Summer Reading**

For those of you who are just giddy about being an educated human!

*The Education of Little Tree* by Forrest Carter

*Walden* by Henry David Thoreau

*Moby Dick* by Herman Melville

*(The Red Badge of Courage* by Stephen Crane) we will probably read this one in class...

*Uncle Tom's Cabin* by Harriet Beecher Stowe

*I Know Why the Caged Bird Sings* by Maya Angelou

*The Adventures of Tom Sawyer* by Mark Twain

*Puddin'Head Wilson* by Mark Twain

*(The Old Man and the Sea* by Ernest Hemingway) we may read this one in class...

*Leaves of Grass* by Walt Whitman

*The Grapes of Wrath* by John Steinbeck

*East of Eden* by John Steinbeck

*Catcher in the Rye* by J.D. Salinger

*Stride Toward Freedom* by Martin Luther King, Jr.

Throughout the year, your having read something "extra" would be a shining moment for you and valuable brownie points from me!!! As our friends "down under" say,

**"Good on ya, mate!"**

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**AP Language and Composition**  
**Summer Reading 2010**  
**Ms. Alexander**  
**Chugiak High School**

**Objective:**

This course is a freshman college level study of rhetoric and composition. As such, it is a rigorous course both in terms of the abstractions studied and the workload required for success. Students taking this course will see significant improvement in their writing skills, in their understanding of the English language (grammar, usage, rhetorical techniques, strategies, and modes), in their analytical abilities, and in their knowledge of the rhetoric, the art of using language effectively. The Advanced Placement College Board recommends that all students in AP Language and Composition complete summer reading as well as writing assignments related to the assigned texts. Having common titles read over the summer enables us to immediately begin our study of rhetoric in this challenging, year-long college course.

**Required Texts:**

Obtain and read each of the following texts before school begins in the fall:

1. *Three Cups of Tea: One Man's Mission to Promote Peace One School at a Time* by Greg Mortenson and David Oliver Relin

2. *Ella Minnow Pea* by Mark Dunn

\*While these titles are available in many stores and libraries, I have arranged to have copies available for purchase at TitleWave Bookstore on Northern Lights Boulevard in Anchorage as well as The Book Shelf in Eagle River.

**Assignment:**

Mark up the texts in an annotative fashion as you read them. Your underlines, stars, (etc.) and questions and comments in the margins may reflect any reactions or questions that you have about the ideas presented, but should focus primarily upon how the language functions. You are studying not so much *what* the author says, but *how* he says it. Mortenson and Dunn are acclaimed authors who use carefully crafted diction in order to articulate persuasive arguments. Look at interesting word choices, imagery used that evokes the senses, how the authors structure their sentences and paragraphs and the story as a whole, selection of detail, figurative language used, the tone, and the effect of any or all of these. This, in general, is the study of rhetoric and is the focus of the course.

Note: If you are reading a used book that is already annotated, please put your comments on separate paper complete with the page number so that I know that you've read the text.

**Guidelines/Expectations:**

Your marked up texts are due at the beginning of class on Wednesday, August 18, 2010. These should illustrate that you've been actively reading and considering the language of the text, not mere highlighting without commentary or purpose. This assignment is worth 200 points in the grade book.

There will be an open-book essay exam on both texts to follow, so be sure to complete the readings by the due date in order to have success.

**Contact information:**

If you have questions about this assignment or about the course, please contact me via e-mail during the summer months at [Alexander\\_Stefanie@asdk12.org](mailto:Alexander_Stefanie@asdk12.org).

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To: Students pursuing the challenge **AP Literature and Composition** in the fall of 2010.

From: Mrs. Steele

The following is a study plan for the summer. Please note the required assignment listed after the highly recommended or suggested reading. Senior year is filled with activities that will occupy your study time. For most of you, the summer will be less hectic. I advise you to work in whatever study time you can during the summer. Because good readers write in their books as they read, I think it is a good idea to buy the books we will be reading next year. Of course, our library will have 1 or 2 copies of most of the books we will read together, and I have copies. I will give you a more complete list of reading material at the beginning of school, but here is a list of "definites": a Shakespearean play, Wuthering Heights, Heart of Darkness, Oedipus, The Importance of Being Earnest, Poisonwood Bible.

### **Highly Recommended:**

Because so much great literature contains allusions to the Bible, Greek mythology, and the works of William Shakespeare, a familiarity with these works is essential to the serious study of literature. Familiarize yourself with the following:

- Bible: Genesis, Exodus Chapters 1-10, Judges, Psalms, Story of Jonah, Job, Proverbs and the gospels (Matthew, Mark, Luke, and John) are most often referenced in allusions
- Myth: Mythology by Edith Hamilton or Mythology by Thomas Bulfinch
- Shakespeare: Many good Shakespeare plays are available on videocassette or DVD.

### **Suggested:**

The more books you read, the broader your base is for learning. In order to keep the material fresh, keep a journal. This can be a daily journal, diary or stickies marking passages. Remember to not only to think about elements of fiction (theme, plot, characterization, tone, mood, setting), but also remember to reflect on the piece. See me if you want suggestions for summer reading.

Read the dictionary! Learn new words! Evidence both scientific and personal suggest that reading the dictionary a little each night will help improve both your vocabulary and your SAT scores. The expectation is that your writing will reflect a college level vocabulary that you can use fluently.

Our class next year will be a great adventure. I look forward to reading a few books of literary merit myself this summer and spending as much time outdoors as possible.

Kathie Steele

# Required Summer Journal Assignment

Steele/ AP

English

*Confederacy of Dunces* by John Kennedy Toole

*The Book Thief* by Marcus Zusak

You will be reading two novels this summer. I have chosen this novel because it is a contemporary satire of literary merit. This novel is taught in many AP Literature classes throughout the U.S. If you find this objectionable, you may reading *Candide* by Voltaire (shorted but not as much fun) as an alternative assignment. For *Confederacy of Dunces* by John Kennedy Toole, you will be completing a journal assignment. Use some type of spiral or journal that is portable. I want you to be able to work on this wherever you go (plane, fishing boat, automobile, espresso stand). Please try and write legibly; I have "old lady eyes." Points will not be deducted for coffee stains or tattered edges. The journal assignment is the same for *Confederacy of Dunces* and *Candide*. **The journal is due on the first day of class.**

The procedure is as follows:

Complete an entry after every 50 pages or so. You will have a total of 10 entries for the novel when you have finished. Each entry should be comprised of two (2) of the following options and should be labeled according to page numbers:

1. Comment on the author's style, referring to particular words, phrases, and passages. What do you notice about Kingsolver's writing that sets her apart?
2. Pick a passage that contains striking imagery and make a comment as to the effect that the imagery has on the passage as a whole.
3. Comment on a character. What traits does he/she have that are getting in the way or contributing to his/her success? Does this character remind you of someone you know? Yourself, perhaps? Talk about more than their hat size, please.
4. Comment on your reaction to the story itself. How do you respond to the action? If you are not enjoying it, why not? If you are, why?
5. Write about how you fit into the story. Can you relate to some of the struggles? Do you see yourself in the story or is would your reaction be similar to how people are reacting? How is your journey similar?
6. Write and answer four interpretive (between the lines) questions.
7. Select a quote that either seems important or just strikes you as interesting. Comment on your selection.
8. Describe the tone of the section by listing 10-12 words from the section and then discuss the overall effect on the mood.
9. Come up with an idea that is so interesting even I could not have thought of it.
10. Use a creative writing approach to comment on the section. This one is wide open, folks.
11. Talk to a character. Ask that character a question, accuse them of being foolish, give them advice... in other words, talk to them!

You will need to vary your selection for each entry, although you will, of course, use some of the options more than once. Remember that effort will be recognized, as will last minute weekend products. Take your time. Start early. For a change. If you have questions, drop by room 192 before or after school (or call me at 688-5009), and I'll be happy to answer questions.

Note: For *The Book Thief*, I would like you to write to write a one-page letter to Death from the protagonist responding to the events or asking unanswered questions. **Also due the first day of class.**