

Indian River Charter High School

2010 Summer Reading

Indian River Charter High School requests that all of our students read over the summer.

The goal of summer reading is to help build a culture of reading. We wish to expose our students to more literature and to prepare them for the intellectual and academic rigor of the upcoming year. Moreover, we think they will enjoy the following literature. Please make note of the novel/s below that is required for your grade and class level. Note: All students will be responsible for completing a test on their designated novel/s when they start school in fall.

Summer Reading Lists:

9th Grade English

Of Mice and Men – John Steinbeck

10th Grade English

The Alchemist - Paul Coelho

11th Grade English

What Dreams May Come -
Richard Matheson

12th Grade English

And Then There Were None
(aka *Ten Little Indians*) –
Agatha Christie

9th Grade English Honors

Of Mice and Men – John Steinbeck
The Chosen – Chaim Potok

10th Grade English Honors

The Alchemist - Paul Coelho
Three Cups of Tea – Greg Mortenson

11th Grade English Honors

What Dreams May Come -
Richard Matheson
The Sun Also Rises – Ernest Hemingway

*11th AP Language and Composition

The Color Purple – Alice Walker
Slaughterhouse Five – Kurt Vonnegut

12th Grade English Honors

And Then There Were None
(aka *Ten Little Indians*) –
Agatha Christie
Dracula – Bram Stoker

**12th AP Literature and Composition

The Adventures of Huckleberry Finn -
Mark Twain
Frankenstein – Mary Shelley
Flowers for Algernon – Daniel Keys

All students (except AP Students) must complete two journal entries for each novel they read. One journal entry should involve some type of analysis of characterization, themes, symbolism, setting, imagery, or point of view. The other journal entry should involve some personal reaction to the novel(s) once the reading is finished. (Turn Over →)

* In addition to reading the summer novels, *AP Language* students will be responsible for the following assignments per novel:

- ❖ Keep a journal on the novel that includes six entries (one page each)
- ❖ Rewrite a scene from the point of view of a different character

** In addition to reading the summer novels, *AP Literature* students are responsible for the following:

See Mrs. Harmon for assignments or follow this link [AP Literature Summer Assignments](#)

Please check with Vero Beach Book Center, Books A-Million, Walden Books (IR Mall), on-line bookstores or your local library to obtain a copy of your required novel(s). There are inexpensive copies (under a \$1) online, please start with a google search.

Intensive Reading

For those students enrolled in Mrs. Harmon's Intensive Reading Class **Summer Reading Activity**

Each student will need to read one newspaper article or one magazine article per week and write a ½ page summary of each article for a total of eight articles due before the fall semester begins. Each article should be at least 1 page or more in length and needs to be cut out or photocopied and placed in a folder with the summaries. Please include the main idea and specific details from the article in your summary.

Checklist for Folder:

- 8 newspaper or magazine articles
- each article is 1 page or more in length
- each article is cut out or photocopied
- ½ page summary for each article
- include the main idea for each article
- include specific details for each article

*This will be the first assignment graded for the fall semester of 2010.

We thank you for your cooperation with this request. Call 567-6600 x201 if you have any questions or comments.

Enjoy your reading!

AP Literature Summer Reading

The three mandatory literary works are:

"The Adventures of Huckleberry Finn"
by Mark Twain

"Frankenstein" by Mary Shelley

"Flowers for Algernon" by Daniel Keys

I highly recommend getting your own copy of these novels so that you can annotate* throughout the work.

*see note on how to annotate

Your summer reading is carefully chosen with these specific goals in mind:

1. to help you build confidence and competence as readers of complex texts
2. to give you, when you enter class in the fall, an immediate basis for discussion of literary elements such as narrative viewpoint, symbolism, plot structure, etc.
3. to set up a basis for comparison with other works we will read during the year
4. to provide you with the beginnings of a repertoire of works you can write about on the AP lit exam next spring
5. last but not least, to enrich your mind and stimulate your imagination!

Assignment 1:

For each of the 3 literary works, you will be required to type up REMINDER NOTES according to the attached format. These notes are due the **by the end of the first week (the first Friday)** of class.

Reminder Notes template

Number your notes to follow this template so they will be easy to check.

Be careful about spelling. Feel free to add other elements you would like to remember.

1. title and author (check spelling) and publication date
2. major characters (check spelling), their roles in the story and relationship summarize what drives them (motivation)
3. minor characters you might like to remember roles and relationships any foils?
4. setting (time and place)
5. plot: summarize it briefly
chart the exposition, rising action, climax, turning point, denouement, etc.
note key conflicts that propel the plot
6. themes, big ideas (list and comment briefly on at least three)
7. describe at least three key scenes and why they are important
8. discuss the ending—is it open-ended or neatly resolved? what do the characters learn, how do they change?
9. narrative point of view—describe it and note how it contributes to meaning/impact
10. writing style—describe and offer at least two specific examples
11. note key symbols, motifs, and / or images—how do they contribute to meaning?
 - a. symbol: a person, image, word, object, color, idea, action, event, etc. that evokes meanings beyond the literal
 - b. motif: a recurring, unifying element (image, symbol, character type, action, phrase, etc.)
 - c. image: a word, phrase, or figure of speech that appeals to the senses
12. patterns (what goes with what, what contrasts with what?)—these might involve images, characters, events, etc.
13. copy out at least three memorable quotes, noting page number if relevant, speaker, and context

Poetry Assignment

**This activity requires you to think about particularly remarkable or significant words, symbols, and images from a work as well as making you consider how the work utilizes the five senses of sight, sound, smell, taste, and touch.*

Assignment 2:

due the **first day** of class TYPED

1. Take a sheet of unlined 8.5 x 11 paper and make a border of images/pictures that represent some aspect of **ONE** of the novels you read this summer.
2. On a separate sheet of paper, write the following:
 - Line one-- a memorable word from the book (page #)
 - Line two-- a significant phrase from the book (page #)
 - Line three-- a color that represents some aspect from the book (page #)
 - Line four-- a series of sounds (at least three) found in the book (page #)
 - Line five-- a sense of a taste present in the book (page #)
 - Line six-- a smell found in the book (page #)
 - Line seven-- a touch/texture found in the book (page #)
3. Using the items from the list you have created by completing Step # 2, write a seven-line (or more) poem adding words to form complete phrases or ideas. You may change the order of the lines, and you may use additional wording where necessary.
4. Copy the lines of your poem onto the paper with the border you created in step # 1.
5. Paste the paper with the sense lines & page numbers from Step 2 on the back of your poem.
6. Give the poem a title.
7. Present poem first day of class.

ASSIGNMENT 3: COLLEGE ESSAY DUE THE **FIRST** DAY OF CLASS!

The personal statement essay is a very important part of your college application.

It is the **ONE PLACE** where you get to share with the admissions folks **WHO YOU ARE** as an individual. Using a real college application essay topic from a school to which you are applying, write a well-developed essay that is typed, 12- font, 1-inch margins, double-spaced. The length of the essay is to be approx. 200 words. I want this essay to give me an idea of who you are since I do not really know you yet. **WARNING:** Boring essays that are full of "blah, blah, blah, yadda, yadda, yadda" will put me to sleep!

*How to annotate a novel:

This will be very helpful during class discussions and novel quizzes!

Every text is a lazy machine asking the reader to do some of its work.

--- novelist Umberto Eco

- Use a pen so you can make circles, brackets, and notes. If you like highlighters, use one for key passages, but don't get carried away and don't only highlight.
- Look for patterns and label them (motifs, diction, symbols, images, behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme—or for any other reason (an arresting figure of speech or image, an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting, etc.).
- Mark things that puzzle, intrigue, please or displease you. Ask questions, make comments—talk back to the text.
- At the ends of chapters or sections, write a bulleted list of key plot events. This not only forces you to think about what happened, see the novel as a whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess, then look the word up and jot down a relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words. If SAT prep has dampened your enthusiasm, rediscover the joy of adding to your "word hoard," as the Beowulf poet calls it.
- The Harvard College Library has posted an excellent guide to annotation, "Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard."

(http://hcl.harvard.edu/research/guides/lamont_handouts/interrogatingtexts.html)