

Northshore High Summer Reading List

Honors/Gifted English I for the 2019 – 2020 School Year

Parents/Guardians,

The purpose of summer reading is to encourage students to read an approved novel that appeals to their own personal interests, instilling a love of reading as well as increasing literacy across the district. The following books were chosen based on many criteria, including reading level, content, interest, and more.

Students should choose **two books** to read over the summer from the grade-level list below. Students will need to bring their copies of the books with them the first two weeks of school for their Summer Reading Assessments. Happy reading!

9th Grade:

Title	Author	Genre	Synopsis
<i>Travels with Charley</i>	John Steinbeck	Nonfiction - Travelogue	John Steinbeck (Feb. 27, 1902 - December 20, 1968) embarks on a journey to discover America in the fall of 1960. He drives a brand new three-quarter ton pickup camper truck and travels with his dog Charley. His purpose is to learn something about the vast United States and write a book about his experiences.
<i>Tuesdays with Morrie</i>	Mitch Albom	Philosophical Nonfiction	<p>Maybe it was a grandparent, or a teacher, or a colleague. Someone older, patient and wise, who understood you when you were young and searching, helped you see the world as a more profound place, gave you sound advice to help you make your way through it.</p> <p>For Mitch Albom, that person was Morrie Schwartz, his college professor from nearly twenty years ago.</p> <p>Maybe, like Mitch, you lost track of this mentor as you made your way, and the insights faded, and the world seemed colder. Wouldn't you like to see that person again, ask the bigger questions that still haunt you, receive wisdom for your busy life today the way you once did when you were younger?</p> <p>Mitch Albom had that second chance. He rediscovered Morrie in the last months of the older man's life. Knowing he was dying, Morrie visited with Mitch in his study every Tuesday, just as they used to back in college. Their rekindled relationship turned into one final "class": lessons in how to live.</p> <p>Tuesdays with Morrie is a magical chronicle of their time together, through which Mitch shares Morrie's lasting gift with the world.</p>
<i>Hunger Games</i>	Suzanne Collins	Utopia/Dystopia Fiction	In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. Long ago the districts waged war on the Capitol and were defeated. As part of the surrender terms, each district agreed to send one boy and one girl to appear in an annual televised event called, "The Hunger Games," a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. The terrain, rules, and level of audience participation may change but one thing is constant: kill or be killed.
<i>Gifted Hands: The Ben Carson Story</i>	Ben Carson	Inspirational Nonfiction	Ben Carson, M.D., works medical miracles. Today, he's one of the most celebrated neurosurgeons in the world. In <i>Gifted Hands</i> , he tells of his inspiring odyssey from his childhood in inner-city Detroit to his

			position as director of pediatric neurosurgery at Johns Hopkins Hospital at age 33. Ben Carson is a role model for anyone who attempts the seemingly impossible as he takes you into the operating room where he has saved countless lives. Filled with fascinating case histories, this is the dramatic and intimate story of Ben Carson's struggle to beat the odds -- and of the faith and genius that make him one of the greatest life-givers of the century.
<i>Little Women</i>	Louisa May Alcott	Coming-of-Age Fiction	<p>This novel follows the lives of four sisters – Meg, Jo, Beth, and Amy March – detailing their passage from childhood to womanhood, and is loosely based on the author and her three sisters. <i>Little Women</i> was an immediate commercial and critical success. It is a fiction novel for girls that veered from the normal writings for children, especially girls, at the time. The novel had three major themes: “domesticity, work, and true love, all of them interdependent and each necessary to the achievement of its heroine’s individual identity.”</p> <p><i>Little Women</i> itself “has been read as a romance or as a quest, or both. It has been read as a family drama that validates virtue over wealth.” <i>Little Women</i> has been read “as a means of escaping that life by women who knew its gender constraints only too well.” Alcott “combines many conventions of the sentimental novel with crucial ingredients of Romantic children’s fiction, creating a new form of which <i>Little Women</i> is a unique model.” Elbert argued that within <i>Little Women</i> can be found the first vision of the “American Girl” and that her multiple aspects are embodied in the differing March sisters.</p>

Northshore High Summer Reading List

Honors/Gifted English II for the 2019 – 2020 School Year

Parents/Guardians,

The purpose of summer reading is to encourage students to read an approved novel that appeals to their own personal interests, instilling a love of reading as well as increasing literacy across the district. The following books were chosen based on many criteria, including reading level, content, interest, and more.

Students should choose **two books** to read over the summer from the grade-level list below. Students will need to bring their copies of the books with them the first two weeks of school for their Summer Reading Assessments. Happy reading!

10th Grade:

Title	Author	Genre	Synopsis
<i>Coming Back Stronger: Unleashing the Hidden Power of Adversity</i>	Drew Brees	Nonfiction - Memoir	When a potentially career-ending shoulder injury left quarterback Drew Brees without a team—and facing the daunting task of having to learn to throw a football all over again—coaches around the NFL wondered, Will he ever come back? After Hurricane Katrina devastated New Orleans, leaving more than 80 percent of the city underwater, many wondered, Will the city ever come back? And with their stadium transformed into a makeshift refugee camp, forcing the Saints to play their entire 2005 season on the road, people questioned, Will the Saints ever come back? It takes a special person to turn adversity into success and despair into hope—yet that is exactly what Super Bowl MVP Drew Brees has done—and with the weight of an entire city on his shoulders. <i>Coming Back Stronger</i> is the ultimate comeback story, not only of one of the NFL's top quarterbacks, but also of a city and a team that many had all but given up on. Brees's inspiring message of hope and encouragement proves that with enough faith, determination, and heart, you can overcome any obstacle life throws your way and not only come back, but come back stronger.

<i>A Separate Peace</i>	John Knowles	Coming-of-Age Fiction	<p>An American classic and great bestseller for over thirty years, <i>A Separate Peace</i> is timeless in its description of adolescence during a period when the entire country was losing its innocence to the second world war.</p> <p>Set at a boys' boarding school in New England during the early years of World War II, <i>A Separate Peace</i> is a harrowing and luminous parable of the dark side of adolescence. Gene is a lonely, introverted intellectual. Phineas is a handsome, taunting, daredevil athlete. What happens between the two friends one summer, like the war itself, banishes the innocence of these boys and their world.</p>
<i>Catching Fire</i>	Suzanne Collins	Utopia/Dystopia Fiction	<p>Against all odds, Katniss Everdeen has won the annual Hunger Games with fellow district tribute Peeta Mellark. But it was a victory won by defiance of the Capitol and their harsh rules. Katniss and Peeta should be happy. After all, they have just won for themselves and their families a life of safety and plenty. But there are rumors of rebellion among the subjects, and Katniss and Peeta, to their horror, are the faces of that rebellion. The Capitol is angry. The Capitol wants revenge.</p>
<i>The Pearl</i>	Steinbeck	Philosophical Fiction	<p>Like his father and grandfather before him, Kino is a poor diver, gathering pearls from the gulf beds that once brought great wealth to the Kings of Spain and now provide Kino, Juana, and their infant son with meager subsistence. Then, on a day like any other, Kino emerges from the sea with a pearl as large as a sea gull's egg, as "perfect as the moon." With the pearl comes hope, the promise of comfort and of security . . .</p> <p>A story of classic simplicity, based on a Mexican folk tale, <i>The Pearl</i> explores the secrets of man's nature, the darkest depths of evil, and the luminous possibilities of love.</p>
<i>Wesley the Owl: A Remarkable Love Story of an Owl and His Girl</i>	Stacy O'Brien	Nonfiction - Memoir	<p>On Valentine's Day 1985, biologist Stacey O'Brien adopted Wesley, a baby barn owl with an injured wing who could not have survived in the wild. Over the next nineteen years, O'Brien studied Wesley's strange habits with both a tender heart and a scientist's eye—and provided a mice-only diet that required her to buy the rodents in bulk (28,000 over the owl's lifetime). She watched him turn from a helpless fluff ball into an avid communicator with whom she developed a language all their own. Eventually he became a gorgeous, gold-and-white macho adult with a heart-shaped face who preened in the mirror and objected to visits by any other males to "his" house. O'Brien also brings us inside Caltech's prestigious research community, a kind of scientific Hogwarts where resident owls sometimes flew freely from office to office and eccentric, brilliant scientists were extraordinarily committed to studying and helping animals; all of them were changed by the animals they loved. As O'Brien gets close to Wesley, she makes astonishing discoveries about owl behavior, intelligence, and communication, coining the term "The Way of the Owl" to describe his noble behavior. When O'Brien develops her own life-threatening illness, the biologist who saved the life of a helpless baby bird is herself rescued from death by the insistent love and courage of this wild animal.</p>

Please contact me with any questions. I try to check my email every few days.

Northshore High School

Advanced Placement/Gifted English III

Summer Reading Assignment 2019

It is expected that students enrolling in advanced English classes will read the books assigned by the due dates given. This will not only prevent you from feeling overwhelmed, but it will also ensure your participation in class discussions.

Reading is an active process. As you read a text, you should have questions, predictions, and opinions about what you are reading. This allows you to have an active "dialogue" with a story. With this in mind, you are always encouraged to either annotate as you read or take notes. This will ensure that you will be able to participate in the class discussion.

You are expected to bring your own copy of the text with you to class to complete any writing assignments and to participate in the class discussions.

Since these assessments will mimic AP assessments, no notes may be used on the actual tests; however, as stated above, you are encouraged to either annotate or take notes to ensure your understanding and participation in the class discussion.

ASSIGNMENT ONE: One of the most famous dystopian novels is ***Brave New World* by Aldous Huxley**. Dystopian literature takes place in an oppressive futuristic world where order is maintained through strict control. One of the common characteristics of the dystopian novel is its perversion of an ideal belonging to whatever society is being satirized. You will be required to complete the following annotation for this book. Make sure you follow the guidelines below as the annotation will be graded. Additionally, there will be an in-class assessment on this book during the first full week of school.

***Brave New World* Annotation Assignment:** You must use **color codes** to annotate your novel. Find rhetorical devices and then highlight them using the color beside the devices listed below. Use highlighters or colored pencils/pens rather than markers so that the color is less likely to bleed through the page. **Next to the highlighted text name the device and in a few words state its significance.** You won't have room to write complete sentences. Ex. Highlight some imagery in blue. Next to it write: *Imagery- carries out danger/security theme* OR *Symbol—color=blackness of despair*.

Rhetorical Devices to Annotate

Characterization: Yellow

J=John

B=Bernard Marx

HW=Helmholtz Watson

LC=Lenina Crowne

M=Mustapha Mond

F=Fanny Crowne

HF=Henry Foster

L=Linda

D=The Director

A=The Arch-Community-Songster

P=Pope

W=The Warden

Comparisons & Contrasts: Orange

Ø Happiness vs. Truth

Ø Freedom vs. Confinement

Ø Savage Reservation vs. Civilized World

Symbolism/Motifs: Pink

Bottles

Ford

Shakespeare

Soma

Animal Imagery

Electric Fence

Zippers

Weather

Theme Ideas: Green

ASSIGNMENT TWO: Read *Kindred* by Octavia Butler and respond to the following questions. Answers should be handwritten, in complete sentences, and in blue or black ink. Assessments will be given the second week of school on this novel.

Prologue

How does the title *Kindred* tell the story of Dana? How does it relate to the other characters? To our society as a whole?

What was Butler's motivation in writing *Kindred*?

How does the prologue set up the story? Why does Butler use such a device? What tone does the first sentence of the Prologue set for your reading of the novel?

Abusive behavior occurs throughout the book and is assumed by the police investigating Dana's injury. In what ways does this novel address or illuminate issues of domestic violence?

The River

What sources of conflict have there been between Dana and her husband Kevin before Dana goes to the past? How do these conflicts affect them during their time in the past?

The Fire

What role does Rufus's mother have in the formation of his character, and is Rufus strongly influenced by her?

Why does the author have Dana go back and forth in time as opposed to just being thrust back to the plantation for the duration of the book?

Stereotypes are often addressed in Butler's novels, including *Kindred*. In *Kindred*, how does the author, with her various characterizations, reveal the origins of stereotypes? How does she deflate them?

Paradox refers to something that may seem contradictory, but nevertheless may be true. What paradoxes are found in this section?

The Fall

How do Dana and Kevin experience their time in the past differently? For example, when they witness a group of slave children acting out the scene of a slave auction, how do each of them react? What does this reveal about their characters?

Dana is cast back to antebellum Maryland to save the life of young Rufus, a slave owner's son. As she repeatedly does so, staying longer and longer in the past and getting to know Rufus as he grows into a man, how does she influence him and his attitudes toward slavery?

Dana and Kevin discuss how they cannot change history. Why, then, does Butler send Dana back in time, the driving narrative force of the novel? In terms of not altering history, could Dana have chosen not to save Rufus?

How do the characters in *Kindred* assume the roles assigned them? How do they resist?

The Fight

Issues of difference are often addressed in *Kindred*. How does the author present various dichotomies such as black and white, master and slave? What other such differences does she challenge the reader to consider, and how?

What are the similarities between Dana's relationship with Rufus and her relationship with Kevin?

Communication (or lack thereof) is a theme that runs throughout the novel. Consider Carrie, who is unable to speak, but can still "talk." How do the different characters communicate with each other, especially over time?

The Storm

What are the similarities between Dana and Alice? Why does Dana survive and Alice does not?

What is the difference between a house slave and a field slave? How does Dana understand and react to the distinctions? Are there any contemporary parallels?

How do the different plantation slaves react to their own circumstances and to Dana's?

The Rope and Epilogue

In *Kindred*, how do the psychological effects of slavery and slave ownership on men differ from the effects on women? Do these injuries have any contemporary parallels?

Butler addresses the complex issue of slavery on many levels, raising important questions. Consider these questions for yourself: How does physical slavery occur? How do people become mentally enslaved? What affect does slavery in our past have on our contemporary society?

When Dana returns with Kevin to the present day, she says that she "never realized how easily people could be trained to accept slavery." How does this reflect current attitudes about race and ethnicity?

ENGLISH IV DUAL ENROLLMENT MENDOZA SUMMER 2019

Please contact me with any questions. I try to check my email every few days.

Northshore High School

Advanced Placement/Gifted/Dual Enrollment English IV

Summer Reading Assignment 2019

Literature and Composition is a college course that engages students the careful reading and critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As students read, they consider a work's structure, style, and themes as well as the use of figurative language, imagery, fiction and nonfiction that may contain sophisticated concepts, themes, and language. Advanced English is recommended for students with a strong interest in reading, discussion, and analysis of literature.

Summer Reading Assignment is an essential feature of the advanced English class, and it serves two functions: (1) to keep students active as readers and thinkers, and (2) to ease the reading load during the class year. **Do not procrastinate.** There will be an assessment on these works during the first full week of school.

You will read the following selections:

- *Dracula* by Bram Stoker (a copy may be checked out from school and Post-It notes used for annotation)
- *How to Read Literature Like a Professor*, by Thomas C. Foster (this book is available in bookstores and online, and a pdf file of this book is also available by searching Google. You will need this book during 1st 9 weeks as well, so you may want to get your own copy or print the entire pdf file.)
- Vampire novel of your choice (suggestions are provided in this packet; you need to have the actual book in class)

All summer assignments are individual work; group work is not accepted.

Due Date: Monday, August 12th (school starts Friday, August 9th)

***Dracula* Activity: Analysis with a Vampire**

One could argue that *Dracula* is at least partially responsible for a whole genre of literature on vampires that has been growing in popularity in recent years. All of those Victorian values may seem out of date, but Bram Stoker was ahead of his time with vampire activities, and this lesson is all about putting *Dracula* into that big picture context and understanding how this novel is influencing pop culture today.

After reading *Dracula* and a non-*Dracula* vampire selection, you will complete an independent study by writing a comparative analysis of the two books. You will consider how *Dracula* is used as source material for your novel and how the evolution of the vampire myth reveals changing cultural attitudes. This is a text to text study.

Step One: Read the introduction and first three chapters of *How to Read Literature Like a Professor*. **Answer all questions throughout this assignment in complete sentences. All work is to be hand written in blue or black ink, and do not write on the back of a sheet of paper.**

Introduction

1. What are three "items that . . . separate the professorial reader from the rest of the crowd"?

Chapter One: Every Trip is a Quest (Except when It's Not)

2. What five things does a quest consist of?
3. What is the real reason for a quest (always)?

Chapter Two: Nice to Eat with You: Acts of Communion

4. For what reason does Foster suggest that authors often include meal scenes?

Chapter Three: Nice to Eat You: Acts of Vampires

5. What is literal vampirism?
6. What is symbolic vampirism?
7. What are the "essentials of the vampire story" and what do they represent?

Step Two: Read *Dracula* and answer the following questions **before and after** you read.

8. What perceptions did you have about vampires and vampire stories before reading Bram Stoker's novel?
9. How did your perceptions about vampires affect your reading of Bram Stoker's novel? Were you surprised by any aspects of Stoker's vampire?

Step Three: After you finish reading *Dracula*, you will select a vampire novel to read. Lovevampires.com is a good resource for a list of vampire titles. Here are a few recommendations:

- *Twilight* by Stephenie Meyer
- *The Vampire Diaries* by L.J. Smith
- *Dead Until Dark* by Charlaine Harris (True Blood is based on these books)
- *Interview with the Vampire* by Anne Rice
- *Fat Vampire: A Never Coming-of-Age Story* by Adam Rex
- *Bloodsucking Fiends* by Christopher Moore
- *Vampire High* by Douglas Rees
- *Marked* by P.C. Cast and Kristin Cast
- *Insatiable* by Meg Cabot
- *The Reformed Vampire Support Group* by Catherine Jinks

Step Four: You will need to **annotate** BOTH texts and take notes in preparation for writing an analysis that compares your independent novel to *Dracula*. You should focus specifically on the lore of the vampire and how it relates to the source material in *Dracula*. You should also compare the cultural attitudes in the two books, especially as they relate to the major themes of *Dracula*, such as gender roles, sexuality, morality, the "Other," etc. (Check out Shmoop.com's discussion of *Dracula's* themes for help.) Your analysis, which will be written **in class** once school starts, should be based on solid text evidence from both books. Use that textual evidence to answer the following questions in complete sentences:

10. What are the book's "rules" for humans turning into vampires?
11. What are the book's rules for killing or warding off vampires?

12. How are the vampires portrayed from a moral standpoint? Are they presented as villains, heroes, or somewhere in the middle on the morality scale?
13. Are there characters in the book who are anti-vampire or who try to hunt vampires? How are they portrayed?
14. Who is the villain or antagonist in the novel? Who is the protagonist? Do these roles follow the typical good vs. evil structure?
15. How does the theme of religion play into the novel? Does religion play into the novel at all?
16. How is sexuality related to the vampires and/or to the perception of good vs. evil in the book?
17. How does foreignness or the idea of the "Other" play into the book? Is the vampire the Other, or is it another character?
18. How is the idea of immortality dealt with in the book? Is it seen as a blessing, a curse, or an abomination?
19. What aspects of the vampire lore in your book seem to draw on elements of *Dracula*? Where does the author depart from the *Dracula* tradition?
20. Why do you think the author makes these choices? How does the portrayal of vampires relate to the cultural values at the time the book was written?

Step Five: When school begins, you will turn in your answers to the 20 questions, labeled, numbered and handwritten. Please use blue or black ink. You must have your own annotated copy of *Dracula* and the vampire novel you choose with you in class to compose your essay on Monday, August 12th.