

Pre-AP English 10 Summer Reading 2009-10

Literary Selections

- 1) *The Crucible* by Arthur Miller (required)
- 2) *Choice of literary work from the attached list (required)*. **NOTE:** One of your research assignments will be based on the book you select. Choose carefully!
- 3) *Kite Runner* by Khaled Hosseini **OR** a second selection from the list attached (required).

NOTE: *There are three books required as listed above. If you have questions about this, please see Mrs. Gdaniec before the end of the school year.*

NOTE: Before selecting a novel of choice, do some background investigation to make sure you are interested in and comfortable with the content of these selections. You will be spending a great deal of time on this selection during the semester.

NOTE: Make sure you are selecting the complete and unabridged version of these texts. Do not use condensed, middle school, or children's versions of the books.

Assignments: All assignments are due on the first day of school. No extensions will be given for any reason.

- 1) Keep a reading journal with brief summaries (every 3-4 chapters/scenes) and your reaction to what is happening in each novel/play.
- 2) Prepare a character list that describes each character in the novel/play.
- 3) Prepare a list of themes and evidence of how each theme is developed in the novel/play.
- 4) Prepare a list of major conflicts in the novel/play, who is involved, how it is resolved and type of conflict (man vs. man, man vs. self, etc...).
- 5) Write an essay in response to the prompt below.
- 6) Essays are due on the first day of school regardless of the semester you take English. There will be a quiz during the first week of school.

Writing Prompt

In Kate Chopin's *The Awakening* (1899), protagonist Edna Pontellier is said to possess "that outward existence which conforms, the inward life which questions." Using the character John Proctor from *The Crucible* as the focus of your essay, analyze how this tension between outward conformity and inward questioning contributes to the meaning of the work. Avoid mere plot summary.

As you write your paper, remember to:

- Create a focused thesis statement that presents your insight to the prompt
- Clearly present examples from the text to support your thesis
- Show evidence of careful reading and solid analysis of the text
- Present your ideas in a logical and organized fashion
- Edit and proofread very carefully
- Present proof of all steps in the writing process
- Type your final copy
- Hand your essay **DIRECTLY** to your teacher

Summer Reading 2009-10 School Year

General Requirements

- *Students are responsible for securing reading material* from the public library, online, or in local book stores. You may also want to check out used book stores, garage sales, and the used book sale hosted by the Public Library System. Sharing copies with friends is also a good idea!
- *Students will write an essay* on a specific topic as assigned by the grade level teacher.
- *Typed essays are due on the first day of the fall semester for ALL students* regardless of the semester English is scheduled. EXCEPT CP English 9 classes. Follow the directions on the assignment paper.
- *Students are required to take a comprehension/analysis test* on the reading during the first week of the fall semester (test dates will be announced at the start of the school year).
- Students enrolled in English during second semester must report to the grade level teacher at a designated time to take the test. Listen to homeroom announcements for details.
- Summer reading assignments will count toward the first nine week grading period of the semester.
- ***There are no deadline extensions granted for any reason.*** All students must meet the deadlines required. **There are no extensions granted for missing the quiz dates.**

Academic Honesty

We encourage you to do some background research on the books/plays assigned and the author and the time period the work was written. Although *Cliff's Notes*, *Spark Notes* and other study materials are beneficial as a **supplement** to the actual reading of the text, they are **not endorsed as a method of replacement for the text itself**. The internet has some great resources to help you understand the works presented. Make use of the library and sources on the internet if you have difficulty with the reading. Study groups and discussions with your friends are also helpful. Please be aware that some teachers do **not** have access to district e-mail over the summer and may be unable to address questions via e-mail.

Reading Journals

Students have found it beneficial to keep a reading log where your thoughts on the plot, character, themes, style of writing etc. can be recorded. Some classes will require you to do additional work with the reading during the semester. It would be helpful to have a journal to refer to as a refresher of the details of the book. It is also helpful to record your questions about the reading in a journal. Doing so will help you present intelligent questions to your class when you return.