

Dixie M. Hollins High School / Summer Reading List / summer 2015

All students at Dixie are required to read over the summer. Dixie's teachers and staff are committed to student literacy and believe that reading over the summer will build student stamina, skill and interest in reading. The requirements below are based upon the level of English course that the student is scheduled to take for the coming school year (2015-2016).

Please note that ALL students are required to read the books below and complete a short assignment related to the novel. The assignments for each book are listed below, can be picked up in the school's front office all summer, and are posted on our website: www.dixie-hs.pinellas.k12.fl.us . Please stop by or call the school if you need a copy. Students will be awarded grades based on the completion of both the reading and the writing assignment. The grade will be awarded when students return to school and will be equivalent to one test grade. Please do not let the summer end without completing the assignment.

Mainstream English I, II, III, IV classes or Florida College Prep English (seniors).

Students entering English I or English II

Students entering English I or English II

All students entering English I or English II (beginning 9th or 10th grade) are required to read **ONE** novel from the 2015 "Florida Teens Read" list below and respond to **ONE** of the prompts. You can find these books at many libraries and bookstores. (Barnes and Noble on Tyrone Boulevard will have these books in stock for Dixie Hollins' students.)

- Anderson- *The Impossible Knife of Memory*
- Arnett- *Avalon*
- Castle- *You Look Different in Real Life*
- Feinstein- *Foul Trouble*
- Giles- *Fake ID*
- Han- *To All the Boys I've Loved Before*
- Lockhart- *We Were Liars*
- Mathieu- *The Truth About Alice*
- Matson- *Nil*
- Ritter- *Jackaby*
- Rutkoski- *The Winner's Curse*
- Sanderson- *Steelheart*
- Sitomer- *Caged Warrior*
- Whaley- *Noggin*
- Young- *The Program*

*Your response must address ONE of the prompts; do not just summarize what you've read. Your response should be 250-500 words in length, typed in 12-point Times New Roman font, and double-spaced. You will turn in your response to your English teacher on the first day of class. ***

- A. Choose a character from the novel, and discuss how the character matures or changes over course of the novel. How do they change the way they interact with other characters? What lessons to they learn? Include details from the text to support your response.
- B. Discuss the central conflicts the main characters face in the novel. How are they resolved? What does the resolution say about the author's point of view or purpose in writing the novel? Include details from the text to support your response.

- C. Discuss some of the central ideas (or themes) in the novel and analyze how the author develops the central ideas (or themes) over the course of the novel. Include details from the text to support your response.

****Plagiarism Policy:** Plagiarism is the un-credited use, whether intentional and unintentional, of others' words or ideas. While some schools may not insist on documenting sources of words or ideas, Dixie Hollins High School does. A charge of plagiarism will have severe consequences, including receiving a zero (0) on the assignment, a call to the student's parents, and in the case of Dual Enrollment Composition I and II, a failing grade for the course.

Entering Mainstream English III . . . (11th grade) or Mainstream English IV or Florida College Prep English (12th grade)

Assignments for English III and English IV and Florida College Prep English

Read one of the book listed above, then choose one of the following four questions below. Using details from the text, answer the question in a short essay (250-500 words in length). Your paper should be typed in 12-point Times New Roman font and double-spaced.

1. How does the main character change/mature over the course of the novel?
2. What are the central conflicts the main character faces? How are they resolved?
3. What lessons does the main character learn?
4. What are some of the important ideas in the book?

Cambridge AICE courses:

NOTE: All students taking Cambridge pre-AICE or AICE English course are required to read the books listed below. All students in the Cambridge magnet program also have other required summer assignments in addition to the readings below. For those details, see our website.

Entering Cambridge Pre-AICE Language

The Glass Castle by Jeannette Walls **AND** *The Secret Life of Bees* by Sue Monk Kidd

Entering Cambridge Pre-AICE Literature

The Heart is a Lonely Hunter by Carson McCullers.

Entering AICE General Paper

The Immortal Life of Henrietta Lacks by Rebecca Skloot

Entering Cambridge AICE Language *A Walk in the Woods* by Bill Bryson **AND** *The Curious Incident of the Dog in the Night-Time* by Mark Haddon

Entering Cambridge AICE Literature *Absurd Person Singular- a play* by Alan Ackbourn **AND** "The Yellow Wallpaper"- a short story by Charlotte Perkins Gilman

Assignments for Dixie Summer Reading Program – Cambridge / Summer 2015

Cambridge Pre-AICE Language (9th grade) or English I Honors

Complete a close reading of the following two novels:

The Glass Castle by Jeannette Walls **AND** *The Secret Life of Bees* by Sue Monk Kidd

Directions: For each novel, you must complete one of the following assignments. **Note:** Each assignment can only be used once. Both assignments should be organized in a two-pocket folder and turned in on the first day of school. The student's name must be on the front cover of the folder.

Assignments:

1.) Personal Dictionary:

As you read the novel, create a personal dictionary of 25+ words that you do not recognize or cannot define.

-For each identified vocabulary word: write the word, page number where found in the novel, part of speech (as the word is used in the novel), full definition, and use the word correctly in an original sentence.

-Definitions may be found using a dictionary, or online resource (dictionary.com, Idocedictionary.com).

- Sentences must be created by the student.

- Personal dictionary may be either hand-written or typed (12 point Times New Roman font).

Example:

Unspilled, adjective (4): not spoiled by anything.

My happiness was unspilled on the day of the picnic.

2.) Two Column Notes:

Reader Response Journal: Keep a handwritten double-entry journal as you read. You should make ten (10) entries in your journal that span events from the beginning of the novel through the end.

Divide a page into two (2) columns.

IN THE LEFT COLUMN briefly summarize events that are especially important, that raise questions in your mind, or that solicit reactions from you. Information in this column should also:

1. indicate setting (time, season, span of years, location)
2. include a list of characters and their relationship to the novel
3. reveal the central conflict and resolution

IN THE RIGHT COLUMN record your thoughts about the events in the novel, your questions, your predictions, and your reactions. You should show evidence that you not only read the novel, but that you intellectually interacted with the novel as well.

CONCLUSION . . . Write one paragraph (100+ words) in which you discuss why this novel is worthy of being studied.

10th Grade – Cambridge and Honors

Cambridge Sophomores / Pre-AICE Literature

Complete a close reading of *The Heart is a Lonely Hunter* by Carson McCullers.

As you read, keep a handwritten double-entry journal. You should make ten (10) entries in your journal that span events from the beginning of the novel through the end.

IN THE LEFT COLUMN: Briefly summarize events that are especially important, that raise questions in your mind, or that solicit reactions from you. Information in this column should also:

- 1) indicate setting (time, season, span of years, location)
- 2) include a list of characters and their relationship to the novel
- 3) reveal the central conflict and resolution

IN THE RIGHT COLUMN: Record your thoughts about the events in the novel, your questions, your predictions, and your reactions. You should show evidence that you not only read the novel, but that you intellectually interacted with the novel as well.

CONCLUSION: Write one paragraph (100+ words) in which you discuss why this novel is worthy of being studied.

QUIZ: Bring your copy of the book as well as your notes and conclusion to turn in at our first class meeting. You will also be quizzed on content and meaning within the first week of school.

Students taking AICE General Paper

Book: *The Immortal Life of Henrietta Lacks* by Rebecca Skloot is both the moving story of a poor 31-year-old African-American cancer patient and the exciting story of her cells – the world's first human cells to reproduce and survive indefinitely, spawning a multimillion-dollar industry. The account raises provocative questions regarding biological and legal issues as well as issues of race, class, and gender.

Using details from the text, discuss the issue of tissue collection. Make sure to address the right of ownership, privacy, consent, and compensation. Word length: 500-750 words.

Paper must be typed in 12-pt. Times New Roman and double-spaced with 1-inch margins.

11th Grade – Cambridge

Cambridge AICE Language

You will read and complete assignments for two novels.

These assignments will be due shortly after school starts in August. The assignments will count as a test grade.

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Book: *A Walk in the Woods* by Bill Bryson. The Appalachian Trail is a stretch of mostly wilderness that starts in Georgia and ends in Maine. When Bill Bryson decides, with no real previous hiking experience, to attempt hiking the Appalachian Trail, the results are often hilarious. Bryson writes about the history and ecology of the trail and intersperses the narrative with anecdotes about the encounters he and his friend have with memorable people, places and wildlife. Assignment

Read the book and respond to the following questions using evidence from the text:

1. How does Bryson's attitude toward "Katz" change over the course of the book? How does Katz himself change--or does he? What was Katz's motivation to walk the trail in the first place?
2. In fiction, a journey usually symbolizes a journey of self-discovery--at the end, the protagonist comes to learn something about himself/herself. Although *A Walk in the Woods* isn't a novel, do either of the men come to greater self-awareness by the end of the journey?
3. Identify and discuss at least two of the numerous characters Bryson and Katz meet on the trail. How do Bryson and Katz respond to each of them?
4. Discuss Bryson's use of figurative language in the book. Identify passages which are particularly vivid in illustrating the wonders of the trail.

Minimum 500 words

AND:

Book: *The Curious Incident of the Dog in the Night-Time* by Mark Haddon is, in part, a murder mystery narrated by Christopher John Francis Boone, who is autistic. After reading the book, you are to continue Christopher's story: First, choose a chapter number (and remember it must be a prime number). Then recount any event or single day in the life of 15-year-old Christopher as if he were narrating it. The one departure you can make from the novel is that Christopher may be a teenager from St. Petersburg rather than an English boy; otherwise you must be true to the story. Minimum word length: 500 words.

All of the above is required.

Both assignments must be typed in 12-pt. Times New Roman and double-spaced with 1-inch margins using MLA formatting.

MLA format guidelines can be found at the Purdue University website:

<http://owl.english.purdue.edu>

**12th Grade – Cambridge
Cambridge AICE Literature**

Absurd Person Singular- a play by Alan Ackbourn AND “The Yellow Wallpaper” - a short story by Charlotte Perkins Gilman. (You will find “The Yellow Wallpaper” and the other AICE tested short stories for this class in ***Stories of Ourselves: The University of Cambridge International Examinations Anthology of Stories in English***; you may wish to purchase an inexpensive used copy online to use throughout the year.)

1. Before you read, conduct some informal research on “Theatre of the Absurd” (including playwrights like Beckett, Albee, Stoppard, and Durang), Existentialism, and “Rest Cure”. This background knowledge will help you to better engage with the texts. Take down some notes on your findings (any style- about a page for each topic) and turn them in the first day of class.
2. Read “The Yellow Wallpaper”. As you read, take careful notes that document the narrator’s experience during her “treatment”. Include interactions with the husband and others as well as what she experiences in private. Document specific quotations from the story that demonstrate changes in the narrator’s psychological state. You will turn in your notes on the first day of class.
3. Complete a close reading of *Absurd Person Singular*, and write a 750-1000 word analysis (typed, double-spaced, 12-point font) in response to **one** of the following prompts:
 - a. How does the playwright’s juxtaposition of very serious subject matter with lighthearted dialogue enhance the disturbing realities faced by the characters in the play? You may include references to “The Yellow Wallpaper” in your analysis.
 - b. Compare the characters’ interactions with their spouses to the images they try to present to the others at each of the parties. How are these interactions affected by the socio-economic status of each couple? Include specific references to the text as well as your own in-depth analysis.
 - c. Discuss the brutal treatment of each wife by her husband and how she responds to it in each of the three acts. Compare these women to the narrator of “The Yellow Wallpaper”, including specifics from each text and your own in-depth analysis.
4. Bring all of your notes, your typed analysis, and both texts to our first class meeting. There will be a quiz on both texts within the first week of school. Please save your analysis, as you will submit an electronic copy.

Dual Enrollment Composition I:

Students assigned to Comp I are to read Stephen King’s *On Writing: A Memoir of the Craft*

On the first day of class, students will receive their assignment concerning this book. The book must be read prior to the receipt of the assignment.