

## Hillgrove High School English Department

### Honors 9<sup>th</sup> Literature Pre-Course Reading 2021-2022

To help establish the necessary foundations and facilitate initial classroom instruction for both honors and AP level classes, each student is required to complete a pre-course reading assignment prior to the start of their English class next year. This reading requirement is different than traditional summer reading in that the text(s) will be an integral part of the semester curriculum. There will be multiple graded assignments based on the assigned pre-course reading rather than one stand-alone assessment of your reading. **It is imperative that students have a copy of their chosen text the FIRST week of the semester.** Teachers will provide more information regarding curriculum implementation of these texts at the start of the class.

#### **Reading Assignments**

*Before the start of the semester, choose **ONE** text from the list below to read and complete the assignments for this year's Honors 9<sup>th</sup> Literature course you are taking in the 2021-2022 school year. Additional assignments and/or guidance for your reading are provided on the following pages.*

#### **Titles are listed in alphabetical order**

- *All American Boys* by Jason Reynolds, Brendan Kiely
- *We Are Not From Here* by Jenny Torres Sánchez
- *In the Neighborhood of True* by Suzanne Carlton
- *It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Adapted for Young Readers)* by Trevor Noah
- *Watch Us Rise* by Renee Watson, Ellen Hagan
- *This Time Will Be Different* by Misa Suguira

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**There are TWO parts to complete before we return to class. As you read you will take reading notes and complete a 6-Word Summary Journal.**

#### **Part I: Reading Annotations**

Your annotations should be taken throughout the entire book. They should cover each chapter or section of your book; they're thoughts and questions that will be used for in-class book discussions. These questions need to be open-ended (no yes/no answers). Record the page number that inspires the question.

*\*Notes may be written in your book, on sticky notes in your book, on a separate sheet of paper, typed—whichever method best works for you and that will allow you to easily access them when needed. (We have also included a notes sheet that you may use—but it's not required).*

#### **Things to consider while annotating:**

- Quotes that resonate with you and why
- I really like/ dislike this part because...
- I wonder why....?
- The diction (word choice)/ imagery creates a tone of ...
- I predict that...
- This reminds me of the time when I ...
- In this situation, my response would be...
- This is similar to another text or another character...

**Part II: Six-Word Summaries**

Your Six-Word Summary Journal should cover each chapter/section of your book. It should summarize the section/chapter in **EXACTLY 6 words (no more and no less)**. Be **PURPOSEFUL** with your choice of diction. Choose words carefully so that they have maximum impact. Single words, phrases, complete sentences all work. (A form to record your summaries is included).

Your Name (First and Last)

Title of Book

Author

## READING NOTES

( THIS SHOULD COVER THE ENTIRE BOOK, SO YOU MAY NEED TO ADD ADDITIONAL ROWS)

CHAP / PART	NOTES ( INCLUDING PAGE NUMBERS)



Your Name (First and Last)

Title of Book

Author

### **6- Word Summary Journal**

(There needs to be a 6-Word (*no more and no less*) Summary for each chapter/section of your book. Be PURPOSEFUL with your choice of diction. Choose words carefully so that they have maximum impact. Single words, phrases, complete sentences all work. You may need to add more rows for your book

CHAP / PART	6-WORD SUMMARY



## Hillgrove High School English Department Honors World Literature Pre-Course Reading 2021-2022

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### Reading Assignments

*Before the start of the semester, choose ONE text from the list below to read and complete the assignments for this year's Honors World Literature course you are taking in the 2021-2022 school year.*

- *Challenger Deep* (Neal Shusterman)
- *The Impossible Knife of Memory* (Laurie Halse Anderson)
- *The Book of Unknown Americans* (Cristina Henríquez)
- *Patron Saints of Nothing* (Randy Ribay)
- *Parachutes* (Kelly Yang)
- *What I Carry* (Jennifer Longo)

### Theme Exploration

1. Identify TWO thematic concepts/topics for the book. These are the one-word big concepts explored in the book.
2. Develop these topics into themes. (Remember to go from topic to theme, answer the question: What is the author's message about the topic?)
3. For each of the themes, find TWO textual examples (passages). This will be a total of 4 passages.
4. For each passage you select, explain how it relates to your chosen theme.

### **Example from another book (The Color of Water)**

**Topic:** past vs. present

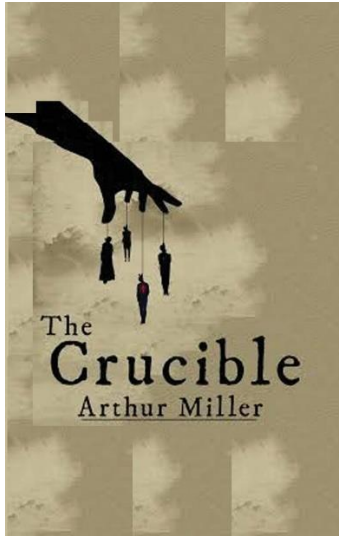
**Theme:** Facing their past often leads people to understanding who they are in the present.

Page Number	Text Evidence/Passage	Analysis (How does this passage relate to the theme?)
p. 270	"I felt like a Tinkertoy kid building my own self out of one of those toy building sets; for as she laid her life before me, I reassembled the tableau of her words like a picture puzzle, and as I did, so my own life was rebuilt."	Toward the end of the book, McBride begins to recognize that exploring his mother's life connects him to his own. He compares this exploration of his mother's life and understanding his own to building a toy from pieces. This assembly of his mother's experiences and life through her words led him to a new understanding of his own life.

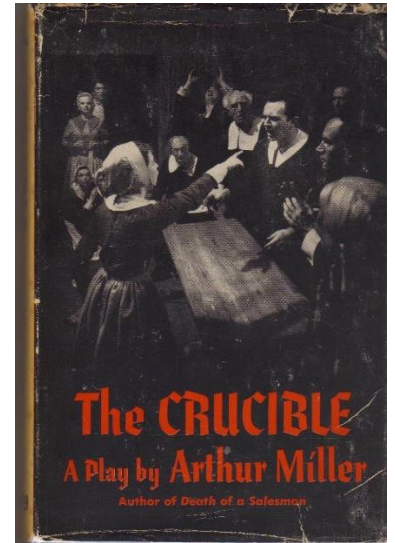
**Hillgrove High School English Department**  
**AP Lang Pre-Course Reading 2021-2022**

To help establish the necessary foundations and facilitate initial classroom instruction for both honors and AP level classes, each student is required to complete a pre-course reading assignment prior to the start of their English class next year. This reading requirement is different than traditional summer reading in that the text(s) will be an integral part of the semester curriculum. There will be multiple graded assignments based on the assigned pre-course reading rather than one stand-alone assessment of your reading. **It is imperative that students have a copy of their chosen text the FIRST week of the semester.** Teachers will provide more information regarding curriculum implementation of these texts at the start of the class.

***The Crucible* Summer Reading Assignment**



*The Crucible* is a 1953 play by American playwright Arthur Miller. It is a dramatized and partially fictionalized story of the Salem witch trials that took place in the Massachusetts Bay Colony during 1692–93. Miller wrote the play as an allegory for McCarthyism, when the United States government persecuted people accused of being communists. Miller was questioned by the House of Representatives' Committee on Un-American Activities in 1956 and convicted of contempt of Congress for refusing to identify others present at meetings he had attended. (Taken from Wikipedia)



Your task this summer is to select **THREE** themes from the list below and trace them throughout all four acts of the play as you read. You must find a quote from each act that connects to each of the three themes that you choose. Next, you will make a connection between each theme and something that is happening **NOW** in 2021 (think: news headlines, social trends, pop culture, etc.). Make sure to include page numbers for each quote. Make sure to write all responses in complete sentences that reflect the level of analysis expected in an AP course.

**List of themes to explore:**

- 1. The Power of Reputation**
- 2. The Privilege of Social Status**
- 3. Hysteria and False Information**
- 4. The Perversion of Justice**
- 5. Intolerance of Dissent**

List each theme that you will be exploring.	Provide specific quotes from each act from the play that reflect the theme selected. (INCLUDE PAGE #s)	Respond to each quote with analysis of how the lines reflect and reveal the theme.	Provide specific modern examples from current events and popular culture that reflect the same themes.
<b>THEME #1</b>	<b>ACT I</b>	<b>ACT I</b>	
	<b>ACT II</b>	<b>ACT II</b>	
	<b>ACT III</b>	<b>ACT III</b>	
	<b>ACT IV</b>	<b>ACT IV</b>	
<b>THEME #2</b>	<b>ACT I</b>	<b>ACT I</b>	
	<b>ACT II</b>	<b>ACT II</b>	
	<b>ACT III</b>	<b>ACT III</b>	
	<b>ACT IV</b>	<b>ACT IV</b>	
<b>THEME #3</b>	<b>ACT I</b>	<b>ACT I</b>	
	<b>ACT II</b>	<b>ACT II</b>	
	<b>ACT III</b>	<b>ACT III</b>	
	<b>ACT IV</b>	<b>ACT IV</b>	



## Hillgrove High School English Department

### AP Lit Pre-Course Reading 2021-2022

To help establish the necessary foundations and facilitate initial classroom instruction for both honors and AP level classes, each student is required to complete a pre-course reading assignment prior to the start of their English class next year. This reading requirement is different than traditional summer reading in that the text(s) will be an integral part of the semester curriculum. There will be multiple graded assignments based on the assigned pre-course reading rather than one stand-alone assessment of your reading. **It is imperative that students have a copy of their chosen text the FIRST week of the semester.** Teachers will provide more information regarding curriculum implementation of these texts at the start of the class.

**Goal:** Acquaint yourself with AP Lit standards while reading a novel that you may use on the AP exam.

**Due:** One week after the first day of school (the 6th day of school)

**Step 1:** Read through the skills chart below (AP English Literature and Composition Skills, pages 2-3). For this assignment, you'll use the "Big Ideas" of Character, Setting, Structure, Narration, and Figurative Language. The "Enduring Understandings" column defines the Big Idea. The "Skill Category" column gives you the ultimate goal of the Big Idea. Your tasks are located in the "Skills" column.

**Step 2:** As you read your chosen novel, consider each of the five Big Ideas.

**Step 3:** Create a chart (example below) that links **TWO** skills to the corresponding Big Idea. You will do this for the five Big Ideas listed in Step 1. Your final chart should have **TEN total entries**. The sample has **ONE** entry.

**Choose one of the following dystopian novels:**

- Brave New World by Aldous Huxley (1932)
- Parable of the Sower by Octavia E. Butler (2014)
- Station Eleven by Emily St. John Mandel (1993)

**Sample entry on next page**

Big Idea	Skill	Explanation
Character	1.B Explain the function of a character changing or remaining unchanged.	Othello's pride tends to remain at a consistently high level throughout his time in both Venice and Cyprus. His unwavering self-esteem is targeted by Iago, who seems to understand that Othello will not change his self-perception until it is too late. Othello falls into the trap and remains unchanged until the finality of Desdemona's death makes him realize that he should not have been so staunchly opposed to looking at his relationship with Desdemona from a perspective other than that of Iago. His too-late-to-matter change serves as a warning to all observers that when we trap ourselves into one unyielding perspective, we fail to see beyond the short range we have limited ourselves to, severely endangering our ability to grow, learn, and see the real truth.

### AP English Literature and Composition Skills

BIG IDEAS	ENDURING UNDERSTANDINGS	SKILL CATEGORY	SKILLS	
CHR	CHR	1	1.A	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
Character	Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.	Explain the function of character.	1.B	Explain the function of a character changing or remaining unchanged.
			1.C	Explain the function of contrasting characters.
			1.D	Describe how textual details reveal nuances and complexities in characters' relationships with one another.

			1.E	Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
SET	SET	2	2.A	Identify and describe specific textual details that convey or reveal a setting.
Setting	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.	Explain the function of setting.	2.B	Explain the function of setting in a narrative.
			2.C	Describe the relationship between a character and a setting.
STR	STR	3	3.A	Identify and describe how plot orders events in a narrative.
Structure	The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.	Explain the function of plot and structure.	3.B	Explain the function of a particular sequence of events in a plot.
			3.C	Explain the function of structure in a text.
			3.D	Explain the function of contrasts within a text.
			3.E	Explain the function of a significant event or related set of significant events in a plot.
			3.F	Explain the function of conflict in a text.
NAR	NAR	4	4.A	Identify and describe the narrator or speaker in a text.
Narration	A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.	Explain the function of the narrator or speaker.	4.B	Identify and explain the function of point of view in a narrative.
			4.C	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
			4.D	Explain how a narrator's reliability affects a narrative.

FIG	FIG	5	5.A	Distinguish between the literal and figurative meanings of words and phrases.
Figurative Language	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.	Explain the function of word choice, imagery, and symbols.	5.B	Explain the function of specific words and phrases in a text.
			5.C	Identify and explain the function of a symbol.
			5.D	Identify and explain the function of an image or imagery.
		6	6.A	Identify and explain the function of a simile.
		Explain the function of comparison.	6.B	Identify and explain the function of a metaphor.
			6.C	Identify and explain the function of personification.
			6.D	Identify and explain the function of an allusion.
LAN	LAN	7	7.A	Develop a paragraph that includes (1) a claim that requires defense with evidence from the text and (2) the evidence itself.
Literary Argumentation	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.	Develop textually substantiated arguments about interpretations of part or all of a text.	7.B	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
			7.C	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
			7.D	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
			7.E	Demonstrate control over the elements of composition to communicate clearly.