



2018 Summer Reading

Purpose

Batesville High School holds high expectations for its young people; thus, all Pre-AP students in grades 9-10 and AP Literature and Composition are required to read selected texts during the summer. According to the Indiana Department of Education, "Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years." In Batesville, the community considers the task of helping our students excel and meet those reading demands, seriously. Since many students in our community read throughout their summer break, we want to ensure the selected reading material challenges and improves their appreciation and comprehension of quality literature.

The BHS English Department strives to continuously improve its Summer Reading program, seeking best practices to aid in our students' reading development. Please read the expectations carefully and plan on attending a help session if needed.

Help Sessions

BHS English teachers will conduct help sessions on three dates during the summer. Enter the high school through the doors labeled "B" at the front of the building and go to the appropriate room (see below). Please plan on attending a help session if you have questions, or need additional help. Attending a session is **not mandatory**.

Tuesday, July 17

6:00 – 8:00 p.m.

Mrs. Schory, Rm. A110

eschory@batesville.k12.in.us

Thursday, July 26

6:00 – 8:00 p.m.

Mrs. Lowery, Rm. F104

jlowery@batesville.k12.in.us

Wednesday, August 1

6:00 – 8:00 p.m.

Mrs. Lacey, Rm. F108

rlacey@batesville.k12.in.us

If you attend . . .

- A draft outline is **required** to attend a help session. Do not come empty-handed. Also, bring both of the books you read, paper/pencil, and a computer, if desired.
- You do not have to attend the session that your teacher is leading. Any teacher can help you with questions. Your teacher can be reached by email for any questions you have, but please do not send complete documents for them to proof.
- **Stay as little or as long as you like.** There is no formal agenda. The sessions will be tailored to your needs.

AP English 11: **Summer Reading**

Objectives

- Learn to read more carefully and critically.
- Become engaged with the subject matter – question it, agree with it, disagree with it, compare it to other issues, make connections.
- Come to see reading and writing as a way of exploring and learning about a subject, rather than just a product to be judged.
- Move from merely summarizing material into analyzing, interpreting, and evaluating literature.
- Make meaning for yourself rather than look to teachers for the "right answers."
- Become a more effective reader and thinker.

Tasks

- **Read** *How to Read Literature Like a Professor* by Thomas C. Foster.
- **Read** a poetry case study – Choose ONE poet from the list and read a minimum of 10 poems by that poet. Choose 2 poems to analyze for the speech.
- **Read** one book (of your choice) from the list below.
- **Create** a formal outline.
- **Prepare** a works cited.
- **Present** your findings in a formal speech (5-7 minutes).
- **Focus** on the analytical and interpretive strategies explained in Foster's novel. Apply the interpretive strategies learned to analyze the novel of choice and 2 poems.
- **Discuss** one literary term (see list below) for the novel of choice and both poems and explore how they relate to the interpretive strategies. Choosing 1 literary term with an *asterisk is required to be considered for an A on this element. Highlight and underline the terms.
- **Turn in** completed outline and works cited on the first day of school (worth 15 points). Students will revise outlines in preparation for their final speech. The final outline and speech are worth 70 points total – 15 points for the outline and 55 points for the speech. Classes will spend a day at the beginning of school discussing formal speech expectations.

AP Literature and Composition Expectations

- Maturity and behavior is expected – no whining and complaining
- Homework almost every night
- Writing – class will focus on content, not mechanics – take advantage of writing conferences
- Students will use *How to Read Literature Like a Professor* throughout the entire year – make sure you read and annotate the text over the summer
- Students' attitude and participation help to make the class enjoyable
- Students must **work** to earn an A
 - Junior year curriculum in general is very challenging – so time management and dedication are required
 - There is a definite transition and adjustment between sophomore year and AP – grades may not be as high at the beginning of the year as you are learning expectations and working at a higher level of analysis
 - AP is a true college-level class

Poetry Case Study – Choose ONE

Emily Dickinson
Langston Hughes
Robert Frost
Edgar Allan Poe
Walt Whitman
William Wordsworth
Maya Angelou

** You will find a collection of these poets' poems at <http://www.poemhunter.com/poets/>

** Read at least 10 poems and choose TWO for the speech.

Reading Choices – Choose ONE

Title	Author
<i>Beloved</i>	Toni Morrison
<i>Snow Falling on Cedars</i>	David Guterson
<i>The Kite Runner</i>	Khaled Hosseini
<i>Memoirs of a Geisha</i>	Arthur Golden
<i>A Clockwork Orange</i>	Anthony Burgess
<i>A Thousand Splendid Suns</i>	Khaled Hosseini
<i>Slaughterhouse Five</i>	Kurt Vonnegut
<i>Grapes of Wrath</i>	John Steinbeck
<i>The Handmaid's Tale</i>	Margaret Atwood
<i>Fight Club</i>	Chuck Palahniuk
<i>The Natural</i>	Bernard Malamud
<i>A Prayer for Owen Meany</i>	John Irving
<i>Wuthering Heights</i>	Emily Bronte
<i>The Road</i>	Cormac McCarthy
<i>Girl With a Pearl Earring</i>	Tracy Chevalier
<i>Jane Eyre</i>	Charlotte Bronte
<i>Adventures of Huckleberry Finn</i>	Mark Twain
<i>1984</i>	George Orwell
<i>Catch 22</i>	Joseph Heller
<i>The Count of Monte Cristo</i>	Alexander Dumas
<i>The Color Purple</i>	Alice Walker
<i>Heart of Darkness</i>	Joseph Conrad
<i>The Crucible</i>	Arthur Miller
<i>Macbeth</i>	William Shakespeare

Literary Terms

- *allusion
- * allegory
- anecdote
- *archetype
- assonance
- aphorism
- colloquialisms
- consonance
- *conceit
- connotation
- diction
- dialect
- *figurative language
- free verse
- idioms
- *parody
- *rhetoric
- rhetorical question
- *satire
- verbal irony
- *situational irony
- dramatic irony
- *synecdoche
- voice
- *hubris
- *hamartia

Complete the analytical speech and outline for the **required novel, novel of your choice, and poems**. As you read, annotate and take notes, which will be beneficial as you write your speech outline and choose your significant passages. Write **complete sentences** for your outline. In addition, all outlines must follow the Modern Language Association (MLA) guidelines. If you need help with MLA style and format see <https://owl.english.purdue.edu/owl/resource/747/01/>

Incorporate ALL of the following aspects in your speech:

I. Introduction

- A. Attention Getter (AG) – question, quote, interesting fact, anecdote
- B. Transitional Area – explain the AG and connect it to your novels/poems
- C. Thesis – write 1-2 sentences which include titles and authors of both novels and explain the purpose of your speech.

II. Analysis of Novel of Choice using interpretive strategies of HRLLP

- A. 1st chapter of HRLLP – explain what you learned in the chapter from HRLLP and then explain how it aided in your analysis of the novel
- B. 2nd chapter of HRLLP – explain what you learned in the chapter from HRLLP and then explain how it aided in your analysis of the novel
 - ** Include a literary term from the list within your analysis for one of the chapters.
 - Include significance of the literary term and how it supports your analysis.
 - ** **Oral Reading** required from novel of choice and possibly HRLLP

III. Analysis of Poetry Case Study using interpretive strategies of HRLLP (Discuss 1st poem)

- A. 3rd chapter of HRLLP - explain what you learned in the chapter from HRLLP
- B. Explain how HRLLP aided in your analysis of the poem
 - ** Include a literary term from the list within your analysis for the first poem.
 - Include significance of the literary term and how it supports your analysis.
 - ** **Oral Reading** required from poem and possibly HRLLP

IV. Analysis of Poetry Case Study using interpretive strategies of HRLLP (Discuss 2nd poem)

- A. 4th chapter of HRLLP - explain what you learned in the chapter from HRLLP
- B. Explain how HRLLP aided in your analysis of the poem
 - ** Include a literary term from the list within your analysis for the second poem.
 - Include significance of the literary term and how it supports your analysis.
 - ** **Oral Reading** required from poem and possibly HRLLP

IV. Conclusion

- A. Restate thesis.
- B. Summarize body paragraphs.
- C. Clincher - last sentence of the conclusion, ties up loose ends, leaves the reader with a strong impression of what you said – often connects to AG or title.

***You are required to submit an MLA Works Cited with your outline.

*** **Oral Reading:** 4 specific passages from the **novels/poems** should be read to support your examples and connections. One from **each** selection (HRLLP, novel of choice, and 2 poems). After reading the passages, explain the significance and impact. Students must cite quotes in outline using correct MLA. Students are expected to have a copy of their novels (hard copy or electronic).

*** Must incorporate at least 4 DIFFERENT chapters of HRLLP.