

## Chapel Hill High School *Honors* Summer Reading 2009

The English Department encourages all students to begin their summer reading projects early and to do a particularly good job on this important assignment. Summer reading is a vital part of any college preparatory curriculum. The best way to develop vocabulary and a sense of language structure is to read widely and deeply. Clearly, the best students are those who have begun to read early and who continue to do so throughout their academic experience. The books that are assigned are considered a part of the curriculum. They are books of recognized literary merit that should be a part of the background of a well-educated person. Parents, we encourage you to support the summer reading program. You may even want to read the books yourselves and discuss them with your child. This type of serious intellectual experience is the essence of a college preparatory education.

**Assignment: Students who are taking honors 9-12 English courses are required to read two books this summer. A list of four-five titles is provided for each grade level. The student should select two to read. For each of the two books read a given assignment should be completed.**

**Grading: Each of the assignments will count as a separate grade to equal no more than 10% of the student's total grade for the course. Additional reference to the books may be made throughout the semester and, at the teacher's discretion, be included in additional assignments.**

### 2009 Honors Summer Reading List

#### Entering 9<sup>th</sup> Grade

*Tuesdays with Morrie* by Mitch Albom  
*Speak* by Laurie Halse Anderson  
*Cold Sassy Tree* by Olive Ann Burns  
*Walking Across Egypt* by Clyde Edgerton  
*A Separate Peace* by John Knowles

#### Entering 10<sup>th</sup> Grade

*The Great Gatsby* by F. Scott Fitzgerald  
*The Bluest Eye* by Toni Morrison  
*Alas Babylon* by Pat Frank  
*The Lords of Discipline* by Pat Conroy  
*The Bell Jar* by Sylvia Plath

#### Entering 11<sup>th</sup> Grade

*Bringing down the House* by Ben Mezrich  
*Catcher in the Rye* by J. D. Salinger  
*The Kite Runner* by Khaled Hosseini  
*Things Fall Apart* by Chihuna Achebe  
*The Things They Carried* by Tim O'Brien

#### Entering 12<sup>th</sup> Grade

*Jane Eyre* by Charlotte Bronte  
*Pygmalion* by George Bernard Shaw  
*Treasure Island* by Robert Louis Stevenson  
*The Importance of Being Earnest* by Oscar Wilde  
*1984* – George Orwell

REMEMBER THAT THE ASSIGNMENTS FOR BOTH BOOKS ARE DUE BY THE END OF THE **FIRST WEEK** OF SCHOOL, REGARDLESS OF WHICH SEMESTER YOU TAKE ENGLISH!

**Assignments for the following college level classes will be made separately, from that teacher:**

Advanced Placement Language and Composition (11th Grade) see Mrs. Berry  
Advanced Placement Literature and Composition (12th Grade) see Mrs. Monroe

## 2009 Honors Reading Assignment

Please answer the following questions to the best of your ability and using the suggestions given. Answers should be typed in Times New Roman .12 font double-spaced. If a computer is not available, assignments will be accepted in paragraph style in black ink written only on the front of the paper written on every other line. Illegible answers will not be graded. Plagiarism in any part of the assignment will result in a zero for the entire assignment. No papers will be accepted late.

- I. **Author Background** – Tell the setting of the book and any facts about the author that relate him/ her to this setting. Was there something going on in this setting at the time the book was written that influenced the author to write this story. (one paragraph)
- II. **Characters** - List at least five characters who appear in this work. Describe each and tell their significance in the novel.
- III. **Plot** – Describe five major plot occurrences. Tell why each is a significant happening in the work.
- IV. **Significant Passages** – Quote five significant passages from the novel. Tell the why each passage was memorable or outstanding to you. Be sure to include the page number of each passage.
- V. **Literary Devices** – List at least three examples of literary devices that are unique to this work. (Possible literary techniques to look for include symbolism, allusion, imagery, or figurative language i.e. simile/metaphor.) Explain the significance of the example as it is used in the book.
- VI. **Text-To-Self** – Describe the ways you related to this book. What value was it to you as an individual? This should not be used to express your opinion as to whether or not you liked the book. Instead, it should be an analysis of how this book relates to your personal life. (one paragraph)
- VII. **Text-To-World** – Explain what connections you see between the important aspects of this book and the world around you. How does this book relate to the world today? (one paragraph)