

**Isle of Wight Academy**  
**2017-2018 Required Summer Reading Novel List**

**8<sup>th</sup> Grade**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection. **All writing assignments are due on the first day of class.**

**I. The Adventures of Ulysses by Bernard Evslin**

The leader of the Greek forces returning from Troy encounters the Cyclops, the beautiful sorceress Circe and more, as he tries to ward off the anger of the gods.

**Assignment:** Prepare a Travel Diary. Pretend you are a crewmember aboard one of Ulysses' ships. Create diary entries recounting the trials and adventures you experience on the journey from Troy for each chapter of the book. Each journey entry must be at least 200 words and contain details from the book. **INCLUDE WORD COUNT in each essay.**

Suggestions: Pretend you are an imaginary crewmember if anything happens to the original crew ;-). Also, if you're having trouble meeting the word count on the shorter chapters, make connections to other books you've read, events from the real world or events in your own life.

The response must be double-spaced using 12-point Times New Roman font and the header in the upper-left corner should be formatted as follows:

**Name**  
**Teacher's Name**  
**Class/Subject**  
**Due Date**

**II. The Last Lecture by Randy Pausch**

On September 18, 2007, computer science professor Randy Pausch stepped in front of an audience of 400 people at Carnegie Mellon University to deliver a last lecture called "Really Achieving Your Childhood Dreams." Randy told his audience about the cancer that is devouring his pancreas and that will claim his life in a matter of months. On the stage that day, Randy was youthful, energetic, handsome, often cheerfully, darkly funny. Sadly, Randy lost his battle to pancreatic cancer on July 25th, 2008, but his legacy will continue to inspire us all, for generations to come.

**Assignment:** Write a 200 - 300 word essay highlighting your thoughts, feelings or the messages you want to leave to those who could benefit from your experiences and knowledge – your legacy. A legacy is not a list of things you want to leave but the thoughts and feelings, words or wisdom you want to pass to future generations. **INCLUDE WORD COUNT in each essay.**

The response must be double-spaced using 12-point Times New Roman font and the header in the upper-left corner should be formatted as follows:

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**Due Date**

**Isle of Wight Academy**  
**2017-2018 Required Summer Reading Novel List**  
**9<sup>th</sup> Grade**

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**I. Crooked House by Agatha Christie**

Three generations of the Leonides family live together under wealthy patriarch Aristide. His first wife dies; her sister Edith has cared for the household since then. His second wife is the indolent Brenda, decades his junior, suspected of having a clandestine love affair with the grandchildren's tutor. After Aristide is poisoned by his own eye medication, his granddaughter Sophia tells narrator and fiancé Charles Hayward that they cannot marry until the killer is apprehended. Charles' father, "The Old Man," is the Assistant Commissioner of Scotland Yard, so Charles investigates from the inside along with assigned detective Chief Inspector Taverner. When 12-year old Josephine is discovered seriously injured by a booby-trap and Nanny is poisoned by hot chocolate after Brenda and the tutor are arrested, the danger escalates to a surprise finish.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in **RED** ink. Annotations will be graded.
2. Complete the worksheet included with this assignment as you read.

**Crooked House**  
**By Agatha Christie**

<b>Character</b>	<b>Alibi/Defense</b>	<b>Suspicious Words/Deeds</b>	<b>Others' perceptions of this character</b>	<b>Your suspicions &amp; supporting evidence</b>
<b>Charles Hayward</b>				
<b>Sophia Leonides</b>				
<b>Brenda Leonides</b>				
<b>Magda West</b>				
<b>Edith de Haviland</b>				
<b>Roger Leonides</b>				
<b>Clemency Leonides</b>				

<b>Laurence Brown</b>				
<b>Josephine Leonides</b>				
<b>Eustace Leonides</b>				
<b>Janet Rowe</b>				
<b>Chief Inspector Taverner</b>				
<b>“This Old Man”</b>				
<b>Philip Leonides</b>				

**Isle of Wight Academy**  
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**10<sup>th</sup> Grade**

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**I. A Painted House by John Grisham**

Until that September of 1952, Luke Chandler had never kept a secret or told a single lie. But in the long, hot summer of his seventh year, two groups of migrant workers — and two very dangerous men — came through the Arkansas Delta to work the Chandler cotton farm. And suddenly mysteries are flooding Luke’s world.

A brutal murder leaves the town seething in gossip and suspicion. A beautiful young woman ignites forbidden passions. A fatherless baby is born ... and someone has begun furtively painting the bare clapboards of the Chandler farmhouse, slowly, painstakingly, bathing the run-down structure in gleaming white. And as young Luke watches the world around him, he unravels secrets that could shatter lives — and change his family and his town forever....

**Assignment:** Prepare a Scrapbook in the form of a Power-Point Presentation. You need to select a group of chapters to use as your material. Choose a section that is appropriate and significant to the action. Sections have been provided at the end of these instructions. Your scrapbook must include:

- A summary of key section events
- A picture related to the heart of the chapters read; the picture must contain specific details from the chapters to show that you read it closely and should represent something in the text. Please include the picture URL address on the photo.
- 3 Quotations that represent a significant event of the chapter, along with its importance.
- 3 Discussion questions that you could use to participate in small group or full class discussion. Think about how this illustrates the various themes of the novel.
- A short written reflection of what matters most in the selections that you read and why you think that. Provide commentary to support your concrete detail. If possible and appropriate, connect your observations to your own life or ideas.

Chapter Groups

Chap 1-4	Chap 21 - 24
Chap 5-8	Chap 25 - 28
Chap 9-12	Chap 29 - 32
Chap 13-16	Chap 33 - 36
Chap 17 - 20	

## II. Heart of Darkness by Joseph Conrad

Joseph Conrad is regarded as one of the greatest writers in English, and *Heart of Darkness*, first published in 1902, is considered by many his “most famous, finest, and most enigmatic story.” The tale concerns the journey of the narrator up the Congo River on behalf of a Belgian trading company. Far upriver, he encounters the mysterious Kurtz, an ivory trader who exercises an almost godlike sway over the inhabitants of the region. Both repelled and fascinated by the man, Marlowe is brought face to face with the corruption and despair that Conrad saw at the heart of human existence.

### Assignment:

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in **RED** ink. Annotations will be graded.
2. In an essay, minimum of 300 words, respond to the following: Why does Heart of Darkness have two competing heroes? Make the case for either Marlow or Kurtz as the true “hero” of the book.

The essay must be double spaced using 12 Times New Roman for the font and the header should be formatted as follows:

Header on top left corner:

Name

Teacher’s Name

Class/Subject

Due Date

**Isle of Wight Academy**  
**2017-2018 Required Summer Reading Novel List**  
**11<sup>th</sup> Grade –Regular Classes (not Dual Credit)**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

**I. The Red Badge of Courage by Stephen Crane**

As *The Red Badge of Courage* opens, members of a newly recruited regiment are debating a fresh rumor. They are finally going to move out on the next day and engage the enemy. One young soldier, named Henry Fleming, does not engage in the debate and instead reflects on what will become of him when he gets to battle. Will he run or will he stand and fight bravely. He enlisted because he wanted to be a hero, thinking of Greek epics. His own mother, however, was not interested in such ideas, and discouraged him from enlisting. When he finally did, she did not have an impassioned speech for him. She merely says that if he is ever in a situation where he will be killed or do something wrong, he should go with his feelings. With these words, Henry left his home and entered his army duty.

**Assignment:** Consider Henry’s flashback to his conversation with his mother in Chapter I. What is his mother’s attitude about his enlisting in the first place? How does her advice foreshadow the main themes of the novel? Use specific examples from the book to write a 250 word essay describing how her advice foreshadows the themes in the novel.

**I. Unwind by Neil Shusterman**

The Second Civil War was fought over reproductive rights. The chilling resolution: Life is inviolable from the moment of conception until age thirteen. Between the ages of thirteen and eighteen, however, parents can have their child “unwound,” whereby all of the child’s organs are transplanted into different donors, so life doesn’t technically end. Connor is too difficult for his parents to control. Risa, a ward of the state is not enough to be kept alive. And Lev is a tithe, a child conceived and raised to be unwound. Together, they may have a chance to escape and to survive.

**Assignment:** Which of the three main characters, Connor, Risa or Lev, do you most identify with? Why? What traits do you have in common? Which of their traits work for them, and which make their lives harder? Which of your own traits would you like to give up? Which would you want to keep? Use specific examples from the book to write a 400 - 500 word essay discussing the above issues.

The essays must be double spaced using 12 Times New Roman for the font and the header should be formatted as follows:

Header on top left corner:

Name

Teacher's Name

Class/Subject

Due Date

**Isle of Wight Academy**  
**2017-2018 Required Summer Reading Novel List**  
**11<sup>th</sup> Grade Dual Credit Class**

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**I. *The Invisible Man* by Ralph Ellison**

Chronicles the travels of its narrator, a young, nameless black man, as he moves through the hellish levels of American intolerance and cultural blindness. Searching for a context in which to know himself, he exists in a very peculiar state. "I am an invisible man," he says in his prologue. "When they approach me they see only my surroundings, themselves, or figments of their imagination--indeed, everything and anything except me." But this is hard-won self-knowledge, earned over the course of many years.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in **RED** ink. Annotations will be graded.
2. Use the Tic-Tac-Toe-type chart on the next page to choose three projects to complete. The student must complete three assignments in adjoining squares: horizontally, vertically or diagonally. Shaded assignments are to be completed in a 300-word essay. **INCLUDE WORD COUNT in each essay.** The response must be double-spaced using 12-point Times New Roman font and the header in the upper-left corner should be formatted as follows:

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**Class/Subject**

**Due Date**

<p>In some works of literature, a character who appears briefly, or does not appear at all, is a significant presence. Write an essay in which you show how such a character functions in <i>The Invisible Man</i>. You may wish to discuss how the character affects action, theme, or the development of other characters.</p>	<p>Novels and plays often include scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. Select one of these scenes from <i>Invisible Man</i> and in a focused essay, discuss the contribution the scene makes to the meaning of work as a whole.</p>	<p>Many plays and novels use contrasting places (for example, two countries, two cities or towns, two houses, or the land and the sea) to represent opposed forces or ideas central to the meaning of the work. Two such places are contrasted in <i>Invisible Man</i>. Write an essay explaining how the places differ, what each place represents, and how their contrast contributes to the meaning of the work.</p>
<p>A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. From <i>Invisible Man</i>, focus on one symbol and write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole.</p>	<p>Draw a map of the landscape the characters in <i>The Invisible Man</i> inhabit. Label the locations on your map. Include relevant information <u>explicitly stated</u> in the novel. Where explicit locations are not given, how do you imagine the places relate geographically to one another?</p>	<p>Are there similarities in the way that the narrator is treated at the battle royal and in the way that Mr. Norton is treated in the Golden Day? What are the differences between the two situations?</p>
<p>What makes Ellison's narrator invisible? What is the relationship between his invisibility and other people's blindness—both involuntary and willful? Is the protagonist's invisibility due solely to his skin color? Is it only the novel's white characters who refuse to see him?</p>	<p>In retrospect, the reader often discovers that the first chapter of a novel introduces some of the major themes of the work. Write an essay about the first chapter of <i>Invisible Man</i> in which you explain how the first chapter functions to set forth major themes, introduce important characters and conflicts, establish the tone and mood of the book, etc.</p>	<p>Where in <i>*Invisible Man*</i> does Ellison—who was trained as a musician—use language to musical effect? (For example, compare the description of the college campus on pages 34-37 to Trueblood's confession on 51-68, to the chapel scene on 110-135, and Tod Clifton's funeral on 450-461.) What different sorts of language does Ellison employ in these and other passages? How does the "music" of these sections—their rhythm, assonance, and alliteration—heighten their meaning or play against it?</p>

**Isle of Wight Academy**  
**2017-2018 Required Summer Reading Novel List**  
**12<sup>th</sup> Grade – Regular Classes (not AP)**

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**I. And Then There Were None by Agatha Christie**

Ten strangers are lured to an isolate island off the Devon coast by a mysterious U.N. Body. At dinner a recorded message accuses each of them in turn of having a guilty secret and by the end of the night one of the guests is dead.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in **RED** ink. Annotations will be graded.
2. For this assignment, you will take on the role of a newspaper reporter, and compose three obituaries for any **three** different murdered characters in the novel. You must include specific information from the text in your obituaries – you should include not only the date, place, and reason for the death, but also some background biographical information on each character. Since these obituaries would be composed for publishing in a newspaper, you should stick as closely to the factual information as possible. You might also want to include a picture of the deceased character (choose an appropriate one from a magazine, newspaper, etc.) with each obituary. Each obituary should be approximately ½ page to one page in length.

**II. Lord of the Flies by William Golding**

William Golding's classic tale about a group of English schoolboys who are plane-wrecked on a deserted island is just as chilling and relevant today as when it was first published in 1954. At first, the stranded boys cooperate, attempting to gather food, make shelters, and maintain signal fires. Although Ralph tries to impose order and delegate responsibility, there are many in number who would rather swim, play, or hunt the island's wild pig population. As the days pass, the situation deteriorates as the trappings of civilization continue to fall away. Golding's gripping novel explores the boundary between human reason and animal instinct, all on the brutal playing field of adolescent competition.

Assignment: In the novel, the boys split into two distinct groups. If you were in this situation which group would you have joined and why? Create a coat of arms that contains symbols that you feel represent your chosen group. The coat of arms must contain symbols either hand drawn or clip art pasted in and neatness counts. Explain each symbol in a short, typed paragraph. A coat of arms and sample shield layout are provided.

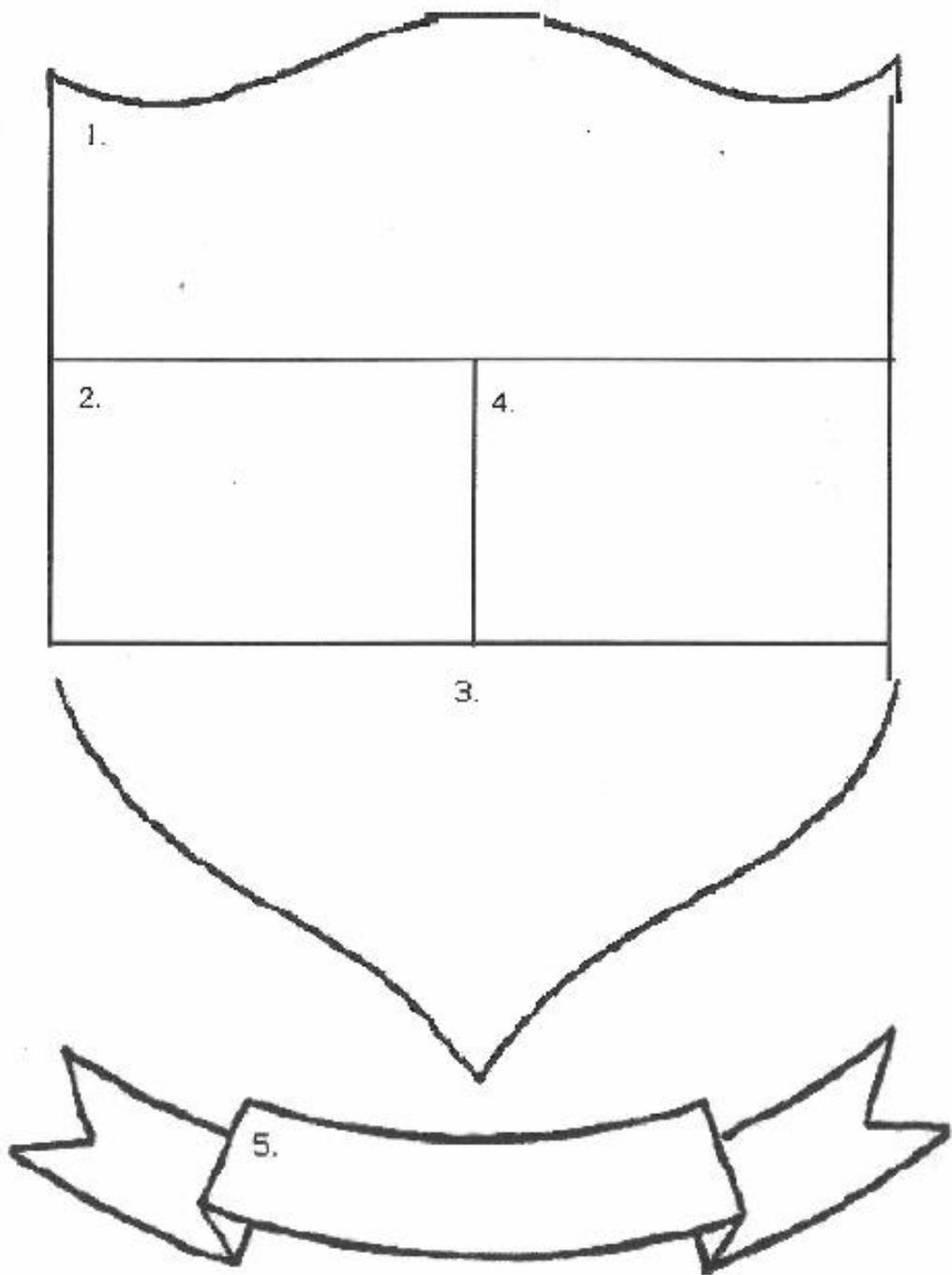
## "Coat of Arms"

What is a Coat of Arms? The concept of a coat of arms originated in the Middle Ages when chivalric knights wore distinctive emblems on their shields of armor (arms) to identify them in battle. Later, these shields or arms were patched on cloth coats worn over a knight's armor. Thus, the term "coat of arms" developed.

Today a coat of arms refers to images of various shapes, sizes, and figures used to represent a person or family. In our situation, we will use the coat of arms to represent one of the groups formed in the novel. The coat of arms usually takes the shape of a shield or crest (called a "field") on which are placed emblems of various kinds (called "charges") representing different characteristics, accomplishments, and values. The color of the background or field also represents certain qualities. For this assignment, field colors are essential. Each quadrant of the shield should have a background color(s).

You are to design a coat of arms to represent the group in the novel you feel you would join if you were in the same situation. Each section is to represent a different aspect of the group. You may use only pictures - no words - to represent sections 1-4. These pictures may be clipped from magazines, newspapers, etc. or they may be drawn, colored, painted, etc. A combination of methods may be used. Of course, words must be used for the motto section, #5.

1. Representation of significant event for this group
2. Representation of their conflict/conflicts
3. Important characters
4. Representation of setting
5. Verse, popular saying, quotation, motto, etc. which summarizes the group



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**12<sup>th</sup> Grade – AP Only**

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The AP English class will read a wide variety of literature during the year. The literature may not suit your style but all selections are made to help students analyze different genres and dissect themes in order to prepare for the AP exam in the spring.

- I. 1984.** Read carefully and critically including the appendix on Newspeak. You will be tested on this novel the second week of school.

**Assignment:**

While reading the novel, students will collect eight (8) annotated passages/quotes from the novel. Use post-its to note/mark passages as you read. Every time students encounter a particularly important, provocative, dramatic, surprising, even disturbing passage, mark it with a post-it note. Only when you have completed the novel will you look at all those passages and decide which to toss out and which to keep for analysis. Therefore, when you finishing reading your book, **you will select four (4) of the passages from throughout the novel.** (Your quotes need to be spread throughout the novel.)

Copy the passages down (including page numbers) and then write about each passage in the following ways:

- In a well-written paragraph, explain how the passage "fits" into the novel (does the passage add to the character development, the plot line, the details of setting, and so forth?). Discuss the importance of the passage to the book's [overall] message(s) or meaning(s) or theme(s).

To generate responses, you can consider the following as suggested prompts or questions:

- Why does the passage impress, intrigue, horrify, or puzzle you?
- Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a great descriptive passage?
- Does it prompt a strong response from you as you read it? Does it present itself as so well crafted that you just love the sound of it? Is the language beautiful, descriptive, and graphic?
- Is it particularly meaningful? Is it a high point in the book?
- Do you find yourself in agreement/disagreement with the ideas expressed?
- Does the passage remind you of a situation you have lived as well?

- Does the passage make you laugh aloud, make you melancholy, or make you feel something else?
- Does the author or the character raise intriguing questions or issues?
- Does the passage challenge or expand your thinking?

Students are not limited to the above list, nor are they expected to answer all of the above questions. However, responses to the passages should clearly explain WHY these passages mean something to you, and/or WHY these passages caught your attention.

**II.** Read the biography of Geoffrey Chaucer and introduction to his tales. Purchase or get from a library - *The Selected Canterbury Tales: A New Verse Translation* by Sheila Fisher. In this translation of Geoffrey Chaucer's Canterbury Tales called *The Selected Canterbury Tales: A New Verse Translation*, read ALL three of the following tales. Annotate each tale as you read in **RED** according to the annotation guide.

- A. "Prologue to the Miller's Tale" and "The Miller's Tale."
- B. "Prologue to the Pardoner's Tale" and "The Pardoner's Tale."
- C. "Prologue to the Wife of Bath's Tale" and "The Wife of Bath's Tale."

Annotations for each tale should be done directly in your book or on sticky notes within your book. These annotations will be your first grades for the year.

Please read carefully and thoughtfully, and annotate thoroughly. Your first essays for AP English will focus on these tales.