**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**8th 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.**

1. **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:** 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:

**Name**

**Teacher’s Name**

**Class/Subject**

**Due Date**

|  |  |  |
| --- | --- | --- |
| What is the role of women in the *The Adventures of Ulysses*? Focusing especially on Penelope, Calypso, or Anticleia, discuss how women are portrayed in this epic. | Compare and contrast Telemachus’s journey with that of Odysseus. How does the younger man’s experience enable him to grow as a character? | What is the role of family in the *Odyssey*? What values characterize the relationship between fathers and sons? You may wish to compare and contrast some of the father and son pairs in the epic (Ulysses and Telemachus, etc.) How does the author portray the idea of continuity between generations? |
| The Telemachus subplot is a traditional coming-of-age story. What standard elements does this subplot share with other coming-of-age stories? Why and in what way does the prince change? | Design a map of the places mentioned in the novel. Be sure to include all relevant geographic features: oceans, landmasses, etc. | Consider two of the following as symbols — Ulysses' great bow, the shroud that Penelope weaves for Laertes, the island of Ithaca, or the sea itself — and explain their significance in the story. |
| How does the theme of vengeance work in the epic? Approach it from the points of view of Telemachus and Poseidon, as well as Ulysses. | A major theme in *The Adventures of Ulysses* is reciprocity: people getting what they deserve. Explain how this theme affects the main characters: Ulysses, Penelope, Antinous, Telemachus. | As an epic hero, Ulysses possesses many exemplary qualities. List and explain how they benefit him. What are his less admirable characteristics and how do these qualities cause him harm? |

**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**9th 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.

1. **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 grandchildern’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 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 escalated 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.

**II. Things Not Seen by Andrew Clements**

It wasn’t that unusual for Bobby Phillips to feel invisible now and then – like when he smiled at a super-popular girl and she seemed to look right through him. But what happens when this perfectly normal high school kid steps out of the shower one morning and can’t see himself? It’s not his imagination, and he isn’t some mad scientist type with dreams of taking over the world. Bobby doesn’t try to become invisible. If just happens.

**Assignment:** In an essay format, write a response to the following:

Being seen by other people is a fundamental truth - a "fact of life" - one which Bobby unexpectedly loses. Brainstorm about other fundamental truths in your life, the things you take most for granted. Imagine that one of these things has changed. Suspend reality and your imagination. Write a short story that begins with you waking up to discover that this fundamental change has taken place. How does it affect you? How do other people react? What do they do?

The response must be at least five paragraphs, 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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Crooked House**  **By Agatha Christie** | | | | |
| **Character** | **Alibi/Defense** | **Suspicious Words/Deeds** | **Others’ perceptions of this character** | **Your suspicions & supporting evidence** |
| **Charles Hayward** |  |  |  |  |
| **Sophia Leonides** |  |  |  |  |
| **Brenda Leonides** |  |  |  |  |
| **Magda West** |  |  |  |  |
| **Edith de Haviland** |  |  |  |  |
| **Roger Leonides** |  |  |  |  |
| **Clemency Leonides** |  |  |  |  |
| **Laurence Brown** |  |  |  |  |
| **Josephine Leonides** |  |  |  |  |
| **Eustace Leonides** |  |  |  |  |
| **Janet Rowe** |  |  |  |  |
| **Chief Inspector Taverner** |  |  |  |  |
| **“This Old Man”** |  |  |  |  |
| **Philip Leonides** |  |  |  |  |

**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**10th 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.

**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. The presentation should be saved on a flash drive and titled “Your last nameEnglish10” for example – JonesEnglish10 and turned in the first day of school.

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:

Chapters 1-4 Chapters 17-20 Chapters 33-36

Chapters 5-8 Chapters 21-24

Chapters 9-12 Chapters 25-28

Chapters 13-16 Chapters 29-32

**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. Include the word count at the bottom of your essay.

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

**Name**

**Teacher’s Name**

**Class/Subject**

**Due Date**

**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**11th 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.

1. **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 in the upper left corner should be formatted as follows:

**Name**

**Teacher’s Name**

**Class/Subject**

**Due Date**

**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**11th Grade Dual Credit Class**

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.

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.

***A Raisin in the Sun* by Lorraine Hansberry**

*A Raisin in the Sun* is a play about an African-American family aspiring to move beyond segregation and disenfranchisement in 1950’s Chicago. Despite its specific era, the work speaks universally to the desire to improve one's circumstances while disagreeing on the best way of achieving them.

**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:

**Name**

**Teacher’s Name**

**Class/Subject**

**Due Date**

|  |  |  |
| --- | --- | --- |
| In literature, as in life, a character may search for a better way of life. Show how two characters from A Raisin in the Sun are searching for a better way of life. Explain what each character is hoping to gain through this search and discuss the ways in which each character attempts to bring about a change in his or her life. | Discuss the ways in which the setting – the chronological and geographic locations in which a story takes place - of Raisin has a profound effect upon two of the characters. | If people can be divided into three groups — those who make things happen, those who watch things happen, and those who wonder what happened — apply each of these to the three characters in Raisin who respectively prove that this is so. |
| Often, pressure from other people or from outside forces might compel a person to take an action that he or she might not have taken ordinarily. Discuss a character from Raisin who was pressured into taking an action that he or she might not have taken on his or her own. | Draw a map of the landscape the characters in *A Raisin in the Sun* inhabit. Label the locations on your map. Include relevant information explicitly stated in the novel. Where explicit locations are not given, how do you imagine the places relate geographically to each another? | Show how Raisin deals with the generation gap — the problems that the older generation has in dealing with the younger generation and vice versa. |
| Discuss the ways in which two characters in Raisin have made adjustments to negative aspects of their environment. These adjustments might be to the character's physical surroundings, to other people, or to the customs and traditions of the society in which they live. | Sometimes something as seemingly trivial as a meeting or a conversation between two people can have a lasting effect upon the life of one or even of both of them. Discuss how either a seemingly unimportant meeting or a casual conversation brings about a significant change in the life of one of the characters in Raisin. | Most people define loneliness as being alone, but a person might experience loneliness even when surrounded by other people. A person can be lonely if his/her ideas, feelings, or circumstances are different from those around them. Discuss a character from Raisin who experiences loneliness because of the differences between them. |

**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

# 12th Grade – Regular Classes (not AP)

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.

1. **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. Goldings 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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**Isle of Wight Academy**

**2019-2020 Required Summer Reading Novel List**

**12th  Grade – AP Only**

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.

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.** **How to Read Literature Like a Professor by Thomas A. Foster**

While many books can be enjoyed for their basic stories, there are often deeper literary meanings interwoven in these texts. How to Read Literature Like a Professor helps us to discover those hidden truths by looking at literature with the eyes—and the literary codes-of the ultimate professional reader, the college professor.

What does it mean when a literary hero is traveling along a dusty road? When he hands a drink to his companion? When he’s drenched in a sudden rain shower?

Ranging from major themes to literary models, narrative devices and form, Thomas C. Foster provides us with a broad overview of literature—a world where a road leads to a quest, a shared meal may signify a communion, and rain, whether cleansing or destructive, is never just a shower-and shows us how to make our reading experience more enriching, satisfying, and fun.

**Assignment:**

Choose 2 chapters and compile a Power-point presentation that includes:

* The Title and an image to represent the chapter content
* The claim/thesis of the chapter
* A brief summary of key ideas
* Questions inspired by the chapter; questions about the content or questions to ask about reading and viewing literature based on the content.
* A list of examples of books, movies, plays, that reflect the chapter’s main ideas.