

Spring 2014

Students and Parents:

The Willoughby-Eastlake School District **Summer Reading Program**, administered by the English Departments at North and South, is pleased to provide you with the summer reading selections for the 2014-2015 academic year. The intent of the Summer Reading Program is to increase your reading comprehension and broaden your horizons. It is our belief that reading skills and appreciation of literature are developed through regular reading.

The novel that has been chosen for **Honors American Literature** is as follows:

1) *Nineteen Minutes* by Jodi Picoult (Washington Square Press; ISBN 0743496736)

**Please see the attached “*Nineteen Minutes* Novel Information Letter” (page 7) for additional information.

Alternative to *Nineteen Minutes*:

The Grapes of Wrath by John Steinbeck (Penguin Classics; ISBN 0143039431)

**Parent signature required to read this selection, see attached letter & form to be signed and returned.

Students are expected to purchase and read this novel prior to their return to school in August. The assignment is due the first day of class in August; **failure to have this assignment complete will result in a full grade deduction from the first quarter grade.** There is no late credit given and the deadline is solid. This is not an optional assignment and any Honors student who does not feel that he or she can complete this assignment may want to reconsider his or her placement in this course.

Novel Explanation:

Nineteen Minutes by Jodi Picoult: This novel deals with the truth and consequences of a small-town high-school shooting. Set in Sterling, New Hampshire, Picoult offers readers a glimpse of what would cause a 17-year-old to wake up one day, load his backpack with four guns, and kill nine students and one teacher in the span of nineteen minutes. As with any Picoult novel, the answers are never black and white, and it is her exceptional ability to blur the lines between right and wrong that makes this author such a captivating storyteller.

"Everyone would remember Peter for nineteen minutes of his life, but what about the other nine million?"

--*Gisele Toueg*

**Please see the attached “*Nineteen Minutes* Novel Information Letter” (page 7) for additional information.

****OPTIONAL**

The Grapes of Wrath by John Steinbeck: *The Grapes of Wrath* is a landmark of American literature. A portrait of the conflict between the powerful and the powerless, of one man’s fierce reaction to injustice, and of one woman’s stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America. Although it follows the movement of thousands of men and women and the transformation of an entire nation, *The Grapes of Wrath* is also the story of one Oklahoma family, the Joads, who are driven off their homestead and forced to travel west to the promised land of California. Out of their trials and their repeated collisions against the hard realities of an America divided into Haves and Have-Nots evolves a drama that is intensely human yet majestic in its scale and moral vision, elemental yet plainspoken, tragic but ultimately stirring in its human dignity.

First published in 1939, *The Grapes of Wrath* summed up its era in the way that **Uncle Tom’s Cabin** summed up the years of slavery before the Civil War. Sensitive to fascist and communist criticism, Steinbeck insisted that “The Battle Hymn of the Republic” be printed in its entirety in the first edition of the book—which takes its title from the first verse: “He is trampling out the vintage where the grapes of wrath are stored.” At once a naturalistic epic, captivity narrative, road novel, and transcendental gospel, Steinbeck’s fictional chronicle of the Dust Bowl migration of the 1930s is perhaps the most American of American Classics. – *Amazon.com*

PLEASE NOTE: Because you will be tested on the novel within the first full week of instruction and because the book will be incorporated into discussions throughout the year, it is important to read carefully. We require that you do close/active reading for the novel, writing chapter summaries and taking notes to review later. To help you close-read, please carefully read over the “Close Reading / Annotating for Summer Novel” worksheet on the following page. Please follow the six guidelines for annotating. All work associated with this novel, including scores from the summer reading test, will be a portion of your grade in English. Please make sure to bring your novel to class on the first day of school to be collected so that the “Close Reading / Annotating” can be graded. The novel may be purchased at a local bookstore or through the Internet.

Also, the first novel that will be required for use in class is *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading between the Lines* by Thomas C. Foster (Harper Perennial; ISBN 006000942X). Please ensure that you purchase this book before school starts and also have it with you on the first day of school.

If you have any additional questions about the 11 Honors Summer Reading Assignment, please contact Erik Poje at erik.poje@weschools.org for North students OR Michelle Johnson at michelle.johnson@weschools.org for South students. We look forward to seeing you in August.

Sincerely,

Mrs. Michelle Johnson, South High School
Mr. Erik Poje, North High School

Close Reading / Annotating for Summer Novel

Close reading means reading *actively*—with a pen or pencil in your hand (**not** a highlighter)—and marking your book with responses to what you are reading. You should note questions, ideas, and feelings as you read.

Here are the guidelines:

1. **Circle** the names of **new characters (when they first appear)** and of unfamiliar words.
2. **Underline** passages or **put an asterisk (*)** beside passages you think are important in the novel. Next to any underlined or asterisked passages you should write comments. You don't have to do this for all passages you mark.
3. Put a **question mark** beside anything that you do not understand or would like to ask about in class. Passages that confuse you need to be clarified; mark them and ask the teacher for clarification when school resumes.
4. When you finish each chapter, go back to the top of the first page and **give the chapter a title. You must do this for each chapter.**
5. Also, when you complete each chapter, use the space at the beginning or end of the chapter to write a **brief summary** of what has happened. Your summary may be a short paragraph or it may be a list of what happened. If there is no room for this in your novel, please write your summary in a notebook. This should be done immediately after you finish reading each chapter. **You must do this for each chapter.**
6. **No highlighting.**

11 Honors American Literature
Expository Essay Assignment

This essay is due the first day of school in August 2014. There will be no extensions given; complete, punctual work is expected of all Honors Students.

Requirements of the essay:

1. Follow proper MLA format (MLA heading in the upper left hand corner, running page numbers in the upper right hand corner, 1" margins, 12 pt. Times New Roman font, double-spaced, correct spacing between paragraphs, and proper citation format)

***Additional MLA (Modern Language Association) format information can be found at "The Purdue Online Writing Lab": <http://owl.english.purdue.edu/>*

2. Minimum of five (5) paragraphs (an introduction, three body paragraphs, and a conclusion)

Introduction:

Begin with an attention grabbing topic sentence to open your essay. Go on to **identify the book's title** (italicized), author, type of work (e.g. historical novel, not "fictional novel" or just "book"—all novels are fictional, all novels are books), and genre (look it up!). Also introduce the major themes and symbols present in the novel. Briefly introduce the **main characters** and describe the **setting**. The last sentence of the introduction **MUST** be a **thesis statement** that previews the ideas you will explore in paragraphs 2, 3, and 4. Be certain that there is a direct connection between the thesis statement and the topic sentence of each of your three body paragraphs (below).

Body Paragraphs:

Synopsis (2nd paragraph): Begin this paragraph with the book's main idea in a single **topic sentence**. Go on to present a complete but **concise synopsis** of the book in one paragraph. This is a brief sketch of what happens: the beginning, the middle, and the end. Think about the major conflict, the rising action, the climax of the story, and the resolution. **Keep it brief**. This paragraph will end with a **closing sentence** that leads into the next body paragraph.

Observations (3rd and 4th paragraph): In each of these two paragraphs, narrow the discussion to a significant topic. Begin each paragraph with a **topic sentence** that makes an observation about a particular aspect of the book: a character, a feature of the plot, an element of style, or a theme. Go on to **support and expand** with specific **examples, incidents, and details**. Include at least one **relevant quote** from the book for each of these two observation paragraphs. Before the direct quotation, there will be a lead-in sentence to introduce the quote. Use proper MLA citation for inserting and citing quotations. After the quotation, there will be a follow-up sentence to explain the relevance of the quote. Each paragraph will end with a **closing sentence** that ties the examples and details together and leads into the next body paragraph. The paragraph that makes the most important point should be the fourth one, right before your conclusion.

Conclusion:

Begin this paragraph with your **reaction** to this piece of literature, your response to it as a reader. Try to express how the work has affected you, deepened your understanding, alerted or enlightened you (or even a wider audience) in some way. Avoid writing, "I think," "I feel," "I believe," "In my opinion," or "In conclusion." Go on to **integrate the themes** of your three body paragraphs and your essay's unique title, revealing how they relate to one another. End with a thoughtful **closing statement**, a concluding remark that ties the entire essay together. Remember there should not be anything 100% new in the conclusion.

3. Additional hints for success: Do not use contractions or slang in formal essay writing. Never use the words "you/your." The introduction and conclusion paragraphs may have 5-7 sentences, while the body paragraphs must have 7-10 sentence paragraphs. Do not wait until the last minute to complete the assignment, proofread it aloud, revise, and then print a final copy to be turned in on the first day of school.

11 Honors American Literature
Expository Essay Grading Checklist

- I. Introduction ___ A. Opening Statement
 ___ B. Title, author, genre, theme
 ___ C. Main characters, setting
 ___ D. **Thesis statement**
- II. Synopsis ___ A. Complete
 ___ B. Concise (a paragraph, no more)
 ___ C. **Closing sentence**
- III. Observation #1 ___ A. **Topic sentence**
 ___ B. Support for topic
 ___ C. Supporting quote(s)
 ___ D. Citations
 ___ E. **Closing sentence**
- IV. Observation #2 ___ A. **Topic sentence**
 ___ B. Support for topic
 ___ C. Supporting quote(s)
 ___ D. Citations
 ___ E. **Closing sentence**
- V. Conclusion ___ A. **Writer's reaction**
 ___ B. Integration of themes
 ___ C. **Closing statement**
- VI. MLA Format ___ A. MLA heading
 ___ B. Running header (last name, page number)
 ___ C. Original title
 ___ D. 1" Margins
 ___ E. 12 pt. Times New Roman
 ___ F. Consistent spacing
 ___ G. Proper Mechanics
 ___ H. Correct Usage
 ___ I. Accurate Grammar
 ___ J. Perfect Spelling
 ___ K. Fluency, clarity
 ___ L. Thoughtful transitions

Honors English General Grading Rubric (Quotations)	10	8	7	6	5 0 = not present or especially poor
Title & Introduction	Original title; Introduction actively creates interest, previews ideas, and leads into thesis	Title present, not original; Introduction creates some interest, and leads into thesis	Title present, not original; Introduction attempts to create interest, or does not clearly lead to thesis	Title is missing; Introduction barely attempts to create interest; and/or barely relates to thesis	Title is missing; Introduction does not create interest, and is unrelated to thesis
Thesis Statement	Clearly expresses your main idea & at the END of the introduction	Could be clearer but is still at the END of the introduction	Clear, but is not at the END of the introduction	Not clearly expressed, Thesis statement needs revision	Not clearly expressed and is difficult to find
Coherence (It all fits together.) (x2)	Topic sentences are clear and support thesis. All details completely support topic sentences. Entire essay flows naturally. Transition sentences used to link body paragraphs.	Topic sentences support thesis. Nearly all details support topic sentences. Essay flows naturally much of the time. Transition sentences used to link body paragraphs.	Topic sentences support thesis but not as clearly. Details may occasionally veer away from the thesis. Somewhat natural flow, but parts are confusing. Some transitions are used to link paragraphs.	Topic sentences somewhat support thesis. Some details support topic sentences, but there is a distinct tendency to veer away from the topic. The flow can be confusing. Transitions between paragraphs are missing.	Topic sentences barely support thesis, OR two or more topic sentences do not support thesis. Details often stray from topic sentences and thesis. Has glaring errors which disrupt the essay's flow.
Development & Detail (x2)	Body paragraphs are well-developed with specific reasons, facts, and examples that clearly support thesis. Excellent analysis, clear explanations, and valid support.	Body paragraphs are well-developed with reasons, facts, and examples to support thesis. Some could be more specific. Good explanations, analysis, and support.	Body paragraphs are somewhat developed with some reasons, facts, and examples to support thesis. Good analysis. —OR— Body paragraphs have reasons, facts, and examples to support thesis, but needs clearer analysis.	Lacks EITHER reasons, facts, and examples to support thesis, OR analysis of how the details support the thesis.	Lacks BOTH reasons, facts, and examples to support thesis AND analysis of how the details support the thesis.
Direct Quotations	Proper lead-in to introduce direct quotation(s); Quote is accurate including proper MLA citation format; Follow-up clearly explains reasoning/explanation	Lead-in to introduce direct quotation(s); Quote is accurate including proper MLA citation format; Follow- up somewhat explains	Adequate lead-in to introduce direct quotation(s); Quote is present, missing proper MLA citation format; Follow-up somewhat explains	Quote is present, but doesn't provide support or evidence to link it to the topic; Possibly missing lead-in and/or follow-up.	Missing lead-in and/or follow-up; Incorrect quotation format; missing page number
Conclusion	Excellent review of your main point and previous supporting points.	Great review of previous supporting points.	Reviews minimal supporting points.	Is too simplistic, but reviews somewhat.	Is one sentence or completely off topic.
M. U. G. S. Mechanics Usage Grammar Spelling	Excellent MUGS; Vivid vocabulary, creative phrasing/ sentence variety	Great MUGS; Several vivid vocabulary words, some creative phrasing/sentence variety.	Average MUGS; Average vocabulary, fair sentence structure, minor errors that do not impair judgment.	Decent MUGS; Many errors that do not hurt judgment OR but errors can confuse meaning	Mediocre MUGS; Lackluster vocabulary, frequent errors which hurt judgment.
Formatting (MLA)	Typed. MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 1: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 2: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 3: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced	Typed. Missing 4: MLA heading, running page #, centered title, 1" margins, consistent font, correct spacing, double-spaced

Name _____ Period _____

Total _____

11 Honors American Literature
Nineteen Minutes Novel Information Letter

The course is a study of the American society through literature. Students will be reading the following pieces of literature during this course:

<i>The Crucible</i>	<i>The Great Gatsby</i>	<i>Nineteen Minutes</i>
<i>The Scarlet Letter</i>	<i>Catcher in the Rye</i>	<i>Kite Runner</i>
<i>The Absolutely True Diary of a Part-Time Indian</i>		<i>The Adventures of Huckleberry Finn</i>

The material that will be studied this year is of a mature nature. The students will be reading novels that may contain the following mature topics:

Religion	Sexual assault	War violence and aggression
Racism / slavery	Suicide contemplation	Excessive bullying / results of
Alcohol abuse	Teen suicide	A School shooting
Rebellion (child defiance)	Abusive relationships (teen dating)	Infidelity / cheating

All of these topics will be thoroughly discussed in class and will be discussed in terms of the past and present state in American society. Students need to be exposed to what is happening in society and be able to discuss the mature material in a controlled, educational, and safe environment. It is important to make them conscious of current teen societal issues in literature and in their everyday lives.

Nineteen Minutes is realistic fiction and it deals with the life of teenagers in American society. In this novel, your student will be reading about a school shooting (how it happened, why it happened, the coping of the community), contemplation of suicide (teenage depression) and the act of suicide, teenage abusive relationships (dating violence, emotional abuse), strained parent/child relationships, and excessive bullying (in school and cyber bullying). Students may want to discuss these topics. We will discuss the novel upon the return to school.

The current 11 Honors American Literature students have read this novel and they really enjoyed it. They felt that they could relate to the content and topics that came up throughout the novel (especially what the teenage characters went through). Parents of these students have raved about the book and said that it encouraged and opened the door to discussion with their child about current and relevant teen issues. We feel it is important to highlight portions of the novel which deal with mature subject matter in advance and share them with you (see list below).

* Portions of *Nineteen Minutes* that deals with mature subject matter:

- *Intense language throughout the novel (everyday language)
- *Chapter "March 6, 2007" pg. 5-24
 - * School shooting, suicide contemplation
- *Chapter "One Year Before" pg. 195-240
 - * Teen sexual relations
 - * Gender Identity Issues
 - * Dating Violence
 - * Strong Language
- *Chapter "The Month Before" pg. 309-330
 - *Teen sexual relations
 - *Teen pregnancy/pregnancy termination
 - *Intense bullying/humiliation
- *Part Two of the book is the court simulation-a lot of details of the shooting are revealed
- *Pg. 451- suicide takes places

If you would like your Honors American Literature student to read *The Grapes of Wrath*, by John Steinbeck, instead of *Nineteen Minutes*, please sign and return (through your student) the release form on the following page to his or her current English teacher by Friday, May 30th.

If you have any additional questions about *Nineteen Minutes*, please contact Erik Poje at erik.poje@weschools.org, for North students OR Michelle Johnson at michelle.johnson@weschools.org, for South students.

11 Honors American Literature
Nineteen Minutes
The Grapes of Wrath
Parent Signature Form

If you are electing to read *The Grapes of Wrath*, instead of *Nineteen Minutes*, as the Summer Reading Assignment for 11 Honors American Literature, this page must be completed, signed and returned to your current English teacher no later than **Friday, May 30, 2014**.



My son / daughter will be reading *The Grapes of Wrath*, instead of *Nineteen Minutes*, as the Summer Reading Assignment for 11 Honors American Literature. My son / daughter will complete the Expository Essay for *The Grapes of Wrath* and turn it in on the first day of school in August 2013.

Please write legibly. Thank you.

Student Name (printed)

Parent Signature

Date

Parent Signature (2nd Parent optional)

Date