

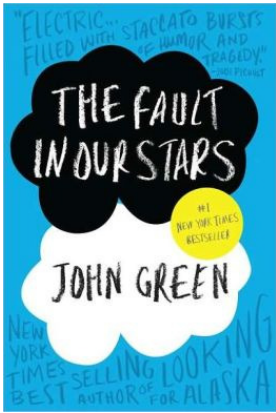


English IV (English 12) Summer Reading Requirement

All students entering English IV within NHS or SHS in the 2014-2015 school year will have the following Summer Reading expectation, to be completed before the first day of the 2014-15 school year:

- Read *The Fault in Our Stars* by John Green (Available for purchase at M & P Books, Amazon.com, Barnes & Noble, etc. and for loan from Willoughby-Eastlake Public Libraries)

Summary: *The Fault in Our Stars*

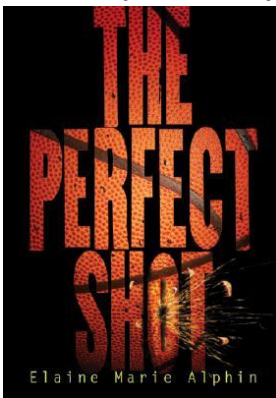


At 16, Hazel Grace Lancaster, a three-year stage IV–cancer survivor, is clinically depressed. To help her deal with this, her doctor sends her to a weekly support group where she meets Augustus Waters, a fellow cancer survivor, and the two fall in love. Both kids are preternaturally intelligent, and Hazel is fascinated with a novel about cancer called *An Imperial Affliction*. Most particularly, she longs to know what happened to its characters after an ambiguous ending. To find out, the enterprising Augustus makes it possible for them to travel to Amsterdam, where *Imperial’s* author, an expatriate American, lives. What happens when they meet him must be left to readers to discover. Suffice it to say, it is significant. Writing about kids with cancer is an invitation to sentimentality and pathos—or worse, in unskilled hands, bathos. Happily, Green is able to transcend such pitfalls in his best and most ambitious novel to date. Beautifully conceived and executed, this story artfully examines the largest possible considerations—life, love, and death—with sensitivity, intelligence, honesty, and integrity. In the process, Green shows his readers what it is like to live with cancer, sometimes no more than a breath or a heartbeat away from death. But it is life that Green spiritedly celebrates here, even while acknowledging its pain. In its every aspect, this novel is a triumph. --Michael Cart, Booklist

OR

- Read *The Perfect Shot* by Elaine Alphin (Available for purchase at M & P Books, Amazon.com, Barnes & Noble, etc. and for loan from Willoughby-Eastlake Public Libraries)

Summary: *The Perfect Shot*



This engrossing thriller weaves issues of civil rights, racial prejudice, the judicial system, and the lessons of history into a suspenseful tale of a high-school senior who wants to do the right thing. Brian's girlfriend, Amanda; her sister; and their mother are shot to death in their garage. The girls' father is put on trial for the crime. On the day of the murders, however, Brian saw something that he thinks might affect the case. The story is told in flashbacks as he struggles for his life after being shot—as readers will suspect by the true killer. What might have been a straightforward mystery grows richer as Brian compares Amanda's father's situation to the 1913 Leo Frank murder case he is researching for class. Another thread follows the arrest of Brian's friend and basketball teammate Julius, one of the few African Americans in their small Indiana town. Brian must also cope with pressure from his father to excel in basketball, and with his overwhelming grief over Amanda's death. Some of the insights about the flaws in our justice system come across as preachy, but Brian's personal dilemma—should he speak out and make waves or keep his doubts to himself—prevent the story from turning into a lesson on social justice. This novel will resonate with readers long after the final page. Sports fans will also enjoy the action-packed games as Brian attempts to lead his team to victory. --Miranda Doyle, San Francisco Public Library

The assignment that goes with your selection is on the next page.

Should you have any questions about the reading or assignment, please contact:

annette.misconin@weschools.org (North) or michelle.johnson@weschools.org (South)

English IV Summer Reading Assignment: Reader Response Journal

Directions: Respond in complete sentences to **three** of the ten prompts listed below. Each response should be on a separate page; therefore, you will have at least 3 typed pages. Proper MLA format and length requirements* must be followed including: a proper MLA heading, a title that tells the corresponding number of the prompt, 1” margins, and the acceptable font of 12 pt. Times New Roman. For each response, you must **underline** the key sentence that illustrates the idea for that particular response. This assignment is worth 60 points. **Although you will be quizzed on your chosen novel on the first day of school, this assignment is due on Tuesday, September 2, 2014.** Write down any questions that you have while reading the book for class discussions during the first week of school.

1. **Theme:** State the theme of the book you are reading, and then give two examples that illustrate this theme and explain *how* they illustrate it. Include the page number for each example. (½-1 page typed)
2. **Setting:** Write a statement about the impact of the setting on the story. Give two reasons that illustrate the impact of the setting on the story. (Think: How do the place and time shape the characters/ the plot/ the themes/ the conflicts?) (½ -1 page typed)
3. **Character:** Choose a character in the book. Then explain the character’s motivations that led to his/her actions in two different instances. (½ page for **each** instance and motivation=1 page total typed)
4. **Point of View:** Identify the point of view from which the novel is written (first person, second person, third person limited, or third person omniscient). Copy **two** passages, of 3-4 sentences in length, that illustrate point of view, and tell why you think the author chose to tell the story from that point of view. (Why – ½ page explanation typed)
5. **Criticism:** Interpret and critique the end of the book. Give **two** reasons that you believe this was or was not a believable ending; if it was not believable, tell how the ending was artistically justified. (½ -1 page typed)
6. **Symbolism:** Name two symbols that were used in the book, and tell what each symbol represents. (½ -1 page typed)
7. **Irony:** Explain two examples of irony that were used in the book, and tell what you think the author was trying to accomplish by using irony in each. Include the page number for each example. (½ -1 page typed)
8. **Conflict:** Explain two conflicts that occur in the book and what each helps you to understand/ learn. Remember to discuss conflict in terms of internal/external. (½ -1 page typed)
9. **Antagonist:** Choose one antagonist from the novel. Discuss the character traits of the antagonist. In addition, discuss how the antagonist influences and affects the protagonist. (½ -1 page typed)
10. **Climax:** Write a statement about the climax or highest point of the tension. Explain how this changes the outcome of the novel. (½ -1 page typed)

Last Name 1 (page number)

Your First and Last Name

Your Teacher’s Name

Class Name (*such as* English IV)

2 September 2014

Title (*such as* Prompt 1: Theme)