

English II Honors

Summer Reading: Choose 1 of the following

Turn of the Screw by Henry James | *Haunting of Hill House* or *We Have Always Lived in the Castle* by Shirley Jackson | *Mexican Gothic* by Silvia Moreno-Garcia | *Northanger Abbey* by Jane Austen



Happy summer and a warm welcome to your future sophomore honors English class. We are looking forward to meeting you this fall and a great year together! Summer reading, as the name suggests, is meant for the student to purchase, read, and complete *during the summer*. The purpose is to ensure that even though there is a break in the school year, students are still working on their annotation and reading comprehension skills in order to be ready for English II Honors as they walk in the door.

Directions: Please purchase a print copy of one of the above choices. A paper copy and not a digital copy of the novel will best accommodate our studies. We have also included a book version (seen above) that would be most helpful to purchase in order to follow along in class. (not required to buy that version but it will help save you from headaches later) *We will have a book check the first week that we return to school; electronic copies, such as on a Kindle, will not be accepted.* *Parents and students, some of the above titles may include themes or topics that are sensitive in nature, because of this we have given multiple choices for you to pick from. Please review the above titles and choose the one that best fits your interest and comfort level.*

Just like your English I practice last year, annotations will help you better connect with and comprehend the novel as you read along. In addition, it helps us learn what most resonates with you and facilitates a more meaningful and poignant class discussion.

You'll make two types of notes this summer: ones that *you* want to make and ones that *we* want you to make. Your personal notes are in your total control as to subject and number. Mark anything that seems important or that speaks to you specifically; we always like to note when important information is revealed, when a certain turn of phrase or stylistic choice gives us pause, or when a scene or idea merits further research or investigation because we are unfamiliar with the concept or want to learn more about it. (I mark these with a sticky note and explanation of why this particular moment in the novel stuck out.) Although these annotations are in number to your discretion, the more that you connect to the text, the more meaningful and comprehensive understanding you have of the text, the better you will be prepared for classroom activities.

As for the notes I am asking you to make, I recommend 4 different colored sticky notes, a blue or black ink pen, and a highlighter to help you keep your ideas organized. **Please, no pencil.** Color-coding your sticky notes to correlate with one of the five different annotation requirements will allow for ease of identification during classroom discussion. In addition, it is necessary that your annotations span the entire novel. Yes, you may encounter several bits of setting within the first twenty pages, but your notes should reflect a thoughtful reading of the entire book. Rest assured that all of the following appear frequently throughout the novel.

PLAN YOUR STRATEGY: Plan your strategy this summer. Are you the type of reader to fly through a novel in a weekend? Or do you prefer to read slowly and methodically? Whatever your style, plan accordingly. If I were you, I would definitely begin reading this book **a month** before the first day of school. We will begin discussing it the first week of school, and it is always best to start the year off on a positive note. Try to pace yourself so that you are finishing the book the weekend before the first full week of school. Have a great summer!

Mark the following devices for your annotations. We will be checking for a total of 20 annotations:

1. 5 EXAMPLES OF HOW SETTING IMPACTS CHARACTER: Setting does not merely mean the physical location of a character. Setting can refer to a plethora of various categories. Examples can include location, items of importance, culture, or time period. Consider all of the following and annotate for setting and how the setting can show importance to or for the characters. For example: “There must be something in books, something we can’t imagine, to make a woman stay in a burning house; there must be something there. You don’t stay for nothing.” *When the woman chose her own death rather than live after the destruction of books (which are physical things) made me think about what society is like for Winston. The fact that life is so awful, you would gladly give up your life for your ideals.*

2. 5 EXAMPLES OF HOW SETTING IMPACTS THE PLOT: Continuing with the theme of setting and how it can alter a character’s thoughts, motivations or reactions, setting can also highlight themes that the author is trying to convey to the audience. Look for areas in the story at which the setting affects the plot of the story. For example: *In The Book Thief, the fact that they story takes place in World War II, Nazi Germany, where thoughts and people who are counter to the main ideal are shunned and even killed, the more that our “book thief” steals, the more that I wonder when these choices will catch up with her.*

3. 5 EXAMPLES OF SCENES, IDEAS, OR EXPRESSIONS WITH WHICH YOU REALLY CONNECTED OR AROUSED EMOTION IN YOU, THE READER: These are personal “aha!” moments that you will have as you read the book. Where do you stop and think? What about the story makes you frustrated, confused, engaged, excited to read more? Look for those and be ready to share! For example: “Everyone must leave something behind when he dies, my grandfather said. A child or a book or a painting or a house or a wall built or a pair of shoes made. Or a garden planted. Something your hand touched some way so your soul has somewhere to go when you die, and when people look at that tree or that flower you planted, you’re there. It doesn’t matter what you do, he said, so long as you change something from the way it was before you touched it into something that’s like you after you take your hands away. The difference between the man who just cuts lawns and a real gardener is in the touching, he said. The lawn-cutter might just as well not have been there at all; the gardener will be there a lifetime.” (Fahrenheit 451) *This striked me as extremely profound to consider in everything that you do, in order to make it even worth your own time is to ask yourself if it will be around long after you are gone.*

4. 5 EXAMPLES OF SYMBOLISM: With only a limited amount of pages to fill large ideas and themes, authors need to find a way to subtly--or not so subtly--connect to the readers. How can they show what they mean or want to say in such a limited space? *Symbols* can be a way to give the reader a glimpse into the deeper and richer meaning an author has within their text. Where do you see examples of these types of symbols in the text? For example: “We could live offa the fatta the lan’.” (Of Mice and Men) *The phrase that Lenny and George keep repeating to themselves is to live off the fat of the land. To me, this represents their desire for simplicity and for freedom. It’s not a complicated or even selfish goal, just one to live of their own accord in peace. And that tells me all I need to know about their characters together.*