

Cheltenham High School

Summer Reading Program 2019-2020

<p>English 9 Students read TWO short stories from the following list:</p> <ul style="list-style-type: none"> • “Two Kinds” by Amy Tan • “Sanctuary” by Nella Larsen • “The Most Dangerous Game” for Richard Connell • “American History” by Judith Ortiz Cofer • “Midnight Basketball” by Sherman Alexie 	<p>English 9H Students choose ONE from the following:</p> <ul style="list-style-type: none"> • <i>In the Time of the Butterflies</i> by Julia Alvarez • <i>One of Us is Lying</i> by Karen McManus 	<p>English 9LS Students will read the following short story:</p> <ul style="list-style-type: none"> • “All in a Summer Day” by Ray Bradbury 	
<p>English 10 Students choose ONE from the following:</p> <ul style="list-style-type: none"> • <i>Maus: A Survivor’s Tale</i> by Art Spiegelman • <i>Bite of the Mango</i> by Mariatu Kamara 	<p>English 10H Students choose ONE from the following:</p> <ul style="list-style-type: none"> • <i>The Night Circus</i> by Erin Morgenstern • <i>Neverwhere</i> by Neil Gaiman • <i>The Astonishing Color of After</i> by Emily X.R. Pan (<i>sensitive material: suicide, depression</i>) • <i>Children of Blood and Bone</i> by Tomi Adeyemi 	<p>English 10LS Students will read the following short story:</p> <ul style="list-style-type: none"> • “The Man in the Well” by Ira Sher 	

<p><u>English 11</u> Students choose <u>ONE</u> from the following:</p> <ul style="list-style-type: none"> • <i>Aristotle and Dante Discover the Secrets of the Universe</i> - Benjamin Alire Sáenz • <i>Into the Wild</i> - Jon Krakauer • <i>Our America: Life and Death on the South Side of Chicago</i> - LeAlan Jones • <i>The Joy Luck Club</i> - Amy Tan 	<p><u>English 11 H</u> Mandatory Reading:</p> <ul style="list-style-type: none"> • <i>The Grass Dancer</i> by Susan Power <p>Students choose <u>ONE</u> from the following:</p> <ul style="list-style-type: none"> • <i>The Devil in the White City</i> by Erik Larson • <i>Just Mercy</i> by Bryan Stevenson • <i>In Cold Blood</i> by Truman Capote 	<p><u>English 11LS</u> Students will read the following short story:</p> <ul style="list-style-type: none"> • “Sometimes a Dream Needs a Push” by Walter Dean Myers 	<p><u>English 11 AP Language and Composition</u> English 11 AP students must compose an essay based on their summer readings. See AP Teacher for assignment. Click here for assignment template.</p> <p>Mandatory Reading:</p> <ul style="list-style-type: none"> • <i>In Cold Blood</i> by Truman Capote <p>Plus choose <u>ONE</u> of the following:</p> <ul style="list-style-type: none"> • <i>Born a Crime: Stories from a South African Childhood</i> by Trevor Noah • <i>The Omnivore’s Dilemma</i> by Michael Pollan • <i>Educated</i> by Tara Westover
<p><u>English 12</u> Students choose <u>ONE</u> from the following:</p> <ul style="list-style-type: none"> • <i>The Other Wes Moore</i> by Wes Moore • <i>The Hate U Give</i> by Angie Thomas 	<p><u>English 12H</u> Students choose <u>ONE</u> from the following:</p> <ul style="list-style-type: none"> • <i>All the Light We Cannot See</i> by Anthony Doerr • <i>Snow Falling on Cedars</i> by David Guterson 	<p><u>English 12LS</u> Students will read the following short story:</p> <ul style="list-style-type: none"> • “The Lottery” by Shirley Jackson 	<p><u>English 12 AP Literature and Composition</u> Mandatory Reading:</p> <ul style="list-style-type: none"> • <i>Beowulf</i> translated (by: Seamus Heaney) • <i>Grendel</i> (by: John Gardner) • “Junk” (by: Richard Wilbur) • “pity this busy monster” (by: ee cummings) <p><u>NOTE:</u> Students signed up to take AP Literature</p>

			should come see Ms. B in room 117 for a full list of directions for summer work, and copies of the two poems and books on this list.
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ESL Summer Reading Offerings

<p>English 9:</p> <ul style="list-style-type: none"> • “What Do Fish Have to Do With Anything?": 590L • “Sometimes A Dream Needs A Push": 720L 	<p>English 10:</p> <ul style="list-style-type: none"> • <i>Maus</i>: 500L 	<p>English 11:</p> <ul style="list-style-type: none"> • <i>Our America: Life and Death on the South Side of Chicago</i> - LeAlan Jones 750L 	<p>English 12:</p> <ul style="list-style-type: none"> • <i>The Hate U Give</i> by Angie Thomas 590L
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To All Students Enrolled in CHS English and ESL Courses: Your teacher will evaluate you through a test, essay, project, or journal to be collected or assessed on September 6th, 2019.

Please note the following:

- ⇒ Students may either check with local libraries for copies of summer reading selections or purchase paperback copies on-line or from local bookstores.
- ⇒ In August and September, students will work with the required books in their English classes.
- ⇒ Summer reading responses will be part of the students' first marking period grades.
- ⇒ This information also appears on the CHS English department website.
- ⇒ The analytical writing rubric is available at <https://www.cheltenham.org/Page/2419>.
- ⇒ Guidelines for interacting with the text are on the next page.

Thank you, and enjoy your summer.
The Cheltenham High School English Department

Summer Reading: Purpose for Reading Guidelines

Please be prepared to discuss the following elements listed below. Your teacher will evaluate you through a test, essay, project, or journal to be collected during the first week of school. To better prepare yourself for an evaluation, take notes directly in your book (if you own it) or use post-it notes. Use the following ideas to help you as you read:

1. Character

- Be able to identify each new character.
- Describe how and why each character has changed throughout the text. Be able to trace each character's change throughout the entire text.
- Analyze what motivates a character's action or inaction.

2. Plot

- How has the plot advanced in each chapter and how have these advancements affected the characters?
- How have the character's internal motivations advanced the plot?

3. Theme

- Identify themes and be able to follow how each develops throughout the text.

4. Language

- Observe use of literary terms. Be able to comment on their function in the text.
- Take note of any striking images. Be able to comment on their purpose.
- Take note of the tone of the text. How does it support the content? What specific words contribute to the tone? What impact does the tone have on the mood?
- Take note of the text's sentence structure and be able to explain its relationship to tone or content.
- Note strange or unusual word choices.

5. Symbols

- Identify symbols and be able to follow how each develops throughout the text.

6. Author's Purpose

- Determine the author's intent. Remember, an author may focus on asking a question rather than giving an answer. Be able to support your claims with textual examples.

7. Setting

- Explain why the author chooses the setting he or she does.
- Explain how the setting develops the plot, theme, or characterization.

8. Genre

- Identify the genre and literary mode (utopian/dystopian literature, magical realism, historical fiction, etc.) of your text.
- Find textual support to prove the literature's specific literary mode.