# Cheltenham High School
## Summer Reading Program 2019-2020

<table>
<thead>
<tr>
<th>English 9</th>
<th>English 9H</th>
<th>English 9LS</th>
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<tbody>
<tr>
<td>Students read TWO short stories from the following list:</td>
<td>Students choose ONE from the following:</td>
<td>Students will read the following short story:</td>
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<tr>
<td>● “Two Kinds” by Amy Tan</td>
<td>● In the Time of the Butterflies by Julia Alvarez</td>
<td>● “All in a Summer Day” by Ray Bradbury</td>
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<td>● “Sanctuary” by Nella Larsen</td>
<td>● One of Us is Lying by Karen McManus</td>
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<td>● “The Most Dangerous Game” for Richard Connell</td>
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<td>● “American History” by Judith Ortiz Cofer</td>
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<td>● “Midnight Basketball” by Sherman Alexie</td>
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<thead>
<tr>
<th>English 10</th>
<th>English 10H</th>
<th>English 10LS</th>
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<tr>
<td>Students choose ONE from the following:</td>
<td>Students choose ONE from the following:</td>
<td>Students will read the following short story:</td>
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<tr>
<td>● <em>Maus: A Survivor’s Tale</em> by Art Spiegelman</td>
<td>● The Night Circus by Erin Morgenstern</td>
<td>● “The Man in the Well” by Ira Sher</td>
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<td>● <em>Bite of the Mango</em> by Mariatu Kamara</td>
<td>● <em>Neverwhere</em> by Neil Gaiman</td>
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<tr>
<td>English 11</td>
<td>English 11 H</td>
<td>English 11LS</td>
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<td>Students choose <strong>ONE</strong> from the following:</td>
<td><strong>Mandatory Reading:</strong></td>
<td><strong>Students will read the following short story:</strong></td>
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<tr>
<td>- <em>Aristotle and Dante Discover the Secrets of the Universe</em> - Benjamin Alire Sáenz</td>
<td>- <em>The Grass Dancer</em> by Susan Power</td>
<td>- “Sometimes a Dream Needs a Push” by Walter Dean Myers</td>
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<td>- <em>Into the Wild</em> - Jon Krakauer</td>
<td>Students choose <strong>ONE</strong> from the following:</td>
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<tr>
<td>- <em>Our America: Life and Death on the South Side of Chicago</em> - LeAlan Jones</td>
<td>- <em>The Devil in the White City</em> by Erik Larson</td>
<td>- <em>In Cold Blood</em> by Truman Capote</td>
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<tr>
<td>- <em>The Joy Luck Club</em> - Amy Tan</td>
<td>- <em>Just Mercy</em> by Bryan Stevenson</td>
<td>Plus choose <strong>ONE</strong> of the following:</td>
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<td></td>
<td>- <em>In Cold Blood</em> by Truman Capote</td>
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**English 12**  
Students choose **ONE** from the following:  
- *The Other Wes Moore* by Wes Moore  
- *The Hate U Give* by Angie Thomas

**English 12H**  
Students choose **ONE** from the following:  
- *All the Light We Cannot See* by Anthony Doerr  
- *Snow Falling on Cedars* by David Guterson

**English 12LS**  
Students will read the following short story:  
- “*The Lottery*” by Shirley Jackson

**English 12 AP Literature and Composition**  
**Mandatory Reading:**  
- *Beowulf* translated (by: Seamus Heaney)  
- *Grendel* (by: John Gardner)  
- “Junk” (by: Richard Wilbur)  
- “pity this busy monster” (by: ee cummings)  

**NOTE:** Students signed up to take AP Literature
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.

### ESL Summer Reading Offerings

<table>
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<tr>
<th>Grade</th>
<th>Required Books</th>
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<tr>
<td><strong>English 9:</strong></td>
<td>“What Do Fish Have to Do With Anything?”: 590L</td>
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<tr>
<td></td>
<td>“Sometimes A Dream Needs A Push”: 720L</td>
</tr>
<tr>
<td><strong>English 10:</strong></td>
<td>Maus: 500L</td>
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<tr>
<td><strong>English 11:</strong></td>
<td>Our America: Life and Death on the South Side of Chicago - LeAlan Jones 750L</td>
</tr>
<tr>
<td><strong>English 12:</strong></td>
<td>The Hate U Give by Angie Thomas 590L</td>
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</tbody>
</table>

**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.