

Wayne Hills High School
Honors Summer Reading Novels
Summer 2017

For all students who are currently enrolled in English Honors track, grades 9-12, please read the books listed under your grade level and be prepared with the corresponding assignments. These selections will help students to begin the year by having read titles directly from the curriculum and that integrate well with other works being studied.

English 9 Honors:

- One book of choice from summer reading list (College Prep suggestion)
- *Ethan Frome* by Edith Wharton
- **Assignment:** For your choice book, please complete a “Dual Response Journal” assignment as listed in the Summer Reading menu of assessments. There will be an in-class assessment on *Ethan Frome*.

English 10 Honors:

- One book of choice from summer reading list (College Prep suggestion)
- *To Kill a Mockingbird* by Harper Lee
- **Assignment:** For your self-selected book, please complete a dual response journal. For *Mockingbird*, please complete a close reading [as per the attached instructions](#). There will be an in-class open-ended question presented to students in early September based on *To Kill a Mockingbird*.

English 11 Honors:

- *WE* by Yevgeny Zamyatin
- *Brave New World* by Aldous Huxley
- **Assignment:** There will be an in-class writing response in September that will assess students’ reading comprehension and analytical skills so diligent, close-reading is highly recommended. Please highlight, annotate, and select significant passages for review, discussion and application.

AP Literature and Composition 12:

- *How to Read Literature like a Professor* by Thomas Foster.
- *Invisible Man* by Ralph Ellison
- **Assignment:** There will be an in-class writing response in September that will assess students’ reading comprehension and analytical skills so diligent, close-reading is highly recommended. Please highlight, annotate, and select significant passages for review, discussion and application.

AP Language and Composition Elective Course:

- A packet of short stories to be distributed prior to the end of school. Please contact cventimiglia@wayneschools.com if you did not pick up your packet.
- Complete the guided reading questions included with the packet for each story read.

Honors Sophomore Summer Reading Assignment
Select one book from the district list (College Prep Only)
AND *To Kill a Mockingbird*, by Harper Lee

Be prepared for an assessment on your district list selection.

For *To Kill a Mockingbird*, select a passage that is substantial (at least 10 sentences long) and one that you find particularly interesting or revealing about the novel as a whole. You may want to select a passage that is rich in figurative language as it will give you more to write about.

Prepare a 2-3 page close reading analysis of the passage in MLA format.. Type the passage itself **single-spaced in italics** at the beginning of your paper with proper in-text citation, i.e. (Lee 31).

Include the following as headings:

Examine the passage's **literal content**, i.e. a discussion of what literally occurs in the passage in **relation to the novel as a whole**. Important to discuss the who, what, when, where and why of the passage here.

Next, examine the author's use of **figurative language**, including but not limited to: **imagery, personification, symbols, metaphor, simile, irony**, etc. There will not be an example of everything in the passage but determine what you think applies and write about it. Be specific.

Next, discuss the **tone and diction** (word choice) of the passage. Look carefully at the words the writer selects. What tone do these words create? These two items should be discussed hand in hand.

Next, examine the **structure** of the sentences in the passage. Is there a pattern of long, short or medium sized sentences? Is there dialogue? Are there sentence fragments, question marks, hyphens, exclamation points. Do these suggest anything about the author's tone or the theme of the passage as a whole? If they do not or if you see no connections, simply write about the above without making any overall conclusions.

Next, discuss **characterization**. This can apply to people, places or things (mostly to people). What does the passage reveal about a character, a place or a thing? What insights does it offer about them? Does the author characterize them indirectly or directly?

Next, examine the **theme** (s) of the passage. What is the author's message to the reader? Does it connect to the **themes of the novel as a whole**?

Please write in complete sentences. You do not need an introduction or conclusion. You should just write about each of the items above after the passage.

Sample is attached for formatting purposes only. Please note, your document should follow MLA format with regard to page numbers.

Your Name

Your Teacher's Name

English 10 Honors

Date

"I hadn't been out to the hives before, so to start off she gave me a lesson in what she called "bee yard etiquette." She reminded me that the world was really one big bee yard, and the same rules worked fine in both places: Don't be afraid, as no life-loving bee wants to sting you. Still, don't be an idiot; wear long sleeves and long pants. Don't swat. Don't even think about swatting. If you feel angry, whistle. Anger agitates, while whistling melts a bee's temper. Act like you know what you're doing, even if you don't. Above all, send the bees love. Every little thing wants to be loved" (Kidd 92).

Literal Content

This passage is taken from Chapter 5 in the middle of the novel *The Secret Life of Bees* by Sue Monk Kidd. Previously, Lily had arrived at the pink house in Tiburon, South Carolina that belongs to the Boatwright sisters. She and Rosaleen had been there for about a week, observing their lives and doing their best to help. It was finally time for Lily to go out to the hives. If she was going to be out there though, Lily would need to know the rules. August, the informed beekeeper, tells her what she should and should not do when among bees. Then August shows her the ways of checking hives and switching out honey-filled frames for empty ones. Lily was left in awe of the amazing, complex world. In terms of the novel as a whole, this passage is extremely significant. It is a turning point for Lily knowing that she is accepted by August enough to be trusted with the responsibility of the hives.

Figurative Language

In this passage, there is an unmistakable comparison made between bees and humans. August states that, "the world was really one big bee yard, and the same rules

worked fine in both places” (Kidd 92). Based on this idea, the life of the bees becomes a symbol for the lives of the characters. Not only do the bee yard rules also apply to the human world, but they are noticeably in use. For example, when May gets angry or upset, she hums “Oh! Susana” in order to melt the pain away. Lily lying and making up stories is her way of pretending that she knows what she is doing even if she does not. Also, Lily is the perfect example of how every little thing is just looking for love.

Tone and Diction

The tone created in this passage is calm. The author uses vocabulary that is simple and straightforward, and she sets an atmosphere where Lily can feel safe and accepted. Similar to most of the times that August speaks, there is a distinctive sense of wisdom in her words. Her didactic speech expresses the mood appropriately and reassures the reader of the educational situation.

Structure

The sentence structure throughout the passage is a balance of varying lengths. Colons and semicolons are included to break up continuous thoughts and add in important advice. The majority of the passage is recollection of a conversation not displayed in a typical dialogue format. The way this passage is structured helps the writer to convey the tone as well. By feeding information in a direct but flowing fashion the reader can understand the balance of knowledge and thoughtfulness. In this way, a more concerning and potentially risky matter such as dealing with bees, can be discussed in a more relaxed format.

Characterization

This passage contains indirect characterization for the character of August Boatwright. The reader can tell that she is obviously wise and caring. Her understanding of the inner workings of the bee world and ability to relate it to the human world prove that she truly knows what she is doing. At the same time, the tone set by her words is one of compassion. She genuinely cares for Lily's well being and therefore is instructing her to keep her safe. Not only does this show concern for Lily but for the bees as well. She proves that she actually follows her own rule of expressing love to the bees. The simple fact that she does this is a great example of how deep her love runs. So deep, in fact, that with her protective ways she takes on the role of a mother.

Theme

One major theme of the passage is truly about the life that bees have. This passage explains the delicate connections between bee life and the lives of the characters. The whole thing revolves around this similarity between the two. The greatest similarity that can be extracted from entire novel is emphasized in the title as it being the *secret* life of bees. Just as most people would not know what goes on within the hive; humans are not always what they appear to be. Take May for example. On the surface she is a perfectly normal woman, but upon deeper inspection it is discovered that she is a shipwreck of emotions all bottled together and ready to burst at any given moment with only the slightest provocation. Both worlds share the sense of complexity that is displayed in the theme of false impression due to lack of understanding from the outside looking in.