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2017 Summer Reading
10th Grade Pre-AP Literature

“Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting” ~ Aldous Huxley

Dear Students and Parents/Guardians,

Summer reading is an expectation of all Pre-AP and AP English students attending Silver High School. Academic success is largely determined by reading ability, and reading critically, like most skills, improves with practice. The summer reading assignments will help students prepare for the rigorous work they will engage in during the upcoming school year and is the foundation for that curriculum. AP courses are college level classes and thus include the reading of college level texts. There may be adult themes explored in assigned texts. Concerned parents are urged to research and/or read the texts before their students and discuss any objections with the grade level contact listed above. Alternate texts can be assigned.

We recommend that students purchase the books, as this allows them to annotate as they read, an active reading practice that encourages deeper engagement with the text. However, purchasing the books is not a requirement. If the student chooses to borrow rather than to purchase a book, he or she should take detailed notes in a notebook for use in future discussion of the work. The borrowed book may also need to be brought to class for assignments.

Due Dates

The summer reading assignments should not be put off until the last week of summer, as this does not promote deep analyses of the texts. Students should be encouraged to plan time throughout the summer to complete this work, imposing deadlines for the completion of each text and the accompanying assignments. Students who register for an AP or Pre-AP course before the end of the 2017/2018 school year will be expected to turn in all assignments on the Friday of the first full week of school. Students who register for the course over the summer, must contact the instructor whose email is provided at the top of the summer reading letter to discuss whether an extension will be granted. This will be dependent on how late into the break the student registers. If students enroll in the class after school starts, the instructor will use his or her discretion to determine a fair amount of time in which the assignments will be expected. These assignments are a course requirement even if a student enrolls after the first grading period. Students who do not complete their summer reading assignments on time may have the opportunity to turn assignments in late but will suffer a reduction in points. These assignments will make up 20% of students' grades for the first grading period or quarter. Students will have additional assignments connected to these readings as well.

Happy Reading!

9 th Grade Pre-AP Eng I (assignments attached)	10 th Grade Pre-AP Eng II (assignments attached)	11 th Grade AP Lang and Comp (assignments attached)	12 th Grade AP Lit and Comp (assignments attached)
Mythological research <i>The Alchemist</i> -Paulo Coelho	Biblical research <i>The Things They Carried</i> -Tim O'Brien	50 AP Language and Literature Terms (Cards) Choose one of the pairs of books listed on the first page of the assignment. The books are thoughtfully paired. Do not mix and match fiction and non-fiction pieces.	<i>How to Read Literature Like a Professor</i> - Thomas C. Foster <i>Song of Solomon</i> - Toni Morrison Choose ONE of the following: <i>A Thousand Splendid Suns</i> -Khaled Hosseini <i>The Namesake</i> -Jhumpa Lahiri <i>Love Medicine</i> -Louise Erdrich <i>The Road</i> -Cormac McCarthy

Note: Summer reading is not to be treated as group work; this will be

considered plagiarism.

10th Grade- Pre-AP English II Summer Reading Assignment

Biblical Research Assignment

Allusions are indirect references to historical or literary people, places, things or events, with which the reader is assumed to be familiar. In order to fully appreciate and understand a text, a reader must be able to identify allusions and contemplate the significance of their inclusion. The most commonly alluded to text is the Bible, specifically the King James Bible. Therefore, a literary study of the Bible is essential for serious students of literature.

This assignment encourages you to explore the biblical accounts that are most often referenced. Most of these are found in Genesis, Matthew, and Luke. However, you will need to look in some of the other books for some. If there is more than one location given, be sure to read each account and **note any differences**. You are required to read **all** of **Genesis, Exodus, Matthew, and Luke**. Identify the following in the **King James Bible**; take formatted, **neatly handwritten** notes. (The first entry is done for you. Please compare the example notes to the original text to give you an idea of the expectations.)

1. “The Creation” *Genesis 1*
2. “The Fall” *Genesis 3*
3. “The Flood” *Genesis 6*
4. “The Mark of Cain” *Genesis 4-6 (Land of Nod, East of Eden)*
5. “The Tower of Babel” *Genesis 11:1-9*
6. “Sodom and Gomorrah” *Genesis 18*
7. “Lot and His Wife” *Genesis 19*
8. “The Ten Commandments” *Exodus 20:1-17*
9. “David and Goliath” *Samuel 17*
10. “The Nativity” *Matthew 1, Luke 2*
11. “The Sermon on the Mount” *Matthew 5:3 - 7:27, Luke 6:17-49*
12. “Lazarus” *John 11:1-12:11*
13. “The Last Supper” *Mark 14, John 13*
14. “The Garden of Gethsemane” *Matthew 26*
15. “The Betrayal” *Matthew 25, 26*
16. “The Denial” *Matthew 26, Mark 14, Luke 22, John 18*
17. “30 Pieces of Silver” *Matthew 26, 27, Mark 14, Luke 22, John 13, 18*
18. “Golgotha” *Matthew 27:33, Mark 15:22, John 19:17*
19. “The Crucifixion” *Matthew 27, Mark 15, Luke 23, John 19*
20. “The Resurrection” *Luke 24, John 20, 21*
21. “The Holy Spirit” *Acts 1, 2*

If you do not have a copy of the King James Bible, you can find the text online at www.kingjamesbibleonline.org.

Bible Notes

Your notes should be concise, yet cover the important aspects of each story. Your notes should be **neatly handwritten (not typed)** and formatted in the following manner:

Title: name the story

Who: the main characters involved

What: what happened, summarized in less than 5-7 sentences

When: give a time context to the story

Where: where the story takes place

Why: Why is this story important in a literary sense? What is the main point?

Differences: If this is a New Testament story that is told by more than one author, what are the differences in the accounts?

Example

Title: “The Creation” *Genesis I*

Who: God the creator

What:

Day one- God said, “Let there be light” and he separated light from dark. (Light-day, dark-night).

Day two- God separated the waters with an expanse he called “sky”

Day three- God created dry ground he called “land” from the seas. He asked that the land produce vegetation.

Day four- God created lights to govern day and night, and made stars.

Day five- God created and blessed sea creatures and birds and gave them the ability to procreate.

Day six- God created land creatures, including man/woman (in His own image) and gave them the ability to procreate. He gave man the ability to rule over all other creatures. God gives the green plants to man and animals as food.

Day seven- God rested on this day and made it holy.

When: In the beginning

Where: Heaven and Earth

Why: This story gives an explanation of the Earth’s creation and man’s place in the world

The Things They Carried Assignments

This year's summer reading novel assignment will center on *The Things They Carried*, a work of realistic fiction about the Vietnam War written by American author and veteran, Tim O'Brien. Students will examine the historical context that contributes to the setting of this text. **Upon returning to SHS at the beginning of the 2017-2018 school year, students will be assessed** on both the pre-reading assignment and novel. **Students will need to bring the book with them to school** in order to create a dialectical journal that examines the author's use of stylistic devices.

Part I- Historical Context Study Guide

Understanding the setting of a novel requires more than an awareness of time and place. Studying the historical, social, cultural, and political context of a time period can broaden comprehension of a text and help to reveal important themes that might otherwise go unnoticed. Before reading *The Things They Carried*, visit PBS's website to find out more about the Vietnam War (www.pbs.org/battlefieldvietnam/). You will be able to find most of the answers to these questions by using the PBS website, which will increase your understanding and enrich your reading experience. These are due along with the other components of your project.

Be able to answer the following questions on a multiple choice test the first week when you return to school:

1. Describe where the country of Vietnam is located in relation to the United States.
2. Describe the climate and geography of Vietnam.
3. What events led to the conflict in Vietnam?
4. When did this conflict take place? (Beginning- End)
5. How did the United States become involved in this conflict?
6. How were American soldiers selected to go to Vietnam?
7. What kind of weapons did soldiers in this war use?
8. What made this war different from others in history?
9. While soldiers were fighting in Vietnam, what were other Americans at home doing/thinking?
10. Which United States presidents were in office during the war? What did each contribute to this conflict?
11. How did this conflict end?

Define the following terms/events.

- Mai Lai Massacre
- Ho Chi Minh City
- Vietcong

*** Be able to recognize: the 5 types of imagery,
direct and indirect characterization**

- Charlie
- Guerrilla tactics

Part II

Personal Baggage Reading Project for *The Things They Carried*

Directions: Create a container, like a bag or a backpack, etc, that represents one of the main characters from the book you read. Fill the container with **ten items** that represent some aspect of your character's personality or experience (you will receive all the items back). For each item and the container, **write an explanation using textual evidence** of the item's significance. Make sure to focus on a single character.

Abbreviated Example:

- For the book *To Kill a Mockingbird* and the character of Scout, I found a small, metal pail or bucket. This container would be the "molasses bucket" she and the other children carried their lunches in on the first day of school in Miss Caroline's class. It would represent how Scout is often misunderstood, because she tries explaining to Miss Caroline why Walter Cunningham doesn't have a lunch and will not accept her offer of a quarter to buy himself something. Miss Caroline does not appreciate her effort and instead "whipped" Scout with a ruler (25-28).
- The first object I put in the bucket is a book. The book is a Tarzan book (which she and Jem loved to re-enact); it represents Scout's intelligence and imagination. She frustrates her teacher, because she already knows how to read and write when she starts 1st grade. Miss Caroline even tells Scout to tell her father not to teach her anymore, when Scout claims that her father didn't teach her but that she was born reading (22).
- I have also included a gauze-bandage because Scout was a fighter. Her Uncle Jack bandages her knuckles after she fights with her cousin Francis (115). She would fight anyone who said anything bad about Atticus. Because of his job (as a lawyer defending a black man in the 1930s), he was often the subject of harsh criticism, name-calling, and even threats. It is a struggle for Scout to try to "put herself in someone else's skin," as Atticus would like for her to do, rather than fight.