

**Ipswich High School Summer Reading 2013-14**  
**All Grades, CP1, CP2 and Honors**

**Introduction**

The Ipswich High School English Department encourages all students to read during the summer. Reading well-crafted books can provide hours of enjoyment and also give students the chance to broaden their horizons, stimulate their minds, and maintain and improve their academic skills. Students who read often are better thinkers, writers, and speakers. Those who read during the summer enrich their skills and their lives.

**Instructions**

**CP1 & CP2 Students:**

CP1 & CP2 Students are encouraged to read on their own, and should see the librarian, or check the library web site for suggested reading lists for enrichment. Teachers will also be available to make age appropriate suggestions should students need further direction. This year, CP1 and 2 students are not required to complete an assessment for their summer reading. However, teachers will expect students to draw connections between their summer pleasure reading and titles used within the curriculum in the opening weeks of school.

**Honors Level Students:**

**Honors Level students are required to read two books: one fiction, one non-fiction.**

**Honors teachers will assess students' understanding of specified works in the opening days of their English classes. All students, including those who do not have English first semester, will take a brief assessment during an assigned Directed Study period the first or second week of school.**

To prepare for your fall assessment, please consider a personalized form of active reading response. Jotting down the title, author, and a few memorable details about the choice book would be helpful before returning to school. Remember the five principles of **active reading**: 1) **Ask questions** as you read; 2) **Visualize** (picture the action being described); 3) Try to **predict** what will happen; 4) Try to **make connections** with your own experience; and 5) **Respond** to the story.

\*Honors students **must read the assigned titles** to remain in their honors classes.

**Honors assigned novels**

- Grade 9:      *To Kill a Mockingbird*, by Harper Lee, and *America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines Part 1*, by Gail Collins (*chapters 1-10*)
- Grade 10:     *A Lesson Before Dying*, by Ernest Gaines, and *America's Women: 400 Years of Dolls, Drudges, Helpmates and Heroines* by Gail Collins (*chapters 11 – 19*)
- Grade 11:     *Huckleberry Finn*, by Mark Twain, and *Narrative of the Life of Frederick Douglass*.
- Grade 12:     Choose two of the following eight books:
- Paris Wife*, Paula McLain (Fiction)  
*Black Swan Green*, David Mitchell (Fiction)  
*The Heart is a Lonely Hunter*, Carson McCullers (Fiction)  
*The Brief Wondrous Life of Oscar Wao*, Junot Diaz (Fiction)  
*11/22/63: A Novel*, Stephen King (Fiction)  
*The Other*, David Guterson (Fiction)  
*Just Kids*, Patti Smith (Non-fiction)  
*Unbroken*, Laura Hillenbrand (Non-fiction)

**AP ENGLISH**  
**Summer Reading Assignments**  
Ms. Panciera ([cpancier@ipswichschools.org](mailto:cpancier@ipswichschools.org))  
This information can also be found on our Edmodo.com (class code lzz78o)

**READING:**

1. *The Color Purple* Alice Walker (for unit 1)
  - Essential questions: How does the choice of a narrator affect our understanding of the “truth”? What effect do narrators have on readers? How do different narrators interpret the same situation? how does the narrator’s language help to create character?
2. *Frankenstein* Mary Shelley (for unit 1)
  - Essential questions: What consequences do we face when we don’t take responsibility for our actions? How can scientific advancement and exploration be both good and bad? What is the relationship between creator and creation? What is the relationship between nature and nurture?
3. *Poisonwood Bible* Barbara Kingsolver (for unit 2)
  - Essential questions: How is literature a tool for understanding cultural similarities and exploring fundamentally different belief systems? How does fiction help expand our notions of “truth”?
4. *In the Time of the Butterflies* Julia Alvarez (for unit 3)
  - Essential questions: What is the difference between traditional and modern day tragic heroes? How are tragic heroes affected by the societies in which they live? What roles do class and gender play in the definition of heroism?

You may buy the above from any bookseller or library. The Ipswich **Public** Library can order any title on the list above via its Consortium agreement. Please allow time for the book to come in. Most of these titles can also be found in used book stores (there’s one in Rowley at the intersection of Route 1 and 133). It is often helpful to have your own copy so that you can keep it for the duration of the course but this is NOT required.

Be prepared to be tested on the titles above during the unit for which they are assigned. Study guides such as SparkNotes are unacceptable. You will not be able to pass the reading tests if you use them in place of reading the unabridged texts (nor should you have signed up for AP).

**ASSIGNMENTS:**

1. **Annotation Sheets:** You will complete an attached AP Annotation sheet for any TWO of the titles above. The purpose of this sheet is for you to learn how to annotate text for close reading, discussion, and eventual writing assignments. You may attach extra sheets if possible, but try to stay within the space allotted.
2. **General Annotations:** Additionally, the remaining two books should be annotated though only two of them will be done so according to the sheets I give you. You may use post-its or write down notes in your notebook. If it is your own book, you may underline and mark up the pages as much as you choose. This is a characteristic of good scholarship. I will check for these additional notes on day one. You may use the essential questions for the novels as a guide.
3. **Reader Response:** You will write a 2-3 page response/commentary (typed, 12 point font) on either of the novels you do not choose to complete an annotation sheet for. This should not be a formal essay in tone, but I will expect the response to be well-written and for you to substantiate your opinions and reactions with textual references. Rubric is included in this packet. There are examples of this kind of writing posted on Edmodo so that you will have an idea of what is expected of you.

4. **Biblical Allusions:** As part of your reading of *The Poisonwood Bible*, you will be responsible for presenting your classmates with information on some of the following Biblical allusions. You should not only be familiar with the story you are assigned, you should also be able to discuss how knowledge of this allusion aids in your understanding of this novel. Please come to class with notes for this assignment. You may research online IF YOU PROVIDE A WORKS CITED PAGE. Otherwise, borrow a copy of *The Bible's Greatest Stories*.

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|---------------|------------------------|--------------------------------|
| 1. Methuselah | 5. Genesis             | 9. Exodus                      |
| 2. Leah       | 6. The Revelation      | 10. Song of the Three Children |
| 3. Rachel     | 7. The Judges          | 11. The Tree of Knowledge      |
| 4. Ruth       | 8. Bel and the Serpent |                                |

5. **Mythological Allusions:** Using a copy of Edith Wharton's *Mythology*, or any of the online resources listed below, you will be responsible for presenting your classmates with information on some of the following mythological allusions.

**Oxford Classical Mythology Online** ([www.classicalmythology.org](http://www.classicalmythology.org)): Use GLOSSARY.

**Mythweb** ([www.mythweb.com/index.html](http://www.mythweb.com/index.html)): a searchable encyclopedia of Greek mythology.

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|---------------------------|---------------|----------------|
| 1. Achilles               | 4. Leda       | 9. Sisyphus    |
| 2. Circe                  | 5. Medusa     | 10. Eros       |
| a. Daedalus and<br>Icarus | 6. Odysseus   | 11. Hephaestos |
| 3. Helen of Troy          | 7. Penelope   |                |
|                           | 8. Prometheus |                |