

Shawnee Mission North High School

Honors English 10

Shawnee Mission North Honors 10 Reading Assignment

Hello, Honors 10th graders! We are excited you've chosen to continue to challenge yourself academically in Language Arts and we can't wait to meet you this fall. However, between now and then, we'd like to emphasize the importance of you becoming students who read a wide variety of texts both critically and analytically. We'd like you to stay in this practice over the summer as well, so that you can engage texts with a critical eye when we begin our coursework in the fall semester. We also hope that your work over the summer can provide a meaningful transition into Honors English 10 coursework. The following assignment has been designed with those thoughts in mind.

Step One: Choose a book

Listed below are your choices for summer reading. You may pick any one book on this list (or multiple books, if you're feeling ambitious), but keep in mind, the books have been selected for their common thread--they have all, for one reason or another, been banned from being read or shelved in schools and/or libraries at one time. **Because of the nature of some of these texts, please have a discussion with your family about which book will best suit you.** We would like you to grapple with new (and sometimes controversial) ideas, but we by no means want a book to be offensive to you or your family. We encourage this conversation between students and parents.

Book Options:

Listed below are many options for your summer assignment. Please choose a book that suits you, but also *interests* you. And never, **ever** pick or avoid a book based on page numbers. Some of the hardest books are short; some of the best books are long. Use Goodreads, Amazon, New York Times Review, etc. to pick a book that sounds interesting and engaging.

The Curious Incident of the Dog in the Night Time by Mark Haddon

The Lovely Bones by Alice Sebold

The Lord of the Rings by J.R.R Tolkien

One Flew Over the Cuckoo's Nest by Ken Kessey

Slaughterhouse Five by Kurt Vonnegut

Anne Frank: The Diary of a Young Girl by Anne Frank

The Catcher in the Rye by J.D. Salinger

A Prayer for Owen Meany by John Irving

Their Eyes Were Watching God by Zora Neale Hurston

The Adventures of Tom Sawyer by Mark Twain

Alice's Adventure in Wonderland by Lewis Carroll

Friday Night Lights by H.G. Bissinger

The Hate U Give by Angie Thomas

Looking for Alaska by John Green

Long Way Down by Jason Reynolds

The Bluest Eye by Toni Morrison

Speak by Laurie Halse Anderson

All the Bright Places by Jennifer Nevin

Persepolis by Marjane Satrapi + *X-Men: God Loves, Man Kills* by Chris Claremont

Bone by Jeff Smith (the collected edition)

Poet X by Elizabeth Acevedo

The Prince and the Dressmaker by Jen wang

Moxie by Jennifer Mathieu

Step Two: Record Significant Quotes

As you read your book, we must insist that you *enjoy the experience of reading the book first and foremost. No, really. We want you to have a positive experience while reading the book.* But being that this is a summer assignment, we'd like to see what your experience reading the book was like via evidence of your active reading. To this end, we'd like you to record noteworthy quotes that are significant to your reading of the text. Please keep in mind that these quotes need to hold some importance to the work. **You will be asked to use these quotes for a later portion of the assignment, so they need to be truly noteworthy. You are required to record a total of 10 quotes for this**

assignment. Each quote *and* explanation will be worth 3 points a piece for a total of 60 points.

Consider the following format for recording your quotes, and feel free to mark multiple boxes.

<p>Quote 1: (3 pts.)</p>
<p>Reason(s) this is noteworthy:</p> <ul style="list-style-type: none">● I felt this was an epiphany (“ah-ha”) moment that made the book’s theme or argument more clear to me.● I was able to make a personal connection between my own life and the idea in this passage.● This reminds me of another idea or example I have read in another work or class.● I found the language or phrasing of this passage to be beautiful or powerful.● I was confused by this passage and needed further explanation/ research in order to understand the passage.● This quote made me grapple with a new/ controversial idea/ perspective that I hadn’t considered before.
<p>Analysis of quote’s significance (to the overall book/ message/ argument/ theme): (3 pts.)</p>

After recording a quote, please analyze the importance of the quote to the book and it’s overall message/ argument/ theme. You should be able to justify recording this quote given the reasons above, and we’d like to see you demonstrate your ability to think critically about the quotes that stand out to you. Originality and depth of thought are most important here.

Step three: Argue the Merit of Your Book

We would like you to use the quotes you collected from your book to argue for the merit of your book. This essay is purely based on your experience and opinions, but we would like you to argue a position in response to the following, using quotes from your book and analysis of your book:

To what extent should schools be allowed/ expected to censor books and curriculum?

Essential quotes to consider:

- On what grounds could **Your** choice book be banned from school curriculum?
- Would you recommend that your book be widely read? Should it be included in a school curriculum? On a school library shelf? Why/ why not?
- In what ways do books potentially destabilize or undermine authority?
- What are the moral and ethical dilemmas surrounding censorship in schools?
- Should schools be allowed to remove books considered vulgar or contraverical from the school library?
- Should schools censor books taught in their classrooms? Is there a difference between books offered as a choice and books selected for the whole class?
- Should parents be allowed to censor books for high school students?

Requirements for essay:

Categories Graded:	Points Possible:
<p>Formatting: The essay is in perfect MLA format, including a proper heading, title, double-spacing, Time New Roman 12 pt. Font, and includes in-text citations. <i>Consult purdue OWL's website for proper MLA format. We will be using this format all year.</i></p>	<p>____ / 10</p>
<p>Organization: The essay has a logical development. Ideas are clearly separated into appropriate sections, and sections are connected by transitional words and phrases.</p>	<p>____ / 10</p>
<p>Ideas/ Development: The essay presents a main claim and then develops this claim with supporting points, details/ evidence, and adequate explanation of the connection between the evidence and the claims. The evidence is strong, anecdotal evidence from personal experiences <i>and</i> quotes from the choice book.</p>	<p>____ /10</p>
<p>Conventions/ Proofreading: The essay has been thoroughly edited to avoid typos and misspellings, as well as common grammatical errors (Comma splice, run-on sentences, sentence fragments, subject/ verb disagreement, ect.)</p>	<p>____ / 10</p>
<p>Voice:</p>	

The essay is written with an engaging, professional voice. The tone is appropriate to the assignment. The writing demonstrates a blend of personal investment in the topic as well as academic treatment of the material. The author avoids weak use of first person (“I think..”; “I believe...” statements) and second person.

____/10