

☀ Summer Reading 2021 ☀
English III: American Literature

Instructors

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Required Summer Reading:

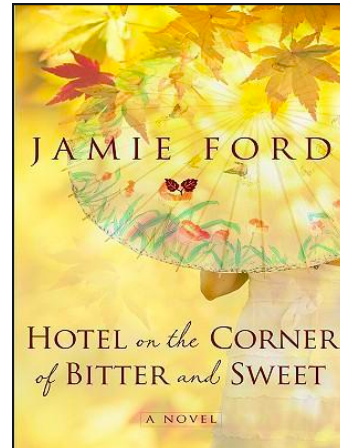
All incoming juniors will read:

- ★ *Hotel on the Corner of Bitter and Sweet* by Jamie Ford
- ★ *I, too* by Langston Hughes (poem)

All incoming Honors students will choose 1 additional text to read:

- ★ *To Kill a Mockingbird* by Harper Lee (fiction)
- ★ *In Cold Blood* by Truman Capote (non-fiction, true crime)
- ★ *Their Eyes Were Watching God* by Zora Neale Hurston (fiction)
- ★ *Educated* by Tara Westover (memoir)
- ★ *Fahrenheit 451* by Ray Bradbury (dystopian fiction)
- ★ *The Devil in the White City* by Eric Larson (historical non-fiction)
- ★ *The Awakening* by Kate Chopin (feminist literature)

While there is no additional assignment, all Honors students must be prepared to discuss their chosen text in class when class resumes.



Required Summer Assignment for *Hotel* only: (due day one)

👉 **STOP!** → Make sure you have a copy of the "Dialectical Journal" Google Doc

1. Read the book! Find a cozy spot, and enjoy the text.
2. **DO THIS:** While reading, use the attached Google Doc to help make connections and extend your understanding.
3. **DO THIS:** You must use every entry box, for a total of 10 entries.

Your Name:

11th Summer Reading
Hotel on the Corner of Bitter and Sweet
Dialectical Journal

★ This assignment is due the first day of class.

Read through the entire assignment before beginning. You will then fill out the chart while reading the novel. Note: You won't necessarily fill the chart out in order.

1: Notice and comment upon two literary devices: simile, metaphor, allusion, alliteration, repetition, irony, symbolism, foreshadowing, etc.

Text Evidence:	Page number:	Commentary:
"In his blue gardens men and girls came and went like moths among the whisperings and the champagne and the stars."	Page 39	This is a simile comparing the guests at the party to moths, flitting from event to event.

2: Discuss two parts of the novel that are confusing to you:

Text Evidence:	Page number:	Commentary:

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3: What are connections to other texts, movies or historic/current events that you notice? Is the author alluding to something? If so, what?

Text Evidence:	Page Number:	Commentary:

4: Explain two moments of emotional impact. What reactions did you have? How did the author create this feeling?

Text Evidence:	Page number:	Reaction:

5: Choose two passages and discuss why you think the author phrased each a particular way? What is the effect of the word choice? Be specific.

Text Evidence:	Page number:	Explanation:

6: Do you agree with ideas being presented? Why or why not? Be specific.

Text Evidence:	Page number:	Reasoning:

7: Write down two words that you were unfamiliar with and look them up in the dictionary.

Word:	Page number:	Definition:

8: Discuss your changing feelings towards two of the characters. How did you feel about he/she at the beginning and how do you feel about them now? What made you change your mind?

Feeling at the beginning:	Character:	How do you feel now? Why?

g: What is missing in the story? What do you wish the author had included? Why?

What's missing?	What should be included?	Why?

10: Use your inferencing skills and choose two passages, incidents or relationships that you think have a deeper meaning. What else is the author trying to say?

Example:	Page number:	Deeper meaning: