

# Hilton Head Island High School

## Outside Reading for 2022 - 2023

The English Department at Hilton Head Island High School has compiled the following reading suggestions and requirements for English students at each level. Because we are on a 4X4 block schedule, some students won't have English until second semester. Outside reading requirements are listed below and will also be posted to the school website - <https://hhihs.beaufortschools.net/academics/english> and the Seahawk News Website - <https://sites.google.com/beaufortschools.org/the-seahawk-times/snn>. We will let the public library and Barnes and Noble know our selections, so they are prepared for your requests of these titles. Remember your Sora accounts through BCSD can be accessed from any device, so check there for these titles as well. If you have a Public Library card, you can also set up an e-reader account to download titles to your reading device or phone. If you have questions about any of the selections, please reach out to your English teacher or the department chairperson – [michelle.hartman@beaufort.k12.sc.us](mailto:michelle.hartman@beaufort.k12.sc.us).

### Outside Reading for College Prep English

We support college prep students and their parents in making enjoyable choices for reading. A good place to start is the list of South Carolina Young Adult Book Award nominees. We recommend college prep students read at least one book. Within the first two weeks of class, students will be given the opportunity to reflect on their reading experience. For more information about these books, visit: <https://www.scasl.net/young-adult-book-award>.



### Outside Reading for Honors/AP/IB Students:



The outside reading list for Honors, AP, and IB English courses is listed below. You are required to read specific works. Your teacher will assess your knowledge of the book at the end of the first week of class. There will also be additional assessments on the books as decided by your teacher. **Note assignments required for AP and IB classes.**

**English I Honors:** *Of Mice and Men* by John Steinbeck

**English II Honors:** *Lord of the Flies* by William Golding

**English III Honors:** *I am Malala* by Malala Yousafzai ISBN: 978-0316322423 (not young reader edition)

**English IV Honors:** *Frankenstein* by Mary Shelley

**AP Language:** *Cry the Beloved Country* by Alan Paton ISBN: 9780743262170\* (Google Classroom: 3kyj6vr)

**IB English HL1:** *The Complete Stories of Zora Neale Hurston* ISBN: 9780061350184\* (Google Classroom: 42nqmsc)

**IB English HL2:** *Einstein's Dreams* by Alan Lightman ISBN: 9781400077809 \* (Google Classroom: tdvd7tm)

\*AP/IB classes are required to use specific versions of each text and join the Google Classroom using the code provided for the course. Students can also check the school website for assignments that accompany the AP Language, IB HL1 and IB HL2 reading selections.

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## Outside Reading for 2022 - 2023

**AP Language and Composition:** *Cry, the Beloved Country* by Alan Paton

**ISBN:** 9780743262170 (320 pages)

**Note:** There is a Google Classroom group for AP Language and Composition for questions and announcements. Please join: 3kyj6vr

During the first two weeks of school, you will **submit your reading journals (formative QUIZ grade)** and **complete an assessment (summative)** on *Cry, the Beloved Country*.

This assignment will be due on Google Classroom within the first two weeks of the semester so be sure to type your responses.

For your **reading journals**, please complete the following.

**Background on text and author; complete BEFORE reading the text.**

1. Please **access the following website** for information about apartheid—a central topic within *Cry, the Beloved Country*. **Take notes** on important details about apartheid. Do not copy and paste information; paraphrase your notes.
  - a. <https://www.britannica.com/topic/apartheid/Opposition-to-apartheid>
2. Please **access the following website** for information about Alan Paton. **Take notes** on important details about his life. Do not copy and paste information; paraphrase your notes.
  - a. <https://www.britannica.com/biography/Alan-Stewart-Paton>

**Reading Journals; complete DURING reading.** Keep in mind that the text is divided into three sections: **Book I, Book II, and Book III.**

3. While reading, keep track of important events, characters, and conflicts. You can use sticky notes or write notes. **Note:** I will check for sticky notes and/or your own notes throughout the text. **These notes will be a separate, formative grade.**
4. **THEN, type your responses to each of the following questions for Book I, Book II, and Book III).** You will complete these questions for each “book.”
  - a. State the **three most important events** that occur during each “book.” Explain why these events are most important for that part of the story.
  - b. Explain **at least three conflicts** that develop during this “book.” Then, discuss why these conflicts are important within the story.
  - c. Discuss your personal feelings about **each of the main characters** in this part of the “book.” Include why you like or dislike the character based on traits, actions, or some other reason

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## Outside Reading for 2022 - 2023

**IB English HL-1: *The Complete Stories of Zora Neale Hurston***  
ISBN: 9780061350184

**Important:** Join Google Classroom (GC) for IB HL-1.

- Find information to help you correctly annotate your text, format your Reader Response Journal (RRJ), and record direct quotes in MLA format.
- Use a template or follow a model for structuring your RRJ.
- Review rubric and other important information.
- **Do this before you forget:**  
Join Google Classroom. Use code [42nqmsc](#)

During the first two weeks of class, **you will submit your RRJ** (formative assessment), **and** you will also complete **an in class summative assessment on the assigned Hurston readings**. (All English honors, AP, and IB classes have a summative test within the first two weeks of the course.)

Please do your own work, as plagiarism has consequences. It is important that you read and complete the Outside Reading assignments carefully, as this collection of short stories will be the basis for our analysis, discussion, research, and creativity in our first unit and Area of Exploration, which is *Readers, Writers, and Texts*. This text may also be used for one of three IB formal assessments.

For your **RRJ (formative)**, please complete the following.

**Read and respond to specific sections in this collection:**

1. "Introduction" pp. ix-xxiii (14)
2. "John Redding Goes to Sea" pp. 1-16 (16)
3. "Drenched in Light" pp. 17-25 (8)
4. "Spunk" pp. 26-32 (6)
5. "The Eatonville Anthology" pp. 59-72 (13)
6. "Sweat" pp. 73-85 (12)
7. "The Gilded Six-Bits" pp. 86-98 (12)
8. "Uncle Monday" pp. 106-116 (10)
9. "High John De Conquer" pp. 139-148 (9)
10. "The Conscience of the Court" pp. 162-177 (11)
11. "Afterward" pp. 285-294 (9)

**Total pages you must read: 120**      **Do not read the complete text of 290 pages.**

**Note:** *This reading/writing assignment will be due on Google Classroom within the first two weeks of the semester, so be sure to type your responses. Please label sections and number responses as they are shown below.*

### **Reading Assignment and Annotation**

1. **Read and annotate** each assigned section. Using a color code, identify and trace characterization, conflicts, imagery, symbols, allusions, figurative language, syntax, and themes. See GC for directions about this annotation task. *Many* marks (highlighting/sticky notes) will be in your text. Be prepared to show and explain your annotations to me during the first week.

### **Writing Assignment – Reader Response Journal**

**Create** a *typed* Reading Response Journal (RRJ). Remember, this must be uploaded to Google Classroom.

**Note:** Follow MLA guidelines to format your paper and punctuate your citations. See GC support documents .

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Read closely and answer in detail. You may use the first person, but your overall diction should be formal and scholarly. Too informal: I dig this writer, but she is tough. Acceptable: I am delighted with this writer's style even though I find the dialect difficult.

### Section One: Concept Connection(s) (multiple stories will connect to each concept)

List each title as a sub heading for this section. Complete this part for all nine stories.

Below each title, type at least one concept listed in bold below that connects to the story.

Answer the appropriate IB Concept questions using direct quotes to support your ideas.

### Section Two: Personal Connections/Reactions

Answer the following questions for four stories (choose only four titles).

List each title as a sub heading for this section.

Number and answer the following questions under each title you have chosen.

1. Make at least one connection to literary figures, texts, or genres; movies or plays; historical figures or events; cultural traditions; or art, music, or food; or another subject area.  
**Identify and explain** how the text supports your connection.
2. **Create 2-3 questions** to facilitate *a rich discussion* of the text and its ideas. These should be *thought provoking*. You do not have to write your answer; however, you should be prepared to lead a discussion with your questions.
3. **Identify at least two** interesting, impactful, or new vocabulary words.  
Copy the sentence and **make the chosen word bold**.  
Define the word providing both its denotation and connotation.
4. **Identify 2-3 sentences** that you believe are *the most important* in this text. **Copy each sentence and explain** its purpose and influence on the reader.

### Section Three: Afterward

Identify three-five key quotes from the "Afterward." Copy these using parenthetical documentation in MLA format. Explain each quote's significance and be prepared to share and defend your findings with the class.

### Section Four: Introduction

Identify and copy three-five quotes from the "Introduction" that help you understand Hurston's "skills at fiction-making...as vehicles for the representation of the conflicts and dilemmas that African-Americans share with all other human beings" (xxiii).

#### List of IB Concepts

**Communication:** How do writers speak to readers through texts? To what extent is a text a vehicle for communicating a writer's message? Can we ever really be certain of an author's intent?

**Creativity:** Why do writers write? How do writers make creative choices to construct meaning? What is the reader's role in creating meaning? Use examples of figurative language such as simile, metaphor, personification, symbol, and imagery. Also consider how syntax impacts meaning.

**Perspective:** How do texts offer readers new perspectives on life? How can a character give us a window into a world? How is it possible for readers to have contradicting interpretations of a text? Consider how your views and knowledge of the world or the world of others have changed. Be specific.

**Representation:** Can fiction represent reality? How are characters fair representations of people?

**Identity:** To what extent is a text an expression of a writer's identity? Do readers like characters who are thinly veiled versions of themselves? Do strong characters challenge readers to be someone different?

**Culture:** To what extent is a text a product of culture or tradition? How do texts and literary works express values and beliefs of a society? To what extent can text shape cultural values?

**Transformation:** How can the reading of a text be transformative for the reader? How can words change the world? How do readers write about texts? How do readers rewrite texts?" (Cambridge University Press: free materials)

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## Outside Reading for 2022 - 2023

**IB ENGLISH HL-2:** *Einstein's Dreams* by Alan Lightman

**ISBN:** 9781400077809 (144 pages)

**Note:** There is a Google Classroom group for IB HL-2 for questions and announcements. Please join: tdvd7tm

During the first two weeks of school, you will **submit your reading journals (formative QUIZ grade)** and **complete an assessment (summative)** on *Einstein's Dreams*. Additionally, you will **complete a creative project (summative)** in order to reflect on our first Area of Exploration, which is *Readers, Writers, and Texts*. To prepare for the creative project, we will read an additional text to complement our study and introduce other Global Issues.

**This assignment will be due on Google Classroom within the first two weeks of the semester** so be sure to type your responses. *Please label sections and number responses as they appear below.*

For your **reading journals (formative)**, please complete the following.

**Note:** Once you have used a chapter, do not re-use it for another response.

### Text Structure

1. Discuss the purpose of the interludes. Considerations: How do these interludes serve to illustrate a theme, idea, character, etc.? How might the text change if the interludes were placed elsewhere or not included at all?
  - a. Use textual evidence (direct quotes with a citation & page number) to support your ideas. *Be sure to explain **how** the textual evidence supports your ideas.*
2. Choose two successive chapters (chapters that are back-to-back) that are in contrast to one another and discuss the contrasting ideas.
  - a. Use textual evidence (direct quotes with a citation & page number) to support your ideas. *Be sure to explain **how** the textual evidence supports your ideas.*

### OR

Choose one chapter that has opposing views within the chapter and discuss the contrasting ideas. Then, explain how this organization allows the reader to understand a larger point/idea/theme/etc.

- a. Use textual evidence (direct quotes with a citation & page number) to support your ideas. *Be sure to explain **how** the textual evidence supports your ideas.*

### Personal Connections

3. Choose three chapters that allow you—as a reader—to make a connection. Please **(a)** list the date of the chapters, **(b)** record one passage (no more than 40 lines) from each chapter, and **(c)** explain the connection you make to each passage.

### Literary Choices

4. Choose three different (literary) authorial choices (imagery, symbolism, figurative language, irony, etc.) and discuss the effect of these choices on the text or reader. Please use different chapters for each of the three choices.

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- a. Please (a) list the date of the chapters, (b) record one passage (no more than 40 lines) from each chapter to illustrate the device, and (c) explain the effect of each choice in that particular chapter.
- b. Use textual evidence (direct quotes with a citation & page number) to support your ideas. *Be sure to explain **how** the textual evidence supports your ideas.*

### Language Choices

5. Choose three different (language) authorial choices (diction, syntax–sentence structure, fragments, run-ons, etc.) and discuss the effect of these choices on the text or reader. Please use different chapters for each of the three choices.
  - a. Please (a) list the date of the chapters, (b) record one passage (no more than 40 lines) from each chapter to illustrate the device, and (c) explain the effect of each choice in that particular chapter.
  - b. Use textual evidence (direct quotes with a citation & page number) to support your ideas. *Be sure to explain **how** the textual evidence supports your idea*

### IB Concepts

6. Review your completed journals. Identify passages in your notes that relate to the IB Concepts. Then pick one from each of the following pairs or groups for further discussion:
  - CREATIVITY OR COMMUNICATION;
  - IDENTITY OR TRANSFORMATION;
  - CULTURE OR PERSPECTIVE OR REPRESENTATION.
  - a. **Add another response** to your journals and **label it** with the concept you will discuss. Explain how the passage illustrates the concept.

### Global Issues

7. Review your completed journals. Identify passages in your notes that show a connection to global issues. *Identify **at least three global** issues that are present within the chapters you have chosen.*
  - a. **Add another response** to your journals and **label it** with the global issue you will discuss. Explain how the passage illustrates the issue