



## Lawrence North High School English Department

### Summer Reading for Senior Courses--2022



*"Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him."*

*~Maya Angelou*

LNHS *requires* summer reading for *all* English classes. Below is a brief description of the summer reading expectations for grade 12 classes. More specific assignment details can be found on the school website. Please be sure to complete the summer reading assignment for the English class you are scheduled to take in the fall.

**Directions:** Please read the summer reading assignments below based on the corresponding courses. We believe in choice and independent reading, so below, students will see a reflection of both.

**English 12, World Literature, Composition, Film Lit, or Women's Literature students:** If you're unsure of where to begin for your choice reading, see the link below for inspiration. Students are not required to choose a book from the link below.

- [NPR's Book Concierge, a curated collection of fiction and nonfiction books from the years 2013-2020](#)

\*\*\*\*Students who have read multiple books during the summer **and** have checked them out using IMCPL can be entered into a raffle for a variety of prizes.\*\*\*\*

Course Name	Expected Title(s)	Author	Assignment	ISBN
<b>Composition/ World Literature/ English 12, Film Literature, or Women's Literature</b>	<i>Student choice: Fiction or Nonfiction</i>	<i>Varies</i>	<p><i>Read your book of choice and bring it to class on the first day of school.</i></p> <p>Read the novel and annotate it according to the annotation guide.</p> <p><a href="#">Click here for the LN annotation guidelines for details.</a></p> <p>Bring your novel to class on the first day of school. Be ready to discuss and write about this novel in class with your teacher and other students.</p> <p><i>Be ready to discuss this book(s) in class with your teacher and other students</i></p>	
<b>All ACP Courses</b>	Choose <b>one</b> of the titles listed in the assignment guidelines or another appropriate text.	Varies	Complete the "ACP Summer Reading Assignment". See assignment guidelines for details.	See assignment guidelines
<b>AP ENGLISH LITERATURE AND COMPOSITION 1058</b>	<b><i>Women Talking</i></b>	Miriam Toews	<p>Read the novel and annotate it according to the annotation guide.</p> <p><a href="#">Click here for the LN annotation guidelines for details.</a></p>	9781635574340

			Bring your novel to class on the first day of school. Be ready to discuss and write about this novel in class with your teacher and other students.	

## ACP W 131 Advanced Composition 2022 Summer Reading Assignment

Dear Student:

In order to prepare for the rigors of W131, you will read a minimum of one nonfiction text over the summer, and be prepared to share your observations and insights with your classmates within the first two weeks in August. The purpose of this assignment is twofold: 1) to ease you into close reading of the challenging nonfiction articles we will be summarizing, analyzing, and critiquing in ACP, and 2) to advertise possible nonfiction options for your classmates, since you will be required to read other nonfiction texts in W131.

Note the requirements for this 20 point assignment:

- Texts you have read for classes in middle school or high school are not options
- Be prepared to discuss both the content (ideas) of the book and the way it is written.

### Nonfiction List Suggestions:

Options include, but are not limited to the books listed below. If you are unsure whether or not a book you are considering is acceptable, please email me at [danielbender@msdlt.k12.in.us](mailto:danielbender@msdlt.k12.in.us), and I will respond.

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| <ul style="list-style-type: none"> <li>● <i>Catch Me If You Can</i> by Frank Abagnale</li> <li>● <i>The Perfect Mile</i> by Neal Bascomb</li> <li>● <i>A Long Way Gone—Memoirs of a Boy Soldier</i> by Ishmael Beah</li> <li>● <i>Along the Enchanted Way</i> by William Blacker</li> <li>● <i>A Shining Season</i> by William J. Buchanan</li> <li>● <i>A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960's</i> by Stephanie Coontz</li> <li>● <i>Bossypants</i> by Tina Fey</li> <li>● <i>After the Fire</i> by Robin Gaby Fisher</li> <li>● <i>What the Dog Saw: And Other Adventures</i> by Malcolm Gladwell</li> <li>● <i>The Lost City of Z</i> by David Grann</li> </ul> | <ul style="list-style-type: none"> <li>● <i>The Butler, a Witness to History</i> by Wil Haygood</li> <li>● <i>Wins, Losses and Lessons</i> by Lou Holtz</li> <li>● <i>Steve Jobs</i> by Walter Isaacson</li> <li>● <i>When Breath Becomes Air</i> by Paul Kalanithi</li> <li>● <i>Surviving the Angel of Death</i> by Eva Kor</li> <li>● <i>Into Thin Air</i> by Jon Krakauer</li> <li>● <i>Where Men Win Glory</i> by Jon Krakauer</li> <li>● <i>Moneyball</i> by Michael Lewis</li> <li>● <i>The Narrow Door</i> by Paul Lisicky</li> <li>● <i>A Night to Remember</i> by Walter Lord</li> <li>● <i>The Journalist and the Murderer</i> by Janet Malcolm</li> <li>● <i>Angela's Ashes</i> by Frank McCourt</li> </ul> |
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- *The Lovers: Afghanistan's Romeo and Juliet* by Rod Nordland
- *One Breath* by Adam Skolnick
- *127 Hours* by Aron Ralston
- *Awakenings* by Oliver Sacks
- *Lucky* by Alice Sebold
- *The Right Kind of Crazy* by Adam Steltzner
- *The Sound of Gravel* by Ruth Wariner
- *Sailor and Fiddler* by Herman Wouk
- *Black Boy: A Record of Childhood and Youth* by Richard Wright
- *I am Malala* by Malala Yousafazi and Christina Lamb
- *The Hard Thing About Hard Things* by Ben Horowitz

## ~IB/AP English Literature and Composition Summer Reading Activity Summer 2021~

Welcome to IB/AP English Literature and Composition, where we will focus on the act of critical reading and writing through an intensive study of multicultural and international texts. This course will prepare students for the IB and AP exams. Lawrence North High School has high academic standards and expectations for all students, and this class is no exception. ☺

IB/AP English Literature and Composition students will read Miriam Toews's *Women Talking* this summer. **This novel is a historically fictional account of the lives of women in an abusive Mennonite community located in Bolivia. The following is a link to an NPR [review of the novel](#).**

Since you need to acquire the summer reading book on your own, be sure to secure/ purchase a personal copy as early in the summer as possible. Feel free to contact us via email with any questions you have throughout the summer. We are eager to hear your ideas and look forward to meeting you in person. ☺

Mrs. Rebecca Cash and Mrs. Julie Hunter  
 IB/AP Literature and Composition  
 English Department  
 Lawrence North High School

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## **Assignment Guidelines**

**Directions:** All students who sign up for IB/AP Literature and Composition are required to complete the following tasks/assignment and be prepared to discuss the universal thematic development, complex characters and setting including the social environment in the novel.

While you read, you will need to complete the following tasks:

<b>Task 1: The Novel</b>	Obtain a personal copy of Miriam Toew's <i>Women Talking</i> .
<b>Task 2: Annotations and Note-Taking</b>	<p>Annotate the book while you read and take notes in the margins. Do NOT just highlight! This allows you to engage in active reading.</p> <p><b>Annotations are handwritten notes in the margins of your book, on post-it notes, or if using an electronic version of the novel - notebook paper or on a Google doc. Please refer to the "Annotation Guide" below.</b></p>

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## Task 2: Annotation Guide

Read *Women Talking*.

**Annotate:** *v. to furnish (a literary work) with critical or explanatory note*

**We will be looking for these things, and they will provide the basis for a check grade.**

**DO NOT:** use excessive highlighter; or underline large volumes of the text without providing your own inferences about the text.

1. Inside front cover: list major characters with a small space for character summary and for page references for key scenes, conflicts, or character development.
2. Inside back cover: themes, allusions, images, symbols, key scenes, plot line. Plot line is just a few words to show the progression of the major action.
3. Underlining (or post-it-notes) major points that you find confusing, interesting, surprising, or important, or for important forceful statements of stylistic devices (imagery, tone, allusion, metaphors, similes)

Below, you can find a list of thematic ideas and motifs, in addition to conflict you may encounter:

1. **Conflict** – Both internal and external conflicts

2. **Motifs and thematic/ universal ideas (3-5)** Here's a list of motifs and thematic/ universal ideas to look for:

<ul style="list-style-type: none"> <li> Deception</li> <li> Prejudice</li> <li> The cruel nature of man (or woman)</li> <li> Courage and bravery</li> <li> Sacrifice</li> <li> The importance of home</li> <li> The importance of family</li> <li> The importance of seeing life from the perspective of another</li> </ul>	<ul style="list-style-type: none"> <li>• Betrayal</li> <li>• Love (romantic, filial –that is family, platonic)</li> <li>• Loss of innocence</li> <li>• Guilt</li> <li>• Power</li> <li>• Hypocrisy</li> <li>• Parent –child relationships</li> <li>• Justice</li> <li>• Pride</li> </ul>
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3. **Characterization-** the process by which the writer reveals the personality of a character. Novelists most often employ **indirect characterization** – the means by which a writer reveals the personality of a character. There are five methods of indirect characterization.
1. **Speech:** What does the character say? How does the character speak?
  2. **Thoughts:** What is revealed through the character's private thoughts and feelings?
  3. **Effect on others:** What is revealed through the character's effect on other people? How do other characters feel or behave in reaction to the character?
  4. **Actions:** What does the character do? How does the character behave?
  5. **Looks:** What does the character look like? How does the character dress?
4. **Major Plot Events-** As you read, make sure that you **identify the setting, the inciting incident, the**