



## Lawrence North High School English Department

### Summer Reading for Sophomore 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*

#### **Rationale:**

LNHS strives to build a culture of reading for pleasure because the research shows that great readers become great leaders and well-rounded thinkers and citizens. To that end, our department is committed to encouraging student engagement and the habit of reading through student choice and whole-class study.

#### **Directions:**

**Choose a book, fiction or narrative nonfiction, and read it.** Bring this book with you on the first day of school, and if you do not have access to it on the first day of school, you are welcome to check out a book from our library. We will be discussing and writing about our books in class.

If you're unsure of where to begin, **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>English 10</b>	One student choice book: Fiction or Narrative Nonfiction  <a href="#">Click here for the list of selected texts for English 10.</a>	Varies	Read your book of choice and annotate it. <a href="#">Click here for the English 10 annotation guidelines for details.</a>  Bring your book to class on the first day of school. Be ready to discuss and write about this book(s) in class with your teacher and other students.	Varies
<b>English 10 Honors</b>	Choose one of the 10 selected narrative nonfiction texts listed  <a href="#">Click here for the list of selected texts for English 10 Honors</a>	Varies	Read your book of choice and annotate it. <a href="#">Click here for the English 10 HONORS guidelines for details.</a>  Bring your book to class on the first day of school. Be ready to discuss and write about this book(s) in class with your teacher and other students.	Varies

<b>English 10 GT (Lyceum)</b>	<i>A Thousand Splendid Suns</i>	Khaled Hosseini	Complete the “English 10 GT Summer Reading Assignment”. See assignment guidelines for details.	978-1594483851
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**For Axis 360:**

- Go to: [ltschools.org](https://ltschools.org) → students → single sign-on resource portal → click banner → click Axis 360 → click login with Active Directory → choose book → read on device

**For Indy Public Library:**

- Click this link: <https://www.indypl.org/books-movies-music/download-stream> (Links to an external site.)
- Scroll down to click on Overdrive/Libby or another catalog
- Enter your library card number, starting with 21978.
- Search for the book you want and check it out.

~ **English 10 Honors Summer Reading Assignment (2021-2022)**~

**Narrative Nonfiction Selected Texts**

**Choose ONE** of the following ten books to read and annotate. Be ready to discuss and write about this book in class during the first weeks of the school year.

1. ***A Long Way Gone: Memoirs of a Boy Soldier*** by Ishmael Beah 2007  
The devastating story of war through the eyes of a child soldier. Beah tells how, at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he’d been picked up by the government army, and became a soldier.
2. ***Always Running: La Vida Loca/Gang Days in LA*** by Luis J. Rodriguez 2005  
The award-winning and bestselling classic memoir about a young Chicano gang member surviving the dangerous streets of East Los Angeles, now featuring a new introduction by the author.
3. ***Americanized: Rebel Without a Green Card*** by Sara Saedi 2018  
At thirteen, bright-eyed, straight-A student Sara Saedi uncovered a terrible family secret: she was breaking the law simply by living in the United States. Only two years old when her parents fled Iran, she didn’t learn of her undocumented status until her older sister wanted to apply for an after-school job, but couldn’t because she didn’t have a Social Security number.
4. ***Becoming*** by Michelle Obama 2018  
In a life filled with meaning and accomplishment, Michelle Obama has emerged as one of the most iconic and compelling women of our era.
5. ***Becoming Kareem: Growing Up On and Off the Court*** by Kareem Abdul-Jabbar, Raymond Obstfeld 2017  
At one time, Lew Alcindor was just another kid from New York City with all the usual problems: He struggled with fitting in, with pleasing a strict father, and with overcoming shyness that made him feel

socially awkward. But with a talent for basketball, and an unmatched team of supporters, Lew Alcindor was able to transform and to become Kareem Abdul-Jabbar.

6. ***Born a Crime: Stories From a South African Childhood*** by Trevor Noah 2016  
The memoir of one man's coming-of-age, set during the twilight of apartheid and the tumultuous days of freedom that followed.
7. ***Breaking Night: A Memoir of Forgiveness, Survival, and My Journey from Homeless to Harvard*** by Liz Murray 2010  
*Breaking Night* is the stunning memoir of a young woman who at age fifteen was living on the streets, and who eventually made it into Harvard.
8. ***First They Killed My Father: A Daughter of Cambodia Remembers*** by Loung Ung 2006  
From a childhood survivor of the Cambodian genocide under the regime of Pol Pot, this is a riveting narrative of war crimes and desperate actions, the unnerving strength of a small girl and her family, and their triumph of spirit.
9. ***Unbroken: A World War II Story of Survival, Resilience and Redemption*** by Laura Hillenbrand 2010  
On a May afternoon in 1943, an Army Air Forces bomber crashed into the Pacific Ocean and disappeared, leaving only a spray of debris and a slick of oil, gasoline, and blood. Then, on the ocean surface, a face appeared. It was that of a young lieutenant, the plane's bombardier, who was struggling to a life raft and pulling himself aboard. So began one of the most extraordinary odysseys of the Second World War.
10. ***We Should Hang Out Sometime: Embarrassingly, a True Story*** by Josh Sundquist 2014  
A bright, poignant, and deeply funny autobiographical account of coming of age as an amputee cancer survivor, from Josh Sundquist: Paralympic ski racer, YouTube star, and motivational speaker.

SEE NEXT PAGE for English 10 Honors Annotation Guide

**English 10 Honors Annotation Guidelines for Narrative Nonfiction**

**Learning Target:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text (RL.2.1)

**Success Criteria (I can...):**

1. Summarize what explicitly occurs in the text using textual evidence
2. Make logical inferences about what occurs in the text using textual evidence
3. Explain how my textual evidence supports my inferences and interpretations of the text

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

**Why is marking a book vital to reading it?**

- It keeps you awake!
- Reading, if it is active, is thinking and thinking tends to express itself in words, spoken or written.
- Writing your reactions down helps you to remember the thoughts of the author.

**HOW TO ANNOTATE:** For the sake of standardization of annotating and for grading purposes, your book notes should follow this format:

**DO NOT:** use excessive highlighter; or underline large volumes of the text.

1. **Inside front cover:** list major characters with a small space for character summary and for page references for key scenes.
2. **Inside back cover:** themes/central ideas, images, symbols, key scenes, plot line. Plot line is just a few words to show the progression of the major action.
3. **Chapter summaries:** brief summary at the end of each chapter: A sentence or two.
4. **Underlining (or post-it-notes)** major points that you find important, confusing, interesting, or surprising, or for important forceful statements of stylistic devices (imagery, tone, allusion, metaphors, similes)
5. **Page Margins: Interpretive notes** about character, central ideas, questions and/or remarks that refer to the meaning of the page

**WHAT TO ANNOTATE FOR:** Below, are the literary elements that should be annotating for in your book:

1. **Conflict** – Both internal and external conflicts
2. **Motifs and thematic/ universal ideas (3-5)** Here is a list of common thematic ideas to look for:

<ul style="list-style-type: none"> <li>• betrayal</li> <li>• coming of age</li> <li>• competition</li> <li>• courage</li> <li>• death</li> </ul>	<ul style="list-style-type: none"> <li>• escape</li> <li>• family</li> <li>• forgiveness</li> <li>• freedom</li> <li>• guilt</li> </ul>	<ul style="list-style-type: none"> <li>• hardship</li> <li>• heroism</li> <li>• identity</li> <li>• individuality</li> <li>• love</li> </ul>	<ul style="list-style-type: none"> <li>• prejudice</li> <li>• pride</li> <li>• revenge</li> <li>• trust</li> <li>• war</li> </ul>
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3. **Character-** Details about the main character/protagonist, such as...
  - Character traits
  - How the main character develops over the course of the text
  - Lessons learned about life
  - The author’s point of view: tone, diction, syntax
  - The author’s purpose for writing this text: What is the author’s intention in writing this book? Is the main purpose to entertain, inform or persuade us about something?
4. **Major Plot Events-** As you read, make sure that you **identify the setting, the inciting force, the rising action, climax, falling action, and resolution**, specifically as it relates to the main characters.

See below for English 10 GT (Lyceum) Summer Reading Assignment----->

~English 10 GT Summer Reading Assignment~

Welcome to English 10 GT (Lyceum), where we will focus on the act of critical reading and writing through an intensive study of World Literature. Lawrence North High School has high academic standards and expectations for all students, and this class is no exception. ☺

**NOTE FOR PARENTS:** English 10 GT/ Pre-AP students will read Khaled Hosseini’s *A Thousand Splendid Suns* this summer. **This novel is a realistic portrayal of life in Afghanistan, and it contains adult/mature content, including scenes of war and abusive language and acts against women; if you desire an alternative choice, please contact Mrs. Hunter at [juliehunter@msdlt.k12.in.us](mailto:juliehunter@msdlt.k12.in.us)**

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.

Mrs. Julie Hunter  
English Department  
Lawrence North High School

Email: [juliehunter@msdlt.k12.in.us](mailto:juliehunter@msdlt.k12.in.us)

**Assignment Guidelines**

**Directions:** All students who sign up for English 10 GT (Pre-AP) are required to complete the following tasks/assignment and be prepared to discuss the universal themes & developments of several characters in the novel.

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

<b>Task 1: Obtaining <i>A Thousand Splendid Suns</i></b>	Obtain a personal copy of Khaled Hosseini’s <i>A Thousand Splendid Suns</i> .
<b>Task 2: Annotation and Note-Taking</b>	Annotate the book while you read and take notes in the margins. Do NOT just highlight! This allows you to engage in active reading.  <b>Annotations are handwritten notes in the margins of your book (or on post-it notes). Please refer to the “Annotation Guide” below.</b>

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## Task 2 -Annotation Guide

### 1. Read *A Thousand Splendid Suns*.

**Why should you annotate?** “The advantage of having one annotated text instead of a set of note papers **plus** a text should be clear enough: all the information is together and inseparable, with notes very close to the text for easier understanding, and with fewer pieces to keep organized.

**What the reader gets from annotating** is a deeper initial reading and an understanding of the text that lasts. . . much like having a teacher or storyteller with you in the room. If and when you come back to the book, that initial interchange is recorded for you, making an excellent and entirely personal study tool (**Otten AP Central Webpage**).

**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, key images, symbols, key scenes. 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 conflicts that you may encounter:

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

2. **Motifs and thematic/ universal ideas (3-5)** look for:

Here’s a list of motifs and thematic/ universal ideas to

<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.
- **Speech:** What does the character say? How does the character speak?
  - **Thoughts:** What is revealed through the character’s private thoughts and feelings?
  - **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?
  - **Actions:** What does the character do? How does the character behave?
  - **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 force, the rising action, climax, falling action, and resolution**, specifically as it relates to the main characters.