

## **Mrs. Opel's Summer Reading (Honors English 9)**

### **Summer Reading**

One of the course requirements for Honors English 9 is to read and annotate *The Alchemist* by Paulo Coelho before the first day of class. The book may be purchased at any bookstore or on Amazon. Students will quiz over the book on the first day of school and then complete a thorough analysis of the book and various writing assignments. Students will be expected to contribute not only knowledge of the text but also personal insights and analyses.

### **Course Description**

This course focuses on world literature taught in historical and cultural contexts with an emphasis on critical reading and writing. The Socratic Method is an integral component of the course; success in the course requires consistent participation in all activities.

### **Google Classroom Invitations**

(Sign up so you can get information throughout the summer and over the course of the year.)

1st Period: <https://classroom.google.com/c/NjA5Njg4MTg1OTEy?cjc=2uj2dx>

2nd Period: <https://classroom.google.com/c/NjA5Njg1NTc3OTM2?cjc=n5fpkrn>

### **How To Annotate a Text**

Marking and highlighting a text makes you an active reader by allowing you to ask questions, comment on meaning, and mark significant passages. Annotating is a permanent record of your intellectual exchange with the text. Annotating will enable you to discuss the novel with support, evidence, and proof, which will aid in future writing assignments.

- Types of Passages to Mark/Underline
  - Important plot elements – Make a note at the top of the page or in the margin of important plot events.
  - Key Ideas – Mark key ideas and note briefly your reflections about them.
  - Questions – If you have a question about something in the book, write it on the page when the question occurs.
- How to Mark a Text
  - Underline sections that seem important.
  - Draw a line down the margin and underline/highlight key phrases in the passage.

- Use an asterisk next to an important passage. Two asterisks indicate a greater degree of importance, three even more. Note why the passage is important.
- Make marginal notes to respond to ideas in the text. For example, when you come across a character description, write the name of the character in the margin so you can locate that passage easily when needed. Ask questions, label literary elements, or summarize critical events.
- Circle the page number of important passages.
- Use post-it-notes to record important information and/or signify important pages.
- Types of Passages to Highlight
  - Themes
  - Character development
  - Literary devices
  - Symbols
  - Figurative language

### **Paulo Coelho's Comment on *The Alchemist***

In an interview with Oprah Paulo Coelho was asked, “So is your dream—your dream to be a writer—is that the same thing as what you refer to in *The Alchemist* as a Personal Legend?” Coelho responded with: “A Personal Legend is the reason you are here. It's as simple as that. You can fill your hours and days with things that are meaningless. But you *know* you have a reason to be here. It is the only thing that gives you enthusiasm.”

### **The Alchemist Reading Guide**

- These questions should help you better understand the novel and help you reflect on the important themes.
- You may see questions similar to these on a quiz, test, or writing assignment.
- You do not have to answer these questions, but I highly recommend you look them over and know the answers.

### **Part I**

1. Why does Coelho open with the modified myth of Narcissus? How does the new version differ from the original one? How does it change the myth's meaning? What might the author be suggesting about how we perceive the world and ourselves?
2. The novel opens with Santiago thinking about his sheep. What does he observe about their existence? How might the sheep symbolize the way some people live

their lives? How does his observation that they “have forgotten to rely on their own instincts” foreshadow later events in the story?

3. How does Santiago’s father react when his son tells him that he wants to travel?(p.9) Why does he react this way and how does it affect Santiago?
4. To what degree is his father’s observation about travelers (“They come in search of new things, but when they leave they are basically the same people they were when they arrived.”) true about Santiago?
5. Why does the old fortune teller say that Santiago’s dream is difficult to interpret?(p.12-14). Why is Santiago suspicious of her?
6. The old man tells Santiago the story about the miner and the emerald on p. 24. How does it connect to Santiago’s situation? What does he mean when he says that “treasure is uncovered by the force of flowing water, and it is buried by the same currents”? What does this quote have to do with the miner/emerald story?
7. What point does the old man’s story about the boy in the castle and the drops of oil (p.30-32) make? How might this story apply to us in our modern lives?
8. How does the King assist Santiago in recognizing omens? When does Santiago use this help?
9. How do Santiago’s thoughts and perceptions about himself and the world begin to change on pp. 42-44? Describe three things that Santiago sees now that he had never noticed before.

## **Part II- The boy approached the guard at the front of the door (p.104)**

1. What lessons does Santiago learn by working at the crystal shop? Why do you think Coelho chose crystal? How does the crystal merchant’s explanation for not taking the pilgrimage to Mecca (p.55) highlight the difference between Santiago and the merchant? What effect does the merchant say Santiago has had on him?
2. The Englishman and his goals are described on pp.65-70. What is he looking for? What does he demonstrate to Santiago that he already knows? On p. 78, he says that the progress made at the crystal shop is an example of the principle of the Soul of the World. What does he mean? How does he define this? How does he connect the idea to the relationship between the caravan and the desert?
3. The oasis is described in great detail. How does its lushness, laughter and color reflect what Santiago finds there? Where else in the story does Coelho provide details about the physical setting in order to lend more meaning to the events which occur there?

4. Explain how Santiago's union with Fatima represents the Language of the World, according to Santiago on p.93. Why does Fatima accept that her new husband wanders the desert, as she explains on p.98?

## **Part II (The boy approached the guard at the front of the door)-End**

1. What is the meaning of the two dead hawks and the falcon in the oasis? How does this omen change Santiago's status in society?
2. During his trek through the desert with the alchemist, Santiago is told of many basic truths. The alchemist says, "There is only one way to learn. It's through action. Everything you need to know you have learned through your journey" (p.125). What are some of the things Santiago has learned through action?
3. Why do you think the alchemist tells Santiago the story about the man's dream about the two sons (the poet and the soldier) on p. 156?
4. Why did Santiago have to go through the dangers of the tribal wars on the outskirts of the oasis in order to reach the Pyramids? At this point, the boy remembers the old proverb: "The darkest hour of the night came just before the dawn." How does this apply to his situation now? At the end of the journey, why did the Alchemist leave Santiago alone to complete it?
5. Earlier in the story, the Alchemist told Santiago "when you possess great treasures within you, and try to tell others of them, seldom are you believed." At the end of the story, how did this simple lesson change Santiago's life? How did it lead him back to the treasure he was looking for?

**Paragraph Graphic Organizer:** This is a template to help you plan out a paragraph. This structure will be used for all writing assignments, beginning with the first day Quiz over *The Alchemist*.

### **Paragraph Elements**

Topic Sentence	<ul style="list-style-type: none"><li>● <b>The first sentence in a paragraph</b></li><li>● Expresses the main idea of the paragraph (Claim)</li></ul>
Evidence	<ul style="list-style-type: none"><li>● Used to develop the topic: well-chosen, relevant, and sufficient facts, extended definitions, concrete details,</li></ul>

	quotations, or other information <ul style="list-style-type: none"> <li>● Cited (in-text citation) Textual Evidence</li> </ul>
Elaboration	<ul style="list-style-type: none"> <li>● Explains how and why the evidence supports the topic sentence             <ul style="list-style-type: none"> <li>○ From this evidence, people can infer...</li> <li>○ This evidence proves...</li> </ul> </li> </ul>
Transitional Element	<ul style="list-style-type: none"> <li>● <b>Use a transitional strategy to clarify the relationship between the two pieces of evidence/elaboration</b></li> </ul>
Synthesis	<ul style="list-style-type: none"> <li>● Connect main ideas together and back to claim</li> </ul>
Concluding Statement	<ul style="list-style-type: none"> <li>● <b>The last sentence in a paragraph.</b></li> <li>● Summarize the main idea of the paragraph.</li> <li>● If the paragraph is part of an essay, the concluding sentence also transitions to the next paragraph.</li> </ul>

## Paragraph Structure

Topic Sentence	
Evidence/Elaboration	
Transitional Element	
Evidence/Elaboration	
Synthesis	
Concluding Statement	



## Summer Reading for Honors 10 American Literature - 2023/2024

Sophomores enrolled in Honors 10 American Literature must read and annotate Thomas Mullen's *The Last Town on Earth* before the first day of class in August. Please be prepared to take a short response test over the book, engage in several days of discussion, and compose an argumentative essay during the first few weeks of school. Annotations may be checked and graded within the first few weeks and can be used on the first day exam. Questions or concerns can be emailed to [brett\\_thompson@amherstk12.org](mailto:brett_thompson@amherstk12.org).

### Annotating Text

Reading and constructing meaning from a text is a complex and active process. As *active readers*, students should have questions in mind while reading a text. As students read, the goal should be to find the answers to these questions. Students should also have a pen/pencil in hand so that they can *annotate* their texts. As the word suggests, annotation is simply *taking notes* in a book. Unlike *highlighting* alone, which is a passive activity, the process of annotating text helps students to stay focused and involved with the text. The process of taking notes while reading will help students to concentrate better and retain more. It will also help students to monitor and improve comprehension. In theory, annotating text should improve the depth of understanding for each student, leading to better discussion, writing, and test scores.

#### Suggestions for annotating text include the following:

- Labeling and interpreting literary devices (metaphor, simile, imagery, personification, symbolism, alliteration, etc.)
- Labeling and explaining the writer's rhetorical devices and elements of style (tone, diction, syntax, narrative pace, use of figurative language, etc.)
- Labeling main ideas and supportive details/evidence that lead readers to conclusions about text
- Writing questions that the reader poses (this would be helpful during class discussions)
- Making connections to other texts or experiences (again...this would be helpful during class discussions)
- Summarizing what is read
- Identifying themes

#### How to mark a text:

- Underline sections that seem important
- Draw a line down the margin and highlight key phrases in the passage
- Use an asterisk next to key passages
- Make marginal notes to respond to ideas in the text and refer to them in writing and discussion
- If using a book from the library or borrowed from another student, post-it notes may be the best tool to annotate text. Post-it notes can be color-coded to help students stay organized (for example, inspiring quotes can be blue, historical background can be yellow, etc.).

## **Questions (and Answers) students may have about annotating:**

### **1. Do I have to buy the books?**

Buying the book is optional. However, when it comes to annotating, it is easier to highlight and write in the margins; otherwise students will have to annotate on post-it notes which they will have to remove upon returning it to the library. Digital texts are fine, but annotations would need to be made on a separate notebook (which is an acceptable way to annotate).

### **2. How much do I have to annotate?**

The amount of annotation is not as important as the quality. However, students should avoid enormous gaps throughout the book that may indicate skipping of pages. Every chapter should have some annotation. On the other hand, students should not annotate excessively to the point of slowing reading down. Annotation is meant to help, not hinder, comprehension.

### **3. Will I be graded on the annotation?**

Sort of. I know that is a wishy-washy answer, so let me explain. If class discussions go well and most (if not all) students do well on the first few assignments, there will be no need for me to grade them. If I feel that some students failed to read the book, I may conduct a surprise annotation inspection.

### **4. How will it be assessed?**

When assessing annotation, I will grade students on the way they incorporate key points into discussion. It may be helpful to have a “cheatsheet” available for the first few days as a guide to important quotations, questions, and passages.

### **5. Why would you make your students read a book over the summer?**

*The Last Town on Earth* is a multi-layered book filled with interesting characters, creative plot twists, and moral dilemmas. The book typically leads to great discussions, solid essays, and engaging projects. Reading over the summer will keep your mind fresh in the summer. And as a bonus...most students have really enjoyed the book in the past.

## **Book summary:**

When people in town fall victim to the Spanish Flu, themes of morality, friendship, and survival all come to the forefront as the citizens of Commonwealth try to stay united amidst a global pandemic. Sound familiar? We can definitely make some connections between this novel and what has transpired the past few years in modern society.

Note: When I get my class lists, I will send out an invitation to my summer Honors 10 American Literature Google Classroom. Please accept my invitation for updates on summer reading. If you don't see an invitation, the code is yuzfzd7.

I look forward to seeing you in the fall! Have a great summer!

Mr. Thompson



# AP Language & Composition Summer Reading Assignment

Welcome to AP Language and Composition! I am very excited to have you in class this year. The AP reading list was developed using recommendations from College Board, AP English Language curriculum, and award-winning non-fiction with a Lexile score of 1000 or above. *The content of these books can be sensitive in nature. Parents are advised to review the list, read summaries of the books, and assist students in determining which books are appropriate for them.*



Digital copies of the books are not recommended as students cannot use technology during in-class writing.

- All books are available in audio format on Amazon Audible for free with a 30-day trial. This can be used as an accompaniment to the actual book.
- I also suggest the library and youtube for audiobooks.

The Summer Reading Argument Activity will be the first graded assignment for students, and it is due the first day of school.

If you have any questions please feel free to email me or stop by my room (506). If you email over the summer it may take me a little while to respond as I only check my email about once a week.

Sincerely,  
Mrs. Allison Allen  
[allison\\_allen@amherstk12.org](mailto:allison_allen@amherstk12.org)

P.s. If you have not already read [How to Read Literature Like a Professor](#) by Thomas C Foster, it is highly suggested that you do so. All Honors and AP students will greatly benefit from this book.

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## Steps to Take

**Step One:** Choose and read ONE non-fiction book from the [list](#). Once you have made your book choice please fill out this [Google Form](#). You can view student responses [HERE](#). Students cannot overlap books, so please check the response list BEFORE submitting the Google Form.

**Step Two:** Complete the [AP Language & Composition Summer Reading Activity](#), identifying the argument and various components of the text (with page numbers). Come to class on the first day of school ready to submit your assignment and complete the related presentation/essay. The activity is already on Google Classroom with a copy made for you. Make sure to watch the review videos on this document!

Join Google Classroom  
with Code **tpqssmm** to  
access your activity.

**Step Three:** Annotate your readings to use as evidence and make sure to bring your book to class prepared to write. Annotation tips are listed [here](#).

# AP Literature Summer Reading Assignment: 2023-2024

The following AP reading list was developed using recommendations from College Board and AP English Literature curriculum. *The content of these books can be sensitive in nature. Parents are advised to review the list, read summaries of the books, and assist students in determining which books are appropriate for them.*



The Summer Reading Annotations will be the first graded assignment for the students and they are due the first day of school. Digital copies of the books are **not** recommended. Students cannot use technology during in-class writing.

- All books are available in audio format on Amazon Audible for free with a 30-day free trial. This can be used as an accompaniment to the actual book.

**Step One:** Choose and read ONE book from the list below.

**Step Two:** Annotate your summer reading choice to use as evidence in future assignments. Prompts will be given in class- Bring your book to class and be prepared to write. Annotation tips are listed below. Students should have a few discussion questions ready for the first day of class and be prepared to discuss their novel. Students should also be ready to complete a related presentation and essay over their summer reading book during the first few weeks of school.

Annotating text will be a crucial practice in AP Literature. I will check your annotations for your novel on the first day of class. Try your best to follow the tips below but email with any questions!

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## **Step 1: Book List- Choose ONE for your summer reading assignment**

- *One Flew Over the Cuckoo's Nest* by Ken Kesey\*
- *I Know Why The Caged Bird Sings* by Maya Angelou\*
- *Native Son* by Richard Wright \*
- *Wuthering Heights* by Emily Bronte
- *Jane Eyre* by Charlotte Bronte

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**\*Reminder:** *\*The content of these books can be sensitive in nature. Parents are advised to review the list, read summaries of the books, and assist students in determining which books are appropriate for them.*

**\*\*Underlined titles are most commonly mentioned on the AP Literature Exam**

# AP Literature Summer Reading Assignment: 2023-2024

## Step 2: Annotation Guide

### Annotation Guide: Margin Notes and Color Marking

Margin notes [can be on sticky notes if you prefer] in which you do the following (this list is not exhaustive):

- Write your personal response to the text.
- Note implications of the text.
- Note the author's purpose as well as his/her technique.
- Explain the significance of the text.
- Define unknown vocabulary.

### Annotations Tips

#### *What NOT To Do*

- Don't use a highlighter that will bleed. I suggest a Mildliner.
- Don't mark large volumes of text – You want important points to stand out. Although we all know that everything can't be important, we often highlight all of the text on the page. Avoid this to help the key points stand out.

#### *What To Do*

- Mark the text with a pencil, pen, or, even better, colored fine-tipped pens.
- Underline sentences that contain a main idea or important new piece of information/development.
- Write the passage topic in the margin as a reminder – Just a word or two.
- Write questions in the margin – When you don't understand something or when you don't understand the author's thought process on a particular topic, write the question in the margin as a reminder to settle the question.
- Circle new and unfamiliar words – Look them up as soon as possible.
- Add your or other author's perspectives in the margins – Other authors have surely written on the same subject. What do they say? Do they agree with this author? If not, what do they say? Add these ideas in the margins.
- Draw arrows to related ideas – Or unrelated ideas...

*Annotate for repetition, shifts, tone, and author's purpose.*

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Please don't hesitate to reach out if you have any questions and I will get back to you as soon as I can! My email address is [janine\\_new@amherstk12.org](mailto:janine_new@amherstk12.org). Although, please be advised that I am not available as much during the summer months, but I will respond when I can.

Please join Google Classroom: *AP Literature 2023-2024*

Class code: **caln75a**

Class link: <https://classroom.google.com/c/NTE4ODg5Njk2NjY3?cjc=caln75a>