



May 17, 2024

Dear Honors English 10 Classics Student,

Welcome to Honors English 10. Starting now, you are part of a rigorous but rewarding English course that will build on the reading, writing, and analysis skills learned during freshman year. This class is designed for students with intellectual curiosity, a strong work ethic, and a willingness to participate in lively discussion.

There are **two novels**, which are **required summer reading** in preparation for Honors English 10. Both novels are available in local libraries, for purchase at a major bookstore (e.g. Barnes and Noble, Half-Price Books), or through an online vendor (e.g. Amazon.com). There will be a few copies avail in the main office of the school to sign out as well.

1. *Lord of the Flies* by William Golding paperback ISBN: 978-0-399-50148-7
2. *The Nickel Boys* by Colson Whitehead paperback ISBN: 978-0-345-80434-1

The intent of this assignment (attached at the end of this letter) is not to create busy work but rather to put into practice reading skills that will encourage you to . . .

- learn to read more carefully and critically.
- become engaged with the subject matter—question it, agree with it, disagree with it, compare it to other issues, make connections.
- come to see reading and writing as a way of exploring and learning about a subject, rather than just a product to be judged.
- move from merely summarizing material into analyzing, interpreting and evaluating material.
- make meaning for yourself rather than look to teachers for the “right answers.”
- and become a more effective reader and thinker.

I recommend reading the novels and completing the assignment close to the start of school so the material is fresh in your mind when you begin class. Expect an exam within the first couple weeks of class to demonstrate your understanding of the novels and effectiveness of your reading strategies.

The summer reading aside, take time to laze and linger about so you come to class refreshed and eager to read, write, and discuss. Please feel free to email me if you have any questions or concerns. I look forward to our time together in the fall.

Sincerely,

Ms. Dominguez

AP Literature and Composition Teacher

Model UN Co-Advisor

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Summer Reading Assignment Due on the First Day of School

1. Read both *Lord of the Flies* and *Nickel Boys*.
2. For each novel, **annotate five** passages you marked with questions and comment on themes, character development, or figurative language (symbols, similes, metaphors, etc.) If borrowing a book, photocopy selected pages from the text and annotate those. Passages should be a half to a whole page in length. Although the optimal way to interact with this text is to read a print version, you may search the internet for a pdf full text version of the novel and print pages from that source to annotate as well.
3. Select **ONE character from each novel** that you see sharing some similarities with each other, and complete the Character Comparison Chart on the next page. Use specific details and quotations from the text. Cite pages numbers too. Please be sure your writing is legible so your insight can be recognized and given full credit.
4. On the first day of school, please have each part of the assignment completed, printed on paper, and stapled with the character chart on top and the annotated pages on the bottom.

The exam on the summer reading will assess the following:

- student's ability to organize details and provide logical reasoning to support their interpretation of a quotation from the text
- student's ability to interpret meaning from basic literary devices (metaphor, symbolism, personification, and irony) and types of character development
- student's recall and comprehension through active reading strategies (e.g., annotation, understanding words in context, using inference to glean knowledge from what is written in the text and unwritten in the text, questioning ideas in the text, summarizing chapters, etc.)

This exam will be given the week after Labor Day weekend.

HE 10 Classic Character Comparison Chart **Name:**

Question		
What does each character want?		
What are his motives for wanting this?		
Where in the story is this made clear in the reader?		
Question		

<p>How do we learn what each character wants? Note dialogue, actions, interior thinking</p>		
<p>Who and/or what stands in the way of his achieving it?</p>		
<p>What does that desire set in motion?</p>		

No AI tools or AI-generated content may be used for assignments unless specifically instructed or guided by the teacher.

BSM Book Policy Update

Beginning in the fall of 2023, the English Department at BSM is *strongly recommending* that students purchase their own copies of books. As a department, we have noticed a drastic increase in reading comprehension and analytical skills when students engage in active reading by annotating their texts. This observation is supported by countless studies.

For instance, annotating develops metacognition, writing growth, and deeper understanding while improving student learning outcomes (Johnson). Additionally, annotating can help students break down complex texts (Lloyd et al).

Although we recognize that buying books poses an additional expense for families, we believe the benefits are worth the investment. With that said, we will have books available for families who choose not to purchase them; however, in most cases, students will not be able to annotate the texts, although we will provide transparent post-it notes.

Book lists and purchase information will be available the first day of class.

For further reading:

Corrigan, Paul T. "[Attending to the Act of Reading: Critical Reading, Contemplative Reading, and Active Reading.](#)"

Johnson, Matthew. "[How Students and Teachers Benefit from Students Annotating Their Own Writing.](#)"

Lloyd, Zena, et. Al. "[Using the Annotating Strategy to Improve Students' Academic Achievement in Social Studies.](#)"

Active Reading Strategies and Test Preparation

Choose the strategies that work best for you or that best suit your purpose.

- **Identify and define any unfamiliar terms.**
- **Bracket the main idea or thesis of the reading, and put an asterisk next to it.** Pay particular attention to the introduction or opening paragraphs to locate this information.
- **Put down your highlighter. Make marginal notes or comments instead.** Every time you feel the urge to highlight something, write instead. You can summarize the text, ask questions, give assent, protest vehemently. You can also write down key words to help you recall where important points are discussed. Above all, strive to enter into a dialogue with the author.
- **Write questions in the margins, and then answer the questions in a reading journal or on a separate piece of paper.**
- **Make outlines, flow charts, or diagrams that help you to map and to understand ideas visually.**
- **Write a summary of an essay or chapter in your own words.** Do this in less than a page. Capture the essential ideas and perhaps one or two key examples. This approach offers a great way to be sure that you know what the reading really says or is about.
- **Write your own exam question based on the reading.**
- **Teach what you have learned to someone else!** Research clearly shows that teaching is one of the most effective ways to learn. If you try to explain aloud what you have been studying, (1) you'll transfer the information from short-term to long-term memory, and (2) you'll quickly discover what you understand — and what you don't.

Taken from The McGraw Center for Teaching and Learning at Princeton University, 2016.