

Honors English 9 AHS Independent Reading Assignment / 2025-2065

Students taking Honors English are required to complete the independent reading assignment. The summer reading assignment points. This assignment requires students to **read three selected chapters from *How to Read Literature Like a Professor for Kids* by Robert Foster AS WELL AS the novel, *The Hunger Games* by Suzanne Collins**, independently and complete a written application assignment (150 points). **An open-book test over the required selections will be given the third week of the course (150 points). An plagiarism or AI use on this project is strictly prohibited and will result in a zero.**

The due date is the date of the first progress report of the 1st 9-weeks grading period when students have English whether during first semester or second semester. **NO LATE SUBMISSIONS WILL BE ACCEPTED. New enrollments will be given one month from their first day to complete all independent reading assignments.**

WRITTEN TASK (150 points on 2nd 9-week average):

Application Written Assignment with MLA citations and be prepared for a test over the novel

- a. **Students need to read Foster's chapters BEFORE the novel**
- b. Written prompt for each assigned chapter TYPED, DOUBLE-SPACED, and follow MLA format. You will have three paragraphs total. (minimum of 300 words EACH)
- c. Use and correctly document any quoted material from Foster's and/or Collins's novel, following MLA citation guidelines.
- d. For help with MLA citation and formatting guidelines, be sure to consult the Online Writing Lab from Purdue University, often referred to as Purdue OWL:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Writing Prompts:

1. In *How to Read Literature Like a Professor*, Thomas C. Foster (not Stephen Foster) introduces the idea in Chapter 1 that "every trip is a quest." According to Foster, a quest consists of five elements:

1. A quester
2. A destination
3. A stated reason to go
4. Challenges and trials
5. A real reason to go (which is often self-discovery)

Apply this concept to *The Hunger Games* by identifying how Katniss Everdeen's journey aligns with Foster's definition of a quest. Who is the quester, and what is the stated reason for the journey? What obstacles does Katniss face along the way? Most importantly, what does she learn about herself and the world around her? Use specific examples from the novel to support your response with citations.

2. In Chapter 12, Foster argues that many novels contain messages, whether intentional or not. He explains that literature often reflects the social and political concerns of its time, critiquing power structures, injustice, and societal issues.

Apply this idea to *The Hunger Games*. What political themes or critiques does Suzanne Collins embed in the novel? Consider issues such as government control, economic inequality, media influence, or resistance to oppression. How do specific characters, settings, or events reflect these ideas? Support your response with examples from the text, and explain how Collins uses *The Hunger Games* to comment on real-world issues.

3. In Chapter 13, Foster argues that geography in literature is more than just a backdrop—it shapes characters, influences plot, and symbolizes deeper themes.

Apply this idea to *The Hunger Games*. How does the geography of Panem—including the different districts, the Capitol, and the arena—affect the story? What do these locations symbolize? How does Katniss's identity and survival skills connect to her home in District 12? How does the geography of the arena shape the challenges she faces? Use specific examples from the novel to analyze how Suzanne Collins uses geography to develop themes and characters.