

East Union High School - English Honors I

Summer Reading Selections **2026-2027**

If you have any questions or issues, please contact me at jtemps@musd.net

East Union High School Honors English I Summer Reading

THE MISSION

The summer reading program serves two important functions for the Honors English program:

- 1) keep you active as readers, broadening your horizons to see things from another perspective, and
- 2) to keep your brain from getting lazy over summer by writing about what you have read. This will ease your transition into the program.

The summer reading assignments will be part of your grade for the first semester.

Your assignment due dates are listed below:

June 26 for **First Book** PowerPoint

July 24 for **Second Book** by submission to turnitin.com.

THE CHALLENGE

Over the summer, you will read the **TWO** selections mentioned in the box below. The following books are available from the public library or you may buy them. **You must read both books.**

PART ONE: PowerPoint assignment due June 26th by 11:59 pm emailed to me at jtemps@musd.net.

Read the following novel (brief summary is included):

- a. **Night** by Elie Wiesel. **Night** is an unadorned recreation of events central to Elie Wiesel's separation from his parents and sisters. It offers the reader a significant commentary on a single family's disappearance into the bloodthirsty jaws of Hitler's monstrous war machine. The inevitability of death and despair produces a paradox: a heart-rendingly pathetic isolation of a young Jew from his relatives and from his belief in God, and a thrilling last-minute rescue of one of America's most beloved humanitarians from multiple onslaughts of sickness, hunger, fatigue, and emotional trauma

After reading the novel, you will create a PowerPoint that shows the main character's journey. The point is to prove that you read the book, understood what the characters went through, and how they changed.

**** Please note that these novels deal with sensitive issues facing young adults such as rape, violence, and death. Parents, please contact me should you have any concerns.***

PowerPoint Requirements:

a. 15-20 sentence summary (describe what happened throughout the entire book). This isn't a "teaser" on a book jacket, so cover all important events, including how the book ends.

b. 12+ of the most important quotes (12+ means you need at least 12, but can have more). You can quote dialogue and/or narration. For this part you need:

a. "Quote" (author pg)

b. 3+ sentences explaining why this quote is important: What happened at this point in the book? How did it change the character? What was learned?

- i. You do not have to answer all/any of the questions, and can choose to write your own thoughts about the quote. I included them to show you an idea of what I'm looking for, ie., this is more than a summary. Tell me why this quote/part matters.
- ii. The 12 quotes should cover the entirety of the book and show the character's complete journey. So, for example, even if you have 12 quotes, but they are only from the first 100 pages, you did not successfully depict the main character's journey, which is the point of the project.

There is no specific number of slides you need, as long as the project follows all mentioned requirements.

REMINDER THIS PART OF THE SUMMER READING IS DUE BY JUNE 26th 11:59PM

Part Two: Required Reading assignment: Due July 24th by 11:59pm on Turnitin.com (see below to setup your account for Turnitin)

I Know Why the Caged Bird Sings by Maya Angelou

Rising out of childhood's bitter memories of a too-long cut-down lavender Easter dress made from "a white woman's once-was-purple throwaway," Marguerite "Maya" Johnson, the central intelligence, or key voice, well into adulthood, recalls in a flashback her fantasy of being suddenly transformed into a white girl and her intense need to be excused from church services. Unable to contain her urine on the church porch, she wets her clothes; then, sure that she will be punished for misbehavior, laughingly embraces her sense of freedom.

TYPED LITERARY ANALYSIS FOR I KNOW WHY THE CAGED BIRD SINGS

Read these questions **BEFORE** you read *I Know Why the Caged Bird Sings*. While you read, you may want to make notes about possible responses that occur to you as you read. **Please Respond to EACH of the questions below in one or two complete paragraphs. Again, that is 1-2 paragraphs per question!!** Use page numbers in parentheses to cite your evidence.

Include the following information at the beginning of the book response:

- Student Name
- Ms. Temps
- English Honors I
- Date (dd/mm/yyyy)

Number your responses as questions are numbered below:

1. Choose a single character from the text. What conflicts impact this character and how does the character change as a result? Use quotes from the text to prove your points. I recommend you use AT LEAST one quote from early in the book and one in the middle or the end.
2. Select and copy a paragraph, or short passage, in the book you consider most important, or highly important. What did you learn from the paragraph or passage?
3. A **theme** is the message the author is trying to convey about a specific topic. **For example:** A recurring theme in *SpongeBob Squarepants* is **that friendship can help you overcome adversity**. The topic is friendship... **the theme is the specific message that is being made about friendship**. Most novels have more than one theme.

Find a theme that is present in this work and **provide 3 pieces of evidence** from the text to support your claim.

4. Describe the most prominent setting in the novel. **How does the setting contribute to the theme?** (provide at least 2 pieces of evidence from the text)
5. What broader social issues does the book address? (ie. poverty, health, feminism, violence, war) Based on the novel, what can you infer the author's stance is on this issue? How do they make this stance? Use evidence to prove your point.

TURNITIN.COM

Your response needs to be submitted to turnitin.com by the due date. Follow the directions below to sign-up for turnitin.com and submit responses.

To **SIGN-UP** for Turnitin.com

1. Go to www.turnitin.com
2. Click on **"Create Account"** at the top of the page, near the **"Sign In"** area
3. Type in your chosen e-mail address into the "E-mail address" box. I recommend that you use your MUSD email address that is your student number followed by @musd.net.
4. Create a password and enter it into the **"Password"** box.
5. Click on **"Student"** below the password box.
6. **Fill in the boxes provided using the following information:**
"Class ID" is 52177150
"class enrollment password" is Summer
7. Continue filling in the boxes using your information.
8. Read the "User Agreement" and click "I agree-create profile"
9. This should take you to the **English I Honors 2026-2027** class page, click the name of the class to enter the class to see the assignments of where to submit.

To **SUBMIT** a document to Turnitin.com

1. **Sign In to turnitin.com using the e-mail address and password you created for the website.**
2. Click on your class: **English I Honors 2026-2027**
3. **You should see the blue button that say "SUBMIT"**
4. Click on whichever SUBMIT button that matches the assignment you are trying to turn in.
5. You can either choose "single file upload" for the drop-down box, or you can choose "cut and paste upload" from the drop-down box.

- a. "Single file upload" requires you to "browse" your computer/documents for the file you want to upload. Once you select your file, and it shows up in the "browse" box, click the "upload" button. **NOTE: you CANNOT upload directly from OneDrive. You must save it to your computer first.**
- b. "Cut and paste upload" requires you to "copy" your text from your document and "paste" it into the box on the screen. Once you paste it into the box (don't worry about formatting), click "upload"
6. Once you click "upload," you should see a preview of your paper.
7. Click the button to SUBMIT.

Your responses should follow the structure below:

P: Prompt/Point = You will embed the question into your answer and then make your point by clearly answering the question.

E: Evidence = This is an exact quote from the text that would serve to support your point. This includes providing necessary context for the quote.

A: Analysis = This is where you would explain what the quote means and how it demonstrates your point. (You will have to do a separate analysis for each quote that you use. It is recommended that you write at least 2 sentences of analysis.)

Ex: P: In the novel *I Know Why the Caged Bird Sings*, the main character, Marguerite, has to deal with several conflicts, such as.....

Additionally, all academic papers are written in 3rd person objective point of view. **This means that you will not use any "I" statements in your writing or any other pronoun usage that denotes 1st person. (ie. we, us, my, mine). Definitely DO NOT write: "I think" or "In my opinion" etc.**

The information below is a guide for you to use when using quotes in your text and when providing analysis of those quotes. Be careful to read through it all and follow the guidelines in your answers. **All of your answers require that you provide evidence from the text to support your point.**

GENERAL TIPS

When you quote, smoothly integrate it into the argument, flow, and syntax of the paper without any logical or grammatical jolts. All borrowed ideas or words need a **signal phrase** that names the author or otherwise alerts the reader that the information is from a source.

The best signal phrases connect the quote to the point you are trying to make:

- George Smith, another supporter of cloning and the President of the Human Cloning Foundation, believes that science fiction works have created hysteria in the popular media. **Smith argues**, “From *Frankenstein* to *The Sixth Day*, our popular media has done nothing but stir up the public’s anxiety about monsters” (25). His views on the popular media tell us . . .
- A view that contradicts Smith’s is articulated by John Brown, **who contends that** “God never intended for man to participate in his acts of creation. He will never condone our interference in his plan for us” (235). Brown makes it clear that . . .

Note that in each of these examples, the quotation is followed by commentary in which the writer further discusses the opinion or information presented. To allow for this in your writing, avoid ending a paragraph with a quote; instead, use another sentence or phrase to emphasize the importance or relevance of that quote for your purposes or thesis.

Sentences containing quotes should be varied in structure for greater readability:

- In the words of researcher Herbert Terrace, “. . .” (page).
- As Flora Davis has noted, “. . .” ().
- The Gardners, Washoe’s trainers, point out that “. . .” ().
- “. . . ,” claims Noam Chomsky ().
- Terrance answers these objections with the following analysis: “. . .” ().

Introductory clauses and phrases should always be logical and grammatical:

- In his essay, Smith states “. . . ”

THE QUOTE SANDWICH

Rule: You may not use a quote in your paper unless it is in a “quote sandwich.”
Introductory statement + evidence/citation + analysis

Example: In her book, Teaching High School, Ms. Schneider argues, “high school students are the hope for the future” (26). Schneider is saying that soon enough high school students will be adults who are running the world and if there is any hope for the future society needs to make sure these high school students are educated and ready to think and communicate clearly.

How to introduce quotations:

_____ (name) states, “_____” (citation).

As the successful _____ (title) _____ (name) puts it, “
_____ (quote)” (citation).

According to _____ (name), “_____” (citation).

In his/her book _____ (title), _____ (name) maintains that
“_____” (citation).

In his/her book _____ (title), _____ (name) asserts that
“_____” (citation).

In _____’s (name) view, “_____” (citation).

_____ (name) agrees when he/she writes, “_____”
(citation).

_____ (name) disagrees when he/she writes,
“_____” (citation).

_____ (name) adds to the argument when she/he writes
“_____” (citation).