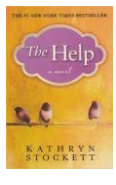
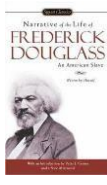
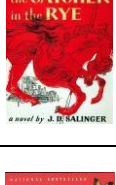
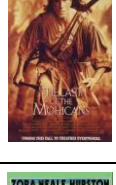


11th GRADE

Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO books below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each book they read. Students will be allowed to use their prepared notes during the assessments.

Fiction Texts: Choose <u>ONE</u>		Nonfiction Texts: Choose <u>ONE</u>	
*May contain sensitive content / L = Lexile measurement		*May contain sensitive content / L = Lexile measurement	
	<i>Native Son</i> by Richard Wright* <i>Native Son</i>, published in 1940, tells the story of a young African American man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Wright's powerful novel is an unsparing reflection on the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America. (700L)		<i>I Never Promised You a Rose Garden</i> by Joanne Greenberg Enveloped in the dark inner kingdom of her schizophrenia, sixteen-year-old Deborah is haunted by private tormentors that isolate her from the outside world. With the reluctant and fearful consent of her parents, she enters a mental hospital where she will spend the next three years battling to regain her sanity with the help of a gifted psychiatrist. (960L)
	<i>The Help</i> by Kathryn Stockett Jackson, Mississippi, 1962: where black maids raise white children, but aren't trusted not to steal the silver. As each woman finds the courage to cross boundaries, they come to depend and rely upon one another. Each is in search of a truth and together they have an extraordinary story to tell. (730L)		<i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass Former slave, impassioned abolitionist, brilliant writer, newspaper editor and eloquent orator whose speeches fired the abolitionist cause, Frederick Douglass (1818–1895) led an astounding life. Physical abuse, deprivation and tragedy plagued his early years, yet through sheer force of character he was able to overcome these obstacles to become a leading spokesman for his people. (1040L)
	<i>Ender's Game</i> by Orson Scott Card* In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. (780L)		<i>Into Thin Air</i> by John Krakauer A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm provides the impetus for <i>Into Thin Air</i>, Krakauer's epic account of the May 1996 disaster. (1320L)
	<i>The Catcher in the Rye</i> by JD Salinger* Holden narrates the story of a couple of days in his sixteen-year-old life, just after he's been expelled from prep school. His constant wry observations about what he encounters, from teachers to phonies, capture the essence of the eternal teenage experience of alienation. (790L)		<i>Profiles in Courage</i> by John F. Kennedy Written in 1955 by the then junior senator from the state of Massachusetts, John F. Kennedy's <i>Profiles in Courage</i> includes the inspiring true accounts of eight unsung heroic acts by American patriots at different junctures in our nation's history. Kennedy's book became an instant classic and was awarded the Pulitzer Prize. (1410L)
	<i>In the Time of the Butterflies</i> by Julia Alvarez* During the last days of the Trujillo dictatorship in the Dominican Republic, three young women, members of a pious Catholic family, who had become committed to the revolutionary overthrow of the regime, were ambushed and assassinated as they drove back from visiting their jailed husbands. Since then the Mirabal sisters have become known as las mariposas (the butterflies) from their underground code names. (910L)		
	<i>The Last of the Mohicans</i> by James Fenimore Cooper Deep in the forests of upper New York State, the woodsman Hawkeye and his loyal Mohican friends Chingachgook and Uncas become embroiled in the bloody battles of the French and Indian War. The abduction of the beautiful Munro sisters, the treachery of the renegade Magua, the ambush of innocent settlers, and the events that lead to the final tragic confrontation create an unforgettable picture of life on the frontier. (930L)		
	<i>Their Eyes Were Watching God</i> by Zora Neale Hurston* <i>Their Eyes Were Watching God</i> tells the life story of Janie, an African-American woman. Hurston's great dialogue captures both the ongoing "war of the sexes," as well as the truces, joys, and tender moments of male-female relations. But equally important are Janie's relationships with other black women. (1080L)		

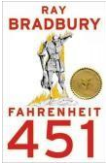
11th GRADE

Level(s): Honors

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each reading journal, students should collect commentary and evidence for the following three areas: (1) text structure and form; (2) the ways in which the novel addresses aspects of American culture such as religion, gender roles, class, and economic stations, social change or justice, political power, science, etc.; (3) the ways in which the novel depicts the place/landscape of America in a real or imagined way, as well as how America interacts with other parts of the world.
3. Students should write an expository essay with the following prompt and directions in mind and be prepared to turn it in on the first day of school.
 - a. Prompt: Embedded in both required novels is social commentary, a critique of aspects of society, rooted in American culture. Write an essay that discusses how *each* text questions and/or reveals the ideals and/or values of America at the time of its publication, and whether their themes are still relevant in the 21st century.
 - b. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to both novels as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



Fahrenheit 451 by Ray Bradbury*

In Bradbury's classic, frightening vision of the future, firemen don't put out fires--they start them in order to burn books. Bradbury's vividly painted society holds up the appearance of happiness as the highest goal--a place where trivial information is good, and knowledge and ideas are bad. (890L)

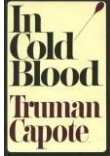


The Scarlet Letter by Nathaniel Hawthorne

The Scarlet Letter is a work of historical fiction that is set in the Puritan Massachusetts Bay Colony during the years 1642 to 1649. The novel tells the story of Hester Prynne, who conceives a daughter through an affair and then struggles to create a new life of repentance and dignity. Containing a number of religious and historic allusions, the book explores themes of legalism, sin, and guilt. (940L)

11th GRADE
Level(s): AP Language and Composition

1. Students should read the two required texts below.
2. Students should keep a dialectical journal on each text and be prepared to turn both journals in on the first day of school. Dialectical journals have two columns and encourage active thinking about a text. On the left side, students should copy lines or passages they feel are stylistically important. On the right side, students should discuss the quote's impact on the work as a whole. In each dialectical journal students should discuss structure and form of the text, development of narrative voice, effective use of literary devices (such as diction, syntax, detail, tone, and imagery), themes and passages that develop those themes, or anything else they feel is relevant. It is okay to use "I" in journal responses, but students should keep in mind such a choice is *only appropriate in informal journal responses*. At a minimum, students should have 15-20 responses in each journal.
3. Students should choose *one* of the books and corresponding prompts below, write an expository essay, and be prepared to turn it in on the first day of school. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to the text as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
 - a. Prompt 1: Truman Capote claims to have produced the first "nonfiction novel" in writing *In Cold Blood*. Describe how the book blends the factual reporting of journalism with the narrative techniques of fiction writing, and the result of such a combination.
 - b. Prompt 2: There are many themes in F. Scott Fitzgerald's *The Great Gatsby*. Give some examples of how the author uses narrative techniques to develop themes throughout the novel and what Fitzgerald might be using them to say about American culture.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

Fiction Text: REQUIRED Read		Nonfiction Text: REQUIRED Read	
*May contain sensitive content / L = Lexile measurement		*May contain sensitive content / L = Lexile measurement	
	<i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Great Gatsby</i>, F. Scott Fitzgerald's third book, stands as the supreme achievement of his career. This exemplary novel of the Jazz Age has been acclaimed by generations of readers. The story of the fabulously wealthy Jay Gatsby and his love for the beautiful Daisy Buchanan is an exquisitely crafted tale of America in the 1920s. (1010L)		<i>In Cold Blood</i> by Truman Capote* Capote's <i>In Cold Blood</i> is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L)