HONORS LANGUAGE ARTS 10
Summer Reading Information
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Welcome to Honors LA10! Through the exploration of American literature, this class will continue to develop critical reading, critical thinking, analytical discussion, and academic writing skills.

It is imperative that students have a strong foundation in the following areas:

- Critical reading
- Active reading strategies, including annotations, to facilitate a greater understanding
- Class discussion techniques
- Developed essay structure
- Analytical writing
- Grammar and mechanics

In preparation for the start of the 2026-27 school year, you are reading and analyzing three texts and completing the corresponding assignment. Summer work is necessary for Honors and AP courses in order to help students build prior knowledge that is essential for the curriculum at the beginning of the school year. ***You are expected to turn in your novels on the first day of school. This is our content for the first 2-3 weeks of school.***

SUMMER READING SELECTIONS:

1. *The Scarlet Letter* by Nathaniel Hawthorne
2. *Uncle Tom's Cabin* by Harriet Beecher Stowe or *Black Boy* Richard Wright
3. Contemporary choice read–please see details on the following page

SUMMER READING ASSIGNMENT:

- Sign up for our **Remind ASAP**: If you don't sign up and you miss information, that is on you.
- **Text 81010**
    - **The message content is @honors262**

- **SUMMER READING SELECTIONS:**
- 1. *The Scarlet Letter* by Nathaniel Hawthorne
- 2. *Uncle Tom's Cabin* by Harriet Beecher Stowe or *Black Boy* by Richard Wright
- 3. A choice read that deals with a present day American social or cultural issue
    - It is understood that novels chosen here are approved by a parent/guardian
    - Some sources for novel choice selection are below:
        - 1. Google YA Social Justice novels--many will be displayed
        - 2. https://socialjusticebooks.org/booklists/young-adult-fiction
        - 3. www.epicreads.com/blog/social-justice-ya-books

- **IMPORTANT–Mrs. Millard's options from LA 9 Honors ARE OFF LIMITS.** 1. These include the following but are not limited to the following: *The Lines We Cross* by Randa Abdel-Fattah; *Dear Martin* by Nick Stone; *eleanor & park* by Rainbow Rowell; *The Curious Incident of the Dog in the Nighttime* by Mark Haddon; *The Sun is Also a Star* by Nicola Yoon; *Every Falling Star* by Sungju Lee; *How Dare the Sun Rise* by Uwiringiyimana, Sandra; *Americanized: Rebel Without A Green Card* by Sarah Saedi; *All American Boys* by Jason Reynolds; *A Very Large Expanse of Sea* by Tahereh Mafi
- ****ANY OTHER BOOKS THAT WERE OPTIONS AT ANY POINT DURING LA 9 or LA 9 Honors AND any pieces we may read as a class (*The House on Mango Street, Of Mice and Men, The Crucible, The Grapes of Wrath*) ARE NOT OPTIONS FOR SUMMER READING.****

- Annotations: Each selection must be fully annotated. Annotating is an active reading strategy that allows the reader to stop and develop a richer understanding of the text. These are ***notes*** that *you* add to the text that provide an enriched understanding. ***Annotations should provide analysis and critical commentary.*** Strong suggestions for annotating include the following:
  - Identification and brief characterization of the main character
  - Identification and brief characterization of other major characters who interact with the main character
  - Identify and characterize the setting and its tone or mood. What specific words or images support this and how?
  - Identify and characterize the time period and its mood. What specific words or images support this and how?
  - What major challenges must be overcome for the main character to be successful? Why?
  - What are the major barriers to this success? How? Why?
  - How and why do characters grow or change?
  - What connections do you see to the time period, to characters, to conflict, to themes, to other literary works? How? Why?
  - Are there literary techniques? How and why are they used?
  - Is there vocabulary that needs clarification? Clarify it and discuss its use.
  - *In essence, be a critical reader. What is the author doing? How is he/she accomplishing this? And why? Always ask yourself, "Why?" This will lead you to quality annotation. Please notice that none of these points ask you to summarize.*

Novel Focus Annotations (if desired):

- *The Scarlet Letter*: character development, setting, symbol, motif, theme, historical connections

- *Uncle Tom's Cabin* or *Black Boy:* character development, motif, theme, historical connections
- Choice read–author's craft

Your annotations must follow one of the formats below:

- You underline or highlight ***AND*** take notes in the margins. The underlines or highlights **do not** replace the notes, but rather, they draw attention to the passage being discussed in your annotations. If you use this method, you will be required to write your name in ink along each side of the book.
- You can use sticky notes if you do not wish to write in your books. You can annotate on the sticky notes and place them in the appropriate places. If you use this method, it should be clear what passage is being discussed on each note. The correct page number must also appear on each sticky note.

Expectations:

- I know that you spent time on annotations in Honors LA9. Your annotations must be QUALITY and APPROPRIATE.
  - *Annotations are **not** merely underlining and labeling or recalling/summarizing the plot*
  - *Personal reactions are off limits*
  - *Comments like "yikes!", "me too!" or any other comment that does not build the academics of the assignment will work against your grade*
- As previously stated, your novels will be turned in on the first day of school. Late credit (10% deduction for each day it is late) will be given to those turned in after the first day of school.
- Your grades will be weighted. This assignment will be in a larger category. You have roughly 2 ½ months to complete this assignment, and the quality of work turned in *must* reflect this.
- You should also be prepared to take a test, write, and/or engage in a Socratic seminar on each book. If you complete your books early in the summer, you should take time and review before returning to school in August. *You are expected to know and retain the details.*
- You will be graded on your insight as well as your ability to follow directions. Merely completing the assignment will not earn you full credit.
- The final sheet of this packet provides examples for the quality of annotation expected.
- I will be looking for an average of one quality annotation every3-4 pages.

Book Descriptions:

***The Scarlet Letter* by Nathaniel Hawthorne**
Interest Level: High School

The classic nineteenth-century work focuses on the consequences of individuality and guilt in Puritan New England.

Uncle Tom's Cabin

Interest Level: High School

Stowe creates an emotional plea to Northern readers in support of the Civil War effort.

Black Boy

Interest Level: High School

Wright shares his experiences growing up in the south and his eventual move north, all while trying to figure out where he fits in regarding America's ideals.

Choice read–will vary, please read the previous info for do's and dont's

"diseased" dog coming towards the Finch house.

"Mr. Finch!" she shouted. "This is Cal. I swear to God there's a mad dog down the street a piece—he's comin' this way, yes sir, he's—Mr. Finch, I declare he is—old Tim Johnson, yes sir . . . yessir . . . yes—"

She hung up and shook her head when we tried to ask her what Atticus had said. She rattled the telephone hook and said, "Miss Eula May—now ma'am, I'm through talkin' to Mr. Finch, please don't connect me no more—listen, Miss Eula May, can you call Miss Rachel and Miss Stephanie Crawford and whoever's got a phone on this street and tell 'em a mad dog's comin'? Please ma'am!"

Calpurnia listened. "I know it's February, Miss Eula May, but I know a mad dog when I see one. Please ma'am hurry!"

Calpurnia asked Jem, "Radleys got a phone?"

Jem looked in the book and said no. "They won't come out anyway, Cal."

"I don't care, I'm gonna tell 'em."

She ran to the front porch, Jem and I at her heels. "You stay in that house!" she yelled.

Calpurnia's message had been received by the neighborhood. Every wood door within our range of vision was closed tight. We saw no trace of Tim Johnson. We watched Calpurnia running toward the Radley Place, holding her skirt and apron above her knees. She went up to the front steps and banged on the door. She got no answer, and she shouted, "Mr. Nathan, Mr. Arthur, mad dog's comin'! Mad dog's comin'!"

"She's supposed to go around in back," I said.

Jem shook his head. "Don't make any difference now," he said.

Calpurnia pounded on the door in vain. No one acknowledged her warning; no one seemed to have heard it.

As Calpurnia sprinted to the back porch a black Ford swung into the driveway. Atticus and Mr. Heck Tate got out.

Mr. Heck Tate was the sheriff of Maycomb County. He was as tall as Atticus, but thinner. He was long-nosed, wore boots with shiny metal eye-holes, boot pants and a lumber jacket. His belt had a row

much like they are being affected by the "disease" of racism

Rabid dog foreshadows & symbolizes the madness the Finches will face