

G.W. Hewlett High School
English Department
Summer Reading 2026

For Students Entering Grade 11

11R: Select and read **one** of the books from the list below. If you select a work of **fiction**, complete the graphic organizer on page 2 by filling in multiple examples of characterization, conflict, setting, and imagery in order to show your understanding of the book's literary techniques. If you select a work of **nonfiction**, complete the questions on page 3 specifically for nonfiction.

11H: Select and read **one** of the books from the list below. Complete the graphic organizer on page 2 by filling in multiple examples of characterization, conflict, setting, and imagery in order to show your understanding of the book's literary techniques. If you select a work of **nonfiction**, complete the questions on page 3 specifically for nonfiction. In addition, please complete the **Supplemental Summer Assignment for English 11H**, which will require you to read a second work described in the supplemental assignment.

11AP: Select and read **one** of the books from the list below. Complete the graphic organizer on page 2 by filling in multiple examples of characterization, conflict, setting, and imagery in order to show your understanding of the book's literary techniques. If you select a work of **nonfiction**, complete the questions on page 3 specifically for nonfiction. In addition, please complete the **11AP English Language and Composition Summer Assignment**, which is required for entrance to the course.

ALL ASSIGNMENTS DUE ON THE FIRST DAY OF CLASS

Fiction	Nonfiction
<i>As You Like It</i> by William Shakespeare	<i>A Letter to America</i> by David Boren
<i>Babe in Paradise</i> by Marisa Silver	<i>A Walk in the Woods: Rediscovering America on the Appalachian Trail</i> by Bill Bryson
<i>Defending Jacob</i> by William Landay	<i>Battle Hymn of the Tiger Mom</i> by Amy Chua
<i>Fire From Heaven</i> by Mary Renault	<i>Falling through the Earth: A Memoir</i> by Danielle Trussoni
<i>Freedom</i> by Jonathan Franzen	<i>Gulp: Adventures of the Alimentary Canal</i> by Mary Roach
<i>Jasmine</i> by Bharati Mukherjee	<i>Steve Jobs</i> by Walter Isaacson
<i>Just Don't Fall</i> by Josh Sundquist	<i>The Abolition of Man</i> by C. S. Lewis
<i>The Lovely Bones</i> by Alice Sebold	<i>Wild: From Lost to Found on the Pacific Crest Trail</i> by Cheryl Strayed
<i>Nineteen Minutes</i> by Jodi Picoult	
<i>Say You're One of Them</i> by Uwek Akpan	
<i>The Awakening</i> by Kate Chopin	
<i>The New Yorker Stories</i> by Ann Beattie	
<i>The Old Man and the Sea</i> by Ernest Hemingway	

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Directions: Complete the chart by recording examples of each of the following literary devices. For each example, include the quotation and an analysis of the quote. Be sure to cite the page number for each example. At the bottom of the page, write the theme of the book and include two examples that support the theme.

Summer Assignment for Fiction: English 11R, 11H, and 11AP			
Characterization	Conflict	Setting	Imagery (anything that appeals to the senses)

Theme:

Example 1/Explanation:

Example 2/Explanation:

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Summer Assignment for Nonfiction: English 11R, 11H, and 11AP

1. Summarize your book based on the 5W's: Who? What? When? Where? Why?
 - Who is driving the story? Who is it about? Who is affected? Who benefits? Who loses?
 - What has happened? What are the consequences?
 - When did it happen (time of day, day, month, year)?
 - Where is this taking place (building, neighborhood, city, country)?
 - Why did this event take place? Why is this important in the big picture? Why should readers care?
2. Copy a short passage that you found to be interesting. Explain what made it interesting for you.
3. Explain some of the things (a minimum of three) that you have learned from your reading that you are not likely to forget in the near future.
4. Write to inform us about the author. What other articles and/or books has the author written? Is he/she one of your favorite authors, and if so, why?
5. What ideas might you have for turning this work of nonfiction into a work of fiction? Give a brief summary of what your story might be like.

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Supplemental Summer Assignment for English 11H to be completed in addition to the 11th grade assignment attached

- Conduct your own research into novels and plays that have been banned or challenged. The American Library Association website (www.ALA.org) is a great place to start your investigation. The American Library Association—ALA—along with many other literary organizations sponsors Banned Books Week in September so there is ample information for you to access on this topic.
- Once you understand the concept of a banned or challenged book, choose a work from the following novels.
 - Too Late by Colleen Hoover
 - Small Great Things by Jodi Picoult
 - The Vanishing Half by Brit Bennett
 - The Knockout Queen by Ruffi Thorpe
 - Wrecked by Maria Padian
 - We Need to Talk About Kevin by Lionel Shriver
 - Middlesex by Jeffrey Eugenides
 - The Brief Wondrous Life of Oscar Wao by Junot Diaz
- Read the book. Take notes as you read, once again, keeping in mind the book's literary techniques such as characterization, point of view/narration, theme, tone, symbolism, etc., as well its appropriateness for English 11H.
- As you read and consider the work, keep track of how you felt/what you thought about how appropriate this text is at different times in your reading.

In the first weeks of school, be prepared to discuss and write about the following:

1. Which text you chose.
2. Why did you choose this text?
3. How did you decide its appropriateness for English 11H?
4. Was it banned/challenged elsewhere? Why?
5. Do you agree/would you agree with it being banned/challenged? Why/why not?

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11AP English Language and Composition Summer Assignment

To be completed **in addition** to the 11th grade assignment attached

Overview: English 11AP focuses on the study of rhetoric (the effective use of language; the analysis of effective language use). Throughout the year, you will be reading many pieces of writing, both fiction and nonfiction, that will allow you to gain expertise in analyzing language as it conveys meaning.

For the 2026-2027 year in English 11AP Language and Composition, you are going to be using paper copies of assignments and handwriting your responses (notes, homework, essays, etc.) almost exclusively. While I will use Schoology/Infinite Campus for communication, grading, and other instructional purposes, you are going to use the tablets on a limited basis.

Please purchase the following supplies for next year:

- A notebook. A three-subject spiral notebook or a two inch binder with loose leaf to begin the year.
Notebooks must be dedicated to your work in this class only.
- Several 2 pocket folders (3-5 folders to begin)
- Blue or Black ballpoint (preferably) pens and # 2 pencils (a 12 count box of each should last all year)
- Highlighters (two or three different colors)
- Post-It notes (a pack of 3"x 3" notes and a pack of 1"x 3" page markers is a good start)

Instructions for the 11AP Summer Assignment

1. First, you must complete the assignment for all students entering 11th grade (see earlier in this handout).
 - **Depending on your choice of fiction or nonfiction, replicate either the literary devices chart page or questions 1-5 in your notebook and handwrite your notes.** The chart provided in this packet is not nearly long enough for the copious notes I expect to see on the first day of school.
 - Regardless of whether you read a paper copy or a digital copy of the book, please be aware that you will need it in class during the first week of school. As you are not allowed to use your phones or other personal devices in school, make sure if it's digital that you have access to it on your school issued tablet.
2. In addition to reading a book from the list and completing a literary devices chart or questions on nonfiction, you must complete the following assignment on "I Have a Dream" by Martin Luther King.

****Before you begin, click on the following links and read/watch the historical information on the speech, which is critical to understanding King's speech.**

<https://www.history.com/articles/march-on-washington>

<https://vimeo.com/35177221> (if you have trouble opening the link, simply search "I Have a Dream Full Video")

PART I: Read, annotate, and outline “I Have a Dream” by Martin Luther King (speech is below):

****Follow these instructions carefully:**

- a. Print the text. **It must be printed and all annotations, notes, and written work/questions must be completed in your notebook.**

- b. Read the piece once to get the gist of it, then annotate the speech to highlight areas that develop/convey King’s argument, as well as examples of his use of rhetorical strategies such as figurative language, imagery, syntax (sentence structure, repetition, use of punctuation for effect, etc.), diction (specific word choice), tone, appeals ([click for definitions and examples](#)) and any other strategies you can find. When you are finished, the speech should be covered in notes, highlights, and Post-It notes.

- c. Create an outline in your notebook that identifies the following:
 - In your own words, what is King’s argument?
 - Write out three examples of text evidence that supports King’s argument and explain how each does so:
 - i. Example # 1 (“One example of support for King’s argument is...” “This supports King’s argument because...”)
 - ii. Example # 2 (“A second example of support for King’s argument is...” “This supports King’s argument because...”)
 - iii. Example # 3 (“A third example of support for King’s argument is...” “This supports King’s argument because...”)

PART II: Answer each of the following questions, providing full and detailed responses and text support for each. You must quote/cite the text for each question.

1. When a speaker uses an appeal (refer back to the previous hyperlink), he is using language to persuade his audience to think, believe, and feel. Using specific examples from the text (quotes with line numbers), identify and explain two examples for each of the following:
 - a. Logos: use of reason and logic; how does King use logical and reasonable examples to support his argument?
 - b. Ethos: believability, credibility; how does King present himself as authentic, honest, and believable? A man of integrity?
 - c. Pathos: emotion, feelings; how does King create emotions in his audience? Anger, passion, rage, sympathy?
 - d. Substantive: where is King using quantifiable facts, numbers, and other data to convince/persuade readers?
 - e. Authoritative: how does King use authority figures, documents, places, etc., to establish credibility?
 - f. Motivational: how does King appeal to our sense of freedom, goals and dreams, a prosperous future?
2. Identify three significant metaphors King uses and explain their function (how do they contribute to meaning?).
3. Give three examples of King's use of polar opposition (dark/light, depths/heights, etc.)
4. Give three examples of King's use of nature/weather.

5. What is King's warning on the second page of his speech, and how does he use it to justify unity between whites and blacks?
6. When planning his speech, King must have thought about the obstacles to conveying his argument and getting his message across to everyone. Based on what you read in the historical information (from the hyperlinks) and the speech, identify three obstacles that King potentially could have faced. For each, identify a part of the speech that demonstrates how he worked to overcome the obstacle.
7. Find a news story—local or national—that reflects any of the major topics in King's speech (racial justice, equality, and unity; the fulfillment of America's promise of freedom; the necessity of peaceful protest; tolerance; struggle for equal rights; standing up to injustice). Then write out the following:
 - A. Title of the news story, author, and publication (print or online is fine):
 - B. Write a brief paragraph that summarizes the events.
 - C. Write a personal reflection paragraph (8-12 sentences) that answers the following questions:
 - Why did you pick this news story?
 - Do you see the positive influence of Martin Luther King's work in the story, or do you see that the work and progress King helped create has been stalled, ignored, or rejected? Explain thoroughly.
 - Personally, what does the news story make you think about how we've progressed as a nation with regards to the aforementioned topics in King's speech?

Martin Luther King, Jr.'s "I Have a Dream" Speech

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as **5** a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of **10** American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise **15** that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." **20**

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. **25** Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer **30** of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the **35** foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and **40** discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here

today, have come to realize that their destiny is tied up with our destiny. And they have come to **45** realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We **50** can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by **55** signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

I am not unmindful that some of you have come here out of great trials and tribulations. Some **60** of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and **65** ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: **70**

"We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom **75** and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, *down* in Alabama, with its vicious racists, with its governor **80** having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be **85**
made low, the rough places will be made plain, and the crooked places will be made straight; "and
the glory of the Lord shall be revealed and all flesh shall see it together."

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this
faith, we will be able to transform the jangling discords of our nation into a beautiful symphony **90**
of brotherhood. With this faith, we will be able to work together, to pray together, to struggle
together, to go to jail together, to stand up for freedom together, knowing that we will be free one
day.

And this will be the day -- this will be the day when all of God's children will be able to sing with
new meaning: **95**

My country 'tis of thee, sweet land of liberty, of thee I sing.

Land where my fathers died, land of the Pilgrim's pride,

From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire. **100**

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that: **105**

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, when we allow freedom ring, when we let it ring from every village **110**
and every hamlet, from every state and every city, we will be able to speed up that day when *all* of
God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able
to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last! **115**