

SUMMER READING

**English Honors Program 2018**

As you head to the beach this summer, don’t forget to pack your towel, your suntan lotion, your sunglasses – *and your summer reading book.* Why? Summer reading provides an excellent opportunity for students to stay connected to literature, to enhance literacy skills developed during the school year, and to gain knowledge. Plus, it’s fun! According to a variety of studies, students who read frequently not only improve comprehension and become better readers but also increase their vocabularies, strengthen their critical thinking skills, and improve their memories.

Since you are enrolled in an Honors Level Course next year, you are required to read specific books and complete the attached assignment. **In June, you will be provided with the novels necessary to complete this task.** (All books are expected to be returned in September by your English teacher.) Extra copies of this packet can be found on the [Islip School District website](http://www.islipufsd.org) and at the Islip Public Library.

**Here’s what you are expected to do:**

***Students entering 7H***: Read *The Misfits* by James Howe and complete the graphic organizer provided; read a book-of-choice.

***Students entering 8H***: Read *Nothing But the Truth: A Documentary Novel* by Avi and complete the graphic organizer provided; read a book-of-choice.

***Students entering English 9H***: Read *Discovering Genre: Short Story* and write an essay.

***Students entering English 10H:*** Read *A Midsummer Night’s Dream* by William Shakespeare and *The Old Man and the Sea* by Ernest Hemingway and complete the accompanying assignments.

***Students entering English 11H***:

1. Read *The Catcher in the Rye* by J.D. Salinger and complete the annotation assignment.
2. Read two articles by *New York Times* columnists and answer related questions.

**You will be responsible for the completed packet when you arrive to class on the first day of school. Your annotations/answers will be needed to complete an in-class assignment upon your return.**

**Enjoy your summer. See you in September!**

**10 Honors Summer Reading Assignment**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions:* While reading *The Old Man and the Sea,* complete the annotations according to the assigned literary elements below. For each assigned literary element, choose **five** quotes from the novel.

**#1. Characterization: Santiago**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
| --- | --- | --- | --- |
|  |  |  |  |

**#2. Setting**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
| --- | --- | --- | --- |
|  |  |  |  |

**#3. Characterization: Sea Creatures**

| **Page** | **Quote** | **Significance to Santiago** | **Research a Fact (cite)** |
| --- | --- | --- | --- |
|  |  |  |  |

**#4. Imagery**

| **Page** | **Quote** | **Analyze its Importance** |  |
| --- | --- | --- | --- |
|  |  |  |  |

**#5. Characterization: Manolin**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
| --- | --- | --- | --- |
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**#1. Central Idea: pp. 1 to 31**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
| --- | --- | --- | --- |
|  |  |  |  |

**#2. Central Idea: pp. 32 - 50**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
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**#3. Central Idea: pp. 51 - 80**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
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**#4. Central Idea: pp. 81 to the end**

| **Page** | **Quote** | **Paraphrase** | **Analysis** |
| --- | --- | --- | --- |
|  |  |  |  |

***A Midsummer Night’s Dream*** Summer Assignment 2018

ALL students must read the play and complete the assignments as per directions.

While you read, keep a separate annotation of similarities to *Romeo and Juliet.*

*Groups* are determined by the first letter of the *student’s last name*:

**Group 1**: A-I  **Group 2**: J-P **Group 3**: Q-Z

**ACT ONE**

**Group 1**: Assume the role of Hermia and write 1-2 paragraphs in which you react to Egeus’ complaint against her. If you were in her place, how would you feel? What would you be thinking? Be sure to speak in her voice and use text to describe her thoughts.

**Group 2**: Re-read Theseus’ verdict regarding Egeus and his daughter, Hermia. In 1-2 paragraphs, argue whether or not you believe the edict is just or not. Be sure to support your response using text from the play.

**Group 3**: In 1 paragraph, explain the quandary the four lovers find themselves in and how each pair resolves to solve their problem. Use text from the play to respond.

**All:** Scene 2: Explain what the local workmen are planning and why. Use text within your response. Characterize each of the following: Bottom; Quince; Pyramus; Thisbe. Provide 1-2 lines of text to support your characterizations.

**ACT TWO**

**Group 1**: Explain Oberon and Puck’s plan to get the boy away from Titania. Use text to support your explanation.

**Group 2**: Characterize Puck using evidence from the play. According to Puck, what has caused an argument and separation between Oberon, king of the fairies, and his queen, Titania? Re-read Titania’s speech (Act 2, lines 81-117). “Bullet” all the problems that are occurring in nature due to their quarrel. How does Oberon suggest they end the quarrel? What is Titania’s response? Use text to support each response.

**Group 3**: Go back to Act 1 and re-read Helena’s plan to get Demetrius back. Then re-read lines 189-243 and explain how her plan back-fired. How does Oberon’s plan begin as planned (Act 2, sc. 2, lines 27-33)? Use text as part of your response.

**ALL**: Whom does Puck mistake for Demetrius? What was he doing in the forest? What disastrous result occurs as a result of Puck’s actions? Use text to support your responses.

**RESEARCH**: What is the symbolism and significance of forest/wooded settings in literature? How has the play demonstrated this in the play thus far? Be specific.

**ACT THREE**

**ALL**: Why do you think Shakespeare writes, “Enter the clowns” to begin Act 3, scene 1? Read lines 1-75 of Act 3. What do you notice about the way the men speak? How does that contribute to Shakespeare’s perspective that the reader/viewer should see these men as “clowns”?

**Group 3**: During the play rehearsal, Puck performs magic on Bottom that transforms him. Explain his transformation and how it contributes to his characterization and the role the setting plays in this work. Re-read Bottom’s lines 121-125. What play on words is used in this speech?

**Group 1**: Read and summarize Titania’s reaction to hearing and seeing the transformed Bottom (p. 38+). Respond with your own feelings about this “trick” her husband, Oberon, has played on her. Use evidence from text that supports your response.

**Group 2**: p. 42+… What mistake do Puck and Oberon realize has been made? How do they try to remedy the lover’s dilemmas? Summarize Hermia’s responses to Demetrius’ declarations of love. Use quotes from text to respond.

**ALL**: Summarize Helen’s responses to Lysander’s declarations of devotion. Use quotes from text to respond.

**ALL**: When the four lovers meet, what occurs between Hermia and Helena? Lysander and Demetrius?

**ALL**: How did Puck and Oberon rectify the situation?

(Sorry, guys! It’s a long act and there’s LOTS of action!) ☺

**ACT FOUR**

**ALL**: Read Oberon’s speech on page 61-62. What does he order Puck to do and why?

**ALL**: After the hunting party finds the awakened couples, what does Egeus demand and how does Theseus respond? (pp. 65-66)

**ALL**: What feeling do the two couples and Bottom have in common regarding the past night’s occurrences?

**ACT FIVE**

**ALL**: Theseus chooses Bottom and his friends’ play “Pyramus and Thisbe” despite Philostrate’s attempts to dissuade him. Read the play and record three silly or funny scenes or errors made by the performers. Cues for these scenes can be derived from the reactions of the three newlywed couples.

**ALL**: Read Puck’s final speech and explain its purpose. (Inference)

Whew! You did it! See you in September!

Ms. Meagher