



South Hunterdon Regional School District

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June 2018

High School Reading List – Summer 2018

Summer reading is required of all high school students in the South Hunterdon Regional School District.

Grade 9 – Free choice. Complete the worksheet on [Mr. Pedersen's teacher page](#) and bring it on the first day of class. All Students (CP and Honors) will complete an in-class assessment of the summer reading on the first day of class. Please come prepared.

Grade 10 – Free choice. Check Ms. Damron's teacher page for details and bring your book on the first day of class. All Students (CP and Honors) will complete an in-class assessment of the summer reading on the first day of class. Please come prepared. Consult Ms. Damron's teacher page for suggestions and details about how you will be assessed in September.

Grade 11 – Read a minimum of one book of your choice. Complete the [double-entry journal worksheet](#) posted on Mrs. Lamer's teacher page. On the first day of class, all students, (CP and Honors) will complete an in-class assessment based on this reading. Please come prepared with a completed **hardcopy** of your worksheet.

Grade 12 – Please answer **one** of the Common Application essay prompts (prompts can be found under the **GRADE 12 - ALL LEVELS** heading). This essay should be **650 words or fewer**. You will be uploading this essay to Google Classroom during the first week of school. See Mr. Chan's teacher page for additional information and resources, including free sample essays.

Additional Assignments for Honors and AP students are listed below.

High School Honors Students

In addition to your assigned book, **you are required to read additional books** and to write analytical papers based upon your readings. Enjoy the summer reading and be creative with your summer writing!

Lambertville Public School – Wanda Quinones, Principal	(609) 397-0183	(609) 397-4607 Fax
South Hunterdon Regional High School – Jennifer Beresh MacKnight, Principal	(609) 397-2060	(609) 397-2366 Fax
Stockton Borough Elementary School – Geoff Hewitt, Principal	(609) 397-9023	(609) 397-2602 Fax
West Amwell Township Elementary School – David Miller, Principal	(609) 397-0819	(609) 397-4350 Fax

Grade 9-Honors - *Nine Stories*

Almost all of the stories in J. D. Salinger's *Nine Stories* deal with the idea of despair. In a 3-4 page paper, discuss the use of this theme in the development of at least three of the stories in the collection. In creating your thesis consider the following questions:

- What is the author's outlook on life?
- How is this outlook portrayed in this collection?
- How does despair drive the character's actions?

All papers will:

- ✓ Be submitted to Mr. Pedersen's GoogleClassroom (class code if47j8) no later than Monday, August 6th, 2018
- ✓ Be free of grammatical, mechanical and spelling errors
- ✓ Be completed in proper MLA format
- ✓ Contain at least three well-incorporated quotes from the primary sources
- ✓ Have a specific, well-developed, underlined thesis

Have a wonderful summer! I am looking forward to working with you in September.

--Mr. Pedersen

Grade 10-Honors -- *How to Read Literature Like a Professor*

In addition to the free choice book, you will read Thomas C. Foster's amazing book *How to Read Literature Like a Professor*.

Please write a three-to-four page, MLA-style paper applying some of what you learn from Foster's book to a *film, TV show, or book of your choice*.

- Create a broad-to-narrow introduction
- Underline your thesis statement
- Use at least two direct (and properly cited) quotes from Foster and two from your book or show
- Employ clear, arguable topic sentences and literary present tense
- Create a compelling conclusion with added insights

Please email your paper to me at heather.damron@shrsd.org, no later than August 12th. Have fun with this paper; by reading what you write, I expect to learn a lot about your taste, your ability to synthesize and analyze information, your writing talent/skills, and even your personality.

Make a great first impression -- be sure to **proof and edit your work!**

--Ms. Damron

All English 11 Classes: Read a minimum of one book of your choice. Complete the double-entry journal worksheet posted on Mrs. Lamer's teacher page. In the first week of class, all students, (CP and Honors) will complete an in-class assessment based on this reading. Please come prepared with a completed **hard copy** of your worksheet.

Grade 11 Honors Only: In addition to the above assignment, you will conduct a close read of one of the novels listed below, and write a focused 3-4 page essay in which you will analyze the novel through one of the lenses of literary criticism. (Feel free to use the copy of the double-entry journal worksheet to assist you). **Create your own thesis.** Remember to provide textual evidence to lead your literary analysis. Your essay should contain the following:

- proper implementation of MLA guidelines, including overall format, citations and works cited.
- a specific and arguable thesis that is clearly underlined
- textual evidence provided through direct and properly cited quotes from the text
- cohesive paragraphs that demonstrate deep analysis rather than superficial identification of themes.

It is strongly suggested that you refer to an MLA guide, such as the Perdue Owl, for guidance. Perdue's Owl writing center can also be used to access summaries of the various Schools of Literary Criticism.

Novel choices:

- *Sir Gawain and the Green Knight*, Anonymous
- *Pride and Prejudice*, Jane Austen
- *Wuthering Heights*, Emily Bronte
- *Great Expectations*, Charles Dickens
- *Oliver Twist*, Charles Dickens
- *The Hound of the Baskervilles*, Arthur Conan Doyle
- *Middlemarch*, George Eliot
- *Howards End*, E.M. Forrester
- *Tess of the D'Urbervilles*, Thomas Hardy
- *Brave New World*, Aldous Huxley
- *Remains of the Day*, Kazuo Ishiguro
- *Frankenstein*, Mary Shelley
- *Gulliver's Travels*, Jonathan Swift
- *Vanity Fair*, William Makepeace Thackeray
- *The Fellowship of the Ring*, J.R.R. Tolkien
- *The Warden*, Anthony Trollope
- *To the Lighthouse*, Virginia Woolf

This essay must be e-mailed to deborah.lamer@shrsd.org **no later than 11:59 p.m. on July 30th** in the form of either a **Google Doc with comment permission enabled**, or a Microsoft Word document. Please do NOT send a .pdf file, since this format does not allow commenting. Our classroom policy on lateness is -10% for every day that an assignment is late; the timestamp on your email will be used to determine timeliness of the submission.

I look forward to working with you all during the upcoming school year.
 ~~Mrs. Lamer

AP Language and Composition Summer Reading (NEW AP CLASS FOR GRADE 11)

The Curious Incident of the Dog in the Night Time by Mark Haddon
 One nonfiction book from Mr. Chan's list

#1 - *The Curious Incident of the Dog in the Night Time* essay - Due July 15th

Our main topic for the year (other than the evolution of the English language, of course) will be the relationship between form and function.

For *The Curious Incident*, I would like you to write a 3-5 page essay that discusses **how the novel's style connects to its themes**. Consider the following elements:

- Point of view
- Diction (word choice)
- Syntax (grammar, sentence structure)
- Tone (expression of emotion)
- Formatting and page layout

Please submit this essay to Google Classroom (invites will be sent out in June) or to alex.chan@shrsd.org by **July 15th**. Late essays will be subject to a 10% penalty per day (including weekends).

#2 - Nonfiction book review - Due August 15th

Read **one** of the nonfiction books below and please **write a 3-5 essay** that assesses **how effectively the book explains its topic or theme** to a mainstream audience. What does the book teach, and what specific techniques does the author use to teach this topic? How effectively does the author teach this topic?

Nonfiction Book List

Amazon links are provided on my teacher page for preview purposes. You are not required to buy any of these books! Check your local libraries first.

Books marked with a * contain mature themes and/or language. Books marked with a ^c are nonfiction comics.

- *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* - Erik Larson (American history, architecture, crime)
- *The Ghost Map: The Story of London's Most Terrifying Epidemic and How It Changed Science, Cities, and the Modern World* - Steven Johnson (British history, medicine)
- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* - Margot Lee Shetterly (American history, aerospace)
- **We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* - Philip Gourevitch (African history, war, genocide)
- **First They Killed My Father* - Loung Ung (Asian history, war, genocide)
- **War* - Sebastian Junger (American military, Afghanistan)
- *Silent Spring* - Rachel Carson (ecology, agriculture)
- *The Sixth Extinction: An Unnatural History* - Elizabeth Colbert (ecology, history)
- ^c*Fun Home: A Family Tragicomic* - Alison Bechdel (memoir, gender/sexuality)
- ^c*Epileptic* - David B. (memoir, mental health)

Essays that contain **any** uncited outside information will receive a zero. The rubric that I will use can be found on my teacher page. This essay must be submitted to Google Classroom or emailed to alex.chan@shrsd.org by **August 15th**. Late essays will be subject to a 10% penalty per day (including weekends).

All English 12 Classes: (College Prep, Honors, and AP):

Please answer **one** of the following Common Application essay prompts. This essay should be **650 words or fewer**. You will be uploading this essay to Google Classroom during the first week of school.

Even if you do not plan to attend college immediately after graduation, you are still required to complete this assignment - just think of this as a personal reflection essay!

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Here are some helpful resources. These will be linked on my teacher page (sites.shrsd.org/achan)

- [Johns Hopkins University - Essays that Worked](#)
- [Tufts University - Common Application Essays](#)
- [Connecticut College - Essays that Worked](#)
- [College Board - Big Future - Essays](#)

This essay will be due the first week of school. Mr. Chan or Ms. Lamer will give you instructions for submitting these essays at that time.

English 12 Honors Summer Assignment: A college essay and an essay on one of the following nonfiction books

Read one of the nonfiction books below and please **write a book review in the form of a well developed essay** that assesses **how effectively the book explains its topic or theme** to a mainstream audience. **Do not write a simple theme analysis essay.** Your essay should include:

1. A thesis statement that explains how the book addresses this topic/theme and how effectively the book handles its topic/theme (What does the book teach, what techniques/strategies/etc. are used to inform and engage the reader, etc.)
2. 3-4 body paragraphs that use specific evidence (i.e. cited quotations) from the book to support your thesis
3. A conclusion that summarizes your main points and leaves the reader with a final verdict.

Amazon links are provided on my teacher page for preview purposes. You are not required to buy any of these books. Books marked with a * contain mature themes and/or language. Books marked with a ^c are nonfiction comics.

- *The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America* - Erik Larson (American history, architecture, crime)
- *The Ghost Map: The Story of London's Most Terrifying Epidemic and How It Changed Science, Cities, and the Modern World* - Steven Johnson (British history, medicine)
- *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race* - Margot Lee Shetterly (American history, aerospace)
- **We Wish to Inform You That Tomorrow We Will be Killed With Our Families: Stories from Rwanda* - Philip Gourevitch (African history, war, genocide)
- **First They Killed My Father* - Loung Ung (Asian history, war, genocide)
- **War* - Sebastian Junger (American military, Afghanistan)
- *Silent Spring* - Rachel Carson (ecology, agriculture)
- *The Sixth Extinction: An Unnatural History* - Elizabeth Colbert (ecology, history)
- ^c*Fun Home: A Family Tragicomic* - Alison Bechdel (memoir, gender/sexuality)
- ^c*Epileptic* - David B. (memoir, mental health)

Essays that contain **any** uncited outside information will receive a zero. The rubric that I will use can be found on my teacher page. This essay must be emailed to alex.chan@shrsd.org or uploaded to Google Classroom by **July 31st**. Late essays will be subject to a 10% penalty per day (including weekends).

AP Literature and Composition Summer Reading

A college essay and essays on **both** of the following:

Othello by William Shakespeare

Jane Eyre, Charlotte Bronte

#1 - *Othello* essay - Due July 15th

Important note for *Othello*: Please make sure to pick up a professionally edited/annotated edition of *Othello*. **Do not** try to read a plain-text edition of the book that lacks footnotes, annotations, essays, and/or historical/biographical information. Try to get a "Critical Edition" or something similar for the most comprehensive reading experience. As an added bonus, you may use the aforementioned supplementary materials (footnotes, essays, etc.) when writing your essay, provided that these sources are properly cited in your paper. The Oxford *Othello*, Bedford *Othello*, and Norton *Othello* would be good choices.

Write a 3-5 page essay that answers one of the following prompts. Use critical essays and other scholarly sources to develop and elucidate your arguments. **You must use at least two outside sources** (not including the play itself):

- Who is the real protagonist of the play? Is *Othello* the story of a tragic hero or a treacherous villain? Please use the proper definitions for protagonist and antagonist!
- Analyze the dysfunctional relationships in the play, including (but not limited to) husbands and wives, leaders and subordinates, and advisors and advisees.
- Analyze how doubts and suspicions are planted in characters' minds and how these ideas take hold over time.
- How do the dual concepts of loyalty and betrayal both contribute to Othello's downfall?

- Both *Othello* and *Macbeth* feature tragic heroes, but each of the title characters' fates are intertwined with those of their wives. Compare and contrast Desdemona and Lady Macbeth's roles in *Othello* and *Macbeth*, respectively. You must cite *Macbeth* in this paper, but this means that it counts as one of your outside sources.

#2 - Jane Eyre essay - Due August 15th

Choose a theme, symbol, or motif in *Jane Eyre* and write a 3-5 page paper in which you analyze your topic's importance in the novel. You may choose to make an argument about the purpose of your topic in the novel as a whole or explain how your topic develops over the course of the novel.

Here are some ideas to get you started. Please let me know if you have other ideas that are not on this list. **You must use at least two academically credible outside sources** (not including the novel itself).

- Supernatural vs spiritual
- Fantasy vs realism
- Sanity/insanity (or rationality/irrationality)
- Religion and/or faith
- Morality / ethics
- Social rules / class rules
- Love and/or passion vs autonomy
- Men and/or women (or masculinity/femininity) / the role of gender

Essay writing reminders:

- Have a clear, specific, arguable thesis
- Avoid plot summary, but be sure to provide adequate context for quotations
- Thoroughly explain why your evidence (i.e. your quotations) prove your thesis
- Review the MLA formatting guidelines regarding formatting and headers.
- Please use scholarly/academic/professional sources. Essays with **any amount** of **uncited** outside material will receive a zero. Here are some resources that are available to you as South Hunterdon students (links will be live on my teacher page):
 1. Bloom's Literary Reference Online:
 - a. Go to <http://www.hclibrary.us/eresources/eresources.htm>
 - b. Scroll down to Bloom's Literary Reference Online and click on the blue H
 - c. Type in 0834123456 for the card number
 1. Google Scholar (look for the free PDF links on the right to find the goods)
 2. Gale Student Research Database (**username:** SHRHS, **pw:** password)
 3. EBSCO (**username:** S8694215, **pw:** password).
 4. Gale & Infobase eBook Collection (**username:** shrhs, **pw:** ebook)

Pay close attention to the essay prompts and due dates. You must email each essay to deborah.lamer@shrsd.org or upload them to Google Classroom by the specified due dates. Late essays will be subject to a 10% penalty per day (including weekends).

The rubric that I will use can be found on my teacher page.