

Summer Reading Titles

Theodore Roosevelt High School

2017-2018

Dear Students and Parents:

What's the last great book that you read? Isn't it nice to be able to read at your leisure over the summer months? To encourage reading and prepare you for the coming school year, the English department is continuing the summer reading program for all students registered for advanced-level classes, grades 9-12, and some academies or specialized programs. Please read through the following list to identify the requirements for each course. It is the responsibility of each student to complete the reading by the start of the school year. Students may buy or borrow the book(s); this is your choice. Please have the book with you when you come to school at the beginning of the school year.

In addition to reading, it is expected that each student will ponder what he or she reads. To this end, each student should either write notes in his or her own handwriting (in the form of a dialectical journal or annotations) unless otherwise noted. Please see the attached instructions and examples. Of course, students may go beyond these requirements in their note taking. Students should bring their work with them to school on the first day of the school year, as their independent reading will be assessed within the first days or week of the school year. Assessments of required readings will be worth approximately 10% of the first nine-weeks grade (except for AP, which will be more than 10%).

Finally, remember, you're not limited to what you see here. Read beyond these lists! Worlds of great ideas, interesting characters, and memorable turns of phrase await you.

Wishing you insightful and enjoyable reading,
The English Teachers at RHS

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SENIORS

AP English

Required:

- *The Catcher in the Rye* by J. D. Salinger
- *The Things They Carried* by Tim O'Brien
- *The Awakening* by Kate Chopin

*Please see the attached page "AP Literature and Composition Summer Reading" for specific instructions.

Advanced 12 English – required:

- *The Catcher in the Rye* by J. D. Salinger

*Notes from the teacher: When you return to school in the fall, you will be asked to discuss the book, write about the book, and complete a writing assessment of your understanding of the book.

*Annotating or journaling is optional. Feel free to bring any annotations or journals to class when we return.

HCT II:

- *How They Croaked* by Georgia Bragg and Kevin O'Malley

*Notes from the teacher: If students did not attend "Meet the Teacher" night in May, please see Mrs. Mahoney in room 508 or Mrs. Vlajkovich in room 510 before the end of this school year.

Teaching Professions II:

- *The Color of Water* by James McBride

*Notes from the teacher: If students did not attend "Meet the Teacher" night in May, please see Mrs. Mahoney in room 508 before the end of this school year.

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JUNIORS

Advanced 11 English – required:

- *1984* by George Orwell

***Please follow the attached sample for annotations or dialectal journal to complete for this assignment. It will be collected when you return to school.**

HCT I – required:

- *How Not to Die: Surprising Lessons from America's Favorite Medical Examiner* by Jane Garavaglia M.D.

*Notes from the teacher: If students did not attend “Meet the Teacher” night in May, please see Mrs. Mahoney in room 508 or Mrs. Vljakovich in room 510 before the end of this school year.

Teaching Professions I – choose one:

- *Drums, Girls & Dangerous Pie* by Jordan Sonnenblick
- *Twisted* by Laurie Halse Anderson
- *Elaine's Circle* by Bob Katz

*Notes from the teacher: If students did not attend “Meet the Teacher” night in May, please see Mrs. Mahoney in room 508 before the end of this school year.

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SOPHOMORES

Advanced 10 English – required:

Mrs. Fahey

- Enjoy and learn from a “good read”! Select a work of fiction or literary nonfiction that is about the American experience, is at least 175 pages in length, stretches you just beyond your reading ability level, and has “literary merit” (research this term). Write the expected journal and/or annotations (see attached) and be prepared to write, speak, and answer questions about your book upon returning to school. There is an amazing amount of great American literature out there that highlights interesting eras, important issues, and memorable characters. Select something that you will truly enjoy!

***Please follow the attached sample for annotations or dialectal journal to complete for this assignment. It will be collected when you return to school.**

Mrs. Golden

- *March: Book One* by John Lewis, Andrew Aydin, and Nate Powell

***Your teacher will be sending detailed information to you in the mail for this assignment.**

Mr. Cox

- *March: Book One* by John Lewis, Andrew Aydin, and Nate Powell

***Your teacher will be sending detailed information to you in the mail for this assignment.**

Expeditionary Academy:

Students in the Academy will be contacted by their teachers regarding their summer reading assignments.

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FRESHMEN

Advanced 9 English – required:

- *Night* by Elie Wiesel
***Please follow the attached sample for annotations or dialectal journal to complete for this assignment. It will be collected when you return to school.**

Expeditionary Academy:

Students in the Academy will be contacted by their teachers regarding their summer reading assignments.



DIALECTIC means “the art or practice of arriving at the truth by using conversation involving question & answer.”

You are responsible for keeping track of your thoughts and responses to the summer reading text(s) to be used upon your return to school in the fall.

OPTIONS (Choose One)

- **Journal** - If you elect to complete a dialectical journal it will be kept on notebook paper, in a notebook or typed. Use the example on the back to format your journal. Label the specified columns so that you can accurately track page numbers, quotes/paraphrases, and a short response (2-3 sentences) in which you explain why you have selected that passage to respond to. Use the hints below.
- **Annotations** - Underline and/or highlight text directly in the book or on Post Its. Then record your thoughts, observations, and questions next to the specific words, lines, or passages under consideration. Use the hints below and the example on the back for help.

Write in your journal or annotate when you find passages that:

- a. indicate a pattern - a repetition of images, ideas, details, diction, etc. (and note why they are significant),
- b. indicate a shift of some sort - in plot, character, or setting (and note why they are significant),
- c. confuse you (and try to figure them out),
- d. highlight the author’s strategic use of literary devices including but not limited to: foreshadowing, flashback, figurative language (metaphor, simile, personification, hyperbole, oxymoron), irony, symbolism, syntax, point of view, diction, characterization, dialogue, punctuation (and note why they are significant),
- e. seem important to you for some reason (and note why they are important to you),
- f. raise questions for you that aren’t answered in the text (and try to answer them),
- g. highlight the tone of the book (and note how they do so),
- h. highlight the mood of the book (and note how they do so),
- i. indicate themes in the book (and note how they do so),
- j. evoke a strong reaction from you (and note what your reaction is and why),
- k. stand out compared to other parts of the book (and note what makes them different)

Other Important Items:

1. **You are responsible for bringing a copy of the novel to class the entire time the text is being studied (teacher will specify), so if you borrow from a library, make sure to renew your book!**

2. A minimum of twelve journal entries (two to three sentences) and/or annotations from throughout the novel are expected.

Grade

- Your completed journal and/or annotations will influence your summer reading assessment grade. You may be permitted to use your completed journal and/or annotations on the written assessment as long as the teacher approves them. Your comments do not need to be long; they do need to be meaningful.

Journal Example:

Night Elie Wiesel

Page #	Passage (quote or paraphrase)	Notes
32	<p>"NEVER SHALL I FORGET that night, the first night in camp, that turned my life into one long night seven times sealed. Never shall I forget that smoke. Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky.</p> <p>Never shall I forget those flames that consumed my faith forever.</p> <p>Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live. Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes. Never shall I forget those things, even were I condemned to live as long as God Himself. Never."</p>	<p>The diction & syntax of this passage really stand out. The repetition of "never shall I forget" reinforces the impact of his first night in camp. Using words like "murdered" instead of "killed" imply that something actively, knowingly, even intentionally killed his faith, which was obviously important to him. The use of the word "condemned" helps me to understand that his attitude toward life is that it is now a suffering/struggle to him.</p>

Annotation Example:

This is soooo poetic (Plath, go figure), and the imagery is interesting - some of it is positive ("a sweet dream," "glittered," and "freshness") while some is nasty ("fake," "mirage-gray," and "dry, cindery dust"). It totally reminds me of NYC - glittering lights and dirty streets. The way she describes it makes it seem less than cool.

It was a queer, sultry summer, the summer they electrocuted the Rosenbergs, and I didn't know what I was doing in New York. I'm stupid about executions. The idea of being electrocuted makes me sick, and that's all there was to read about in the papers—goggle-eyed headlines staring up at me on every street corner and at the fusty, peanut-smelling mouth of every subway. It had nothing to do with me, but I couldn't help wondering what it would be like, being burned alive all along your nerves. I thought it must be the worst thing in the world.

New York was bad enough. By nine in the morning the fake, country-wet freshness that somehow seeped in overnight evaporated like the tail end of a sweet dream. Mirage-gray at the bottom of their granite canyons, the hot streets wavered in the sun, the car tops sizzled and glittered, and the dry, cindery dust blew into my eyes and down my throat.

I kept hearing about the Rosenbergs over the radio and at the office till I couldn't get them out of my mind. It was like the first time I saw a cadaver. For weeks afterward, the cadaver's head—or what there was left of it—floated up behind my eggs

metaphor
simile
onomatopoeia

The Bell Jar Sylvia Plath

CH 1 (exposition--recalling the past from a hospital of some sort)

page

1

- parents are “nice” but “touchy”
- D.B.--older bro--in Hollywood--rich writer

2

- hates movies
- used to be at Pencey Prep. (in PA)
- a big football game--Holden watched from a hillside

3

- “terrible school”
- old Selma Thurmer--the headmaster’s daughter--doesn’t mind her b/c she’s not a phony--she never bs’s about her dad
- fencing team manager--left the equipment on the subway--oops!

4

- got kicked out of Pencey
- on the hill, trying to “feel some sort of good-by”/”when I leave a place I like to *know* I’m leaving it”

5

- heavy smoker
- feels like “disappearing every time [he] crossed a road”
- goes to see Mr. Spencer--poor, old