

ACADEMY AT PALUMBO
12TH GRADE SUMMER READING LIST
(2020-2021)

1. **English IV:**
 - a. Students going into the twelfth grade are required to select **one** of the novels below to read this summer.
2. **Honors English IV:**
 - a. Twelfth graders who are taking Honors English IV are required to read *Interpreter of Maladies* by Jhumpa Lahiri **AND** one additional novel from the twelfth grade list.
3. **AP English Literature and Composition:**
 - a. Students will be reading *How to Read Literature Like a Professor* by Thomas C. Foster and *Frankenstein* by Mary Shelley. Please see below for the corresponding [assignments](#).

English IV and Honors English IV:

Students should have their summer reading books and their notes on summer reading on the first day of school. Each twelfth grade teacher will determine how they will assess the summer reading upon the return of the students. Students should come to class ready to participate in small group discussions and Socratic seminars on the novel(s). They should also be prepared to write an essay on the novel(s) they read. You are required to have **your own copy** of the text(s) to use in class. You are also required to take notes as you read. Additionally, we encourage you to mark-up the text as you read. It is up to you to decide what you take notes on and the style of your notes.

In order to help guide your reading and prepare you to analyze the text, we suggest that you use the following questions to help guide your note taking: 1) What do I notice? 2) Why do I think the author included this (characterization, metaphor, dialogue, etc.)? 3) What is the greater point the author is trying to make (the greater significance)? 4) How does this work of literature help us interact with the world? 5) How does this story challenge a widely-held belief?

Additionally, as you are deciding what selections of the text to quote and analyze in your notes, here are a few things that readers typically zoom in on:

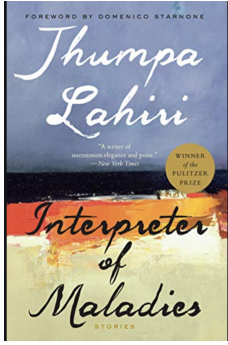
- 1) An author's use of figurative language (metaphors, similes, personification, etc.)
- 2) Interesting word choices (diction)
- 3) Symbolism
- 4) The way the author unveils their characters (dialogue, inner thoughts and feelings, actions and behaviors, etc.)
- 5) Flashbacks and foreshadowing
- 6) Motifs (recurring themes or ideas)
- 7) Key plot points
- 8) The point of view from which the story is told and how that impacts the way the story is told
- 9) Moments that help the writer gets across the overall theme of the work (the larger message the writer is trying to get across to the reader)

*Cite the quotes you write down in your notes, so that you can go back and find them in the text.

Want to have the Free Library of Philadelphia mail you a **FREE copy of one of your summer reading books**??? [Click here](#) to fill out the form and have them send you a FREE book (note: you may request one of the books from our summer reading list, even if it is not listed as one of their choices. Please select a hard copy (not an electronic or audio copy). If you have any questions about summer reading/getting a free book from the library, you can email Mrs. Kay with your questions: cminer@philasd.org.

Summer Reading for 12th Graders signed up for Honors English IV

1) *Interpreter of Maladies* by Jhumpa Lahiri



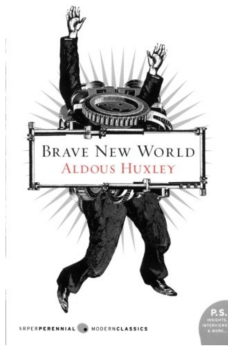
Navigating between the Indian traditions they've inherited and the baffling new world, the characters in Jhumpa Lahiri's elegant, touching stories seek love beyond the barriers of culture and generations. In "A Temporary Matter," published in *The New Yorker*, a young Indian-American couple faces the heartbreak of a stillborn birth while their Boston neighborhood copes with a nightly blackout. In the title story, an interpreter guides an American family through the India of their ancestors and hears an astonishing confession.

2) Select one additional text to read from the list below.

Summer Reading for ALL 12th Graders

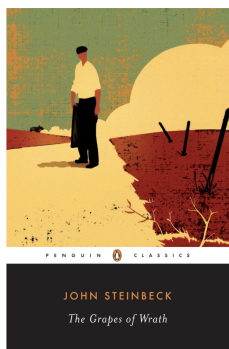
Select one text to read from the list below.

Brave New World by Aldous Huxley



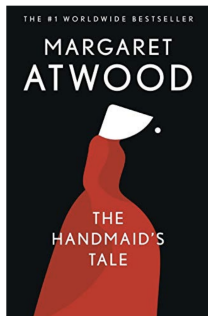
Brave New World is a dystopian novel by English author Aldous Huxley, written in 1931 and published in 1932. Largely set in a futuristic World State, inhabited by genetically modified citizens and an intelligence-based social hierarchy, the novel anticipates huge scientific advancements in reproductive technology, sleep-learning, psychological manipulation and classical conditioning that are combined to make a dystopian society which is challenged by only a single individual: the story's protagonist.

[Grapes of Wrath](#) by John Steinbeck



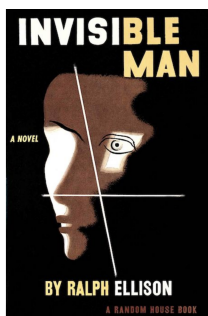
It tells the story of one Oklahoma farm family, the Joads—driven from their homestead and forced to travel west to the promised land of California. Out of their trials and their repeated collisions against the hard realities of an America divided into Haves and Have-Nots evolves a drama that is intensely human yet majestic in its scale and moral vision, elemental yet plainspoken, tragic but ultimately stirring in its human dignity. A portrait of the conflict between the powerful and the powerless, of one man's fierce reaction to injustice, and of one woman's stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America. At once a naturalistic epic, captivity narrative, road novel, and transcendental gospel, Steinbeck's powerful landmark novel is perhaps the most American of American Classics.

[The Handmaid's Tale](#) - Margaret Atwood



In Margaret Atwood's dystopian future, environmental disasters and declining birth rates have led to a Second American Civil War. The result is the rise of the Republic of Gilead, a totalitarian regime that enforces rigid social roles and enslaves the few remaining fertile women. Offred is one of these, a Handmaid bound to produce children for one of Gilead's commanders. Deprived of her husband, her child, her freedom, and even her own name, Offred clings to her memories and her will to survive. At once a scathing satire, an ominous warning, and a tour de force of narrative suspense, *The Handmaid's Tale* is a modern classic.

[Invisible Man](#) by Ralph Ellison



Written in the politically and socially turbulent 1940s, *Invisible Man* is one of the definitive novels of the African-American experience; it is also one of the definitive novels for all Americans. The issues Ellison so powerfully addresses are those that confront everyone who lives in the modern world: not only racism but the very question of personal identity, our frustrated impulse to assert ourselves in a world which is metaphorically blind. Ellison's hero is invisible within the larger culture because he is black, but his feelings can easily be understood by all those who experience the anonymity of modern life.

AP English Literature and Composition 2020 Summer Reading

Purpose:

- To help build confidence and competence as readers of complex texts
- To give you, when you enter the class in the fall, an immediate basis for discussion of literature- elements like theme, narrative, viewpoint, symbolism, plot structure, etc.
- To set up a basis for comparison with other works we will read during the year
- To provide you with the beginnings of a repertoire of works you can write about on the AP Lit exam next spring
- Last but not least to enrich your mind and stimulate your imagination

If you are willing and able to purchase your own copies of these books, you can annotate as you read and will have the books to refer to later in the year. If not, you can find these works in the local library or online. I have provided the titles, ISBN numbers, and publishers if you wish to purchase your own. Although video versions of your book may exist and can be enjoyable, they differ greatly from the written word; it is better to rely on the works themselves. Some of the works may contain somewhat explicit language, sexual references, or mature subject matter. Feel free to make another choice, but please be advised that many of the works we read and discuss will have content such as this.

Grading: This will be your first test grade for Quarter 1. It will be graded based upon your deeper insights on how literary/rhetorical devices as well as excerpted evidence add meaning to the text. Surface level interpretations as well as those found on websites such as Sparknotes are not considered 'A' level work. You will be rewarded for your own thoughts and ideas. The total points earned divided by 165 possible points will give you your test grade percentage.

*****Plagiarism:** Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment as well a parent conference.

Heading: Please use an MLA format heading for all papers.

► **Write Your Reader Profile - Due: July 15, 2020 (10 pts.)** Before you begin any of the reading for this summer, craft a well written profile of yourself as a reader. What are your strengths and weaknesses in reading, prose and poetry? What purposes does reading serve for you? What are your passions and peeves? Be as honest and forthcoming as you possibly can be. This portion of the assignment should be no more than 200 words. Submit your reader profile to aswerdloff@philasd.org.

The assignments below are due the first day of school. Bring your typed or handwritten copies to class. No work will be accepted late.

1. FIRST ASSIGNMENT: This may be typed or handwritten. Title for the heading of this assignment is *How to Read Literature Like a Professor*. (50 pts.) Reading: **Text** : *How to Read Literature Like a Professor* by Thomas C. Foster. **Paperback:** 336 pages **Publisher:** Harper Perennial; Revised edition **ISBN-13:** 978-0062301673

Assignment: After EACH chapter (there are 26!) summarize 2- 3 main points and analyze those points in relation to a work you have read. While I realize that you may not have read a plethora of higher level reading selections, please try to choose works that have been studied in high school or at the very least are high school reading level. We will have in class discussions about what constitutes *literary merit* . If you are wondering if your reading selection is appropriate, consult the College Board's list of AP quality authors. YOU MUST DEMONSTRATE VARIETY; use multiple sources for your examples. Here is a sample for Chapter 1:

Chapter 1: Every trip is a Quest (except when it's not)

Main Ideas: - There is usually a quester, a place to go and a stated reason to go there - The quester usually encounters numerous challenges and trials that help him/her on the journey - The ultimate reason for the quest is to gain self-knowledge and understanding

Connection: In *The Kite Runner*, Amir's quest is to return to this past to set right the wrong he did as a young child. His reason for returning to Afghanistan is to rescue Hassan's son Sohrab, who has been sold as a child prostitute to Amir and Hassan's childhood enemy. Amir faces many challenges, including restrictions imposed by the Taliban, and the physical and mental challenge of confronting Assef. Ultimately, having completed his journey, Amir gains valuable knowledge about himself and his relationship to his own past as well as the possibilities of the future.

*Note: The sample provided incorporates the theme of Foster's chapter (the quester, quest etc.), provides a specific reference to the text, and connects the purpose of the quest as it is incorporated in the book. This is the *connection* that I am looking for you to recognize. Find this, avoid plot summary, and you are good to go.

2. SECOND ASSIGNMENT:

Please use notebook paper for this assignment and the title for your heading is *English Journal* . Assignments should be neatly handwritten; no typing, please. Write on front and back of the page. (75 pts.)

Purpose: In AP Literature and Composition, you are forced to revisit literary and rhetorical devices multiple times. Knowing what these devices are, how to find them, and to show how they add meaning will be the crux of the work in this class.

Text: *Frankenstein* by Mary Shelley (a print version is preferable) **Paperback:** 166 pages **Publisher:** Dover Publications; Third Edition **ISBN-13:** 978-0486282114

Reading : I strongly recommend reading *Frankenstein* multiple times over the summer. Try to have your final reading take place shortly before school starts, that way it will be fresh in your mind. *Frankenstein* is a very gripping tale; show up ready to enthusiastically discuss it when school resumes. We will begin Quarter 1 discussing this novel and you should be prepared to intelligently discuss the themes, language and literary devices in the novel.

Assignment (75 points or 1 points per entry – elements C & D are graded): Close read the novel: 75 entries, equally distributed over the entire book, about 3 entries per chapter. Organize each entry in the following manner:

Heading: CHAPTER * (The heading only needs to appear once at the beginning of the section)

- Entry # (1-20)
- A. place in text
- B. quotation
- C. label (literary/rhetorical device)
- D. explain writer's intended effect on reader and how it adds meaning.

The following is a sample entry: (Under CHAPTER 1 heading)

- # 17
- A. page 18
- B. "He came like a protecting spirit to the poor girl, who committed herself to his care;"
- C. simile
- D. The man is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. There are many references to spirits and heavenly attributes throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel and determines a character's demeanor.

Close reading should follow your first reading of *Frankenstein*. Ideally you will understand the story to some degree before you tackle this.

Helpful Hints:

Theme vs. Thematic Concepts

A thematic concept is the generalized idea from which we can derive a theme. For many years you may have thought that these concepts were actually themes, but in reality they are not. We have all seen them. We search Sparknotes for important themes and are given items such as love or chaos vs. order. These are in fact thematic concepts and need to be referred to as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand the actual theme. What is the piece saying about death? What is it saying about corruption? Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

A theme must:

1. Be a complete sentence
2. Never be a moral
3. Be universal
4. Never be a cliché
5. Be about life or human nature

Ideas for Annotating Literature

“Every Text is a lazy machine asking the reader to do some of its work.” – Novelist Umberto Eco

- Use a pen so you can make circles, brackets and notes. If you like highlighters use one for key passages, but don't get carried away and don't only highlight.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme- or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading,

guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words. If SAT prep has dampened your enthusiasm, reconsider the joy of adding your “word hoard” as the Beowulf poet calls it.

- The Harvard College Library has posted an excellent guide to annotation, “Interrogating Texts: Six reading habits to Develop in your First Year at Harvard.” <http://guides.library.harvard.edu/sixreadinghabits>
- If you still need help, please visit this supportive essay on how to annotate a text, <http://www.tnellen.com/cybereng/adler.html> .