



Hilton Head Preparatory School
2020-2021 English Department
Summer Reading
Upper School
Requirements and Assignments

A Note from the English Faculty...

We support summer engagement. Summer reading enlarges a student's personal corpus; stretches a student's ability to read, listen, and think critically and independently; and contributes to encouraging a valuable lifelong leisure activity. Our faculty has carefully selected the titles and authors on the following lists. Students should prepare to write on and discuss all titles as soon as the first day of school. Moreover, all summer reading requirements have attached assignments, so students should be sure to plan ahead and complete all work to turn in the first day of school. It will be difficult, if not impossible, for a student to pass an English course without successfully completing summer reading. All assignments should be the student's original thoughts, with no help from outside or internet sources. Students should type all assignments and upload them to Turn-it-In during the first day of class. Please contact the head of Prep's English Department, Ms. Sharon Terry, with any questions: sharon.terry@hhprep.school.

One School, One Book

This year, we are excited to continue the valued tradition of the upper school read as part of our summer reading program. In addition to the required books for each course, all upper school students will read *The Water is Wide*, the acclaimed classic 1972 memoir by Pat Conroy. As Conroy asserts, "The most powerful words in English are 'Tell me a story.'" *The Water is Wide*, the book that launched Conroy's long and fabled writing career, is the story of his sojourn as a teacher on Daufuskie Island (called Yamacraw in the memoir). While Conroy masterfully weaves together strands exploring the idealism of youth, the injustices of racism, the inequities of poverty, and the meaning of education, the memoir is, at its heart, a love song to the landscape and people of the South Carolina Lowcountry. As such, it presents us with the unique opportunity to explore our region through different lenses and gain new perspectives about the place we call home. Throughout the year, we will work with the Pat Conroy Literacy Center in Beaufort to schedule lectures, discussions, and field trips to bring Conroy's powerful words to life. Join the Hilton Head Prep Upper School in reading the book hailed by *Newsweek* as "Miraculous. . . and an experience of joy" and lauded to *The New York Times* as "A hell of good story." Happy reading!

How to Annotate a Text, or “Active Pencil, Active Mind!”

As part of your summer reading requirements, Hilton Head Prep middle and upper school students are required to annotate their assigned books. This handout will help introduce or review with you with the practice of useful annotation.

Annotation allows you to have an active “dialogue” with a book. Reading should be an active process, and annotation allows you to interact purposefully with your book so you truly own both it and its most important ideas.

Annotation serves another, equally important, purpose. When we discuss the book later, or you are called upon to write a paper or give a talk on the book, your annotations will help you remember what you thought as you read, important moments in the plot, and significant language usage much more easily.

You will each annotate in your own way, but here are some suggestions from the HH Prep English faculty:

- Use your own text. Write your name in a prominent place.
- Use pencil. If you use a highlighter, each highlighted passage should be accompanied by a penciled-in note.
- Use a star to mark important passages, or two or three stars to indicate increasingly pivotal moments in the text.
- Use question marks to indicate confusing passages.
- Look up unfamiliar words and write a definition or synonym in the margin.
- Use inside covers and “fly” pages (blank pages at beginning and end) to make notes, jot down questions, propose themes, etc.
- Notice any shifts in point-of-view? Setting? Mark it!
- Good annotating is selective! Avoid marking *everything* as important.

Annotating a book well takes practice, but it is well worth the effort you put in. You’ll be surprised at how much richer and fuller your understanding of a book can be if you are awake (not just conscious, really AWAKE!) when you read.

A note about electronic books: You are welcome to read your book on a Kindle, Ipad, or laptop, if available, but keep in mind that you must be able to create and access annotations for each work.

Fundamentals of Writing (Grade 9)

Rising ninth-grade students will read, annotate, and complete dialectical journals based on TWO required books:

The Water is Wide by Pat Conroy

Circe by Madeline Miller

Before reading *Circe*, watch a film version of Homer's *The Odyssey*. There are several versions, most of which are available on Amazon. Take notes on the film and be ready to discuss and write about its relationship to *Circe* when you return to school.

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

If you have questions related to this assignment, please email Sharon Terry at sharon.terry@hhprep.school.

World Literature (Grade 10)

All rising 10th graders are required to read, annotate, and complete dialectical journals based on TWO books:

The Water is Wide by Pat Conroy

Read the article “Why is Literature Important to Developing Critical Thinkers?” located at the link below. You will write a summary the first week back at school.

<https://www.brighthubeducation.com/teaching-methods-tips/100744-the-importance-of-teaching-literature/>

Read the following two speeches/lectures from Nobel prize for literature winners below. You will write summaries the first week back at school.

Bob Dylan <https://www.nobelprize.org/prizes/literature/2016/dylan/lecture/>

Olga Tokarczuk <https://www.nobelprize.org/prizes/literature/2018/tokarczuk/104871-lecture-english/>

Read one book from the following list and complete a dialectical journal (directions pages 8-10):

The Stranger by Albert Camus

The Wind-Up Bird Chronicles by Haruki Murakami

The Invisible Pyramid by Loren Eiseley

A Thousand Splendid Suns by Khaled Hosseini

The Joy Luck Club by Amy Tan

Hiroshima by John Hersey

***I am Malala* by Malala Yousafzai**
***A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah**
***The Shadow of the Wind* by Carlos RuizZafón**
***Kafir Boy* by Mark Methabane**
***Brave New World* by Aldous Huxley**
***Slaughter-House Five* by Kurt Vonnegut**
***Homegoing*, by Yaa Gyasi**
***The Poet X* by Elizabeth Acevedo**
***How The García Girls Lost Their Accents* by Julia Alvarez**
***Member of the Wedding* by Carson McCullers**
***Les Misérables* by Victor Hugo**
***The Bluest Eye* by Toni Morrison**

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements

If you have questions related to this assignment, please email Sharon Terry at sharon.terry@hhprep.school .

American Literature (Grade 11)

Rising eleventh-grade students will read, annotate, and complete dialectical journals based on TWO required books:

***The Water is Wide* by Pat Conroy**
***Ahab's Wife* by Sena Jeter Naslund**

Before reading *Ahab's Wife*, watch a film version of Melville's *Moby Dick*. There are several versions, most of which are available on Amazon. Take notes on the film and be ready to discuss and write about its relationship to *Ahab's Wife* when you return to school.

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

If you have questions related to this assignment, please email Sharon Terry at sharon.terry@hhprep.school .

British Literature (Grade 12)

Rising twelfth-grade students will read, annotate, and complete dialectical journals based on TWO required books:

The Water is Wide by Pat Conroy

The Wide Sargasso Sea by Jean Rhys

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

Before reading *The Wide Sargasso Sea*, watch a film version of Bronte's *Jane Eyre*. There are several versions, most of which are available on Amazon. Take notes on the film and be ready to discuss and write about its relationship to *The Wide Sargasso Sea* when you return to school.

If you have questions related to this assignment, please email Sharon Terry at sharon.terry@hhprep.school.

Rising seniors must also complete the quote assignment on page 13 of this packet.

A.P. English Language and Composition

ALL rising AP Language students will read, annotate, and complete assignments on the two books and one schema challenge below:

1. *The Water is Wide* by Pat Conroy

Assignment: Complete dialectical journal. See pages 8-10 for guidelines and examples.

2. *Into the Wild* by Jon Krakauer

Assignment: Complete dialectical journal. See pages 8-10 for guidelines and examples.

3. Complete the AP Language Summer Schema Challenge. Instructions are on pages 11-12.

If you have questions related to this assignment, please email Sharon Terry at sharon.terry@hhprep.school.

Rising seniors must also complete the quote assignment on page 13 of this packet.

A.P. English Literature and Composition

ALL rising AP Literature students will:

Read, annotate, and complete assignments on the following:

***The Water is Wide* by Pat Conroy (if you did not read it in AP Language). All students should complete dialectical journals. Directions are on pages 8-10.**

***The Poisonwood Bible* by Barbara Kingsolver (assignment requirements in Live Binder)**

***How to Read Literature Like a Professor* by Thomas C. Foster (assignment requirements in Live Binder)**

Before you begin reading, please consult your Live Binder for introductions, discussion topics, and **specific written assignments** related to these readings:

<http://www.livebinders.com/play/play?id=2002730>

All reading **MUST** be annotated thoroughly. Bring your books with you on the first day of school. For help with annotation, see page three of this handout.

If you have questions related to this assignment, please email Sharon Terry at

sharon.terry@hhprep.school .

Rising seniors must also complete the quote assignment on page 13 of this packet.

Dialectical Journal

Journal Responses:

You will keep a dialectical journal as you read through the novel. A dialectical journal is a way for you to have a conversation with the text. Dialectical journals are **double-entry journals** with a quote/passage from the text on one side, and your reaction on the other side. To receive full credit, include at least ten quotes and responses. All responses should reflect your own thoughts; do not consult outside sources for this assignment.

TO DO:

- Trace themes.
- Notice tone shifts.
- Notice changes in characters; notice patterns in characters; predict what you think a character may do next.
- Notice connections.
- Notice subtleties.
- Notice how writing techniques such as diction, imagery, details, language, and syntax contribute to the overall message.
- Comment on the intertextuality of this novel-what other texts may have informed this one or what allusions are present.
- Comment on the social and political implications of such a novel.
- Comment on the author/narrator's persona, philosophy, ideals, thought, and goals.
- Explain why you chose the quotation/passage. Why is it important? How does it contribute to the meaning of the novel as a whole?
- Connect the quote/passage to personal experience. Relate it to your own life, another piece of literature, or the world in general.
- Reflect upon what the quote/passage says about all people and humanity in general. How does it develop the theme of the novel?

NOT TO DO:

- Do not simply ask questions as a response to a quote. Ex: What could this possibly mean? Why did ____ do ____?
- Do not simply identify techniques: Ex: This is a metaphor.
- Do not simply report. "The Price family went to the jungle..."
- Do not simply restate the quote.

EXAMPLE

PLEASE TYPE ALL JOURNALS

Dialectical Journal	Name _____
	Date _____

Quotation and page #	Reaction/Response
<p>“...as I glanced back at him standing alone in the middle of the crossing, he looked as if the world itself was slung around his neck” (Taylor 49).</p> <p>Sample entry based on <i>Roll of Thunder Hear My Cry</i></p>	<p>Now I feel definite that Jeremy is portrayed as a Christ-figure symbol. He is kind-hearted, sensitive and the author has him in the middle of the “crossing” with the world’s weight upon him.</p>
<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (O’Brien 15).</p> <p>Sample entry based on <i>The Things They Carried</i></p>	<p>O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p>

What will I need on my Dialectical Journal to receive full credit?

- You will be graded on the **quantity of your entries (at least ten)**, the **quality of your quotation choices** and the **quality of your responses**. It should be evident that you have completely covered the novel—entries should be fairly evenly distributed over the entire novel.
- Must be typed.
- Quotations/paraphrases must include author and page number.
- Reaction/Responses must reveal that you were truly interacting with your reading both personally and intellectually.

Rubric for Dialectal Journal

Critical Reader (detailed, elaborate responses) 90-100

- Extra effort is evident.
- More than the minimal number of entries are present.
- Quotes are relevant, important, thought provoking, and representative of the themes of the novel.
- You “read between the lines” of the novel and make inferences.
- You consider the meaning of the novel in a universal sense.

- You create meaning through connections with your experiences and/or other texts.
- You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

Connected Reader (detailed responses) 80-89

- A solid effort is evident.
- The required number of entries are present.
- Quotes are relevant and connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the novel.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance of the quotes and show how they contribute to the meaning of the work as a whole.

Thoughtful Reader (somewhat detailed responses) 70-79

- An insufficient number of entries are present.
- You selected quotes that may be interesting to you, but that don't necessarily connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections, but explain with little detail.
- You rarely make new meaning from the reading.
- You ask simple questions of the text.
- You don't support your views.
- Sentences are mostly correct with a few careless errors in spelling and grammar.

Literal Reader (simple, factual responses) 60-70

- Few entries are present.
- Entries exhibit little insight or none at all.
- You accept the text literally.
- You make few connections which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.
- Sentences contain careless grammar and spelling errors.

Limited Reader (perfunctory or incomplete response) below 60

- Very few entries are present.
- Very little effort is evident.
- You find the text confusing, but make no attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

This assignment was adapted from one presented at a College Board workshop by Sandra Effinger.

AP Language and Composition

Summer Schema Building Challenge

Schema: an underlying organizational pattern or structure; a conceptual framework. Schema provides the basis by which someone relates to the events he or she experiences. (dictionary.com)

This assignment is a fact-gathering, critical thinking challenge to broaden your knowledge of the world around you. It is designed to help you build your personal schema by gathering high-quality information which you will then have as you develop and support your own arguments and think critically about the arguments of others. Ultimately, all argument is based on evidence, which might include facts, statistics, expert testimony, examples, anecdotes, or other appeals to our beliefs and needs. Effective argument relies on a variety of evidence. The better informed you are, the more evidence you have at your disposal when you need it (like, for example, when taking the AP Lang exam or trying to convince your parents that you should be able to do that thing you really want to do.)

The Task: **for each** schema builder all you have to do is a) **identify your source** (MLA formatted documentation) and b) **write a half page** or so thoughtfully answering the following questions. Notice, none of the options is a summary. Do not merely summarize.

- What do I know/understand now that I didn't before?
- How did this experience change the way I think about something?
- What is a thought, idea, or perspective that I might not have considered if I hadn't encountered this material?

Complete at least one schema builder from each category. Write all of your responses on one document to be uploaded via Turn-it-In when we return to school.

Shorter Reading

- essay
- poetry
- article

Current Events – From a reliable print or internet article

- current event: local
- current event: national
- current event: world

History

- documentary on a historical time, place, event, or person

- movie based on historical events or people
- book: historical fiction
- book: non-fiction on a historical time, place, event, or person
- article: about historical time, place, event, or person
- article: of historical significance (written at the point of history)
- speech: video, audio, or text with historical significance
- museum visit

Observation

- view a piece of art that has some kind of significance (well-known or not, but not you little cousin's refrigerator masterpiece)
- examine a trend: fashion, social patterns, etc.
- visit a museum : real or virtual

Entertainment

- Academy Award winning movie-any year
- award winning movie-any award
- documentary
- TED talk
- newscast
- Podcast

Sports/Science

- Something interesting in the world of sports - any format (podcast, article, etc.)
- Go to/view a sporting event
- Something interesting in the world of science - medical, social, environmental, etc. To be scientifically sound, look for studies by credible sources.

Modified from an assignment shared by **Shannon Zamoyski Yodzevicis**

Rising Senior Quote Assignment

Please choose a quote/verse/lyric/Scripture that represents who you are and/or resonates with your beliefs. The quote should have significant meaning to you.

Once you have decided on the quote, research the person who said it and write two to three sentences about the author and context in which the quote was written. Then, explain what the quote means to you. Explain how this quote applies to your everyday life and your future.