

## HONORS JUNIOR ENGLISH ~~ 2019 - 2020

Welcome to your junior year–

Your first assignment in Honors English 11 is summer reading. For this year’s summer reading assignment, you will read one literary classic from the CLASSICS LIST below, **AND** one book of your choice that meets the requirements for the STUDENT’S CHOICE. Make sure to have one novel from the required classics list (you will take a test on this one on the 2<sup>nd</sup> day of school) and one pleasure read (you will make a visual project due on day 1 and presented day 3).

The intent of this assignment is to create an opportunity for you to choose literary works which are of particular interest to you and to expand the number of works you have read from the literary cannon; therefore, although there is value revisiting previously encountered literary works, **a re-read of works you have already read IS NOT acceptable for this assignment.**

As you read each book, look for text connections. A text connection helps a reader develop a unique insightful understanding of the literary work. Here are the four types of text connections:

|   |   |
|---|---|
| Text to World   |   |
|  | This is a connection you can make between the literary work and the world outside of your own experience or a book. For example, text to world connections reference significant moments in sports or history. They can also reference places in our world or current events. |

**Note:** These Connections should be a well developed paragraph that cites not only the connections, but gives examples from both sides and explanations.

|   |  |
|---|--|
| Text to Self  |  |
|  | This is a connection you can make between the literary work and your own personal experiences. <i>Note: This text connection must be significant. A “text to self” connection which indicates that you are a student and the main character is also, is not a significant connection. It must be more substantial.</i> |

|   |   |
|---|---|
| Text to Text  |   |
|  | This is a connection you can make between the literary work and another book, short story, song, poem or work of art. |

|   |  |
|---|--|
| Text to Movie   |  |
|  | This is a connection you can make between the literary work and a film or TV show you have viewed. |

For **each summer reading book**, you will need to document (in the manner indicated below) a minimum of:

- Two —text to world connections
- Two —text to self connections
- Two —text to text connections
- Two —text to film connections

**that's 8 per book; a total of 16 connections**

Here is an example brainstorm to help you make connections. Often, the character or situation in the story is similar to people and events in history, other pieces of literature, our times, or even people or experiences in your own life. **Identify** the circumstance or character. **Compare/contrast** similarities and differences on a visual organizer (See example below.) followed by **explanatory paragraphs** in your own paper.

EXAMPLE: #3 – Association **Odysseus**

Although Odysseus ventures far from home, accomplishing great deeds, his desire to return home is a major theme.

Odysseus endures many trials of strength, courage, wit, and wisdom.

Odysseus is not alone. Athena, the Greek goddess of wisdom, serves as his protector and savior.

The story of Odysseus was Homer's morality tale employing Odysseus as a model for Greek culture, values, and customs.

Homer's *Odyssey* is told by a master storyteller who employs many devices to keep the audience engaged.

**Dorothy of *The Wizard of Oz***

Dorothy's journey takes her to fantastic lands on her quest to return home.

Dorothy must outwit many creatures and the Wicked Witch of the West with her stalwartness.

Likewise, Dorothy is befriended and accompanied by three, hapless creatures, each on his own quest.

For twentieth century Americans, *The Wizard of Oz* teaches many values and seeks to arm viewers against cynicism through Dorothy and her friends.

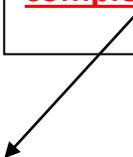
*The Wizard of Oz* is a feast for the eyes and imagination that stands up to the test of time in both visual effects and storytelling enjoyment.

\*You may also use Venn diagrams for this exercise, be detailed and complete. Remember to have an **explanatory essay** for the diagram/chart.

Organize and type up your information in the manner indicated below with **a separate file/document for each summer reading book**:

|   |
|---|
| Name #  |
| Your Name   |
| Jones + period # (ex: Jones 2 if you are in 2 <sup>nd</sup> period)   |
| Honors English 11   |
| Summer Reading - Book # 1   |
| Day Month Year (the first day of school)  |
| <b>Novel/Work:</b> <i>To Kill A Mockingbird</i>   |
| <b>Author:</b> Harper Lee   |
| <b>--“Text to World” Connection # 1</b><br>The Great Depression connects to this novel because it impacts Atticus, a lawyer, who despite the socioeconomic status of lawyers at that time, must —tighten his belt!. Some of his clients have been forced to pay him in goods (i. e. food left on his back porch). |
| <b>--“Text to World” Connection # 2</b><br>Cont’d. ...<br>cont’d  |

**NOTE: This is just an example on how to format your papers. The paragraphs should be much lengthier—8-10 complex sentences each.**



In addition to the **16 connections** (8 for each book), you will need to complete a **visual project** for your secondary book using one of the following ideas: **ALL of these should be accompanied by a Works Cited!!!**

**\*\*Project Ideas** (these are individual projects; you may not use a partner, even if you read the same books)

1. You are a **costume and set designer** for a new film based on the novel. Render drawings of costumes for ten major characters, and a set design for one location. Describe your concept for each of the drawings.
2. Draw a **detailed schematic** or make a large detailed **diorama** representing one of the scenes/sites presented in the book. Submit an MLA formatted document explaining the project + a Works Cited.
3. Create an **inventory or encyclopedia** (a “who’s who” or “what’s what” reference guide) of some aspect of the novels listing characteristics involved in the subject matter; create a visual of this to share. For example: If your novel had magical creatures, draw an example of 10 creatures and describe/list their characteristics.
4. Create a color **scrapbook** for the book with a title page and five other pages. Dedicate 2-3 pages to main characters characterizations (include quotes for them and other characters that back-up your assumptions on the characters. Dedicate 2-3 pages to major events in the story. BE CREATIVE! The final page should be a Works Cited page for the novel.
5. Create an **Amusement Park Ride** for your book. This must be in color and poster board size. BE CREATIVE! No blank spaces!! Take your fans on a ride through the events of the story. Extra-credit if it’s 3-D. There should be a write-up explaining each attraction along the path of the ride. MLA format, of course, and don’t forget that Works Cited!
7. Make a **Pop-Up Book** that depicts a minimum of five major events that the main character experiences during the course of the story’s plot. Your book will need a cover, title page, a significant quote for the event, and work cited of the book, also. A good how-to resource for this is found at the following web address: [https://www.youtube.com/watch?v=0XNV9oVf\\_pU&noredirect=1](https://www.youtube.com/watch?v=0XNV9oVf_pU&noredirect=1) This one is fun, I’ve done it ☺
8. Make a **Paper Bag Report** by taking a paper bag and designing a title panel with illustration on the front, a summary and significant quote from the book on the back, an internal conflict on one side and an external conflict on the other side. Plus **you will need 7 items** that fit inside the bag that symbolize the setting, characters, events, objects from the story, and other significant plot devices. You can check out this video for a visual example: <https://www.youtube.com/watch?v=zNM6SvU9jwQ>

\*If you have questions, email your instructor: Mrs. Belinda Jones -- [bjones@tuhsd.k12.az.us](mailto:bjones@tuhsd.k12.az.us)

SO, in summary, you will need to:

**Read** two books

**Write** two “connection” papers, one for each novel (this consists of 8 total connections for each book)

**\*\*This means 16 total complex paragraphs (8-10 complex sentences each) total**

**Create** one project to reflect one novel from the secondary list

**Test** on one novel from the “Primary” list

**All summer reading assignments should be completed before school starts, and your projects are due on the third day of school.** Enjoy your summer and enjoy your reading! I look forward to seeing you in class. This is going to be a great year!

Mrs. Jones

Honors English 11 Teacher

## WHAT SHOULD I DO IF I HAVE CONCERNS RELATED TO THIS ASSIGNMENT?

If you have concerns related to this assignment, you must contact Mrs. Jones via email [bjones@tempeunion.org](mailto:bjones@tempeunion.org). At least a week before the start of the 2019-2020 academic year.

## Honors English 11 Summer Reading List~~2019-2020

**Note:** You must receive approval for your Secondary Novel. [CLICK HERE](#) to submit your book, then **contact your teacher** via email saying you have submitted. I will then approve it and give notification as to whether it is approved, or not. Mrs. Jones' email address: [bjones@tempeunion.org](mailto:bjones@tempeunion.org)

This list has been designed to provide students with a broad range of reading choices in terms of subject matter, genre and complexity. It reflects the position on reading of the *National Council of Teachers of English* by providing an opportunity for students to —access...a wide range of texts that mirror the range of students' abilities and interests (as well as) ample time to read a wide range of materials from the very simple to the very challenging (NCTE Position Statement on Reading).

➤ Descriptions of literary works are from the following sources: Sundance Publishing Company, American Library Association, Amazon.com and Barnes and Noble publisher annotations and editor reviews.

**Primary CLASSICS List: Choose One—This is the one you will be tested on. Be prepared to answer questions beyond just plot, i.e. symbolism, characterization, etc.**

***The Catcher in the Rye*** – Salinger -- Holden Caulfield is the quintessentially alienated, private school rebel in this controversial 1945 classic.

***Their Eyes Were Watching God***—Hurston-- An enduring Southern love story sparkling with wit, beauty, and heartfelt wisdom. Told in the captivating voice of a woman who refuses to live in sorrow, bitterness, fear, or foolish romantic dreams, it is the story of fair-skinned, fiercely independent Janie Crawford, and her evolving selfhood through three marriages and a life marked by poverty, trials, and purpose.

***Martian Chronicles***—Bradbury-- The *Martian Chronicles* is a 1950 science fiction short story collection by Ray Bradbury that chronicles the colonization of Mars by humans fleeing from a troubled and eventually atomically devastated Earth, and the conflict between aboriginal Martians and the new colonists.

***Of Mice and Men***—Steinbeck--tells the story of George Milton and Lennie Small, two displaced migrant ranch workers, who move from place to place in California in search of new job opportunities during the Great Depression in the United States.

**Secondary Novel:—This is the one you will make a project for.**

The idea here is to encourage pleasure reading, however, follow the rules:

- ✓ The book **MUST NOT** also be a movie,
- ✓ The book must be more than 200 pages,
- ✓ The book must have been published after 2012
- ✓ The book must have a Lexile Score over 1085. [Click here to check.](#)  
Or go to <https://fab.lexile.com/search/results> --use the search in the upper right corner
- ✓ The book must not have been read by you previously
- ✓ BRING THE BOOK TO CLASS Day 3