

Summer 2011 Summer Reading:

During the summer months, the English Department subscribes to Summer Reading for all students entering Fenwick in the fall. We believe in the following benefits:

Continued enjoyment and appreciation of good literature.
Continued development of reading comprehension skills.
Continued building of vocabulary enrichment.
Continued understanding of the complexity of relationships in the universal condition.
Continued knowledge of the various cultures represented in the specified selections.
Continued broadening of the individual student's reading inventory in the college preparation process.
Continued comparative analysis with several assigned texts within the classes through out the year and in cross curriculum application were it can apply

All classes will assess the individual student's understanding of the selected book during the first two weeks of school. Assessments include various short projects to full-length essays. By mid July, teachers have set up class Web Pages providing their students with specific directions. The Web Pages can be found under the Faculty pull-down menu on the Home Page.

Summer Reading List

Freshman Regular: (2)

Haroun and the Sea of Stories (Salman Rushdie) and *When the Emperor Was Divine* (Julie Otsuka)

Freshman Honors (3)

The Chosen (Chaim Potok), *Haroun and the Sea of Stories* (Salman Rushdie), and *One Day in the Life of Ivan Denisovich* (Aleksandr Solzhenitsyn)

Sophomore Regular: (2)

Our America (LeAlan Jones and Lloyd Newman with David Isay)
Boy's Life (Robert McCammon) **OR** *My Antonia* (Willa Cather)

Sophomore Honors: (3)

Fahrenheit 451 (Ray Bradbury), *Boy's Life* (Robert McCammon), and
Hotel on the Corner of Bitter and Sweet (Jamie Ford)

Junior Regular: (2)

The Crucible (Arthur Miller – this play is in your textbook) and *Glass Menagerie* (Tennessee Williams)

Junior Honors: (2)

The Scarlet Letter (Nathaniel Hawthorne) and *Kindred* (Octavia Butler)

Junior AP: (3)

How to Read Literature Like a Professor (Thomas Foster), *The Great Gatsby* (F. Scott Fitzgerald), and *Death of a Salesman* (Arthur Miller – this play is in your textbook))

Senior Regular (2)

Othello (William Shakespeare) and *Grendel* (John Gardner)

Senior Honors: (4)

Frankenstein M. Shelley

Playboy of the Western World (a 3 act play) and *Riders to the Sea* (a one act play) (John Millington Synge) Note: both can be found online

For your *third* book: this choice is for Senior Honors and AP

- You may choose a book from the New York Times Best Seller Lists. You can find these lists at <http://www.nytimes.com/pages/books/bestseller/> or at most book stores. It also appears in the Sunday New York Times Book Section. You may use any of these lists:
 - Hard-cover Fiction
 - Hard-cover Non-Fiction
 - Paperback Trade or Mass-market Fiction
 - Paperback Non-Fiction
- Your choice must come from the “Top 20” of the list. However, you may not select books from the Advice List (Hard-cover or Paperback,) Children’s List, or Graphic List.
- Be aware that some books might not be appropriate because of themes or content. Be sure to involve your parents in your choice.
- You must locate a review of the book you choose. We suggest you attempt to locate this review (on-line or in a magazine) before you begin the book. Be sure you are able to find a review.
- Bring a copy of the review with you for the first day of classes.

Note: Students in AP Government may opt to substitute that selection for this choice

AP Language and Composition: (1)

Black Boy (Richard Wright)

Senior AP: (3)

How to Read Literature Like a Professor (Thomas C. Foster), *The Importance of Being Ernest* (Oscar Wilde), a NYT Best Seller following the format above.

Senior AP Government (1):

Brave New World (Aldous Huxley)

ENGLISH DEPARTMENT
2011 SUMMER READING GUIDE
FOR ALL ENGLISH CLASSES

You are encouraged to use this guide as you read the summer selections. The answers to these questions should provide insight into the authorial agenda for each novel. While these questions are optional, several teachers will be posting web pages where they are giving specific expectations. After you receive your schedule please check to see if your teacher has posted specifics on your teacher’s web page. If your teacher has not posted specifics then be prepared to answer these questions as part of the summer reading assessment.

I. PEOPLE IN THE STORY

1. What kind of person is each of the important characters?
2. A person's character is revealed by the way in which he/she deals

with a crisis, a problem, and obstacle, or a handicap. What instances of this kind did you notice?

3. Is any character changed by his/her experiences? How does he/she improve or deteriorate?

4. What sort of relationship do the persons in the story have with one another? How do they react with one another?

II. ACTION

1. What briefly was the plot about? See if you can put it into one sentence.

2. Did the plot move smoothly, holding your interest-even your suspense and leaving no unexplained loose ends?

3. Did the plot move back and forth in time (present to past)?

III. SETTING-TIME AND PLACE

1. What is the time or period of the happenings in the story?

2. Are there any well-known historical events or personalities which help to fix this period in our minds?

3. How are the people in the book shaped by the particular times in which they live? Are they "products of their times"?

4. How do the patterns of living in those times differ from our own?

How are they like ours?

5. What place or places are part of this story?

6. What are the characteristics of these places?

7. Are there any regional customs evident in the story?

8. What are the methods of transportation between places?

9. What other details, like language (dialect), dress, products made or used, did you notice?

IV. INSIGHTS-THEMES

1. In what way does this story give the reader any special understanding of human psychology-of how people think and act? Are factors like ambition, greed, hate, revenge, love, or the will to serve others seen

as influencing the characters in the story?

2. Do you approve or disapprove of the character's behavior and their attitudes toward life as seen in the story? Why do you feel this way?

3. How does this story deal with the questions of right and wrong? Is any light thrown on moral, ethical, or spiritual problems? Do you agree with

the stand taken by the characters in the story? Why or why not?

4. Many authors are concerned with social problems and evils, for instance, overemphasizing materialism or conformity. Is any problem of this

type given attention?

5. What larger understanding of the world-geographic, political, historical-can grow out of reading this novel, play or work?