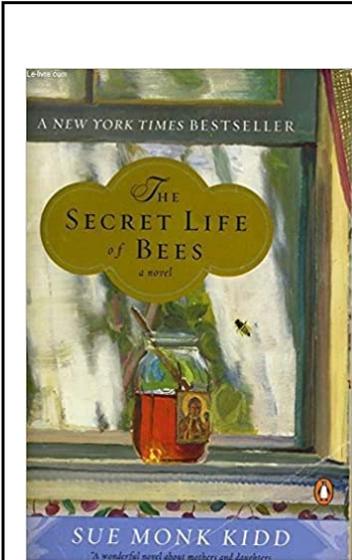


# CP & Honors English I

## Mr. Martin

### 2020 Summer Reading

Welcome to English I! This summer, you get to read and annotate *The Secret Life of Bees* by Sue Monk Kidd. This is an accessible novel with powerful themes and a local setting. There is a movie, but I ask that you not watch it until after our assessment in August so you do not confuse the plot of the movie with the plot of the novel.



Set in South Carolina in 1964, *The Secret Life of Bees* tells the story of Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted black "stand-in mother," Rosaleen, insults three of the deepest racists in town, Lily decides to spring them both free. They escape to Tiburon, South Carolina--a town that holds the secret to her mother's past. Taken in by an eccentric trio of black beekeeping sisters, Lily is introduced to their mesmerizing world of bees and honey, and the Black Madonna. This is a remarkable novel about divine female power, a story that women will share and pass on to their daughters for years to come.

Paperback: 352 pages

Publisher: Penguin Books

ISBN: 978-0142001745

#### Summer Reading Annotations Due the First Day

#### CP & Honors English I

Students will annotate as they read to be better prepared to incorporate literary analysis of summer reading material for class discussion, assessment, and projects. Annotations may be written directly in the book, on sticky notes, or if using an E-book, in a journal with relevant page numbers. The annotations should be spaced throughout the novel and be a balance of the types below. While there is no maximum number of annotations, it is recommended to have **at least** 10 for each category below. As this is the first assessment for your high school English class, it is a good chance to make a strong first impression. Listed below are guidelines which help provide a depth of understanding through the student's interaction with the text.

#### Type of annotations:

- Circle and define unfamiliar words
- Underline, label, and/or **explain** literary elements
  - imagery, symbolism, characterization, setting, figurative language, plot, etc.
- Make connections to the text (text to text, text to self, text to world)
- Make predictions
- Write questions you have of the author, character, and/or text

Please email questions to [Patrick\\_Martin@charleston.k12.sc.us](mailto:Patrick_Martin@charleston.k12.sc.us)

# CP & Honors English II

## Ms. Foster, Mr. Martin, and Ms. Rink

### 2020 Summer Reading

Welcome to English III! This summer, you must read George Orwell's novel *1984* and maintain a list of ten MLA cited quotes that prove **characterization and theme**.

**Part I – Required Reading:** ALL rising English II HONORS and CP students will read and annotate the dystopian classic *1984* by **George Orwell** to establish a base for the genres. Please **read and annotate well** as this will help you on assignments.



*Description:* “Originally published in 1949, *1984* is George Orwell’s warning about the dangers of totalitarianism. The novel’s main character, Winston Smith, finds himself in an imagined future society where citizens are under constant surveillance and must conform their behavior to the will of Big Brother. Smith’s search for freedom and truth leads to his eventual rebellion against the Party and its oppressive system.” -Goodreads

#### Part II - Summer Reading Project and Assessments:

There will be *two major assessments on 1984 within the first month of school: one quiz on Day two and one test within the first month.*

Assignment 1: **Ten cited quotes will be due the first day** of school. These can be typed or written by hand. A sample chart is included below. This will go in my gradebook as a Summer Reading Project. *Notice the teacher models and how the description of the quotes are in complete sentences. This is a requirement.* **The chart is worth 100 points; every box filled is worth three points; sentence basics are -1 per error. MLA citations are worth 1 point each and should be structured like this:**

- “Sentence from text” (Orwell page). = “It was a bright cold day in April, and the clocks were striking thirteen” (Orwell 1).
- Note: If the sentence from the text ends in an exclamation point or a question mark, the citation is punctuated like this: “Sentence from text?” (Orwell 2). “Sentence from text!” (Orwell 3).
- MLA citations were learned in ninth grade; the Owl at Purdue is a helpful review page.

Quote + MLA Citation	What this quote teaches me about characterization or the world these characters live in:	What this quote teaches me about theme:
Teacher Model: “It was a bright cold day in April, and the clocks were striking thirteen” (Orwell 1).	The world they live in is very different from ours, and we see this right off the bat. Even the clocks are different!	After finishing the book and knowing the dystopian genre, I see that Orwell is supporting the theme of totalitarian control by showing that even the clocks and their numbers are controlled by Big Brother.

1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		

Assignment 2: Summer Reading quiz: This will happen day two of school and will be about plot details and characterization. Students will also fill out a plot chart that includes exposition, rising action, climax, falling action, resolution, protagonist, antagonist, and conflict. This will go in my gradebook as a quiz.

Unit Test (one month into school): This assessment will happen in late September and will include vocabulary, theme work (we will work on this in class before the test), character analysis, key quotes, and significant themes in the texts.

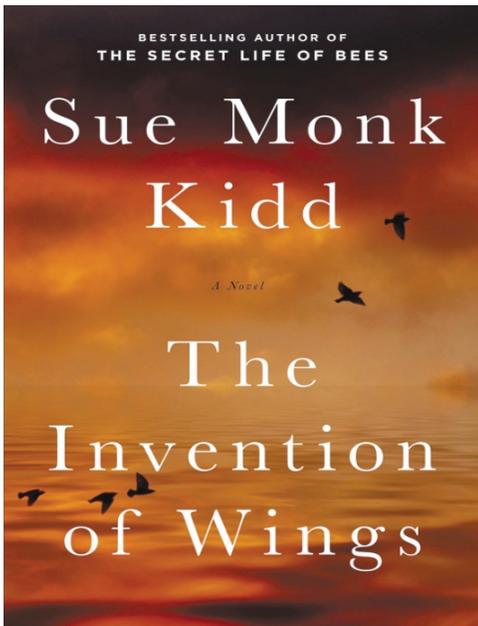
*We will continue to study the novel 1984 during the first quarter, so please bring them with you to every class, take notes, and be prepared for assignments. Note: A graded book check WILL HAPPEN day one and two of school. Make sure you are ready.*

Please email questions to [Rhetta\\_Foster@charleston.k12.sc.us](mailto:Rhetta_Foster@charleston.k12.sc.us), [Patrick\\_Martin@charleston.k12.sc.us](mailto:Patrick_Martin@charleston.k12.sc.us), or [Alaina\\_Rink@charleston.k12.sc.us](mailto:Alaina_Rink@charleston.k12.sc.us)

# CP & Honors English III

## Ms. Honeycutt

### 2020 Summer Reading



Writing at the height of her narrative and imaginative gifts, Sue Monk Kidd presents a masterpiece of hope, daring, the quest for freedom, and the desire to have a voice in the world. Hetty “Handful” Grimke, an urban slave in early nineteenth century Charleston, yearns for life beyond the suffocating walls that enclose her within the wealthy Grimke household. The Grimke’s daughter, Sarah, has known from an early age she is meant to do something large in the world, but she is hemmed in by the limits imposed on women.

Kidd’s sweeping novel is set in motion on Sarah’s eleventh birthday, when she is given ownership of ten-year-old Handful, who is to be her handmaid. We follow their remarkable journeys over the next thirty-five years, as both strive for a life of their own, dramatically shaping each other’s destinies and forming a complex relationship marked by guilt, defiance, estrangement and the uneasy ways of love.

This exquisitely written novel is a triumph of storytelling that looks with unswerving eyes at a devastating wound in American history, through women whose struggles for liberation, empowerment, and expression will leave no reader unmoved.

#### **Important Note to Students, Parents / Guardians:**

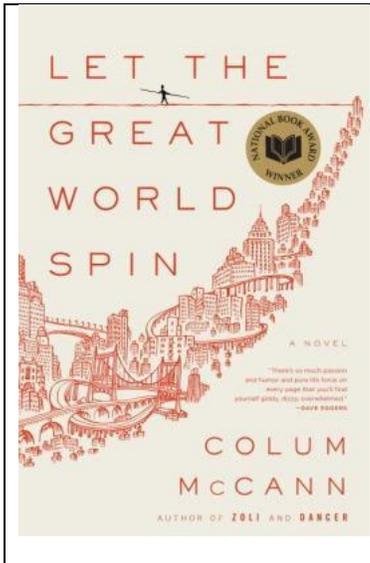
Students are expected to read this selection very carefully, going back and rereading as necessary to understand the plot details, characterization, point of view, symbolism, and theme. Feel free to review online study guides as a supplement to help you understand the texts.

Although there is no written assignment due the first day of school, there will be a quiz on the reading on the second day of classes. The quizzes require you to identify important passages from the novel and explain their context and significance. We will continue to study the book the first two to three weeks of school, so please bring it with you and be prepared for future assignments. Your first quarter interim grade will consist mostly of your averaged summer reading grades, so you should avoid any temptation to cut corners.

I look forward to a great year together! Please do not hesitate to contact me over the summer if you have any questions or concerns.

Please email questions to [Amber\\_Honeycutt@charleston.k12.sc.us](mailto:Amber_Honeycutt@charleston.k12.sc.us)

**AP English Language**  
**Dr. Cusatis and Ms. Honeycutt**  
**2020 Summer Reading**



*Let the Great World Spin*, Colum McCann, 2009 (novel)

Called "The greatest 9/11 novel," *Let the Great World Spin*, the 2009 National Book Award winner, takes place in New York City. Though it never quite addresses 9/11, that tragedy looms in the background of every page. McCann's book, however, is a life-affirming celebration of what is best in humanity. It takes place primarily on August 7, 1974, the day Philipp Petit strung a tightrope between the twin towers and danced across the quarter mile abyss above Manhattan. Also unforgettable for the voice of its narrators, the story is told from the points-of-view of eleven fictional characters touched in some way by the tightrope walker's act of beauty and courage, a feat that has been called "the artistic crime of the century."

**Instructions:**

Read and annotate the novel. Annotations should reveal careful reading, particularly regarding such literary elements as characterization, theme, symbolism, point-of-view, and imagery.

**Assessment:**

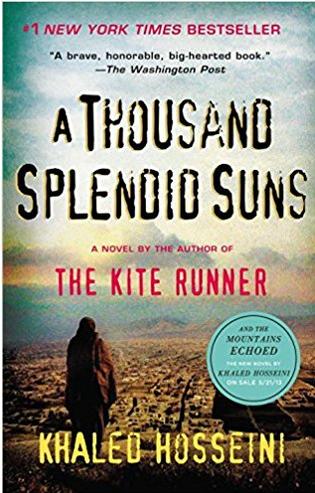
- 1) Annotations will be graded.
- 2) Students will take an objective test on the first day of class.
- 3) Students will participate in a graded discussion.

Please email questions to [John\\_Cusatis@charleston.k12.sc.us](mailto:John_Cusatis@charleston.k12.sc.us) or [Amber\\_Honeycutt@charleston.k12.sc.us](mailto:Amber_Honeycutt@charleston.k12.sc.us)

# Honors English IV

## Ms. Foster

### 2020 Summer Reading



Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever escalating dangers around them-in their home as well as in the streets of Kabul-they come to form a bond that makes them both sisters and mother-daughter to each other, and that will ultimately alter the course not just of their own lives but of the next generation. With heart-wrenching power and suspense, Hosseini shows how a woman's love for her family can move her to shocking and heroic acts of self-sacrifice, and that in the end it is love, or even the memory of love, that is often the key to survival.

#### **IMPORTANT NOTE TO STUDENTS, PARENTS/GUARDIANS:**

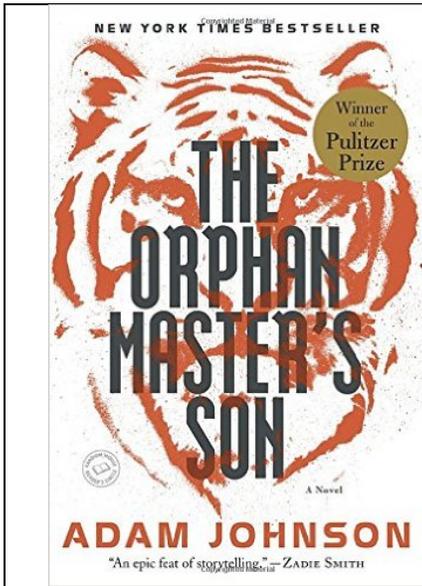
Students are expected to read this selection very carefully, going back and rereading as necessary to understand plot details, characterization, point of view, symbolism, and theme. Feel free to review online study guides as a supplement to help you understand the texts.

Although there is no written assignment due the first day of school, there will be a quiz on the reading on the second day of classes. The quizzes require you to identify important passages from the novel and explain their context and significance. We will continue to study the books the first two to three weeks of school, so please bring them with you and be prepared for further assignments. Your first quarter interim grade will consist mostly of your averaged summer reading grades, so you should avoid any temptation to cut corners!

Books can be purchased at any online retailer. Books can be purchased in Charleston at either Barnes and Noble or Mr. K's Books. Books can also be checked out of any public library; however, students need the book the first few weeks of class, so they may need to be re-checked out in order to avoid late fees.

Please email questions to [Rhett\\_Foster@charleston.k12.sc.us](mailto:Rhett_Foster@charleston.k12.sc.us)

AP English Literature  
Dr. Cusatis  
2020 Summer Reading



*The Orphan Master's Son*, Adam Johnson, 2012 (novel)

An epic novel and a thrilling literary discovery, *The Orphan Master's Son*, winner of the 2012 Pulitzer Prize, follows a young man's journey through the icy waters, dark tunnels, and eerie spy chambers of the world's most mysterious dictatorship, North Korea. Johnson provides a riveting portrait of a world rife with hunger, corruption, and casual cruelty but also camaraderie, stolen moments of beauty, and love.

**Instructions:**

Read and annotate the novel. Annotations should reveal careful reading, particularly regarding such literary elements as characterization, theme, symbolism, point-of-view, and imagery.

**Assessment:**

- 1) Annotations will be graded.
- 2) Students will take an objective test on the first day of class.
- 3) Students will participate in a graded discussion.

Please email questions to [John\\_Cusatis@charleston.k12.sc.us](mailto:John_Cusatis@charleston.k12.sc.us)