



2020 Upper School English Summer Assignments

ENGLISH 9:

Your assignment is to read *I Know Why the Caged Bird Sings* by Maya Angelou. We will have an objective quiz on this book on the second day of class. The quiz will include questions on character identification, setting, and plot. After discussing the book in class, we will have an in-class writing assignment. *In order to effectively prepare for these assessments, you should annotate as you read, and create a notes sheet, which includes the following elements:

- A **character list**, including a short explanation about each character
- The **overall narrative arc**: Exposition, Rising Action, Climax, Falling Action, Resolution
- The **setting(s)** for each chapter
- Note **moments of significance** in each chapter. A moment can be significant because it draws our attention to any of the following: character development, relationship development, a central conflict in the story, a pattern or motif within the story, an important shift or moment of growth, etc. *Aside from noting significant plot points, remember that moments can still be significant even when “nothing” is actually happening to advance the plot. Significant moments can exist within a lengthy description about a setting, an exchange during a conversation between two people, a character’s thoughts or realizations.
- **Thoughtful questions!** Note areas that confuse you or need further consideration, so you remember to return to them after you’ve finished reading the book.
- **Unfamiliar words and their definitions**
- No Sparknotes, Shmoop, Litcharts, etc!

Your notes will be checked during the first week of school.

Additionally, please take time over the summer to review any grammar weak spots that were identified by your English teacher last year (e.g., commas, run-on sentences, fragments, etc.). I recommend the following websites:

Owl Purdue: https://owl.purdue.edu/owl_exercises/grammar_exercises/index.html

Grammar Bytes: <https://www.chompchomp.com/menu.htm>

Grammar Girl: <https://www.quickanddirtytips.com/grammar-quizzes>

TO RECAP: You will be assessed in three ways on your Summer Reading:

- 1. An objective quiz on the second day of class**
- 2. Your notes sheet will be checked during the first week of class**
- 3. An essay (we will begin work on this during the second week of classes)**

If you have any questions about this assignment, please email Ms. Cutalo (acutalo@stuartschool.org) or Ms. Larson (mlarson@stuartschool.org).

ENGLISH 10:

For your English 10 summer assignment, you will choose to read one of two novels: ***The Book of Unknown Americans*** by Cristina Henríquez or ***Girl In Translation*** by Jean Kwok. We will have an **objective quiz** second day of class; your quiz will be specific to the novel you have chosen to read. The quiz will include questions on character identification, setting, and plot. After discussing the books and their shared questions, ideas, and preoccupations, we will have an **in-class writing assignment** in which we begin to explore our class's larger theme: Heroes and Villains. **In order to effectively prepare for these assessments**, you should read actively, annotating the text as you go and paying close attention to characterization, setting, plot, and any themes or ideas that come up throughout your chosen novel. **You will create a reading journal/notes in which you include:**

- **A character list**, including a short explanation about each character
- The **major settings** throughout the novel
- The **overall narrative arc**
(Exposition, Rising Action, Climax, Falling Action, Resolution)
- Note **moments of significance**. A moment can be significant for various reasons because it draws our attention to any of the following: character development, relationship development, a central conflict in the story, a pattern or motif within the story, an important shift or moment of growth, etc. *Aside from noting significant plot points, remember that moments can still be significant even when “nothing” is actually happening to advance the plot. Significant moments can exist within a lengthy description about a setting, an exchange during a conversation between two people, a character's thoughts or realizations.
- **Thoughtful questions!** Note areas that confuse you or need further consideration, so you remember to return to them after you've finished reading the book.

- Consider **the big picture**. Next school year, we will study various genres of World Literature through the lens of “heroes and villains.” How does this theme manifest in the novel you’ve read?
- **Unfamiliar words** and their definitions
- No Sparknotes, Shmoop, Litcharts, etc!

Additionally, please take time over the summer to review any grammar weak spots that were identified by your English teacher last year (e.g., commas, run-on sentences, fragments, etc.). I recommend referring to the [Grammar Girl website](#), the [Purdue Owl website](#), or [ChompChomp](#). If you are interested in more robust grammar practice, please contact Ms. Nelson and she will happily set you up with supplementary resources.

TO RECAP: You will be assessed in three ways on your Summer Reading:

1. **An objective quiz on the second day of class**
2. **Your notes sheet/journal will be checked during the first week of class**
3. **An in-class essay during the second week of classes**

If you have any questions about this assignment, please email Ms. Nelson (gnelson@stuartschool.org).

AMERICAN LITERATURE:

Your assignment is to read *The Namesake* by Jhumpa Lahiri. We will use this text to enter into our year-long dialogue about American literature and our class theme: "The Pursuit of Happiness." **We will have an objective quiz on the novel on the second day of class, which will include character identification and questions about the plot. After we discuss the novel in more detail in class, you will also write an essay.** In order to effectively prepare for these assessments, you should actively engage the text by taking thoughtful notes.

As you read, create a notes sheet, including each of the following elements:

- A **character list**, including a short explanation about each character
- The **setting(s)** for each chapter as well as the **point of view**
- Note **moments of significance** in each chapter. A moment can be significant for various reasons because it draws our attention to any of the following: character

development, relationship development, a central conflict in the story, a pattern or motif within the story, ambiguity or complexity within the story, an important shift or moment of growth, etc. *Aside from noting significant plot points, remember that moments can still be significant even when “nothing” is actually happening to advance the plot. Significant moments can exist within a lengthy description about a setting or an object, an exchange during a conversation between two people, a character’s thoughts or realizations.

- **Thoughtful questions!** Note areas that confuse you, contain ambiguity, or need further consideration, so you remember to return to them after you’ve finished reading the novel.
- Consider **the big picture**. Next school year, we will study various genres of American literature in order to more deeply understand the threads that exist between past, present, and future American identity and culture. In doing so, we’ll consider how characters define “happiness,” how happy they actually are, what they’re willing to do or sacrifice in order to pursue this “happiness,” and how these experiences shape their identities as Americans. As you read *The Namesake*, consider the ways that Lahiri answers these questions within her story.
- **No sparknotes, Shmoop, Litcharts, etc!**

Additionally, please take time over the summer to review any grammar weak spots that were identified by your English teacher last year (e.g., commas, run-on sentences, fragments, etc.). I recommend the following websites:

Owl Purdue: https://owl.purdue.edu/owl_exercises/grammar_exercises/index.html

Grammar Bytes: <https://www.chompchomp.com/menu.htm>

Grammar Girl: <https://www.quickanddirtytips.com/grammar-quizzes>

TO RECAP: You will be assessed in three ways on your Summer Reading:

1. **An objective quiz on the second day of class**
2. **Your notes sheet on the second day of class**
3. **An essay (we will begin work on this during the second week of classes)**

If you have any questions about this assignment, please email Ms. Cutalo (acutalo@stuartschool.org).

BRITISH LITERATURE:

There is one book assigned for British Literature: *The Curious Incident of the Dog in the Night-Time* by Mark Haddon. It is important that you annotate this book as you read it. I suggest making character webs or lists, charting plot details, noting new or interesting usage of vocabulary, and writing short summaries for each chapter. Additionally, make note of any themes you see developing. We will have a quiz on *The Curious Incident of the Dog in the Night-Time* at the second or third class meeting, and our first in-class essay, which will take place during the first cycle, will be on *The Curious Incident of the Dog in the Night-Time*. Additionally, please take time over the summer to review any grammar weak spots that were identified by your English teacher last year (e.g., commas, run-on sentences). I recommend referring to **Grammar Girl**, the Purdue Owl website <https://owl.english.purdue.edu/owl/> , or chompchomp.com.

HONORS ENGLISH SEMINAR:

There are two books assigned for Honors English Seminar: *The Catcher in the Rye* by JD Salinger and *The Age of Innocence* by Edith Wharton. We will have an objective quiz on these books on the second day of class. The quiz will include questions on character identification, setting, and plot. After discussing the book in class, we will have an in-class writing assignment. *In order to effectively prepare for these assessments, you should annotate as you read, and create a notes sheet, which includes the following elements:

- A **character list**, including a short explanation about each character
- The **overall narrative arc**: Exposition, Rising Action, Climax, Falling Action, Resolution
- The **setting(s)** for each chapter
- Note **moments of significance** in each chapter. A moment can be significant because it draws our attention to any of the following: character development, relationship development, a central conflict in the story, a pattern or motif within the story, an important shift or moment of growth, etc. *Aside from noting significant plot points, remember that moments can still be significant even when “nothing” is actually happening to advance the plot. Significant moments can exist within a lengthy description about a setting, an exchange during a conversation between two people, a character’s thoughts or realizations.

- **Thoughtful questions!** Note areas that confuse you or need further consideration, so you remember to return to them after you've finished reading the book.
- **Unfamiliar words and their definitions**
- No Sparknotes, Shmoop, Litcharts, etc!

Your notes will be checked during the first week of school. Additionally, please take time over the summer to review any grammar weak spots that were identified by your English teacher last year (e.g., commas, run-on sentences). I recommend referring to ***Grammar Girl***, the Purdue Owl website <https://owl.english.purdue.edu/owl/> , or chompchomp.com.

AP ENGLISH LITERATURE:

1. Read *How to Read Literature Like a Professor* by Thomas C. Foster
2. Read and take notes on *Beloved* by Toni Morrison

As you read *Beloved*, create a notes sheet. You should:

- Keep a complete list of characters, with brief descriptions.
- Write brief bullet points at the end of each chapter (what happens, what do you want to remember about it). Your bullet points should also include the POV and any shifts that occur within the chapter. (Approximately 5-10 bullet points for each chapter, depending on chapter length)
- Note the setting(s) in each chapter (when and where).
- Track two of the following motifs: Houses, the color red, water, trees, milk. For each time you recognize the motif in the story, note the page number and give the quotation where the motif appears. 5-10 motif moments for each motif.
- Choose at least ten unfamiliar words. Copy the phrase or sentence in which they appear, note the page numbers. Look up the meanings. Write them in your own words. Be aware of the words' parts of speech for correct usage. Use each word in an original sentence.

After you've read *Beloved*:

Use any of Foster's chapters as a guide in analyzing **five different significant moments** from *Beloved*. A "significant moment" could be a description of a meal, a particular symbol you see, an allusion to the Bible or Greek mythology, the importance of weather in a particular scene- anything Foster covers in *How to Read Literature Like a Professor*. A successful moment analysis will include each of the following:

- a. A specific quotation or paraphrase of the "significant moment" from *Beloved*

- b. A specific quotation from Foster (the quotation should provide the guidance you need to analyze the moment from *Beloved*)
- c. 7-8 sentences of analysis (not including the quotations from *Beloved* and *How to Read Literature...*) in which you discuss the ways that this specific moment from *Beloved* fits within the conventions that Foster discusses. How does this particular moment give meaning to the story as a whole? How is it important in developing character, relationships, plot, mood, or any other element in the story? Does Morrison use this particular element (i.e. a symbol, a Biblical allusion, the weather) in a way that is conventional or surprising to us?
- d. In-text citations and a works cited page for all quotations and paraphrases of texts (in proper MLA format)

***The use of outside sources, such as internet websites, articles, books, in completing either the guided notes sheet or the *Beloved* analysis is prohibited. Failure to follow these guidelines will result in a 0 for the assignment and disciplinary action.**

Assessments for Summer Work:

1. Completed notes sheet due **on the first day of class**. (Submit electronically through Google Classroom)
2. Analysis of five significant moments due **on the first day of class**. (Submit electronically through Google Classroom on same document as your notes sheet)
3. In-class essay on the second day of class. You will receive a prompt in the style of an AP free-response question (Question #3 on the AP test). While you will not need to directly quote from *Beloved*, you will need to refer to multiple specific moments from the story in your analysis of the text.

Sample "Significant Moment" Analysis:

Moment #1: "Crossing the porch where we had dined that June night three months before, I came to a small rectangle of light which I guessed was the pantry window. The blind was drawn, but I found a rift at the sill. Daisy and Tom were sitting opposite each other at the kitchen table, with a plate of cold fried chicken between them, and two bottles of ale. He was talking intently across the table at her, and in his earnestness his hand had fallen upon and covered her own. Once in a while she looked up at him and nodded in agreement. They weren't happy, and neither of them had touched the chicken or the ale — and yet they weren't unhappy either.

There was an unmistakable air of natural intimacy about the picture, and anybody would have said that they were conspiring together” (98).

Analysis: Foster claims early in his second chapter that “when people eat or drink together, it’s communion” (8). He further explains that “if a well-run meal or snack portends good things for community and understanding, then the failed meal stands as a bad sign” (11). Tom and Daisy’s meal lies somewhere in the middle. Fitzgerald uses this meal after a pivotal moment in his story- after Daisy has chosen Tom over Gatsby- in order to lay Daisy and Tom’s relationship bare, showing it for exactly what it is. After all, Nick witnesses this moment only because he looks beyond the “drawn blinds”; he sees a meal, and by extension, Tom and Daisy’s true relationship, only because he trespasses into a world where he shouldn’t be. First, and most noticeably, “neither of them had touched the chicken or the ale”; in refusing to partake in a typical familial activity, Fitzgerald suggests that something is broken between them and their relationship is lacking in true intimacy and loyalty. Furthermore, Fitzgerald’s choice of food is ironic. Daisy and Tom are not sitting down to an elegant and upscale dinner with multiple courses, as we would expect a married couple of their class to do; instead, their meal is not only unsophisticated, but also “cold” and unappetizing, just like their relationship. The only “community” and “natural intimacy” we see exists outside the act of eating; they “conspire” together, presumably to save themselves from the blame that Daisy justly deserves and harm another human being who does not hold the same privilege as they do. Through their meal, Fitzgerald not only establishes that Tom and Daisy’s marriage is secure and even invincible, but also that it will never be a path toward true fulfillment.