

## *Summer Reading 2010*

SOPHOMORE ENGLISH  
PARKVIEW HIGH SCHOOL

The World Literature content of this course requires understanding literature from other cultures. Works selected for study during the summer express the values of a specific civilization. Choose **ONE** novel that you think you will enjoy from the list that matches the English course in which you are enrolled for next fall. *If you are suffering with a novel, choose another.* Your assignment should be completed by the beginning of school. All work is **due on the first day of school.**

### COLLEGE PREP SOPHOMORE ENGLISH

Forrest Carter	<i>Education of Little Tree</i>
Firoozeh Dumas	<i>Funny in Farsi</i>
Thor Hyerdahl	<i>Kon-Tiki</i>
Sue M. Kidd	<i>The Secret Life of Bees</i>
Chaim Potok	<i>The Chosen</i>

### HONORS/GIFTED SOPHOMORE ENGLISH

Julia Alvarez	<i>How the Garcia Girls Lost Their Accents</i>
Bharati Murkhajee	<i>Desirable Daughters</i>
Lisa See	<i>Snow Flower and the Secret Fan</i>
Amy Tan	<i>The Joy Luck Club</i>
Marcus Zusak	<i>The Book Thief</i>

### REQUIRED WORK FOR HONORS AND COLLEGE PREP STUDENTS

In order to identify significant issues of the novel that you read, you will create a Title Acronym Book formed from the first seven letters of the title of your novel. Each letter in the title of your novel will have its own page. For example, if your book is titled *To Kill a Mockingbird*, you would have a page for the letter 'T,' followed by a page for the letter 'O,' followed by a page for the letter 'K,' then 'I,' then 'L,' then 'L,' and finally 'A.' On each page, you will have the following:

- A word in the book that starts with the letter (Do not choose a simple word such as 'to', 'a', 'or', 'but', 'he' etc. Character names, places, descriptive adjectives, and important nouns are expected.)
- A quotation from the book that has the word that starts with the letter in it. This does not have to be dialogue. The quote can be between one and four sentences long.
- An explanation of why the quotation and word are significant to the novel.
- The page number on which the quotation can be found.
- An original drawing of the idea or word for the letter.

Click here to see a [sample page](#) for the letter 'M' for the novel *To Kill a Mockingbird*.

### REQUIRED WORK FOR GIFTED STUDENTS

In order to identify significant issues of the novel that you read, you will engage in an in-class literary discussion of each novel. To prepare for this Socratic Seminar, you should come to the first day of school with a list of twelve questions. You will be evaluated on the quality of your questions and the quality of your participation in the discussion. You should have three questions from each of the following categories, typed and ready to be turned-in the first day of school.

- Open-Ended Questions: Write an insightful question about the novel that will require group discussion to discover the answer. These questions usually start with the words 'why' or 'how' and involve speculation about character motivation and temperament. For example, "Why does Boo Radley leave gifts in the tree?"
- Close-Ended Questions: Write a question about the text that will help everyone in the class come to an agreement about events or characters in the novel. These will be questions that you had about plot and reasoning within the story. For example, "What is the function of Miss Maudie?"
- World-Connection Questions: Write a question connecting the novel to the real world. For example, "Could a person today be falsely accused and convicted because of prejudice?"

- d) Theme Questions: Write a question about a theme discussed in the novel. For example, if the novel explores the theme of prejudice, then your question might be, "Why do people need to look down on someone else to make themselves feel better about who they are?"

Review the following websites to learn more about Socratic Seminars:

<http://www.greece.k12.ny.us/instruction/ela/SocraticSeminars/overview.htm>

<http://www.wcs.edu/fhs/StaffDevelopment/socraticseminars.htm>

### GRADING

A+: (100) outstanding, no obvious errors, insightful, thorough -- goes beyond the criteria of the assignments.

All of the assignments reveal a depth of thought on the part of the writer. There has been a tremendously successful attempt to make personal and intellectual connections with the topics, question the ideas being explored, and draw astute conclusions. This work goes beyond the highest expectations. The work represents great effort and a strong interest in the topic.

A: (95) thorough, thoughtful, sincere, truthful -- meets all criteria of the assignments.

Most of the assignments reveal a depth of thought on the part of the writer. There has been a successful attempt to make personal and intellectual connections with the topics, question the ideas being explored, and draw conclusions. The length, organization, and mechanical correctness of the entries reflect effort on the part of the writer.

B: (88) acceptable -- meets criteria.

The assignments reveal some depth of thought on the part of the writer. There has been some attempt to make personal and/or intellectual connections, question the ideas, and draw conclusions. The length, organization, and mechanical correctness of the entries reflect more than minimal effort from the writer.

C: (78) superficial -- does not meet criteria of assignment.

The assignments reveal that the writer has not spent sufficient time thinking through the topics or has only exerted minimal effort. The length, organization, and mechanical correctness of the entries also reflect only minimal effort.