

## WHS SUMMER READING (Entering Gr 9-11)

The following list was compiled from the recommendations of the Winthrop High School English department, and contains some of the best-known works in our literary canon.

**All students entering a CP level ELA course must read ONE book from the lists below, corresponding with their appropriate grade level, over the summer. Students entering an Honors level ELA course must read one novel from the “contemporary” list AND one novel from the “classic” list, so they are responsible for completing TWO novels in total.**

*\*\*We encourage all students to use the town library as a resource, since they do have a copy of this list as well. All of these texts can be found in any bookstore or online, if you would prefer to buy your own copy to annotate.*

### BOOK LISTS

*\*As mentioned above, students entering an HONORS course will read one book from the contemporary list, and one book from the classic list. All students entering a CP course will read one book from either list.*

#### Entering Grade 9

##### Contemporary

*The Secret Life of Bees* by Sue Monk Kid

*Ender's Game* by Orson Scott Card

*Friday Night Lights* by H. G. Bissinger

*Dear Martin* by Nic Stone

*I Am Not Your Perfect Mexican Daughter* by Erika L. Sanchez

##### Classic

*A Tree Grows in Brooklyn* by Betty Smith

*Code Name Verity* by Elizabeth Wein

*Little Women* by Louisa M. Alcott

*The Pearl* by John Steinbeck

#### Entering Grade 10

##### Contemporary

*Feed* by M.T. Anderson

*The Lovely Bones* by Alice Sebold

*Martian* by Andrew Weir

*Salt to the Sea* by Ruth Sepetys

*The Perks of Being a Wallflower* by Stephen Chbosky

Classic

*The Help* by Kathryn Stockett

*Fahrenheit 451* by Ray Bradbury

*The Color Purple* by Alice Walker

*The Diary of a Young Girl* by Anne Frank

*How the Garcia Girls lost their Accents* by Julia Alvarez

**Entering Grade 11**

Contemporary

*The Amazing Adventures of Kavalier & Clay* by Michael Chabon

*All Souls* by Michael Patrick MacDonald

*A Thousand Splendid Suns* by Khaled Hosseini

*Circe* by Madeline Miller

*The Namesake* by Jhumpa Lahiri

Classic

*Cat's Cradle* by Kurt Vonnegut

*Pride and Prejudice* by Jane Austen

*Heart of Darkness* by Joseph Conrad

*The Bell Jar* by Sylvia Plath

*Frankenstein* by Mary Shelley

**Entering Grade 12**

Contemporary

*Looking for Alaska* by John Green

Classic

*1984* by George Orwell

## **JOURNAL ASSIGNMENT (Entering Grades 9-11)**

In addition to reading the required texts, students are responsible for completing a **typed, one-page (single spaced)** journal based on each reading. Therefore, CP students will write one journal entry, and honors will write two. Your journal entry should be set up as follows:

**Paragraph 1- A detailed summary of the plot of the book.** Which book did you read? Who is the author? Who are the main characters? What is the main conflict? What happens in the book? Is the conflict resolved?

**Paragraph 2- An analysis of the literary work.** What is the setting and how does it impact the plot? What do you think is the main message or theme of the book? Does the main character change or develop? If so, how and why? Are there any major symbols? What do they represent?

**Paragraph 3- A reflection and connection to your own life.** Did you enjoy reading this book? Why or why not? Could you relate to any of the characters? If so, how? Do you think it taught you an important lesson? If so, what lesson did you learn and how can you use this in your own life?

**Journals should be typed and students should be prepared to pass their work into Google Classroom during the first day of school.**

*Students are expected to complete these assignments independently and use work that is entirely their own. Any student caught using the work of another source (ie. websites, blogs, etc.) or other individual (ie. sibling, friend, student) will receive a zero for the assignment, per the rules of the WHS Student Handbook.*

The Journals will be graded using the rubric below:

	<b>Exceeding (5 points)</b>	<b>Meeting (4 Points)</b>	<b>(Approaching 3 points)</b>	<b>Beginning (2 or below)</b>
<b>Completion</b>	Student has all parts of the journal assignment completed. Work is thorough.	Student has most parts of the journal assignment completed. Work is somewhat thorough.	Student has some parts of the journal assignment completed. Work is lacking content in some areas.	Student is missing most parts of the journal assignment completed. Work is lacking content in most areas.

<b>Summary</b>	Student accurately recounts the plot of the book in their own words. Summary is detailed and thorough.	Student recounts the plot of the book in their own words. Summary is somewhat detailed and thorough.	Student is missing some pieces of the plot in their summary. Student lacks details.	Student is missing major portions of the plot in their summary. Student lacks most major details.
<b>Analysis</b>	Student includes all major literary elements of the book. Student creates a detailed analysis for each element used.	Student include most major literary elements of the book. Student creates a detailed analysis for each element used.	Student includes some major literary elements of the book. Student lacks a detailed analysis for most elements..	Student is missing most major literary elements of the book. Student lacks a detailed analysis for each element used.
<b>Reflection</b>	Student includes a detailed reflection on the book. Student effectively relates the book to their own life and includes a detailed opinion of the reading.	Student includes a reflection on the book. Student somewhat relates the book to their own life and includes their opinion of the reading.	Student includes parts of a reflection on the book. Student somewhat relates the book to their own life.	Student does not include an effective reflection on the book. Student does not fully relate the book to their own life.
<b>Craft</b>	Student uses proper spelling, grammar and punctuation throughout the entirety of their journal.	Student uses proper spelling, grammar and punctuation throughout most of their journal.	Student has major spelling, grammar and punctuation throughout some of their journal.	Student has major spelling, grammar and punctuation throughout most of their journal.

TOTAL POINTS 25

\*Journals will be due on Google Classroom on the first day of school. Teachers will discuss this more in class.

## WHS SUMMER READING (Entering Gr 12, CP or Honors)

1. **All students in both CP and Honors 12th grade classes will read *Looking for Alaska*** by John Green. This can be found as an ebook online, purchased through Amazon, Kindle, etc., or borrowed from a local Public Library.
2. **All Students, CP and Honors, will then participate in a Socratic Seminar the first week of school.** The Socratic Seminar will discuss the intricacies of the novel, *Looking for Alaska*. The English department highly encourages students to annotate and take notes on the novel as they read. Students can use these notes during the socratic seminar, but they will not be collected for credit. The notes are purely to help students feel prepared during the discussion. We will provide a list of topics, on the first day of school, that students will cover during the socratic seminar, so coming to class prepared with notes and specific evidence from the text will help students feel more prepared for the discussion and will ultimately result in a higher grade.
3. **Honors students will also read *1984*** by George Orwell. This can be found as an ebook online, purchased through Amazon, Kindle, etc., or borrowed from the Winthrop Public Library.
4. There is an essay requirement for Honors students, paired with the novel *1984*, which will be submitted for credit on the first day of school. If you choose to use ChatGBT, other AI systems, or plagiarize in any way, this assignment will receive a zero and you will start the year in a deficit.  
Prompt: Please write a 1500 word essay (5 paragraphs) answering the following prompt:  
In *1984*, the protagonist, Winston, attempts to “stay human” in the face of a dehumanizing, totalitarian regime. What, according to Orwell, does it mean to be human? How does the governing body in *1984* exploit certain tendencies, weaknesses and even strengths that human beings possess in order to, ironically, control and dehumanize humankind? Based on Winston’s fate, what is Orwell ultimately arguing (advocating, criticizing and/or warning against)?

The essay rubric has been posted onto the school website as well, so all Honors students understand how their essays will be graded.