

Landrum High School Summer Reading 2017-2018:

The Landrum High School English Department is committed to providing students with a meaningful summer reading experience. The selected books are chosen from an AP English reading list in order to help prepare Honors English students for the national AP exams. **This flyer is available on the school website. ENG 101 information is listed on the letter students received before the end of the 2016-2017 school year and available on the LHS website.**

Course	Required Reading			
Honors English I	<i>Life of Pi</i> by Yann Martel			Google Classroom: 315tvdz
Honors English II	<i>The Chosen</i> by Chaim Potok	<i>The Secret Life of Bees</i> by Sue Monk Kidd		Google Classroom: g3xve7
Honors English III	<i>The Great Gatsby</i> by F. Scott Fitzgerald	<i>A Raisin in the Sun</i> by Lorraine Hansberry		Google Classroom: 2vhydj5
AP Language and Composition	Choose one: <i>Fast Food Nation</i> by Eric Schlosser <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver, Camille Kingsolver, and Steven L. Hopp	<i>Thank You for Arguing</i> by Jay Heinrichs – Chapters 1-13		Google Classroom: ci2jh92
AP Literature and Composition	Choose one classic: <i>Pride and Prejudice</i> by Jane Austen <i>Crime and Punishment</i> by Fyodor Dostoevsky <i>Billy Budd</i> by Herman Melville <i>Jane Eyre</i> by Charlotte Bronte <i>Wuthering Heights</i> by Emily Bronte <i>The Adventures of Huckleberry Finn</i> by Mark Twain <i>Tess of the d'Urbervilles</i> by Thomas Hardy <i>Ethan Frome</i> by Edith Wharton <i>Daisy Miller</i> by Henry James <i>Turn of the Screw</i> by Henry James <i>The Scarlet Letter</i> by Nathaniel Hawthorne	Choose modern cultural selection: <i>Things Fall Apart</i> by Chinua Achebe <i>Obasan</i> by Joy Kogawa <i>The Kite Runner</i> by Khaled Hosseini	All students: <i>The Glass Menagerie</i> by Tennessee Williams	Google Classroom: 53hc59m

Students are to read the assigned selections and complete the assignment explained below for each of the assigned books. **ALL ASSIGNMENTS ARE DUE BY AUGUST 25, 2017.**

Discuss what you have learned about and from the book. **Write 1-2 pages.**

Divide your writing into four sections: **The Writer's Life and Times; The Reader; The Work Itself; and Connections to Other Works, People, and Events.** (See back for more information)

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Below are some thought-provoking questions to help you think and write about the book. You are not limited to answering these questions; they are simply jumping-off points for ideas.

Writer's Life and Times- What sort of person is/was the author? What is/was the author's culture or society like? Was the author in sympathy with or in opposition to the mainstream of that culture?

Reader – What are the key features of the work that strike you? What images stand out to you? What did you like about the work? What did you not like? Did reading this work change your mind about anything? What is your overall reaction to the work?

Work Itself – How could the work be classified as to genre or style? What is the setting or situation in the work? From what vantage point is the work narrated? How do the characters in the work influence and affect each other? What conflicts are in the work? What forces seem to shape the events in the work? How is imagery used? How is language used? What does the work say about people? What does the work say about good and evil, right and wrong, justice, morality or ethics?

Connections – How does this work fit into the history of literary art? Does this work remind you of another work? What do people think of this work? Are there any references to historical events or figures in this work? Does any part of the work remind you of a folktale or myth? In what ways do you agree or disagree with the ideas presented in this work?

Please submit your assignments to appropriate Google Classroom class. Join the class by using the code listed with each course.

Rubric for Summer Reading

Category	Fully Meets Expectations	Somewhat Meets Expectations	Does not Meet Expectations
Ideas/ Content	Writing demonstrates evidence of thoughtful reflection about what student is reading. The entries include original ideas and insight and are not merely summaries. The ideas show deep thinking about the text and are clearly articulated to the reader.	Writing demonstrates evidence of reflection about what student is reading. The writing includes some original ideas and insight and is not a summary of plot. The ideas show some thoughtfulness about the text and are clear to the reader.	Writing demonstrates some of the following: Shows little reflection about what the student has read Contains mere plot summaries Is not clearly articulated for the reader
Evidence from the Book	Evidence is well-integrated and thoroughly explained in the writing	Evidence is not well-integrated or explained fully.	Evidence is not present.
Presentation	Presentation is clear. No grammatical or structural flaws interfere with the reader's ability to understand the writing. Each section is titled with the appropriate section title. The commentary is 1-2 pages in length for each book.	Presentation is mostly clear. Grammatical and/or structural flaws may occasionally interfere with the reader's ability to understand the writing. Each section is titled with the appropriate section title. The commentary is 1-2 pages in length for each book.	Presentation is careless and/or unclear. Grammatical and/or structural flaws interfere with the reader's ability to understand the writing. Sections may lack appropriate section titles. Sections may be missing. The commentary is underdeveloped. The commentary may be less than 1-2 pages in length for each book.