

## ENGLISH 1 SUMMER READING PROJECT 2018

**NOTE:** *This is NOT an optional assignment.*

This assignment will be completed by all students enrolled in English 1 and English 1 Honors. Starting high school is often intimidating. The purpose of this assignment is to aid in smoothly transitioning students by providing them with a high-interest, common text to refer to and analyze.

### SUMMER ASSIGNMENT OVERVIEW:

Choose one of the books listed. Complete the attached guiding questions and dialectical journal worksheet. Finally, be prepared to write an **ESSAY** over the book the first week of school.

### DIRECTIONS:

1. Choose one of the books listed below.
2. Read it.
3. Complete the guiding questions and the dialectical journal on the next two pages. **Bring this with you on the first day of school.**
4. Be prepared to take a WRITTEN assessment over the novel the first week of school. Students will be allowed to use their novels to write their essays, so make sure you bring the novel to class.

### Book Choice Descriptions:

***Asylum*** by Madeleine Roux

For sixteen-year-old Dan Crawford, the New Hampshire College Prep program is the chance of a lifetime. Except that when Dan arrives, he finds that the usual summer housing has been closed, forcing students to stay in the crumbling Brookline Dorm—formerly a psychiatric hospital. As Dan and his new friends Abby and Jordan start exploring Brookline's twisty halls and hidden basement, they uncover disturbing secrets about what really went on here . . . secrets that link Dan and his friends to the asylum's dark past. Because Brookline was no ordinary mental hospital, and there are some secrets that refuse to stay buried.

***Legend*** by Marie Lu

What was once the western United States is now home to the Republic, a nation perpetually at war with its neighbors. Born into an elite family in one of the Republic's wealthiest districts, fifteen-year-old June is a prodigy being groomed for success in the Republic's highest military circles. Born into the slums, fifteen-year-old Day is the country's most wanted criminal. But his motives may not be as malicious as they seem. From very different worlds, June and Day have no reason to cross paths – until the day June's brother, Metias, is murdered and Day becomes the prime suspect.

***Killing Mr. Griffin*** by Lois Duncan

Mr. Griffin is the strictest teacher at Del Norte High, with a penchant for endless projects and humiliating his students. Even straight-A student Susan can't believe how mean he is to the charismatic Mark Kinney. So when her crush asks Susan to help a group of students teach a lesson of their own, she goes along. After all, it's a harmless prank, right? But things don't go according to plan. When one "accident" leads to another, people begin to die. Susan and her friends must face the awful truth: one of them is a killer.

***Sleeping Freshmen Never Lie*** by David Lubar

Starting high school is never easy. Seniors take your lunch money. Girls you've known forever are suddenly beautiful and unattainable. And you can never get enough sleep. Could there be a worse time for Scott's mother to announce she's pregnant? Scott decides high school would be a lot less overwhelming if it came with a survival manual, so he begins to write down tips for his new sibling. Meanwhile, he's trying his best to capture the attention of Julia, the freshman goddess. In the process, Scott manages to become involved in nearly everything the school has to offer. So while he tries to find his place in the confusing world of high school, win Julia's heart, and keep his sanity, Scott will be recording all the details for his siblings—and you—enjoyment.

**STUDENTS ENROLLED IN ENGLISH 1 HONORS:**

You will need to have a clean copy of *Lord of the Flies* by William Golding (ISBN: 0-399-50148-7) by Monday, August 27th. You may obtain your own copy or borrow it from the public library. Please note: Students will be asked to annotate(write in) their books. Students not purchasing their own copy will use sticky notes while reading and then after reading will need to remove them. If there are any extenuating circumstances, please contact the front office during the summer.

Students seeking the modified summer assignment should contact [deborah.janowiecki@boone.kyschools.us](mailto:deborah.janowiecki@boone.kyschools.us) or [misti.carr@boone.kyschools.us](mailto:misti.carr@boone.kyschools.us)

## Summer Reading Guiding Questions:

Answer each of the following questions with a **PARAGRAPH** response--roughly one page in length. Responses must be neatly **HANDWRITTEN**.

1. **Characters**- Who are the main characters in the novel? Who is the protagonist? Antagonist? How do you know? How does the author use methods of characterization to shape the characters? (If you don't know the methods, look them up).
2. **Setting**- What is the setting of the novel (include both time and place)? Is there one setting or multiple locations that the book takes place in? Why do you think the author chose to set the story in the location/time period that he did? How does the setting enhance your understanding of the story?
3. **Foreshadowing**- Does the author use any hints or clues to describe events that will happen later in the story? If so, what are the hints or clues? What do you think they suggest will happen later in the story? Does the author's use of foreshadowing create any suspense in the story?
4. **Conflict**-Describe **THREE** conflicts in the story. Are they internal or external conflicts? Man vs. Man, Man vs. Society, Man vs. Self, Man vs. Nature? How do the conflicts advance the plot? Are the conflicts realistic and can you relate to those involved in them in any way?
5. **Themes**- What themes appear in your book? List **THREE** themes and explain how they relate to your book. Are the themes still relevant to today? Why or why not?
6. **Tone**- Tone is the attitude an author takes on a subject, situation, or character. What seems to be the tone of your novel? Does the tone change throughout or stay consistent? Do you agree with the author's tone? Why or why not?
7. **Imagery**- What type of descriptions does the author include? Does the author spend much time describing characters, settings, actions, etc? Does the author use any literary devices like metaphors, similes, personification, etc? Give **THREE** examples of imagery/literary devices and explain how it helped to make the story better.
8. **Word Choice**- Authors choose words for specific reasons. Does your author seem to use simple, short words or more difficult vocabulary? Why do you think the author does this? What effect does it have on you as a reader?

Name \_\_\_\_\_

Date \_\_\_\_\_

Novel \_\_\_\_\_

**Dialectical Journal****Directions:** Responses must be neatly **HANDWRITTEN**.

In the first column: Write down a direct quote from the text (pay close attention to the literary device you need to address in the boxes below):

In the second column: cite the page

In the third column: Explain why you selected this quotation. Why is it important? What do you not understand? Of what did it make you think? Below are some sentence starters:

**(C) Connect-** This reminds me of... (connection to self, other text, or world)**(W) Wonder-** This made me wonder...**(P) Predict-** I think \_\_\_\_\_ will happen next because...**(CL) Clarity-** This quote means...; I don't understand this because...**(R) Respond-** If I were (name of character), I would...**(E) Evaluate-** It seems fair/unfair that...

Quotation From the Text	Page Number	Response
Sample: "My public-speaking efforts didn't attract any more attention than my writing"	105	This reminds me of when I had to present my product in Economics class. This was really stressful and I cannot imagine how Scott felt because it made me very nervous and as soon as I got in front of the class I went blank. I forgot my whole presentation!
Characterization:		
Setting:		
Foreshadowing:		

Conflict:		
Tone:		
Imagery:		
Word Choice:		
Themes:		