

The CHS English Department 2010 Summer Reading Program

The CHS English Department has designated the following titles as mandatory summer reading for its incoming 9th through 12th grade students.

2010 Summer Reading Titles *

9-E	Sandra Cisneros: <i>The House on Mango Street</i>
9H	Daniel Quinn: <i>Ishmael</i>
10-E	William Golding: <i>Lord of the Flies</i>
10H	1) Khaled Hosseini: <i>A Thousand Splendid Suns</i> ; 2) "The Book of Genesis" OR "The Book of Exodus;" 3) "The Gospel According to Matthew" OR "The Gospel According to John."**
11-CP	James McBride: <i>The Color of Water</i>
11-E	Susan Power: <i>The Grass Dancer</i>
11H	Susan Power: <i>The Grass Dancer</i> AND John Steinbeck: <i>The Grapes of Wrath</i>
12-CP	Chaim Potok: <i>My Name Is Asher Lev</i>
12-E	Chaim Potok: <i>My Name Is Asher Lev</i>
12H	Mary Renault: <i>The King Must Die</i> AND Joseph Heller: <i>Catch 22</i>
AP Lang	Dostoevsky: <i>The Crime & Punishment</i> AND Erik Larson: <i>Devil in the White City</i>
AP Lit	Euripides: <i>Bacchae</i> AND Bruce Chatwin: <i>Songlines</i> NOTE: AP Lit & Comp students must complete a reading journal for each of their readings <u>in place of</u> the essay outlined on the back of this announcement. Find journal guidelines at http://schoolsites.schoolworld.com/schools/Cheltenham/webpages/rtopper/index.cfm?subpage=34402

* Refer to your child's 2010-2011 roster if you are unsure of his or her placement.

** Students who have to purchase a bible for this assignment should select the Zondervan Study Bible, preferably the NIV version. **10H students must write two (2) essays—the first on *A Thousand Splendid Suns* and a second covering both biblical readings.**

Note: All incoming students, grades 9 through 12, must write an essay in response to each of their required readings. See reverse for Reading Essay Guidelines.

Please note the following:

- ⇒ Students may either check with local libraries for copies of summer reading selections or purchase paperback copies on-line or from local bookstores.
- ⇒ In September students will work with the required books in their English classes.
- ⇒ Summer reading essays will be part of the students' first marking period grades.
- ⇒ This information also appears on the CHS English department web site at <http://www.cheltenham.org/CheltenhamHigh.cfm?subpage=35317>
- ⇒ The analytical writing rubric is available at <http://www.cheltenham.org/files/35587/domain%20Scoring%20Guide%20adapted%202010.pdf>

Thank you and have a great summer.

The CHS English Department

Summer Reading Essay Guidelines

Please follow the format described below. Do not retell the story—react to it and develop each reaction as it merits development. Don't rely on or even refer to Spark Notes, Cliffs Notes, or any other study guide. Your teacher is interested in your response, uncontaminated by the thoughts and opinions of the committees who produce these "study aids."

1. All essays must be typed in 12 pt Times New Roman font, double-spaced.
2. Create one thesis-driven essay for each of your required summer readings.
3. Your essay should include citations (direct quotes & page numbers)
4. Length Requirements:
 - a. College Prep: 500 words (2 pages);
 - b. Enriched: 750-1000 words (3-4 pages);
 - c. Honors: 750-1000 words per essay (3-4 pages).
5. Your classmates (teacher included) are your audience, so don't spend your time relating matters of fact—and don't retell the story.
6. Refer to the Analytical Writing Rubric (see reverse for web site) for further guidelines about your teacher's expectations regarding the essays.
7. **Teachers will collect all essays during class on Monday, September 13, 2010.**

For each of your summer readings, respond to one (1) of the essay prompts listed below:

Character

1. Explore how and why a specific character changes throughout the text.
2. Choose a character and explain why you agree or disagree with decisions he/she has made throughout the novel. Explain your response.

Figurative Language

3. Comment on the usage and purpose of striking or meaningful imagery (the use of words to create a certain picture in the reader's mind) in the text, and explain how it helps develop plot, character, or theme in the text.
4. Comment on the purpose or function of literary devices in the text (examples include irony, symbolism, and foreshadowing).

Literary Connections

5. Comment on connections between your summer reading text and a required text you read in English class last year. You might explore theme, plot, setting, or character. Explain your response.

⇒ Due date for all essays is **Monday, September 13, 2010**. Bring your work to class.