

2018

**Poolesville High School**

Summer Reading: Honors English 12 and English 12



As you spend your summer getting ready for your senior year, you are sure to be thinking about the next phase in your life after high school. To get you ready for that next phase, we will discuss and analyze how a text raises global questions. Understanding how to identify these questions will help you further develop a broader sense of our world and how authors comment on or criticize the society in which we live. To prepare yourself for this unit, please enjoy one of the titles below as your summer reading assignment.

**Directions**

- 1 Select a book from the titles that follow: *One Flew Over the Cuckoo's Nest* (Ken Kesey), *In the Time of Butterflies* (Julia Alvarez), *Their Eyes Were Watching God* (Zora Neale Hurston), or *The Handmaid's Tale* (Margaret Atwood)
- 2 You may borrow your book from PHS. Please see Ms. Ayers, the English Composition Assistant, in Room 22A by June 15 to sign out a book. You can find these titles at the public library and in bookstores, as well.
- 3 As you read, consider how your text addresses two global issues by raising questions about these two issues. All four of these texts address the issue of race and/or gender, and you must determine the second issue your text addresses. Identify three specific questions raised on each issue. These are not questions about character or plot, but rather larger ideas that the text exposes. For example, in *To Kill a Mockingbird*, Harper Lee describes how the town of Macomb, Alabama reacts to Atticus Finch, a white lawyer, defending Tom Robinson, a black man accused of raping a white woman. The issue is race and one of the questions raised is whether or not a black man in Alabama can expect impartial justice in the mid-20<sup>th</sup> century. You may use the attached note-taking sheet or create a note-taking sheet of your own.

**Bring your notes to class on the first day of school in September.** You will use them to complete two in-class assignments during the first week of school. One, a written response (essay) will be graded and will be collected on the **first day of school**. The essay will be the starting point for a formative assessment in the first week of English class. As a senior English student, you are expected to come prepared with thought-provoking examples and specific, in-depth analysis of those examples.

Though your English teachers will be collecting notes on only one novel, we recommend students read multiple books over the summer.

If you have questions over the summer, please contact Mr. McKenna, the English Resource Teacher. Happy reading!

Sincerely,

Mr. McKenna and the English 12 Teachers  
(240) 740-2400 (Poolesville High School main office)  
Daniel\_J\_McKenna@mcpsmd.org

<b>Issue: Race or Gender (Pick One)</b>			
	Question 1:	Question 2:	Question 3:
<u>Evidence 1</u> (provide a quote with page # from the 1 <sup>st</sup> third of the novel)			
<u>Explanation</u> of how Evidence 1 addresses the question.			
<u>Evidence 2</u> (provide a quote with page # from the 2 <sup>nd</sup> third of the novel)			
<u>Explanation</u> of how Evidence 2 addresses the question.			
<u>Evidence 3</u> (provide a quote with page # from the 3 <sup>rd</sup> third of the novel)			
<u>Explanation</u> of how Evidence 3 addresses the question.			

<b>Issue: _____</b>			
	Question 1:	Question 2:	Question 3:
<u>Evidence 1</u> (provide a quote with page # from the 1 <sup>st</sup> third of the novel)			
<u>Explanation</u> of how Evidence 1 addresses the question.			
<u>Evidence 2</u> (provide a quote with page # from the 2 <sup>nd</sup> third of the novel)			
<u>Explanation</u> of how Evidence 2 addresses the question.			
<u>Evidence 3</u> (provide a quote with page # from the 3 <sup>rd</sup> third of the novel)			
<u>Explanation</u> of how Evidence 3 addresses the question.			