

Honors English 11
Summer Work 2019-2020 Google Classroom class code: km3niy

In preparation for Honors English 11, and to keep your mind academically engaged over the summer, you are to read two books and watch one movie. Please see the assignments below for more details.

Assignment #1: Choose a book you have not already read from List #1. Read it and fill out three [Golden Passage](#) entries and turn them in (as one document) to the Summer Honors English 11 Google Classroom. Record the title of the book you read and why you chose it on the [Honors English 11 Master Sheet](#).
 Due: July 20

Assignment #2: Choose another book you have not already read from List #2. Read it. Be prepared to discuss it along the lines set forth below. Record the title of the book you read, why you chose it, and when you finished it on the [Honors English 11 Master Sheet](#). If you read more books, please list them--any books at all--not just ones from the lists.
 Due: August 19

Assignment #3: Watch a movie. Choose a movie from the list, watch it, record the title of the movie and the date you watched it on the [Honors English 11 Master Sheet](#). Be sure to answer yes/no for recommendation. If you watch more than one (which I highly encourage), please list the others you watch.
 Due: August 19

Book selection/Discussion guidelines:

Book selection: Try to pick a book you really want to read. As you read, think about what you want to explore after reading the book. For example, what issues/questions does the book generate?

Discussion guidelines: The first two days of class will be a modified Socratic Seminar format; you will be expected to introduce your books, explain clearly and succinctly what they are basically about, and discuss questions posed. You will have a partner, I will guide discussion, and you will be assessed using the Discussion Standards on the back of this sheet. Half of the class will speak at a time; the other half will be taking notes.

List #1	List #2	Movie Options (maybe watch with friends?)
Brave New World by Aldous Huxley The Screwtape Letters by CS Lewis Atonement by Ian McEwan Vanity Fair By William Makepeace Thackeray	Never Let Me Go by Kazuo Ishiguro Picture of Dorian Gray by Oscar Wilde Tess of the D'Urbervilles by Thomas Hardy Lord of the Flies By William Golding	A Man For All Seasons Anne of the Thousand Days The Madness of King George Bright Star Lady Jane The Duchess

Final Assessment

A three-part, written assessment about one book of your choice will take place after discussion days AND after re-introduction to ProQuest and to Bloom's. ([link to databases](#))

Part I: Summary/reaction to the book

Part II: Identification of and a deeper look at an aspect/issue that is presented in the book

Part III: Annotated Bibliography (your book plus two enrichment sources, one source from ProQuest and possibly one from Bloom's)

Informal Summer Viewing/Reading Goals

- To gain familiarity with British history/literary tradition.
- To watch a movie you would not normally choose that will inform you on British history/literary tradition.
- To read two British books of your own choosing.
- To enjoy reading!

Standards for Summer Reading Work

- RL.11-12.2: Analyze literary text development.
 - RL.11-12.2 a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another.
 - RL.11-12.2 b. Produce a thorough analysis of the text.
- RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grade 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

Discussion Goals (first two days of class)

- SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL.11-12.1 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - SL.11-12.1 b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
 - SL.11-12.1 c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions, and promote divergent and creative perspectives.
 - SL.11-12.1 d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Suggested Reading Challenges

- 1. Read outside**
- 2. Read in bed and fall asleep to your book, not your phone**
- 3. Invite a parent/grandparent/sibling/friend to read the same book. Plan a coffee/lunch date to discuss!**