

**English III: Summer Reading**  
**Honors students have an additional assignment; please be sure to scroll through the document.**

Clearview Regional High School District develops its curriculum in order to best serve the district's mission and meet the subject-area benchmarks established by NCLB and other local, state and national criteria for curriculum development. We recognize that adolescence through young-adulthood is a time when students of the same age are at different maturity levels, so the selection of materials is undertaken with care and deliberation. The English Department selects literary texts that reflect a diversity of perspectives, are age-appropriate, are high quality literature and are useful to fulfill the district's mission and the course's benchmarks. Parents are encouraged to investigate the texts explored by their children; we urge parents to take an active role in helping our students to develop admiration for the elegance and richness of human expression.

Recognizing that not all works are appropriate for all students, texts identified with an (\*) contains mature or sensitive language or issues; parents or guardians may wish to preview texts prior to student participation.

Choose **one** novel from the list below. A synopsis of each title is attached. Please read through the synopsis to find something that you are interested in. Your assignment (that will count as a **QUIZ GRADE**) is on the last page of this packet.

**You may choose a novel by one of the following authors (suggested titles are in parenthesis):**

James Patterson (Alex Cross Series)\*  
Jodi Picoult (*19 minutes, My Sister's Keeper*)  
Harlen Coben (*Promise Me, Tell No One*)\*  
Walter Dean Meyers (*Ender's Game*)  
E.R. Frank (*America*)\*  
Mike Lupica (*Heat*)  
John Grisham (*The Firm, The Confession, Playing For Pizza*)  
Angie Sage (*Magyk, Queste*)  
Ellen Hopkins (*Crank, Glass, Impulse*)\*  
Carl Deuker (*Payback Time*)  
Suzanne Collins (*Hunger Games Trilogy*)  
Nancy Werlin (*Extraordinary*)  
Chris Lynch (*Inexcusable*)  
Ann Rinaldi (*The Last Full Measure*)  
Sarah Dessen (*Just Listen, This Lullaby*)  
Conor Kostick (*Epic*)  
Alice Sebold (*The Lovely Bones*)  
Ann Rice (*Interview with a Vampire*)\*  
Christopher Paolini (*Eragon*)  
Cormac McCarthy (*The Road*)  
Dean Koontz (*TickTock*)  
David Klaus (*You Don't Know Me*)  
Douglas Adams (*Hitchhiker's Guide to The Galaxy*)  
Ernest Gaines (*A Lesson Before Dying*)  
Francesca Lia Block (*Weetzie Bat*)  
Jonathon Safer Foer (*Everything Is Illuminated*)  
Joyce Carol Oates (*Big Mouth and Ugly Girl*)



1. Consider Bradbury's treatment of the two primary female characters, Clarisse and Mildred. What is the significance of both characters' premature deaths? Analyze the different language Bradbury uses when discussing Mildred and when discussing Clarisse. What do these linguistic differences convey about Bradbury's attitude toward his female characters?

2. Has Bradbury's vision of America, first published in 1952, become our reality? Remember to consider symbolic and metaphorical connections between present-day America and the book; avoid literal parallels. Use specific examples from contemporary social, political, or cultural life to support your assertions.

Name: \_\_\_\_\_

English 3, Advanced English 3, and Honors English 3, and Summer Reading ASSIGNMENT  
Graphic Organizer for Notes  
(Quiz grade for first marking period: due Monday, September 12, 2011)

Directions: Consider each set of questions. In the space provided beside each question, write down comments, notes, observations, and quotations to help you answer these questions. You may not be able to address every question in the box, but you should be able to address a least one question from each category. We will use this chart in September to start our class lessons.

<b>Questions to consider</b>	<b>Notes to answer questions (comments, observation, quotations, etc)</b>
How important are the female characters in your book? In the relationships, are the men and women treated fairly? Are the women ignored, patronized, or demeaned, or elevated? What is the role of the men in the piece?	
How does the author's life influence his writing? What connections can I make between the author's life and the character's life?	
What does the character's childhood or repressed childhood reveal about the character? What are the obvious or hidden motives that cause a character's behavior and speech? What psychological disorders/conditions may this character be exhibiting?	

<p>When was the work written? What were the cultural and/or historical circumstances that produced it? What are you able to learn about the time period after reading this book?</p>	
<p>Is there tension between the characters in the book because of social class? How important is money to the characters in your book? How are the different social classes presented in this book?</p>	
<p>What symbols are developed throughout the book? What is the tone of the piece? How is the book organized and how does this organization relate to the author's purpose?</p>	
<p>What connections can I make between my life and the lives of the characters? What does this work mean to me? What particular aspects of my life can help me understand and appreciate the work?</p>	



