

# **RECOMMENDED READING PRIOR TO COURSES**

**(These works will be assessed prior to September 15 of each school year)**

## **HONORS ENGLISH 9**

All students taking Honors English 9 are highly recommended to read **two** novels. Students will be administered an online exam covering general comprehension of each chosen novel no later than September 15. Students who choose not to read prior to the start of the school year are still responsible to read the two novels by the mid-September deadline. Students should choose **one** novel from the attached list. Students in the Gifted Support program may **not** choose *The Giver* if they have previously read it in their Gifted Support class. Students are responsible for obtaining copies of their chosen novels.

### **ASSIGNED NOVEL:**

***To Kill a Mockingbird*** by Harper Lee

Set in the small Southern town of Maycomb, Alabama, during the Depression, *To Kill a Mockingbird* follows three years in the life of 8-year-old Scout Finch, her brother Jem, and their father, Atticus--three years punctuated by the arrest and eventual trial of a young black man accused of raping a white woman. Though her story explores big themes, Harper Lee chooses to tell it through the eyes of a child. The result is a tough and tender novel of race, class, justice, and the pain of growing up. Today it is regarded as a masterpiece of American literature.

*\*Note: This book contains sensitive situations and vernacular. Although seen as offensive by some, this book is an honest portrayal of the injustice that occurred in the American South in the 1950s-60s. Books of this nature are studied from a historical and social perspective to improve multicultural perceptions and social interactions.*

### **CHOOSE ONE NOVELS FROM THE LIST BELOW:**

*The Five People You Meet in Heaven* by Mitch Albom

*The Giver* by Lois Lowry

*A Tree Grows in Brooklyn* by Betty Smith

*The Time Machine* by H.G. Wells

*Imperfect* by Jim Abbott and Tim Brown

*A Day No Pigs Would Die* by Robert Newton Peck

### ***The Five People You Meet in Heaven*** by Mitch Albom

This dramatic journey weaves together three stories, all told about the same man: 83-year-old Eddie, the head maintenance person at Ruby Point Amusement Park. As the novel opens, readers are told that Eddie, unsuspecting, is only minutes away from death as he goes about his typical business at the park. Albom then traces Eddie's world through his tragic final moments, his funeral, and the ensuing days as friends clean out his apartment and adjust to life without him. In alternating sections, the author flashes back to Eddie's birthdays, telling his life story as a kind of progress report over candles and cake each year. And in the third and last thread of the novel, the reader follows Eddie into heaven where the maintenance man sequentially encounters five pivotal figures from his life. Each person has been waiting for him in heaven, and each life (and death) was woven into Eddie's own in ways he never suspected. Each soul has a story to tell, a secret to reveal, and a lesson to share. Through them Eddie understands the meaning of his own life even as his arrival brings closure to theirs.

### ***A Tree Grows in Brooklyn*** by Betty Smith

The beloved American classic about a young girl's coming-of-age at the turn of the century, *A Tree Grows in Brooklyn* is a moving tale filled with compassion and cruelty, laughter and heartache, crowded with life and people and incident. The story of young, sensitive, and idealistic Francie Nolan and her bittersweet formative years in the slums of Williamsburg has enchanted and inspired millions of readers for more than sixty years. The

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daily experiences of the unforgettable Nolans are raw with honesty and tenderly threaded with family connectedness -- in a work of literary art that brilliantly captures a unique time and place as well as incredibly rich moments of universal experience.

***The Giver*** by Lois Lowry

The 1994 Newbery Medal winner has become one of the most influential novels of our time. The haunting story centers on twelve-year-old Jonas, who lives in a seemingly ideal, if colorless, world of conformity and contentment. To protect people from the risks of making poor or wrong decisions in life, the advisors plan and dictate the lives of the people. In effect, the citizens have no freedom of choice; they do not choose their job or even their spouse. Moreover, the advisors inhibit the people's ability to feel because they want to spare them from the hardships and pain of life. Not until he is given his life assignment as the Receiver of Memory does Jonas begin to understand the dark, complex secrets behind his fragile community.

***A Day No Pigs Would Die*** by Robert Newton Peck

The story is set in 1920s rural Vermont, in the fictional town of Learning. It focuses on a teenage boy, Robert, who is developing a strong bond with his father – a butcher who slaughters hogs – while facing the trials of growing into manhood. Eventually the family faces such economic hardship that difficult decisions need to be made in order for the family to survive. The result is a moving coming-of-age story that still resonates with teens today.

***The Time Machine*** by H.G. Wells

This classic science fiction tale begins at an English dinner party where a group of gentlemen are discussing the device that one of them is making so he can explore the fourth dimension. No one is identified by name but when the men gather the following week, the device's inventor, referred to as Time Traveler, is strangely absent. When he arrives later, he recounts his amazing journey into the future. Most of this 1895 novel deals with Time Traveler's stay in a world where dark forces lurk behind a false image of an ideal world.

***Imperfect*** by Jim Abbott and Tim Brown

Born without a right hand, Jim Abbott dreamed of someday being a great athlete. Raised in Flint, Michigan by parents who encouraged him to compete, Jim would become an ace pitcher for the University of Michigan. But his journey was only beginning: By age twenty-one he had won the gold medal baseball game at the 1988 Olympics and cracked the starting rotation of the California Angels. In 1991, he could finish third in the voting for the Cy Young Award. Two years later, he would don Yankee pinstripes and pitch one of the most dramatic no-hitters in major league history.

# RECOMMENDED READING PRIOR TO COURSES

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## HONORS ENGLISH 10

All students taking Honors English 10 are STRONGLY SUGGESTED to read **two** novels prior to the start of the school year. Students will be administered an online exam covering general comprehension of each chosen novel no later than September 15. Students who choose not to read prior to the start of the school year are still responsible to read the two novels by the mid-September deadline. Students will read the assigned novel below and choose **one** novel from the attached list. Students are responsible for obtaining copies of their chosen novels. Books are available in multiple formats and several are available free online.

### ASSIGNED NOVEL:

*The Last Lecture* by Randy Pausch

A computer science professor at Carnegie Mellon, who was recently diagnosed with terminal cancer, gave this his “Last Lecture.” In a combination of humor, inspiration and intelligence, Rauch doesn’t focus on death, but on overcoming obstacles, enabling the dreams of others and seizing every moment.

### CHOOSE ONE NOVEL FROM THE LIST BELOW:

Of Mice and Men (John Steinbeck)

Friday Night Lights (H.G. Bissinger)

The Contender (Robert Lipsyte)

The Book Thief (Markus Zusak)

The Catcher in the Rye (J.D. Salinger)

Looking for Alaska (John Green)

**Of Mice and Men** (John Steinbeck)- John Steinbeck's *Of Mice and Men* is a parable about what it means to be human. Steinbeck's story of George and Lennie's ambition of owning their own ranch, and the obstacles that stand in the way of that ambition, reveal the nature of dreams, dignity, loneliness, and sacrifice. Ultimately, Lennie, the mentally handicapped giant who makes George's dream of owning his own ranch worthwhile, ironically becomes the greatest obstacle to achieving that dream.

**The Contender** (Robert Lipsyte)- *The Contender* is a coming-of-age novel whose protagonist, a black seventeen-year-old high school dropout named Alfred Brooks, lives with his Aunt Pearl and her three daughters in Harlem, a predominantly African American neighborhood in Manhattan, New York City, in the mid-1960s. Alfred's father deserted the family when Alfred was ten years old; his mother died when he was thirteen. On both occasions, his best friend, James, stood by him.

**The Catcher in the Rye** (J.D. Salinger)- *The Catcher in the Rye* is set around the 1950s and is narrated by a young man named Holden Caulfield. Holden is not specific about his location while he’s telling the story, but he makes it clear that he is undergoing treatment in a mental hospital or sanatorium. The events he narrates take place in the few days between the end of the fall school term and Christmas, when Holden is sixteen years old.

**Looking for Alaska** (John Green)- Halter is fascinated by famous last words—and tired of his safe life at home. He leaves for boarding school to seek what the dying poet Francois Rabelais called the “Great Perhaps.” Much awaits Miles at Culver Creek, including Alaska Young.

**The Book Thief** (Markus Zusak)- Narrated by Death itself, *The Book Thief* is the story of Liesel Meminger, a nine-year-old German girl who given up by her mother to live with Hans and Rosa Hubermann in the small town of Molching in 1939, shortly before World War II.

**Friday Night Lights** (H.G. Bissinger)- *A Town, a Team, and a Dream* is a 1990 non-fiction book written by H. G. Bissinger. The book follows the story of the 1988 Permian High School Panthers football team from Odessa, Texas, as they made a run towards the Texas state championship.

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## HONORS ENGLISH 11

All students taking Honors English III are STRONGLY RECOMMENDED to read the novels prior to the start of the school year. The first book is the same for all students. You may choose your second book from the list provided. You will be expected to discuss your reading by September 15th and eventually complete a project-based assignment within a designated time frame. Students who choose not to read over the summer are still responsible to read the two novels by the mid-September deadline. In addition, you will be tested on the content of the book after class discussion. You are responsible for obtaining your own copies of the books. Books are available in multiple formats and several are available free online.

### ASSIGNED NOVEL

#### **The Jungle** by Upton Sinclair

Upton Sinclair's *The Jungle*: Muckraking the Meat-Packing Industry. Upton Sinclair wrote *The Jungle* to expose the appalling working conditions in the meat-packing industry. His description of diseased, rotten, and contaminated meat shocked the public and led to new federal food safety laws.

Then students are to choose another from the list below. Students will be assessed at the beginning of the school year on the novels. Students will also be assigned a project-based assessment based on the required novel.

Catch-22- Heller

In Cold Blood- Capote

Ship of Fools- Porter

No Country for Old Men- McCarthy

The Sun Also Rises- Hemingway

House Rules- Picoult

**Catch-22**, satirical novel by American writer Joseph Heller, published in 1961. The work centres on Captain John Yossarian, an American bombardier stationed on a Mediterranean island during World War II, and chronicles his desperate attempts to stay alive. Yossarian interprets the entire war as a personal attack and becomes convinced that the military is deliberately trying to send him to an untimely death. He therefore spends much of the book concocting ever more inventive ways of escaping his missions.

**Ship of Fools**-August 1931. An ocean liner bound for Germany sets out from the Mexican port city of Veracruz. The ship's first-class passengers include an idealistic young American painter and her lover; a Spanish dance troupe with a sideline in larceny; an elderly German couple and their fat, seasick bulldog; and a boisterous band of Cuban medical students. As the *Vera* journeys across the Atlantic, the incidents and intrigues of several dozen passengers and crew members come into razor-sharp focus. The result is a richly drawn portrait of the human condition in all its complexity and a mesmerizing snapshot of a world drifting toward disaster.

**The Sun Also Rises**-follows a group of young American and British expatriates as they wander through Europe in the mid-1920s. They are all members of the cynical and disillusioned Lost Generation, who came of age during World War I

**In Cold Blood**- the true story of the murder of the Clutter family in Holcomb, Kansas, in 1959.

**No Country for Old Men**- The story occurs in the vicinity of the Mexico–United States border in 1980 and concerns an illegal drug deal gone awry in the Texas desert back country.

**House Rules**-This novel is filled in mystery, adventure and unexpected twists. It involves Jacob Hunt, a young man with Asperger's Syndrome and an obsession with forensic analysis, who is charged with and tried for the murder of his tutor, Jess Ogilvy.

## AP LANGUAGE AND COMPOSITION (11th grade)

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**3 Works Required**-As an advanced course, students will be expected not only to read but to complete reflection journals on the assigned reading. This material is integral to the concepts that will be completed at the beginning of the course; therefore, it is recommended that students read prior to the start of the school year. You will be expected to discuss your reading by September 15th and eventually complete a project-based assignment within a designated time frame. Students who choose not to read over the summer are still responsible to read the two novels by the mid-September deadline. In addition, you will be tested on the content of the book after class discussion. You are responsible for obtaining your own copies of the books. Books are available in multiple formats and several are available free online.

1. (Fiction) *1984* by George Orwell <https://www.planetebook.com/free-ebooks/1984.pdf>

2. (Non-fiction) *Fast Food Nation* by Eric Schlosser

[https://www.academia.edu/42005669/Fast\\_Food\\_Nation\\_The\\_Dark\\_Side\\_Of\\_The\\_All-American\\_Meal\\_by\\_Eric\\_Schlosser](https://www.academia.edu/42005669/Fast_Food_Nation_The_Dark_Side_Of_The_All-American_Meal_by_Eric_Schlosser)

3. (Essay) "The Apology"/"Letters from a Terrorist" Blumenfeld

<https://www.newyorker.com/magazine/2002/03/04/the-apology-2>

Because you are asked to read, analyze, explain, and interpret the items we are reading in the course of the year, it is important that you do not substitute Cliffs Notes, Spark Notes, or other summaries or condensations, nor should you rely on the movie versions of the books, since they are often different. The best way to be successful with this assignment, or any other assignment during the next year, is to read the books carefully and thoughtfully. The bottom line is that you must do all the reading assignments...therefore, be sure to begin summer reading early in order to complete the assignments on time. Those students who wait until August to begin the summer reading often cannot give the reading assignment the full concentration it requires.

\*Be prepared for writing/quizzes/tests on any of the books no later than mid September. (Keeping a good journal would be very helpful for your tests and/or quizzes)!!

**JOURNALS** As you read, keep a dialectical journal for each book. You should write these journals in one notebook. **DO NOT TYPE YOUR JOURNALS!**

These journals will consist of quotations to which you respond critically for each work. **Journals will be due by Sept 15 as well.**

Please label and date journals appropriately. Select one quotation or passage for approximately every 15 pages (**for #3, the essay, you must have a minimum of 5 responses**) Respond to the quotations, focus on the ways in which the author uses language to create an effect. What is it about the language that stands out and makes the passage distinctive? How does the passage reflect the author's style and reveal larger themes of the work? I expect responses to be developed thoughtfully and intellectually.

Responses should be approximately 60 words in length. The dialectical journals should be constructed in the following manner:

Quote Response "Write the quote from the book Your response and analysis of the on the left side of the paper with quote should be written on the opposite the	For the RESPONSE column, you have several ways to respond to a text and you only need to use one way.
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correct MLA citation" (176). side of the page.	<ul style="list-style-type: none"><li>· Raise questions about the beliefs and values implied in the text</li><li>· Give your personal reactions to the passage</li><li>· Discuss the words, ideas, or actions of the author or a character</li><li>· Tell what it reminds you of from your own experiences</li><li>· Write about what it makes you think or feel · Argue with or speak to the character or author</li></ul>
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**The ESSAY:** Authors hope to get a message across in their writings. Using any of the given required reading for this course, think about a significant message the author hopes to convey to his/her readers, then write an essay analyzing how the author conveys that message. Do not just tell what the message is, but analyze how the author gets that message across in his novel. You may consider such devices as character actions, character relationships, tone, setting, language, choices, figures of speech, symbols, and descriptions. These are not the only devices that you may choose to discuss in your essay. **A printed copy of the essay will be due by Sept 15 no later than your assigned class period.**

Your essay must include:

For your heading, put your name, the date, my name, the class, and the assignment name in the top, left-hand corner (use MLA format...look up online if you don't know what it is).

<http://owl.english.purdue.edu/owl/resource/747/01/>

- An interesting title (centered)
  - An introduction with an interesting opener, the author and title, the thesis statement (the message the author hopes to convey/the argument you've identified), and (the ways/devices the author gets that message across/your stance on the argument)
  - Several body paragraphs with transitions, topic sentences, specific details from the novel, excellent support with your voice and insight, and at least six direct quotes for each essay with parenthetical documentation; for example: "This is a sentence from the novel that is in my paper" (21).
  - A solid conclusion which reiterates the thesis and ends in a strong, interesting way, leaving the reader with something to THINK about.
- **I do not grade on length rather quality and depth of work and adherence to requirements.**

YOU WILL ALSO BE GRADED ON:

- Proper grammar and spelling

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- Active voice (few “be” verbs – am, is, are, was, were, be, being, been)
- MLA style, Typed, double-spaced using 12 point font – no fancy fonts please (and no cover pages or folders, please).
- Each paper should be double-spaced (which is a characteristic of MLA style...if you don’t know what MLA is, look it up) <https://owl.english.purdue.edu/owl/resource/747/01/> and all that it entails including in text citations and work cited. Each paper must be completely yours and yours alone; do not use any resources, other than the texts themselves, to help you (as in no internet resources or Cliffs Notes to give you ideas). The reader wants to know what YOU observed while reading the books, not what someone else noted. All work should be done independently. Do not do your journals or papers with a classmate! Any of these infractions could result in zeros on the assignments.

The journal and the essay will be your first course grades. The journal as a project grade and the essay as a test grade.

### **HONORS ENGLISH IV (12th grade)**

All students taking Honors English IV are STRONGLY RECOMMENDED to read two novels prior to the start of the school year.. The first book is the same for all students. You may choose your second book from the list provided. You will be expected to discuss your reading by September 15th and eventually complete a project-based assignment within a designated time frame. Students who choose not to read over the summer are still responsible to read the two novels by the mid-September deadline. In addition, you will be tested on the content of the book after class discussion. You are responsible for obtaining your own copies of the books. Books are available in multiple formats and several are available free online.

#### ASSIGNED NOVEL

#### ***Cry the Beloved Country* by Alan Paton**

Long before South Africa hosted the World Cup, Africa’s most diverse country was plagued with racial inequality. Reverend Stephen Kumalo is among the country’s black majority that is oppressed by white society. He travels from his village to the large city of Johannesburg to find his missing adult son. The book also follows James Jarvis, the father of recently deceased activist Arthur Jarvis. The two men are connected by the fact that Kumalo’s son murdered Jarvis’s son while burglarizing the activist’s house.

#### CHOICE

*Frankenstein* by Mary Shelley  
*Jane Eyre* by Charlotte Bronte  
*Nineteen Minutes* by Jodi Piccoult  
*The Alchemist* by Paulo Coelho

*Rosencrantz and Guildenstern are Dead* by Tom Stoppard  
*Unbroken* by Laura Hillenbrand  
*Angela’s Ashes* by Frank McCourt  
*On Writing* by Stephen King

*Frankenstein* by Mary Shelley

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Victor Frankenstein, a scientist, has a great ambition: to create intelligent life. But when his creature first stirs, he realizes that he has made a monster. A monster which, abandoned by its maker and shunned by everyone who sees it, dogs Dr. Frankenstein with murder and horrors to the very ends of the earth.

\*Available free at [www.gutenberg.org](http://www.gutenberg.org), <http://librivox.org>, or through ibooks.

Mrs. Gaster also has copies.

### ***Jane Eyre* by Charlotte Bronte**

*Jane Eyre* is the (partly autobiographical) story of a small, plain-faced, intelligent, and passionate English orphan. Having grown up in the home of her cruel aunt and at a harsh charity school, Jane remains strong and determinedly refuses to allow a cruel world to crush her independence or her strength of will-qualities that serve her well as governess at Thornfield Hall. But when she finds love with her sardonic employer, Rochester, the discovery of his terrible secret forces her to make a choice. Should she stay with him whatever the consequences or follow her convictions, even if it means leaving her beloved?

\*Available free at [www.gutenberg.org](http://www.gutenberg.org), <http://librivox.org>, or through ibooks.

### ***Nineteen Minutes* by Jodi Piccolt**

In Sterling, New Hampshire, 17-year-old high school student Peter Houghton has endured years of verbal and physical abuse at the hands of classmates. His best friend, Josie Cormier, now hangs out with the popular crowd that often instigates the harassment. One final incident of bullying sends Peter over the edge and leads him to commit an act of violence that forever changes the lives of Sterling's residents. Even those who were not inside the school that morning find their lives in an upheaval, including Alex Cormier, the superior court judge assigned to the Houghton case, and Josie's mother. She's torn between presiding over the biggest case of her career and knowing that doing so will cause an even wider chasm in her relationship with her emotionally fragile daughter. Josie, meanwhile, claims she can't remember what happened in the last fatal minutes of Peter's rampage. Or can she? And Peter's parents, Lacy and Lewis Houghton, ceaselessly examine the past to see what they might have said or done to compel their son to such extremes. *Nineteen Minutes* asks what it means to be different in our society, who has the right to judge someone else, and whether anyone is ever really who they seem to be.

### ***The Alchemist* by Paulo Coelho**

*The Alchemist* tells the magical story of Santiago, an Andalusian shepherd boy in his quest to Egypt after having a recurring dream of finding treasure there, a worldly treasure as extravagant as any ever found. The story of the treasures Santiago finds along the way teaches us about the essential wisdom of listening to our hearts, learning to read the omens strewn along life's path, and, above all, following our dreams.

### ***Rosencrantz and Guildenstern are Dead* by Tom Stoppard**

Acclaimed as a modern dramatic masterpiece, *Rosencrantz & Guildenstern are Dead* is the fabulously inventive tale of *Hamlet* as told from the worm's-eye view of the bewildered Rosencrantz and Guildenstern, two minor characters in Shakespeare's play. In Tom Stoppard's best-known work, this Shakespearean Laurel and Hardy finally get a chance to take the lead role, but do so in a world where reality and illusion intermix and where fate leads our two heroes to a tragic but inevitable end.

### ***Unbroken* by Laura Hillenbrand**

*Unbroken* is the biography of Louis Zamperini. In boyhood, Louis Zamperini was an incorrigible delinquent. As a teenager, he channeled his defiance into running, discovering a prodigious talent that carried him to the Berlin Olympics. But when World War II began, the athlete became an airman, embarking on a journey that led to a doomed flight on a May afternoon in 1943. When his Army Air Force bomber crashed into the Pacific Ocean, against all odds, Zamperini survived, adrift on a foundering life raft. Ahead of Zamperini lay thousands of miles of

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open ocean, leaping sharks, thirst and starvation, enemy aircraft, and, beyond, a trial even greater. Driven to the limits of endurance, Zamperini would answer desperation with ingenuity; suffering with hope, resolve, and humor; brutality with rebellion. His fate, whether triumph or tragedy, would be suspended on the fraying wire of his will.

### ***On Writing: A Memoir of the Craft* by Stephen King**

*On Writing: A Memoir of the Craft* is a memoir by American author [Stephen King](#) that describes his experiences as a writer and his advice for aspiring writers. Originally published in 2000 by [Charles Scribner's Sons](#), *On Writing* is King's first book after he was involved in a car accident a year earlier. In 2010, Scribner republished the memoir as a 10th anniversary edition, which also featured an updated reading list from King. *On Writing* is organized into five sections: "C.V.", in which King highlights events in his life that influenced his writing career; "What Writing Is", in which King urges the reader to take writing seriously; "Toolbox", which discusses English mechanics; "On Writing", in which King details his advice to aspiring writers; and "On Living: A Postscript", in which King describes his van accident and how it affected his life.

## **AP LITERATURE AND COMPOSITION (12th grade)**

As an advanced course, students will be expected not only to read but to study and annotate the assigned reading. This material is integral to the concepts that will be completed at the beginning of the course; therefore, it is recommended that students read prior to the start of the school year. You will be expected to discuss your reading and eventually complete various assignments by September 15th. Students who choose not to read over the summer are still responsible to read the two novels by the mid-September deadline. In addition, you will be tested on the content of the book after class discussion. Books are available in multiple formats and several are available free online.

- I. You are required to read two books.
  - a. Thomas Hardy's *Return of the Native*
  - b. Either Conrad's *Heart of Darkness* or Chopin's *The Awakening*

All texts are available online

- II. Annotate the text, keeping in mind that you are preparing for a writing assignment. Annotating, reading, and constructing meaning from a text is a complex and active process. Unlike highlighting, which is a passive activity, the process of annotating text helps you to stay focused and involved with your reading. Close reading entails looking for meaning on multiple levels. The search for meaning can take place in one slow read, but, in most cases, the reader needs to return to the text to develop all the layers of meaning. You should write notes on post-its within your book at least every few pages. As an "active reader," you should have questions in mind, and as you read, you should be looking for the answers to these questions. Suggestions for annotating text can include:

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The first layer of meaning lies on the literal level. It's the *who, what, when, where, and how* of the text. The careful reader notes:

- **vivid images:** labeling and interpreting language that appeals strongly to one or more of the senses.
- **striking comparisons:** labeling and interpreting figurative language, including metaphors, similes, personification, symbols, alliteration, metonymy, synecdoche, etc.
- **striking diction:** labeling words that stand out because of their strangeness or beauty or harshness
- **questions:** those the reader asks about plot, characters, vocabulary

**2: Between the Lines**

The next layer of meaning is formed at the inferential or interpretive level. The level requires the reader to draw conclusions about the more abstract meanings of words, images, symbols, etc, by putting together clues and applying background knowledge. The careful reader begins to note:

- **repetition:** labeling repeated words, phrases, or images
- **contrasts:** sharp changes, in diction or mood, or syntax; shifts in point of view, narrative pace, or tone
- **questions:** those the reader has about the repetition, contrasts, imagery, shifts, etc.

**3: Beyond the Lines**

At this deepest layer of meaning, the reader is asking not just "what?" but "so what?" Questions about the writer's purpose and message arise at this level. The reader makes connections to the text, evaluates the writer's message, and even examines his or her own life in light of that message. To form a more abstract understanding of a passage, the careful reader notes

- **patterns:** a repetition of a sequence of events, for example, or a series of contrasts
- **tone:** the cumulative effect of imagery, figurative language, and diction and syntax, all of which point to the author's attitude
- **message:** patterns of meaning that, when viewed through the lens of tone, reveal the work's larger message
- **connections:** those the reader can make to other texts, movies, music, politics, news, personal experience, as well as possible answers to the questions he/she previously posed.

III. Be able to identify the larger question discussed in the novels, and be prepared for discussions..

IV. Be prepared for multiple assessments on the novels after we discuss them.

***Heart of Darkness* by Joseph Conrad**

*Heart of Darkness* follows one man's nightmarish journey into the interior of Africa. Aboard a British ship called the *Nellie*, three men listen to a man named Marlow recount his journey into Africa as an agent for the Company, a Belgian ivory trading firm. Along the way, he witnesses brutality and hate between colonizers and the native African people, becomes entangled in a

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power struggle within the Company, and finally learns the truth about the mysterious Kurtz, a mad agent who has become both a god and a prisoner of the "native Africans."

*The Awakening* by Kate Chopin

*The Awakening* is set in New Orleans and the Southern Louisiana coast at the end of the nineteenth century. It centers on Edna Pontellier and her struggle to reconcile her increasingly unorthodox views on femininity and motherhood with the prevailing social attitudes of the turn-of-the-century South. Edna must make choices about love, affairs, motherhood, and what's best for her, but also realizes that these decisions are not without consequence. It is one of the earliest American novels to focus on women's issues without condescension.