**Honors English 10 Summer Reading Assignment**

There are two parts to this year’s summer assignment, and both are intended to give you choice in what you read and learn over the summer. **Please make sure to follow all directions for both assignments.**

The assignment is due on the **second day of school.** There will be NO EXTENTIONS given on this assignment. The assignment should be **typed 12 Times New Roman** with **1 inch margins.**

Follow @MsGearhart11 on twitter for updates and reading suggestions. You can also e-mail me ([jgearhart@k12.wv.us](mailto:jgearhart@k12.wv.us)) Text @Summer10H to 81010 to join the remind group. You can contact me via text this summer if you have any questions.

**Part 1: Independent Choice Fiction Reading**

Read **any novel-length text** of your choice that has not been made into a movie or television series. *Note that the book may not be one that you have previously been required to read* (such as books from the 9th or 8th grade curriculum). This novel must be a young adult or adult novel **appropriate** for high school (i.e. not *Diary of the Wimpy Kid* or *Fifty Shades*). If you would like some suggestions, please see the recommendations below. **Please note you are not required to continue reading a book if you do not like it—feel free to switch to something different. However, you must complete at least one full book. This reading should focus on the kind of book that you like to read.**

**Assignment:**

1. **Complete 5 Double Entry Notes for your novel.** This means you are choosing five interesting quotes and writing about them.
   1. Identify **5 GOOD QUOTES/PASSAGES** from your summer reading novel and then ANALYZE the passages.
      1. You may abbreviate the passage, but make sure that the important info is there.
      2. If you do abbreviate the passage, make sure to put a post-it note in your book to reference it later.
   2. Follow the **Double Entry Notes Format** as seen in the attached example. Remember, you are **analyzing, not summarizing**, so do not simply restate what is said in the original quote.
2. You will be completing a “book talk” in the first weeks of school. More information will be given on this during the first week. You should, however, know your book thoroughly so that you are aware of the book’s plot, character and themes for our work with it at the beginning of the year.
3. Most importantly. **Enjoy your book!**

**Book *Suggestions*:**

**(Note: These are suggestions. Read what you find interesting. Talk to your friends, your teachers, your parents, your librarian, or the book store clerk to find something that fits you as a reader.)**

*Last Phone Call from Heaven* by Mitch Album

*Born a Crime* by Trevor Noah

*Turnabout* by Margaret Peterson Haddix

*The Alchemist* by Paulo Coelho

*Sleeping Freshman Never Lie* by David Lubar

*The Poisonwood Bible* by Barbara Kingsolver

*Sabriel* by Garth Nix

*The Thirteenth Tale by* Diane Setterfield

*Red Queen* by Victoria Aveyard

*Eleanor and Park* by Rainbow Rowell

*The Hate You Give* by Angie Thomas

*Einstein’s Refrigerator* by Steve Silverman

**Double Entry Notes**

Each quote analysis should be at least **4 sentences**. In your analysis, you may consider the following:

**Ask yourself**: “Why?” and “What does this say about the character’s personality/their core?” and “How can I be more specific and give more examples or add explanation to support my answer?”

**You can also**:

* give your opinion on a topic/character mentioned in a quote (but make sure you explain thoroughly)
* focus on specific words that are used in a quote and explain/interpret why those words might be included
* connect the quote to something in your life or in the world, but be very clear and give specific explanations

**Avoid**: Paraphrasing and summarizing events. Tell me *why* it is important.

***Double Entry Notes: Example***

**Each entry should include:**

* Quotation marks around the quote
* Identification of the speaker (If it is a quote from description rather than dialogue, just put “narrator”)
* Page Number

|  |  |
| --- | --- |
| **Quote** | **Analysis** |
| “He had been on the verge of telling me something all evening, his face would brighten and he would toward me, then he would change his mind. He changed it again.” Scout-pg. 61 | Jem’s ‘avoidance’ seems to foreshadow a later event. Jem is probably keeping something big from Scout, a secret he is too scared to share. Jem might be worried about how Scout might react to this secret. She might tell Atticus. |
| “Before I remembered there was no such thing as hoo-dooing, I shrieked…” Scout- p. 59 | Lee illustrates an excellent example of how young Scout still is. She allows childish fantasies to cloud her logical judgement. After she yelled and dropped the figures, she realized that “hoo-dooing” is unreal but she “forgot.” Maybe she is looking for attention. |

**Part 2: Nonfiction Reading**

Read widely this summer ***about a topic that you find interesting*** and that you want to learn more about. Throughout the summer, you must read, listen to, or view at least **ten** good quality nonfiction online/print articles about **the same topic** (this includes online articles, TED Talks, and podcasts).

Your job is to inform yourself. **Read what you find interesting. This is not a research paper. Read widely, not just the minimum number of articles.**

Feeling lost or unsure on what to read? Ms. Gearhart and Mrs. Ferry will tweet out articles that they are reading. Be sure to tag us and tweet using #HHSsummer17 if you find something you think others would enjoy ☺ (not a requirement, just a way to connect).

**Assignment:**

1. Write a ***500 word blog post*** about what you learned this summer about your interest. You should reference things that you learned from the articles in your post. Use the attached article “10 things I learned about Writing from Stephen King” as a model. You don’t need to publish this anywhere. Just write and print to bring to class. We’ll do more with this later!

* Include a creative title
* Include a relevant picture (that you photograph or draw yourself)
* Imitate the format of the attached example.
* Be creative and insightful in your writing.

This “blog post” should not be a summary of the articles that you read. Instead, organize it like the model piece. List 5 (or more) things that you learned from your reading and explain under each heading (Think about how Buzzfeed articles are organized).

Last summer Ms. Gearhart bought a house. After reading some articles (and actually moving!), some of the headings that I might have used would sound like this: 1) Purging the closet is good for the soul 2) Real Women Fix their own Toilets 3) Pinterest Fails are still fun. My title might have been: Independent and a little bit strong: 5 things I learned about buying a house.

1. Provide a list of the URLs, as well as authors/speakers and article titles for your teacher (Want to make her really happy? Use easy bib to make an MLA formatted bibliography ☺ #browniepoints #studentMVP)

**Note**: We will be using this as part of our first writing unit in the fall, so please be thoughtful in what you read. This is your opportunity to read and write about something that interests you!

**Potential topics (you do not have to choose from this list! These are suggestions)**

* Real world math
* Local issues
* Politics
* Environmental issues
* Art
* Music
* Cars
* Travel
* New Medical research
* Global issues
* Real world problems
* Finance
* Fashion
* Psychology
* History
* Computers/ New technology
* Video Games
* Film

**Good places to find high quality articles/Podcasts:**

Consider the quality of what you’re reading. Is it credible? Is it informing you on something significant? Though *People* Magazine may be fun to read, it probably isn’t your strongest source.

If you have twitter, follow a few of these. There are great articles posted daily.

* TED Talks/ Ideas.ted.com
* NPR (general news) [www.npr.org](http://www.npr.org)
* Mental Floss (culture, science) [www.mentalfloss.com](http://www.mentalfloss.com)
* Popular Science (science) [www.popsci.com](http://www.popsci.com)
* Pi in the Sky (math) <http://www.pims.math.ca/resources/publications/pi-sky>
* Discover Magazine (science, medicine) <http://discovermagazine.com/topics/health-medicine>
* New York Times (general news) [www.nytimes.com](http://www.nytimes.com)
* National Geographic (world issues, news) [www.nationalgeographic.com](http://www.nationalgeographic.com)
* Psychology Today (Psychology) [www.psychologytoday.com](http://www.psychologytoday.com)
* Smithsonian Magazine (history, culture, news) [www.smithsonianmag.com](http://www.smithsonianmag.com)
* The Atlantic (opinion, news) [www.theatlantic.com](http://www.theatlantic.com)
* The New Yorker (literature, culture, politics, general news) [www.newyorker.com](http://www.newyorker.com)
* Wired (technology) [www.wired.com](http://www.wired.com)
* Wall Street Journal (finance and general news) [www.wsj.com](http://www.wsj.com)
* Harper’s Magazine (culture, literature, politics) <http://harpers.org>
* Rolling Stone (entertainment, music, culture) [www.rollingstone.com](http://www.rollingstone.com)
* Podcasts: This American Life, Serial, Radiolab, Stuff You Should Know, Stuff You Missed in History Class