

Honors English I Summer Assignment

May 8, 2019

Dear parents and guardians of incoming Honors English I students,

We hope this letter finds you and your child looking forward to summer and his/her first day of high school! We, your student's teachers for Honors English I, want to introduce ourselves and the intention of our summer assignment. Thank you for helping your student make the decision to start taking advanced courses early in high school. We are here to support them alongside you.

This summer's assignment includes reading a contemporary novel, answering a few questions, and writing a reflection essay (all details attached). Our intentions are for students to self-select a novel, make enjoyable reading a part of their summer leisure time and to practice written expression using the skills they have been cultivating. Additionally, the summer assignment allows students to start the school year with a common foundation from which we can build and apply from day one.

From previous years, we understand that some students become anxious about submitting an essay to a teacher whom they have never had before. If this is happening in your home, please understand our purpose: Engagement, not anxiety, is our intention with this summer assignment. The novels are modern, relevant, and recommended by teens, librarians and educators. The essay is a personal response and should use first-person pronouns and personal opinions. Everyone who has put earnest effort into the completion of the assignment will come in ready for what we will be doing with our essays. Their engagement in the contemporary-issues novel will serve as a springboard to dive into our first unit.

On the first day of school, Wednesday, August 14, students do not need to bring anything for class. The first day is a freshman-only welcome day, and teachers will meet the students for 10 minutes in the afternoon when students do a brief rotation of their schedules.

Regarding submitting their summer assignments: On Thursday, August 15, the school will run a normal bell schedule and students should bring their assignments to class with them on Thursday.

For an extra copy of the instructions, head to www.wkhs counselors.com. The students must complete their novel, the list of questions, and two-page personal response essay. If you or your student has additional questions over the summer, please contact either of us by email (included on next page).

Sincerely,

Joanna Stubenrauch and Todd Cecutti
English Faculty
Worthington Kilbourne High School

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This assignment is for students who have chosen to take Honors English I at Worthington Kilbourne HS for the 2019-2020 school year.

Questions about the assignment? Contact Joanna Stubenrauch (jstubenrauch@wscloud.org) or Todd Cecutti (tcecutti@wscloud.org). The completion of the summer assignment will serve as the background for our opening unit of study and will constitute approximately 10% of the first quarter's grade average.

If you decide that you no longer want to be in Honors English I, contact the WKHS counseling department as soon as you are sure about that decision, preferably by July 15. Contact information can be found at www.wkhscounselors.com OR by calling WKHS at 614-450-6400.

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Step 1: Read ONE of the following novels.

- *All American Boys* by Jason Reynolds
- *Far From the Tree* by Robin Benway (several books have the same title - make sure you get the title written by Robin Benway)
- *The Hate U Give* by Angie Thomas
- *Darius the Great is Not Okay* by Adib Khorram
- *I Am Not Your Perfect Mexican Daughter* by Erika L. Sanchez
- *The Lines We Cross* by Randa Abdel-Fattah
- *Love, Hate, and other Filters* by Samira Ahmed
- *The Running Dream* by Wendelin Van Draanen
- *The Poet X*, by Elizabeth Acevedo
- *Saints and Misfits* by S.K. Ali
- *Sing, Unburied, Sing* by Jesmyn Ward
- *The Sun is Also a Star* by Nicola Yoon
- *Turtles All the Way Down* by John Green
- *American Street* by Ibi Zoboi

Some tips on book selection / assignment completion:

1. The beginning of your school year will be more enriching if you and your closest friends do not read the same novel.
2. You may get your novel from the library, borrow from a friend, read an e-book, or purchase the book - your choice. For detailed descriptions about each novel to help you in your selection, please see the books details at Goodreads.com, BarnesandNoble.com, or Amazon.com.
3. These are all new, popular novels - if you reserve it from the library and you are high on the waitlist, you will need to find another way to get the novel as it probably won't be your turn to check it out by August.
4. A lot of online commentary on these novels exist, but I am not interested in reading a summation of the general public's ideas. Your ideas may be, and sometimes should be, different from your classmates. Please reflect for yourself upon finishing the novel. YOUR ideas are valid when you support your ideas with your knowledge of the text.

Steps 2 and 3: Complete both items on the reverse side (18 questions + 1 personal response)

Novel Response Questions

Type responses on a google document. For items that ask for a scene or quote, please include a page number. Keep your responses **concise**. Please, no paragraph-long responses here.

1. Title
2. Author
3. Protagonist
4. Antagonist(s) - *may be a person, group, natural force, and/or social issue*
5. Three scenes most important for developing the protagonist:
6. Important minor characters and their impact on plot/theme (consider the outcomes):
7. Most important scene for major/minor character interaction:
8. An important scene where the author included a description of the weather:
9. Setting(s) of importance (settings range in size, from a room, to a house, a farm, a neighborhood, a city, a region, an entire country, etc - please choose appropriate responses for your novel):
10. Characters, situations, or settings that remind you of similar characters, situations, or settings you have seen or read before (may include movie and TV references).
11. Impact of setting(s) on conflict:
12. Central conflict and minor conflicts:
13. Recurring images and symbols:
14. How the central conflict was resolved:
15. Point of view, and perhaps why the author chose that point of view:
16. How modern teens could relate to the novel:
17. Three thought-provoking or memorable quotes from the novel:
18. A list of words that *need* to be used when discussing this novel thoughtfully:

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Personal-Response Essay

Prompt: What do you feel was a lasting message from the novel? Identify and explain which elements from the novel you felt developed and reinforced that message. Elements you may consider include characters, setting, conflicts, situations, symbols, and outcomes.

Guidelines: This is **not** an analytical essay, rather it should be thoughtful, developed, supported response. You may use **first-person pronouns** to explore your reactions to the development of the novel's messages. Total word count must be **between 650 and 750 words** (click "tools" → "word count"). Format in Times New Roman, 12 point, double-spaced font. Standard rules of grammar and spelling apply. It should still be organized - please hit indent when you move to a discuss a new supporting element. You do not need to, but may, include direct quotations.

Grading: You will be graded on your ability to clearly and personally respond to the prompt, as well as develop a multi-paragraph response while adhering to standard rules of punctuation and grammar.