

Honors English I Summer Assignment

This assignment is for students who have chosen to take Honors English I at Worthington Kilbourne HS for the 2018-2019 school year.

Questions about the assignment? Contact Joanna Stubenrauch: jstubenrauch@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.wkhs counselors.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
- *American Street* by Ibi Zoboi
- *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
- *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
- *Saints and Misfits* by S.K. Ali
- *Sing, Unburied, Sing* by Jesmyn Ward
- *The Sun is Also a Star* by Nicola Yoon
- *Thirteen Reasons Why* by Jay Asher
- *Turtles All the Way Down* by John Green
- *We Are Okay* by Nina LaCour

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)

Book Review Sheet

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 using standard rules of punctuation and grammar.