

SUMMER READING – ENGLISH 11 HONORS
June 2008

Dear Student and Families:

In preparation for English 11 Honors, each student is required to accomplish the summer assignment which is detailed on the back of the letter.

The English 11 Honors curriculum at Lincoln High School is designed to explore a curriculum that inquires into how American Literature has evolved. The curriculum is based on the growth of historical fiction from the perspective of American history during the different eras from the 1600's through the 20th century. Each era is explored by reading and writing about critical issues of the time periods.

The major historical works within the curriculum may include: *The Scarlet Letter* by Nathaniel Hawthorn, *The Adventures of Huckleberry Finn* by Mark Twain, *The Crucible* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, *The Zoo Story* by Edward Albee, *A Streetcar Named Desire* by Tennessee Williams, *Animal Dreams* by Barbara Kingsolver, and *The Grapes of Wrath* by John Steinbeck.

If you have any questions about the assignment, please feel free to contact me at: monica_todd@sjud.org.

Sincerely,

Mrs. Monica Todd
Dept. of English
Lincoln High School

SUMMER READING ASSIGNMENT - ENGLISH 11 HONORS

A. You may wish to purchase your own copy of the play so that you can highlight passages and take notes in the text. You must read

Animal Dreams by Barbara Kingsolver

B. A reading comprehension test will be given on the first day of school.

C. Complete and turn in the two assignments that are outlined on the back side.

D. A critical essay will be assigned and due within the first week of school. This essay will be used for classroom discussion and a writing activity in class (as a rough draft; final draft will be done outside of class).

E. The essay must be typed and double-spaced, with 1" margins and size 12 font (Times New Roman).

Summer Written Assignments

1. Passage Analysis:

"I pitied Doc Homer for his slavish self-sufficiency...Being like no one else, being alone, was the central ethic of his life. Mine, too, to some extent, not by choice but by default. My father, the only real candidate for center of my universe, was content to sail his private sea and leave me on my own. I still held that against him." (page 69)

Codi blames Doc Homer for abandoning her during difficult times in her life. Should Doc Homer have confronted Codi about his knowledge of her pregnancy even though Codi attempted to conceal her pregnancy and miscarriage? How much should teenagers reveal to their parents about their private lives? To what extent and when should parents intrude on their children's lives?

Write a 150-300 word paragraph stating your opinion and supporting your position with specific examples from your reading, observations, and/or personal experience.

2. Tone Passage

"I'd finished sweeping off my father and the other Nolinans and had decked them out with little bunches of marigolds at their heads and feet. It was something like tucking children into bed. I was their historian and their guardian angel. I never found Ursolina, the little bear. I imagine she's somewhere closer to mine, where the earth has been shifted too many times to bear witness to what it has buried in it. The rest of the family, for all the times they'd had to be exhumed, had stayed together surprisingly well."

Putting this passage into context, how does Codi feel about being in the graveyard (consider that the graveyard has played an important role in the novel)? What tone words come to mind to describe this passage and what do they reflect in this passage?

Write a 150-250 word paragraph analyzing Codi's feelings of being in the graveyard through the author's use of tone.