

## **GIFTED ENGLISH IV SUMMER READING:**



Summer Reading assignments help you prepare for the upcoming school year. The assignments listed below are considered prerequisites for the course and must be completed prior to the beginning of school. It is in your best interest to begin early in the summer so you have enough time to complete all readings.

If you are willing and able to purchase your own copies of these books, you can annotate as you read and will have the books to refer to later in the year. If not, you can find these works in the local library or online. Although video versions of your book may exist and can be enjoyable, they differ greatly from the written word; it is better to rely on the works themselves.

**Required: (Brief highlights—please continue past chart for full assignments)**

| Title   | Genre          | Activity   | Assessment   |
|---|----------------|--|--|
| Personal/Reader Profile   | Writing        | Introductory writing assignment (Instructions below)     | Assignment uploaded to Turnitin.com before 1 <sup>st</sup> day of school |
| Pre-20 <sup>th</sup> Century classic from choice list                             | Novel/Drama    | Read and annotate the novel. (See annotation note below) | Formal and Informal Assessments the first two weeks of school            |
| 20 <sup>th</sup> /21 <sup>st</sup> Century novel ("new" classic) from choice list | Fiction        | Read and annotate the novel. (See annotation note below) | Formal and Informal Assessments the first week of school                 |
| Various Selections of Poetry from choice list                                     | Fiction/Poetry | Read and complete assignment. (Instructions below)       | Assignment turned in 1 <sup>st</sup> day of school                       |

**Grading:** All summer reading and writing assessments will be graded based upon your deeper insights on how literary/rhetorical devices, as well as excerpted evidence, add meaning to the text. Surface level interpretations, as well as those found on websites such as *Sparknotes*, are not considered "A" level work.

**Plagiarism:** Any student found to have used another person's ideas or words, including classmates or online resources, will receive a zero for the assignment as well as a parent conference as this is a violation of the Magnet Honor Code and a serious infraction within our community of learners.

**Heading:** Use MLA format heading for all papers. (Situate the heading on the Top Left of the Page)

### **Assignment 1: Write Your Personal/Reader Profile**

Throughout the summer, spend time thinking (& discussing with family) about how you would like to "introduce" yourself to others—your classmates, your teachers, your future college administration, etc. Think about your character, your experiences, your influences/influencers, dreams/goals, so forth and so on. In a well-crafted multi-paragraph essay, between 500-1000 words, introduce yourself to *the world*. Include a segment about you as a reader—strengths and weaknesses, genres and styles you love and hate, favorite past readings, etc.

Your Name  
Handrop  
English IV GT  
# Month 2020

**Upload this assignment to Turnitin.com by August 21, 2020.**  
**Class ID: 23886425 Enrollment Key: GT12RdgFun**  
**Title the file/document: Intro\_YourLastNameYourFirstName**

**\*\*Annotation Note:** Annotating a novel is quite different from annotating a poem/short story/etc. You will not need to make notations on every page/every paragraph. However, you will need to show active reading *throughout* the text. Explore, question, connect, trace patterns, and capture your reactions. You may do this in the work itself, or on sticky notes attached to the corresponding pages. For this assignment, do not use an electronic version of your book. You will need to turn in your annotated version, so if you are working from a borrowed book, make sure you will have it the first week or two of school with any notes properly placed.

### **Assignments 2 & 3: Fiction**

(Note the dates associated with each novel. You are to read one pre-20<sup>th</sup> Century classic novel & one 20<sup>th</sup>/21<sup>st</sup> Century “new classic” novel from lists below)

Why do we read classic literature over the summer? 1) To give you, when you enter the class in the fall, an immediate basis for discussion of literature, 2) To become familiar with a variety of literary eras and genres, 3) to work on our close-reading skills, and 4) to enrich your mind, stimulate your imagination, and build your background knowledge.



*All in preparation for AP English Literature (Analysis)*



**This list consists of titles that are frequently referenced in college literature classes, AP English Literature exams, CLEP exams, etc. Select books that you have not read previously.**

*[You should speak with your parents/caregivers about your reading selection. Some of the books on this list may not share the values taught in some homes. If this is a concern, a talk will prevent any future misunderstanding. Check out book descriptions and summaries on Amazon and Goodreads, as well as free book reviews from the New York Times archive.]*

NOTE for all books in translation (see titles in boldface), the ISBN's indicate translations that are rated well for their accuracy and readability.

(See next page for choices)

**Pre-20th Century Classic:**

|   |  |
|---|--|
| <b><i>Anna Karenina</i></b> -Leo Tolstoy (1877)-9780143035008 | <b><i>Madame Bovary</i></b> -Gustave Flaubert            |
| <i>Awakening</i> (The )-Kate Chopin (1899)                    | <i>Mayor of Casterbridge (The)</i> -Thomas Hardy (1886)  |
| <b><i>Candide</i></b> -Voltaire (1759)-9780143039426          | <i>Portrait of the Artist as a Young Man (A)</i> , James |
| <b><i>Crime and Punishment</i></b> -Fyodor Dostoyevsky (1866) | <i>Pride and Prejudice</i> -Jane Austen (1813)           |
| <b><i>Don Quixote</i></b> , Miguel de Cervantes               | <i>Tale of Two Cities (A)</i> (-Charles Dickens (1859)   |
| <i>Frankenstein</i> , Mary Shelley (1823)                     | <i>Tess of the d'Urbervilles</i> -Thomas Hardy (1891)    |
| <i>Great Expectations</i> -Charles Dickens (1861)             | <i>Tom Jones</i> -Henry Fielding (1749)                  |
| <i>Jane Eyre</i> -Charlotte Bronte (1847)                     | <i>Turn of the Screw (The)</i> , Henry James (1898)      |

**20<sup>th</sup>-21<sup>st</sup> Century Choices:**

|  |   |
|--|---|
| All the Light We Cannot See-Anthony Doerr        | Namesake (The)-Jhumpa Lahiri (2004)         |
| All the Pretty Horses-Cormac McCarthy (1992)     | Old School, Tobias Wolf (2003)              |
| Bless Me, Ultima, Rudolfo Anaya (1972)           | One Flew Over the Cuckoo's Nest- K. Kesey   |
| Catcher in the Rye (The), J. D. Salinger (1951)  | Poisonwood Bible (The)-Barbara Kingsolver   |
| Ceremony-Leslie Marmon Silko (1977)              | Purple Hibiscus, Chimamanda Adichie (2003)  |
| House on Mango Street (The)-Sandra Cisneros      | Shadow of the Wind (The)-Carlos Ruiz Zafon  |
| In the Time of Butterflies, Julia Alvarez (1994) | Sula, Toni Morrison (1987)                  |
| Invisible Man- Ralph Ellison (1952)              | Their Eyes Were Watching God- Z.N. Hurston  |
| Kite Runner (The)-Khaled Hosseini (2003)         | Where the Crawdads Sing, Delia Owens (2018) |

## **Assignment 4: Poetry Reading and Appreciation –Due in class 1<sup>st</sup> day of school**

In order to discuss and write academically about the “other genre” for literary analysis, you should be reading a wide variety of poets from different eras to get comfortable with all the varieties of poetic language. You should take time this summer to read a variety of poems from the given list of authors being sure to read from each time division. Pick one poem you have read from each time division that you found interesting (for whatever reason you deem), print a copy of each poem, annotate each poem, then fill out a **Basic Poetry Analysis** sheet for each poem. (See last page of this document for a template to use. There is also a link to a fillable Word document on the Caddo Magnet Summer Reading web page.)

*[See the following list of poets compiled from the list given on page 14 of the AP Course and Exam Description for AP Lit, separated out by time period. An asterisk has been placed next to the most notable and important poets in the list; you should aim to read one or two poems by each of the starred poets to get familiar with a broad range of poetic styles and eras.]*

### **14th-17th Centuries**

1. Anne Bradstreet
2. Geoffrey Chaucer
3. John Donne
4. George Herbert
5. Ben Jonson
6. Andrew Marvell
7. John Milton
8. William Shakespeare\*

### **18th-19th Centuries**

1. William Blake\*
2. Robert Browning
3. Samuel Taylor Coleridge\*
4. Emily Dickinson\*
5. Paul Laurence Dunbar
6. George Gordon, Lord Byron
7. Gerard Manley Hopkins
8. John Keats\*

9. Edgar Allan Poe\*

10. Alexander Pope\*

11. Percy Bysshe Shelley\*

12. Alfred, Lord Tennyson\*

13. Walt Whitman\*

14. William Wordsworth\*

### **Early-Mid 20th Century**

1. W. H. Auden
2. Elizabeth Bishop
3. H. D. (Hilda Doolittle)
4. T. S. Eliot\*
5. Robert Frost\*
6. Langston Hughes\*
7. Philip Larkin
8. Robert Lowell
9. Marianne Moore
10. Sylvia Plath\*
11. Anne Sexton\*
12. Wallace Stevens
13. William Carlos Williams

14. William Butler Yeats\*

### **Late 20th Century-Present**

1. Edward Kamau Brathwaite
2. Gwendolyn Brooks
3. Lorna Dee Cervantes
4. Lucille Clifton
5. Billy Collins
6. Rita Dove
7. Joy Harjo
8. Seamus Heaney
9. Garrett Hongo
10. Adrienne Rich
11. Leslie Marmon Silko
12. Cathy Song
13. Derek Walcott
14. Richard Wilbur

### **Strongly recommended**

If you find yourself missing classical or biblical allusions, these would be great texts to bolster your familiarity. We will be addressing this material in various ways throughout the year.

*Mythology: Timeless Tales of Gods and Heroes*, Edith Hamilton

*Bible*, King James version or New Revised Standard version (e-texts available online)

(The KJ is classic; it sounds like Shakespeare. The NRSV is most widely used for “scholarly” pursuits.

Obviously, you will probably want to pick and choose which parts to read. Genesis, Exodus, Isaiah, and the Gospel of Luke would be a solid start.)

(Continue to the next page.)

## **Suggested**

You have probably studied many of the texts below. Your English IV GT/Honors/AP instructors will build on this foundation throughout the year.

*(While you will not be formally assessed on these titles, it will certainly enhance your preparation for college classes, AP/CLEP exams, etc. if you re-familiarize yourself with these works.)*

### **Foundations of Western Literature**

*The Odyssey*, Homer  
*Antigone*, Sophocles  
*Romeo and Juliet*,  
Shakespeare  
*Macbeth*, Shakespeare  
*Hamlet*, Shakespeare  
*The Tempest*, Shakespeare  
*A Midsummer Night's Dream*,  
Shakespeare

### **Modern British/World Tradition**

*1984*, Orwell

*Animal Farm*, Orwell  
*Lord of the Flies*, Golding  
*Brave New World*, Huxley  
*Cry, the Beloved Country*,  
Paton  
*Jane Eyre*, Brontë

### **American Tradition**

*Narrative of the Life of  
Frederick Douglass*,  
Douglass  
*The Scarlet Letter*,  
Hawthorne  
*The Adventures of  
Huckleberry Finn*, Twain

*The Awakening*, Chopin  
*The Jungle*, Sinclair  
*The Great Gatsby*, Fitzgerald  
*Of Mice and Men*, Steinbeck  
*Glass Menagerie*, Williams  
*The Catcher in the Rye*,  
Salinger  
*The Crucible*, Miller  
*Death of a Salesman*, Miller  
*The Old Man and the Sea*,  
Hemingway  
*The Bell Jar*, Plath  
*Anthem*, Rand

Name:

Poem title:

Poet:

1. In the box below, write out what you think the poet's purpose is.

2. Write down words, word pairs, or lines that stand out for each item listed in the boxes below (at least three examples for each box). List line number next to each example.

Diction:

Imagery:

Rhyme and/or Repetition:

3. Explain how each of those things helps you, the reader, to understand the poet's purpose

Diction:

Imagery:

Rhyme and/or Repetition: