

**Valley View High School**  
**Honors Summer Reading Program**  
**2021-2022 School Year**

For the 2021-2022 school year, all students enrolled in the Honors English Program and AP Literature will study literary terms (grade level glossary provided) and read classic and contemporary-classic titles which frequently appear on the AP Literature exam. Students in AP Language will read a selected non-fiction title. All students, regardless of scheduled course semester, will be tested upon return to school in the fall. The test will include literary terms from the provided glossary as well as objective questions on the required readings. The test will count as part of the first quarter grade for English.

Study guides are provided to help students prepare for the assessment, and students are strongly encouraged to take notes within the books while reading. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Please be aware that all titles are available for purchase in local bookstores and online. Some are also available in full text for free online at [www.gutenberg.org](http://www.gutenberg.org). **However, please note that digital copies will not be able to be used during the exam.** If you have any questions or concerns regarding the summer reading assignment, titles or study guides, please contact Jennifer Mauro, high school English Department Chairperson, at [jmauro@valleyviewsd.org](mailto:jmauro@valleyviewsd.org).

The assigned reading list is as follows:

Grade 9 Honors

*The Pearl* by John Steinbeck

*Flowers for Algernon* by Daniel Keyes

Grade 10 Honors

*Ethan Frome* by Edith Wharton

*Inherit the Wind* by Jerome Lawrence and Robert E. Lee

Grade 11 Honors

*The Catcher in the Rye* by J.D. Salinger

*The Glass Menagerie* by Tennessee Williams

Grade 12 Honors

*The Awakening* by Kate Chopin

*The Kite Runner* by Khaled Hosseini

Grade 12 AP Literature

*Jane Eyre* by Charlotte Bronte

*The Awakening* by Kate Chopin

*The Kite Runner* by Khaled Hosseini

Grade 11-12 AP Language and Composition

*Born a Crime* by Trevor Noah

## **Grade Nine Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the written part of the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***The Pearl* by John Steinbeck**

1. Analyze how the **setting** contributes to the **conflicts** which develop throughout the novel (consider economic, social, and racial divisions).
2. Analyze the author's use of **foreshadowing** throughout the novel.
3. Analyze how Kino's life is **symbolized** in "Songs" throughout the novel.
4. Analyze how the author uses weather to help develop the **plot** of the novel.
5. Analyze *The Pearl* as a **parable**. How does the author develop the theme of greed throughout the novel?

### ***Flowers for Algernon* by Daniel Keyes**

1. Analyze the setting of the novel.
2. Analyze the significance of the author's use of a **motif** of blood and cutting. (What is the author really saying about Charlie's bloody memories and dreams? What do most of the scenarios have in common?)
3. Analyze the progression of Charlie's progress reports to describe Charlie as a **dynamic character**.
4. Analyze the significance of the title of the novel.
5. Analyze Alice Kinnian's role in the experiment. Build an **argument** which supports the idea that her feelings of guilt *are or are not* justified.
6. Although Fay and Alice are quite different from one another, they also share certain qualities and attitudes. Compare how they are **characterized** by the author and analyze how their similarities and differences affect Charlie.

## **Grade Ten Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***Ethan Frome* by Edith Wharton**

1. Describe the **setting** of the novel. Consider the **symbolic** meaning of the name Starkfield. Analyze how the setting mirrors the emotional state of Ethan Frome.
2. Identify the **point of view** of the novel in both the Prologue and Chapter One. What impact does the change have on the novel?
3. Identify and describe Ethan Frome, Zenobia Frome and Mattie Silver. Analyze Zeena and Mattie as **foils**.
4. Analyze the author's use of **symbolism** throughout the novel.
5. Identify the **climax** of the novel and locate specific textual evidence of the author **foreshadowing** this event.
6. Analyze Ethan Frome as a **tragic hero**. Identify and provide specific textual evidence of his **tragic flaw**.
7. Analyze and find specific textual evidence to show how the **themes** of regret, loneliness, and isolation are developed throughout the novel.

### ***Inherit the Wind* by Jerome Lawrence and Robert E. Lee**

1. Analyze the **setting** of the play in relation to the main **conflict**.
2. Analyze each of the following characters as either **static** or **dynamic**:  
Matthew Brady  
Rachel Brown  
Reverend Brown  
Bertram Cates  
Henry Drummond
3. Analyze how **persuasive techniques** (specifically name calling, card stacking, and testimonial) are used throughout the novel.
4. Analyze the author's **direct and indirect characterization** of Reverend Brown to analyze why he is so strongly opposed to Bertram Cates.
5. Analyze the significance of the title in accordance with the biblical verse, "He that troubleth his own house shall inherit the wind: and the fool shall be servant to the wise in heart" (Proverbs 11:29).

## **Grade Eleven Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***The Catcher in the Rye* by Mark Twain**

1. Identify the **point of view** used in the novel. Analyze Holden Caulfield as a **reliable narrator**.
2. Analyze Holden's attitude towards each of the following things:
  - School
  - His future
  - Sex
  - Money
  - Religion
  - People (in general)
3. Analyze the author's use of **symbols** throughout the novel.
4. Analyze the major **conflicts** presented throughout the novel. Are all of these conflicts resolved in a satisfactory way?
5. Analyze how the **theme** of the loss of innocence is developed throughout the novel.

### ***The Glass Menagerie* by Tennessee Williams**

1. Identify and **characterize** the **narrator** of the play. Analyze how time influences the narrator's perceptions of events.
2. Analyze and compare the relationship between Laura and Tom to the relationship between Laura and Amanda. How do each contribute to the development of the **plot**?
3. Analyze Tennessee Williams's use of **suspense** throughout the play.
4. Identify and analyze the major **conflict** and **climax** of the play.
5. Analyze the author's use of **symbolism** throughout the novel.
6. Analyze how the **themes** of imprisonment, illusionment v. reality, and the American Dream are developed throughout the novel.

## **Grade Twelve Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***The Awakening*** by Kate Chopin

1. Analyze the author's **characterization** of Edna Pontellier. Analyze how she changes from the beginning of the novella to the end.
2. Analyze the extent to which Edna's story relies upon the **setting**.
3. Analyze the author's use of **symbols** throughout the novella.
4. Analyze how the **theme** of "awakening" is developed throughout the novel.
5. Analyze the way in which Kate Chopin's **tone** in *The Awakening* expresses disdain for the position of women in society.
6. Analyze the subtle mythical **allusions** present throughout the novel.

### ***The Kite Runner*** by Khaled Hosseini

1. Analyze the author's use of **symbols** throughout the novel.
2. Analyze the major **conflicts** presented throughout the novel. Are all of these conflicts resolved in a satisfactory way?
3. Analyze how the **themes** of redemption, rejection, discrimination, and friendship are developed throughout the novel.
4. Analyze the father/child relationships in the novel as either **static** or **dynamic**.
5. Analyze the **setting** of the play in relation to the main **conflicts**.

## **Grade 12 AP Literature (in addition to previous titles read by 12 Honors)**

### ***Jane Eyre* by Charlotte Bronte**

1. Analyze the author's use of **gothic** elements throughout the novel.
2. Analyze the author's use of **symbolism** throughout the play.
3. Analyze how the **themes** of sanity and madness and sight and blindness are developed throughout the play.
4. Analyze *Jane Eyre* as a **Bildungsroman** novel.
5. Compare the religious **characters** in the novel (Mr. Brocklehurst, Helen Burns, and St. John Rivers).
6. Analyze the role and impact of female **characters** on Jane's life.
7. Analyze the author's use of **foreshadowing** throughout the novel.
8. Analyze the significance of the names, and the importance of, each of the five places Jane lives throughout the novel.

## **Grade 11-12 AP Language and Composition**

### ***Born a Crime* by Trevor Noah**

1. Analyze Noah's observations about escaping poverty. Are his claims valid?
2. Analyze how Noah explains apartheid in relation to American racism.
3. Analyze how Noah conveys his message about the importance of language in his life.
3. Analyze how Noah makes the recollections he includes in his memoir appealing to the reader.