

English IV Honors

Summer Reading 2010-2011

Pride and Prejudice by Jane Austen

The Kite Runner by Khaled Hosseini (novel)

Enrique's Journey by Sonia Nazario (nonfiction)

- Please read the three assigned literary works prior to our first class. Please read this entire assignment prior to reading so your focus while reading is clear. Assigned work is due on the day of your **first** English class for 2010-2011. **No exceptions!**
- I recommend that you keep two reading notebooks – one each for *Pride and Prejudice* and one for *The Kite Runner*. In addition, please **highlight quotations** and **make notes** in your books. Feel free to combine both notebooks in one.
- *These notebooks are for your benefit; these are not collected.*
- **Enrique's Journey** has a very specific assignment; this will be typed and handed in on that first day. (Times New Roman, 12.)
- Be prepared for quizzes, writing assignments, oral presentations, and examinations during the first weeks of school.
- You will be completing a visual representation of one of the three works. See instructions at the end of this handout.

A Word of Caution

Most of the summer reading novels can be considered “classics.” As such, there is material available on the internet and in book form, including *Cliffs Notes*, *E-Notes* and *Sparknotes*.

I recommend you avoid these “learning aids.” They are, of course, no substitute for reading the novel. In past years, some students have found these sources simply too tempting to resist. They start out visiting them just to “get ideas” and end up plagiarizing, either intentionally or unintentionally. **Any material taken from another source and not acknowledged as such constitutes plagiarism.** A plagiarized paper/notebook receives a 0 grade and is reported to the Assistant Principal. The student may be placed on disciplinary probation as plagiarism is a serious form of cheating. Don't risk it.

Reading Notebooks: General Assignment
Pride and Prejudice
The Kite Runner

In order to prepare for the assignments, you are to keep a **reading notebook** as well as **highlight quotations and make notes in your novel**. As honors students, you must **decide the level of detail in your notes**. Ask yourself especially with *Pride and Prejudice*, **would these notes help me with testing or quickly finding evidence for an essay? Areas to cover in your notes are listed below and on the attached pages.**

Do read the attached background information on *Pride and Prejudice* prior to reading the novel. Do highlight the vocabulary listed below for *Pride and Prejudice*. Look up the definitions and put these in your reading notebook.

Do watch one of the two versions of the film, *Pride and Prejudice*. Colin Firth stars in one and Keira Knightley, the other. Your choice!

The Kite Runner is also now available as a film. Watching it may or may not help you visualize certain events in the novel. However, there is much left out of the film thus necessitating that you complete a thorough reading of the novel. Be aware!

Include in your notes:

1. **Setting:** note important settings, the mood or atmosphere they create, and why they are important in the novel.
2. **Characters:** List/describe the major characters, especially those details of appearance, behavior, attitude, etc. that set them apart from the others. List significant minor characters. Note important relationships among the characters, especially conflicts. Highlight relevant quotations in your book.
3. **Point of View:** Identify the point of view (first or third person, limited or omniscient). How does the author's choice of this point of view both advance and limit the novel? What does the point of view allow you to know and not know as you read?
4. **Theme:** Note major themes (at least three) you found in the novel, and give specific examples and quotations that illustrate this theme. (Remember that a theme is not just a one-word, abstract noun like "love." You need to state what the author is saying about "love" in order to have a theme.)
5. **Quotations:** List significant quotations with page numbers and note the context and speakers.
6. **Objects/Actions (possible symbols)** List and note significance.

Vocabulary for *Pride and Prejudice*

- | | | |
|-----------------|------------------|---------------------|
| 1. abashed | 16. equivocal | 31. prognostication |
| 2. acquiesce | 17. expedite | 32. propriety |
| 3. alacrity | 18. fastidious | 33. proxy |
| 4. acrimony | 19. hauteur | 34. purport |
| 5. asperity | 20. impertinence | 35. querulous |
| 6. augment | 21. importune | 36. refute |
| 7. caprice | 22. indolence | 37. reproach |
| 8. chagrin | 23. obeisance | 38. retaliate |
| 9. circumspect | 24. obsequious | 39. sanguine |
| 10. complaisant | 25. panegyric | 40. tete-a-tete |
| 11. conjecture | 26. pecuniary | 41. thwart |
| 12. coquetry | 27. petulance | 42. unalloyed |
| 13. derision | 28. propitious | 43. veracity |
| 14. dupe | 29. politic | 44. volubility |
| 15. effusive | 30. probity | |

Enrique's Journey by Sonia Nazario

“*Enrique's Journey* puts a human face on the ongoing debate about immigration reform in the United States. It is also a timeless story of families torn apart, the yearning to be together again, and a boy who will risk his life to find the mother he loves.”

The issue of illegal immigration sparks divisive discussions and contentious debate from the halls of Congress to universities to the corner barbershop. Everyone, it seems, has an opinion, and a strong one at that, regarding what illegal immigrants contribute to and what they take from the American economy.

Some groups have made it their mission to find a way to seal up the borders and slow down the influx of illegal immigrants, especially those from Mexico and Central America. Others vocalize the positive contributions made by illegal immigrants and call for amnesty for those who are already here. The issue of illegal immigration is a complex one, and it does not lend itself to an easy solution. Despite the intensity of the debate, the country seems just as far from resolving this issue as it has ever been. (Clark and Kish; Center for Learning)

Note: Regarding the reading of *Enrique's Journey*, you will read the “Prologue”, the seven sections, the “Afterword”, and the “Epilogue”; there is not need to read the “Notes” or the “Acknowledgments”. We will take care of that in class when you return.

Activity #1:

Create Enrique’s family tree indicating where each lives; also indicate if that person is deceased. Do include aunts, uncles, girlfriends whom you deem important. I would recommend keeping a list as you read.

Example: Grandmother Maria Marcos (Dad’s side)
Carrizal, Tegucigalpa, Honduras

Activity #2:

Create a chart (one on a page) for each of the seven sections of this work. Do follow the example below; your chart will indicate what you have decided are the most important elements of Enrique’s journey in each section. It will be impossible to list all that happens in each section. Each of the seven charts should have a minimum of eight entries.

Ex. Chapter/Section 3

Events (What occurs)	Place	Who is Involved	New Terms (might be Spanish or English)
Bedding down in cemetery after brushing broken teeth with urine	Chiapas, Mexico- the most dangerous part of the trip	Mara Salvatrucha, - needs gang connections to survive El Brujo - leader	Mesas- stone tablets on top of some graves

Activity #3: Personal Response (Single Typed Page)

Nazario want to “give a voice and a face to immigrant children”. In your opinion, does she accomplish this? Of what are you now more aware than you were before reading this vivid and detailed book? What two or three key moments/experiences stand out for you? Would you recommend this to anyone? Why or why not? Be specific.

**Visual Representation
For One of the Three Assigned Works**

Please create a visual representation of one work to share on that first glorious day of senior honors English. These could range from: a collage, a rendering of a character, setting, symbol, theme, an illustration of a quotation, a movie poster, a CD cover, and on and on. Be creative!