

ENGLISH IV HONORS

Summer Reading 2009-2010

YOU WILL READ THREE LITERARY WORKS FOR SUMMER READING.

First Work: (required novel)	<i>Pride and Prejudice</i> by Jane Austen
Second Work: (required novel)	<i>The Kite Runner</i> by Khaled Hosseini
Third Work:(choice nonfiction)	Your choice from the recommended nonfiction list

- Please read the three assigned/choice literary works prior to our first class. Assigned work is due on the day of your first English class for 2009-2010. No exceptions.
- You will be completing two reading notebooks – one each for *Pride and Prejudice* and one for *The Kite Runner*. Feel free to combine both notebooks in one. These notebooks are for your benefit; these are not collected.
- For your chosen work of nonfiction, you will be completing a variation on a personal response and a group teaching response. You are welcome to view any related YouTube video /documentary as you research.
- Be prepared for quizzes, writing assignments, oral presentations, and examinations during the first weeks of school.

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. All papers for English IV Honors must be submitted to Turnitin.com. **Any material taken from another source and not acknowledged as such constitutes plagiarism.** A plagiarized paper 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.

<p style="text-align: center;">Reading Notebooks: General Assignment <i>Pride and Prejudice</i> <i>The Kite Runner</i></p>

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**. Areas to cover in your notes are listed below and on the attached pages. Your class discussions, quizzes/tests, and essays will be based on these notes.

Do read the attached background information prior to reading the novel.

I will not collect your notebook; I will peruse it carefully in class as you prepare for all related assignments. Again, these are for your benefit !!

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 and 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 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:** Highlight significant quotations, and note why each one is important both to you personally and to the world of the novel.
6. **Objects/Actions (possible symbols)** List and note significance.

Assignments Specific to *Pride and Prejudice*

1. Read the attached background information. It is probably helpful to do this BEFORE you start reading the novel.
2. Take notes on your reading, following the notebook format.
3. Highlight significant quotations and new vocabulary in your text.
4. Learn the definitions of new vocabulary words, especially those on the list below.
5. Discussion topics: consider these as you read. Make notes on them in your notebook.
 - To which character does the title refer? Who is/are proud, and who is/are prejudiced? What is the source of their pride and prejudices? Do they overcome their pride and prejudices, and, if so, how?
 - In this novel, Austen explores the relationship between the individual and society. Her characters need to find the balance between the demands and expectations of society, and their own need for self-expression and personal fulfillment. Which of the characters find themselves in this situation, and how do they resolve it?
 - Marriage is explored as both a personal relationship and a social institution. Consider the characters' attitudes toward the purpose of marriage, how one secures a mate, and the relative success of the marriages that already exist or that take place during the course of the novel.
6. Vocabulary: (***Pride and Prejudice* Only**) Highlight the words listed below. Look up the definitions. The summer reading examination on *Pride and Prejudice* will include these words.

- | | | |
|-----------------|------------------|---------------------|
| 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
14. dupe
15. effusive

28. propitious
29. politic
30. probity

43. veracity
44. volubility

7. Please choose one of the following film versions of another of Austen's works: *Emma*, *Sense and Sensibility*, *Persuasion*, or *Mansfield Park*. Take note of the characters, themes, or other aspects of your chosen film which are comparable to Pride and Prejudice. But, your real job is to enjoy the film!

Assignment Specific to *The Kite Runner*

Map of Afghanistan/Pakistan

You are to complete a map of the following countries/cities/regions on a piece of sturdy paper larger than 8 1/2 x 11 but not larger than 11x14. If you wish to make this more three dimensional, that is fine. It must be completed by hand and utilize color to distinguish countries/regions/topography. Download a mini-pic of the flag of each country; place on the appropriate country

The following must be included:

- Identify the countries which surround Afghanistan/Pakistan (flags)
- India is one of those countries; clearly indicate the disputed Kashmir region
- In Afghanistan
 - Kabul
 - Khyber Pass
 - Tora Bora Area
 - Bamiyan
 - Hazarat
 - Jalabad
 - Mazar-e-Sharif
 - Herat
 - Kandahar (also spelled Qandahar)
- Also include on your map of Afghanistan the areas of tribal dominance for the:
 - Pashtuns
 - Hazaras
 - Tajiks
- In Pakistan:
 - Quetta
 - Karachi
 - Miram Shah
 - Peshawar
 - Islamabad
 - Swat Valley/Northwest Frontier Province

Choice on Non-Fiction

***Mountains Beyond Mountains* by Tracy Kidder**
***The Blue Sweater* by Jacqueline Novogratz**
***Three Cups of Tea* by Greg Mortenson with David Oliver Relin**

The assignment for your chosen non-fiction read will be twofold.

Activity #1 (slightly different depending on your nonfiction choice)

Mountains Beyond Mountains
By Tracy Kidder

- Map of Hispaniola (in relation to US)
 - Dominican Republic
 - Haiti (formerly called Saint Dominique)
 - Cange Region
 - Port au Prince
 - Jereme
 - Arbonite River
 - Peligre Dam
 - Mirebalais
 - Les Cayes
- Horizontal Time Line with a minimum of six images
 - Haitian History/Politics from mid 1950's
 - Emphasis on Duvaliers/Aristide
- Glossary of Terms pertinent to the study of this work
 - Example: Liberation Theology
 - Example: PIH
 - Example: MDR-TB
 - Example: Morbidity versus Mortality
 - Example: World Health Organization
 - Example: Zanmi Lasante

Three Cups of Tea
By Greg Mortenson with David Oliver Relin

Note: This work, of course, leads you to return to the map of Pakistan which you have created for *The Kite Runner*. I would return to that and zero in on the region listed below. You will certainly need to use images of the region in the place of very detailed mapping.

- Map/Multiple Pictures of the Karakoran Himalaya Region of Pakistan (Northwest Frontier Province)
 - K2
 - Baltoro Glacier
 - Village of Korphe
 - Upper Braldu Valley
 - Braldu Bridge
 - Korphe School
 - Waziran

- Glossary of Terms/Key People pertinent to the study of this work
 - Example: Pennies for Peace
 - Example: Central Asia Institute
 - Example: Fatwa
 - Example: American Himalayan Foundation
 - Example: Balti
 - Example: jirga
 - Example: Urdu/Dari/Farsi/Pashto

The Blue Sweater
By Jacqueline Novogratz

Note: As a starry-eyed twenty-something, Novogratz left international banking to help women in developing countries borrow small sums of money to start their own businesses. (Among her inspirations: a small-world moment when she saw an African boy wearing the very sweater she'd given away years before.) From a bakery begun by Rwandan mothers to telecommunications kiosks in India, the businesses she has worked with – and the nonprofit she founded, Acumen Fund – are helping to improve lives.

Your job in preparation for your group project is quite different. You will certainly keep a glossary and a reading diary, but you must also choose two of the areas in which Novogratz attempts to respond to global poverty through microfinancing. Not all attempts were successful.

- Map/Multiple Pictures of your three chosen areas
 - Example: Kigali, Rwanda
 - Detailed notes on needs in area
 - Example: Nairobi, Kenya
 - Detailed notes on needs in area

- Glossary of Terms
 - Example: Micro financing
 - Example: Globalization
 - Example: Philanthropy
 - Example: Patient Capitalism
 - Example: Cost of Silence
 - Example: Social Entrepreneurship

Activity #2: Reactive Reading Diary for Your Chosen Nonfiction Work

You are to complete a reading diary creating a diary entry every three or four chapters. Depending on your chosen work, you may find yourself responding after two chapters or after six depending upon the larger division of topics in the book. This is to be typed and handed in on the first day of class: cover sheet/Times New Roman/12 point font.

Entitle Each Entry by Date/Time/Chapter Titles/Section of Book

Entry Itself: (Two Paragraph minimum)

In paragraph format, present your deepest reactions on a feeling level to the situations or people you are encountering.

What questions arise as you read about these people/situations?

What statements are made that spark a strong reaction in you?

How are you personally being challenged especially by the end of this work?

What did you find difficult in reading these chapters and felt you could not resolve via internet research?

Last Entry:

What do you now know and/or understand about the larger world and the ability of a single person to effect change that you did not know before?