Dear Students, Parents, and Guardians:

Summer reading is an important component of student success. John B. King, Jr., Commissioner of the New York State Education Department has stated:

Statistics point to the disappointing loss of learning that takes place when young people are not in school during the summer. By providing summer reading programs . . . [we] can provide young people and their parents with the tools necessary to ensure year-long learning success and cultivate a love of reading.

Students are encouraged to read at least two books this summer, a fiction and a non-fiction text. Non-fiction books include: memoir, biography, and informational texts in subjects such as science, history, and travel. Students should spend time finding high-interest books for their voluntary selections.

Students who will be in an Honors level course in the fall are expected to read an assigned text and a free-choice text. All students entering grade 12 have three assignments and some specific texts to read. The assignments are specified by grade on page 2.

Assigned books are available from your child’s current English teacher until June 19th. Students must return borrowed books during the first week of school, in September.

Resources for finding a voluntary selection include:

- the New York State Education Department’s Summer Reading Lists for 2013: [http://www.nysl.nysed.gov/libdev/summer/explore.htm](http://www.nysl.nysed.gov/libdev/summer/explore.htm)
- the librarians at the Port Jefferson Public Library (Young Adult Center: 631-507-5707)
- award winning book lists, such as the Alex Award, [http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/alexawards/alexawards.cfm](http://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/alexawards/alexawards.cfm)
- and the Margaret A. Edwards Award, [https://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/bookawards/margaretaedwards/ALA_print_layout_1_115137_115137.cfm](https://www.ala.org/ala/mgrps/divs/yalsa/booklistsawards/bookawards/margaretaedwards/ALA_print_layout_1_115137_115137.cfm)
- students can speak with our school librarian, Mrs. Austen, for suggestions

In September, all secondary English teachers will begin the year with a project based on summer reading. To be adequately prepared, students are encouraged to write brief chapter summaries as they read. In the fall, students will have several weeks to complete an assignment under the guidance of a teacher.
Summary of Assignments:

Grade 9 Regents - Students select 2 books, one fiction and one non-fiction
Grade 9 Honors - Into the Wild, by Jon Krakauer
and a voluntary selection (fiction)

Grade 10 Regents - Students select 2 books, one fiction and one non-fiction
Grade 10 Honors - 1984, by George Orwell
and a voluntary selection (non-fiction)

Grade 11 Regents - Students select 2 books, one fiction and one non-fiction
Grade 11 Honors - The Great Gatsby, by F. Scott Fitzgerald
and a voluntary selection (fiction)

Grade 12 Regents - See handout below – summary:
1. Read Going After Cacciato, by Tim O’Brien
2. Read 100 Best-Loved Poems, edited by Philip Smith
   a. select one poem to relate to O’Brien’s novel
3. Read and annotate non-fiction texts (articles & essays):
   b. “A Conversation with Tim O’Brien” by Michael Bell, Sam Edmonds, Ericka Taylor, and Tanya Debuff Wallette
   c. Transcript from O’Brien’s lecture at Brown University
      (audio version available online: http://www.stg.brown.edu/projects/WritingVietnam/obrien.html)
4. Visit the following sites, jot down some notes, and make some connections to the assigned texts:
   b. National Public Radio: “The Things They Carried Twenty Years Later”:
   c. “Why Do Writers Write”: http://www.guardian.co.uk/books/2011/mar/26/authors-secrets-writing

Grade 12 Honors - See handout below – summary:
1. Read The Sun Also Rises by Ernest Hemingway
2. Read 100 Best-Loved Poems, edited by Philip Smith
   a. select two poems to relate to the fiction novel
   a. If you do not have access to this collection, feel free to visit www.poets.org and select two poems of your choice
3. Read and annotate the following non-fiction texts (articles & interview transcripts):
i. The Paris Review: Ernest Hemingway, the Art of Fiction, No. 21 (Interviewed by George Plimpton)
iii. The Ernest Hemingway Primer by Timeless Hemingway
iv. Interview with Valerie Hemingway by James Plath

4. Visit the following sites, jot down some notes, and make some connections to the assigned texts:
   b. Michael Palin’s Hemingway Adventure: http://www.pbs.org/hemingwayadventure/
   c. College Board collection of useful sites: visit as many as you’d like!
      http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/25483.html

If you have any questions please speak to your child’s English teacher or contact Mrs. Hull, Executive Director of Curriculum & Instruction (email: mhull@portjeff.k12.ny.us or office phone: 631-791-4291).

Have a wonderful summer. We look forward to welcoming you back in September, well-rested and well-read.

The High School English Department
ENGLISH 12

Introduction:
I selected texts that will both engage and prepare you. For those of you who have read Tim O’Brien’s other novel, The Things They Carried, you will likely be excited to read this text. If you haven’t read O’Brien’s The Things They Carried, ask your friends: they are sure to give you rave reviews. I included poetry and non-fiction texts as well to give you a taste of the type of works we will be reading, and bridging, throughout the school year.

Aim:
- Giving you texts that you will enjoy
- Giving you texts that have rich literary merit, while still representing a variety of styles
- Giving you choice
- Giving you the opportunity to see that texts are, in fact, crafted and created

Assignments:
1. Read Going After Cacciato, by Tim O’Brien
2. Read 100 Best-Loved Poems, edited by Philip Smith
   a. select one poem to relate to O’Brien’s novel
3. Read and annotate non-fiction texts (articles & essays):
   b. “A Conversation with Tim O’Brien” by Michael Bell, Sam Edmonds, Ericka Taylor, and Tanya Debuff Wallette
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4. Visit the following sites, jot down some notes, and make some connections to the assigned texts:
   b. National Public Radio: “The Things They Carried Twenty Years Later”:
   c. “Why Do Writers Write”: http://www.guardian.co.uk/books/2011/mar/26/authors-secrets-writing

AS YOU READ

In order to best prepare for the class discussion and assessments that await you the first few weeks of school, it would be in your best interest to the following:

1. Jot down notes as you read. If you would like to purchase your own copy of the text (you can get new/used copies for a very reasonable price online at www.amazon.com), you are certainly free to annotate in the book itself; otherwise, grab some sticky notes and jot your thoughts down or track your notes in a notebook. Consider some literary devices as you read. If you need a refresher on these terms, utilize the Literary Devices list provided in this booklet.
   a. Symbols and motifs
   b. Tone and mood
   c. Characterization
   d. Setting
2. Complete the “Overview Cheat Sheet” of facts and knowledge-based information (attached). You will be asked to formally complete this the first week of school, but you are welcome to do so as you read.

3. Highlight two or three major compositional choices used by the writer and explain the following:
   i. How it was used
   ii. How it impacted the text as a whole
   iii. Why it was used

   • FYI, a compositional choice is simply a choice the writer makes in composing the text. These choices concern the crafting of a text, the use of literary elements and devices to bring the story to life. Consider the broad strokes compositional choices (structure, narrative point of view, tense, setting, characterization, mood, etc.) as well as the more specific techniques utilized (tone, figurative language, foreshadowing, imagery, etc.).

4. Relate one of the poems from Smith’s collection to the novel. Consider how it may relate (or contrast) to the fiction text in terms of subject matter, voice, persona, tone, style, theme, etc.

5. Be prepared to discuss the following talking points:
   a. Ambiguity
   b. Psychological trauma
   c. How do people avoid emotions? How do people confront emotions?
   d. Walking
   e. Escape
   f. War
   g. Choice
   h. How do obligations confine us? Free us?
   i. Identity

DUE DATE:

Be prepared to discuss and work on the summer reading assignments from day one of class. Formal assessments will be given within the first few weeks of the course, after we’ve had some time to discuss the material as a class.

FYI: If you read any other novels or texts during the summer (another fiction or non-fiction novel, for example), you can use these for extra credit Independent Reading Logs when you return to school in the fall.
OVERVIEW CHEAT SHEET

Going After Cacciato by Tim O’Brien

I) Characters: Describe some of the novel’s main characters:

- Paul Berlin:
- Cacciato:
- Buff:
- Nately:
- Billy Boy Watkins:
- Lieutenant Corson:
- ________________:
- ________________:

II) Contrasts & Contradictions: Highlight contrasts or contradictions that O’Brien brings up in this novel. They may be singular in their appearance or recurring. Give a brief explanation of how each is used in the text.

_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________
_____________________________________

III) Style: Describe the style of O’Brien’s writing. Don’t just say it’s “jumbled” or “dramatic”; explain why. Then give two quotes from the text that demonstrate this style clearly.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Textual Example: P#___:

__________________________________________________________________________
__________________________________________________________________________

Textual Example: P#___:

__________________________________________________________________________
__________________________________________________________________________

IV) Structure: How does O’Brien organize his text? Consider the chapters and what they focus on. Does he jump around chronologically? Is the same character the focus of each chapter? Etc. Consider the overall effect this has on the narrative.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
V) **Symbols:** Describe some of the symbols O’Brien works into his text. Describe what you think each might represent.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

VI) **Motifs:** If a symbol, image, or idea recurs often in a text (even if it changes form) it is considered a motif. For example, a tulip may be a symbol for loyalty and friendship, but **flowers** may be a motif used to represent all fruitful relationships. Describe some motifs you might have seen in O’Brien’s text.

________________________________________________________________________________

________________________________________________________________________________

VII) **Themes:** List some possible (and plausible) themes.

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VIII) **Language:** List two quotes/passages that you (genuinely) find beautifully written or intriguing. Be prepared to explain what is worth noting about the language used.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

**GENERAL NOTES:**
ENGLISH 12 Honors

The texts and assignments listed below have been selected with the following goals in mind:
- Giving you texts that you will enjoy
- Giving you texts that have rich literary merit, while still representing a variety of styles
- Giving you choice
- Giving you the opportunity to see that texts are, in fact, crafted and created

Assignments:
1. Read *The Sun Also Rises* by Ernest Hemingway
2. Read 100 Best-Loved Poems, edited by Philip Smith
   a. select two poems to relate to the fiction novel
   
   If you do not have access to this collection, feel free to visit [www.poets.org](http://www.poets.org) and select two poems of your choice
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4. Visit the following sites, jot down some notes, and make some connections to the assigned texts:
   - Michael Palin’s Hemingway Adventure: [http://www.pbs.org/hemingwayadventure/](http://www.pbs.org/hemingwayadventure/)
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   a. Symbols and motifs
   b. Tone and mood
   c. Characterization
   d. Setting
   e. Structure
   f. Repetition
   g. Point of view
2. Complete the “Overview Cheat Sheet” of facts and knowledge-based information (attached). You will be asked to *formally* complete this the first week of school, but you are welcome to do so as you read.
3. Highlight two or three major compositional choices used by the writer and explain the following:
   i. How it was used
   ii. How it impacted the text as a whole
   iii. Why it was used
   • FYI, a compositional choice is simply a choice the writer makes in composing the text. These choices concern the crafting of a text, the use of literary elements and devices to bring the story to life. Consider the broad strokes compositional choices (structure, narrative point of view, tense, setting, characterization, mood, etc.) as well as the more specific techniques utilized (tone, figurative language, foreshadowing, imagery, etc.).

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5. Be prepared to discuss the following talking points:
   a. Ambiguity
   b. Psychological trauma
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   d. Walking
   e. Escape
   f. War
   g. Choice
   h. How do obligations confine us? Free us?
   i. Identity

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**DUE DATE:**

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*Formal assessments* will be given within the first few weeks of the course, after we’ve had some time to discuss the material as a class.

FYI: If you read any other novels or texts during the summer (another fiction or non-fiction novel, for example), you can use these for extra credit Independent Reading Logs when you return to school in the fall.
OVERVIEW CHEAT SHEET

The Sun Also Rises by Ernest Hemingway

I) Characters:
Describe the significance of some of the main characters below:
- Jake Barnes:
- Brett Ashley:
- Robert Cohn:
- __________________________:
- __________________________:

List some of the minor characters you believe to be significant. Give a brief description of each:

________________________:
______________________________________________________________________________________________
________________________:
______________________________________________________________________________________________
________________________:
______________________________________________________________________________________________

II) Conflicts:
Highlight a scene from the novel for each of the following conflicts
Person vs. Person:________________________________________________
______________________________________________________________________________________________
Person vs. Self:___________________________
______________________________________________________________________________________________
Person vs. Nature:____________________________________________________________
______________________________________________________________________________________________
Person vs. Higher Power:______________________________________________________________
______________________________________________________________________________________________
Person vs. Society:________________________________________________
______________________________________________________________________________________________

III) Style:
Describe the style of Hemingway’s writing. Don’t just say it’s “direct”; explain why it is. Then give two quotes from the text that demonstrate this style clearly.

______________________________________________________________________________________________
______________________________________________________________________________________________

Textual Example: P#___:
IV) Structure:
How does Hemingway organize his chapters? The book as a whole? Does he jump around chronologically? Is the same character the focus of each chapter? Etc.

V) Symbols:
List at least 2 symbols that you noticed Hemingway use in the text and explain what you think each symbolized.

VI) Motifs: a recurring symbol, image, person, object; can have various forms. For example, a Dandelion might be a symbol of love, but the motif of flowers may be representative of all fruitful relationships.
List at least 2 motifs that you noticed Hemingway use in the text and explain what you think each represented.

VII) Themes:
List some possible (and plausible) themes.
*
*
*

VIII) Language:
Find two quotes/passages that you (genuinely) find beautifully written or intriguing. Be prepared to explain what about the language used in these quotes is worth noting.