

Advanced English 9

Summer Assignment



Rationale for Summer Reading

In the York County School Division, we believe summer reading should empower students to develop an appreciation for reading and enable them to become lifelong readers and learners. The required English summer reading assignment allows students to broaden their scope and knowledge of novels and other literary works, and it provides an opportunity for students to engage in critical thinking and analysis of texts. For students who continue to take advanced courses, summer assignments develop progressively each year. By senior year, students are expected to be fully sophisticated in their knowledge and use of the major elements and characteristics of literature.

Required Summer Reading

Advanced English 9 teachers from all four high schools have worked collaboratively to develop a list of books that students should choose from in order to complete the required summer assignment. York County students enrolled in **Advanced English 9** for the next school year are required to **select two full-length works from the list below** (either fiction and/or nonfiction) to read prior to the beginning of school in September.

The titles below span a broad range of reading and maturity levels. Parents/guardians are encouraged to take an active role in helping their student to select a book from the list below that best fits the student and the family. Copies of these books may be available in the schools, at public libraries, and at local book stores.

Fiction (Use *Fiction* Reader Response and Reflection questions)

Book 1: [*Mythology: Timeless Tales of Gods and Heroes*](#) by Edith Hamilton

Book 2: [*How it Went Down*](#) by Kekla Magoon

Book 3: [*The Hobbit*](#) by J.R.R. Tolkien

Nonfiction (Use *Non Fiction* Reader Response and Reflection questions)

Book 4: [*A Sense of Where You Are: Bill Bradley at Princeton*](#) by John McPhee

Book 5: [*The Story of My Life*](#) by Helen Keller

Book 6: [*Zlata's Diary: A Child's Life in Wartime Sarajevo*](#) by Zlata Filipovic

Instructions

- During the summer, students will select two full-length works from the list above to read during the summer.
- For each book read, students will complete a Reader Response and Reflection sheet.
- Students will turn in their two completed Reader Response and Reflection sheets to their teacher on the first day of English class in September.
- In September, students will participate in a class literary circle to engage students in discussion to prepare them to write an in-class essay on one of the two books they selected to read from the above list. Students may use their completed Reader Response and Reflection sheets and their book to write the in-class essay.
- The summer assignment is designed to be completed by the student with minimal assistance.
- Assignments must be students' **original and individual work**. **Late work will not be accepted.**

Possible topics for the in-class essay are provided below.

1. Authors often create realistic, complex characters by showing how they change gradually over time or suddenly as a result of joyful or traumatic events. Explain how the protagonist in your text changes throughout the story, either positively or negatively.
2. Analyze the internal and external conflicts experienced by a main character in the text.
3. How does the title of the novel that you've read relate to the text itself? Does it serve as foreshadowing? Does it highlight theme or character? Of what significance is the title?
4. Consider the relationship between the characters and the setting of your novel. Think about the way that the characters are described: their characteristics, the conflicts that they face, the actions they take, and their emotional reactions. Compare these to the setting and the way it is described. Explain how the setting of the novel is representative, or is not representative of the characters.

5. A good book will often address several universal subjects, such as love, war, friendship, loss, growing up, etc. Over the course of the work, a theme will emerge about that subject. Pick one theme this book addresses and explain what readers learn about that subject from reading this selection. Your theme should have application not only to your book but to the world outside of the book.

Evaluation

The summer reading grades will include the following:

- Quiz grade for the Reader Response and Reflection (See rubric)
- Quiz grade for the timed in-class essay (Teachers will provide rubric in September.)

The two grades related to the summer assignment will be included in the students' first interim report.

Copies of the summer assignments are available in the guidance office at each high school and on the YCSD website: http://yorkcountyschools.org/parents/studentInfo/summer_readingListsEnglish.aspx .

For general questions about the summer assignment, please contact the following teacher at **your** school. Since most questions regarding the summer assignments occur at a time when teachers are away from their classrooms, please understand that teachers will provide a response to emails at their earliest convenience.

- Bruton High School students should contact: Ms. Taylor Potts tpotts@ycsd.york.va.us
- Grafton High School students should contact: Ms. Charity Ayres cayres@ycsd.york.va.us
- Tabb High School students should contact: Ms. Rainah Gillis rgillis@ycsd.york.va.us
- York High School students should contact: Ms. Antoinette Blaber ablaber@ycsd.york.va.us

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Summer Assignment Rubric (For Reader Response and Reflection)

Total: _____

| | 1 – Below Standard | 2- Approaching Standard | 3 – Meets Standard | 4 – Advanced Standard |
|-------------------|---|--|--|---|
| Format | Less than 50 percent of the assignment was completed in paragraph format and/or was not typed. | Only 50-70 percent of the entries were completed in paragraph format. | 75-90 percent of the entries were completed in paragraph format | All entries were completed in proper paragraph format |
| Content | Does not use any supporting quotes/evidence. Statements are rarely supported with or are inappropriately lengthy quotations. Overall evidence is limited and/or does not provide textual content as support. | Provides only minimal understanding, or complete thought about the topic. Incompletely explains ideas and does not effectively use supporting evidence or response is inadequately supported. | Responds correctly to the question asked but do so less fully or less effectively than the essays in the top range. Answers are more simplified than those of a more proficiently ranged response. Quotes/content is less thoughtful and may not completely connect to response. | Does not depend only on long quotations to provide responses. Majority of the response is logical connections between text as focused on chronology and logical chain of events. Quotes/content is thoughtfully chosen to support response. |
| Analysis | Provides no understanding or complete thought about the topic. Fails to explain ideas clearly and although some attempts to answer the question may be indicated, the writer's view is not clear and/or precise. There is no specific or persuasive evidence. | Responds to the question, but the comments may be too simple or incorrect; they may be overly generalized or simplified, | Provides a moderate amount of understanding and complete thought about the topic. Explains most ideas clearly and in a direct manner. Discussion may be less thorough and less specific than a deeper analysis would entail. | Response to question shows thoughtful critical analysis and an understanding of aspects within the text beyond simple fact recall. Does not rely predominately on quotations without providing adequate personal commentary. All examples are expressing full thoughts and complete sentences. No one-word answers. |
| Writing Mechanics | Edits the text but many errors in grammar, capitalization, punctuation, and spelling repeatedly distract the reader and major revision is required. (more than 10 errors) | They are adequately written but may demonstrate inconsistent control over writing ability. Edits the text, but errors in grammar, capitalization, punctuation, and spelling distract readability. (5 or more errors) | Edits the text with minor additional editing required for grammar, capitalization, punctuation, and spelling. (3 or more errors) | Uses correct professional language (contractions and personal pronouns are removed), diction, and organization. Edits the text with no errors in grammar, capitalization, punctuation, and spelling. (2 or less errors) |

Grading Scale: 31-32=100

29-30=95

26-28=90

23-25=85

20-22=80

17-19=75

14-16=70

11-13=65

8-10=60

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Reader Response and Reflection – Fiction

Name: Susie Student

Directions: Select two full-length works from the list included on the Advanced English 9 summer assignment handout. For each book read, complete a Reader Response and Reflection sheet. Students will turn in their two completed Reader Response and Reflection sheets to their teacher on the first day of English class in September. All responses **MUST** be typed, using Times New Roman, size 12 font. When providing textual evidence, answers **MUST** include MLA citations. Students are not permitted to use contractions in their responses.

1. In 7-10 sentences, explain the plot of the novel. (SOL 8.5i)

In Percy Jackson and the Lightning Thief by Rick Riordan, Percy is a 12-year-old boy who has been sent to different schools because of his academic and discipline issues. Percy senses that he is different but assumes it is just his life. Kids pick on him, teachers seem to hate him, and he does not do well in any of his classes except one because of the teacher, Mr. Brunner. On a field trip, Percy fights off a creature that everyone says does not exist, and he begins to think he imagined it. Later, after school lets out, he goes with his mom to the ocean and ends up being chased by a Minotaur, losing his mother, and finding out his best friend is a satyr. At Camp Half-Blood, he trains to become a hero and finds out that his father is Poseidon when, after a game of catch-the-flag, a symbol appears above his head marking him as son of the sea god. He also learns he has been accused of stealing Zeus' master lightning bolt. He sets off on a quest to clear his name along with Annabeth, daughter of Athena, and Grover, his satyr-guardian/friend. They travel across the country, find enemies, and eventually, the lightning bolt in a place they did not expect. Percy returns it and gets his mother back.

2. What events were the most significant and why? Describe at least three events in detail. (SOL 8.5c)

1. Percy is acknowledged by his father after helping to unwittingly win the game of catch-the-flag at Camp Half-Blood. This is the first time he feels important or special instead of like an outsider. Although he had not felt like he fit in as either a mortal or demi-god, knowing who his father is shows Percy that he is part of something.
2. Percy is given a quest to find and return the lightning bolt by Chiron/Mr. Brunner and the oracle. By being sent out on a mission, Percy realizes that there are others who need to be able to depend on him. It teaches Percy that he can be responsible and make a difference, no matter what others may want or expect from him.
3. When Percy returns the lightning bolt, he meets his father. I feel that this is more significant than completing his mission because it gives Percy a chance to see that the man behind the mythology exists. It also allows Percy to decide how he feels about the world he now is part of and whether he is willing to accept the immortal world or re-enter the mortal world.

3. What reactions did you have while reading this novel? Take a quote from the book, describe your emotional reaction to what was said, and explain why you had this reaction. (SOL 8.5l)

I was nervous for Percy when he met the different challenges and creatures in the book but I was also excited for the adventures he had. When Percy saw his mother disappear however, I felt fear and sadness at the idea that she had died. It made me think about what life would be like without

my mother and I did not like that idea. Percy had a strong connection to his mom, like I do with mine. I felt that it would be overwhelming to be without her. On page 29, Percy says, "A word about my mother...Her name is Sally Jackson and she's the best person in the world..." This statement shows how strongly he feels about her and how deep their connection is.

- 4. Using the STEAL (Say, Think, Effect on others, Actions, Looks like) method pick one character from the novel to analyze. List three adjectives to describe the character using textual support through STEAL. (SOL 8.5m)**

Grover is a dynamic character who is crucial to Percy's journey. I do not believe that Grover was only focused on making Percy a hero although he obviously supported him. "Grover has big dreams. Perhaps bigger than are reasonable. To reach his goal, Grover must first demonstrate great courage by succeeding as a keeper, finding a camper and bringing him safely to Half-Blood Hill" (Riordan 76).

Despite his own goals, Grover cares about Percy. He is always the first to check on Percy after he loses his mom and stays with him when he's injured. Grover, small and nervous, seems as though he could not protect Percy, and even fails more than once. That never stops him from trying and never changes his unending support of his charge no matter how others may perceive him. Grover even brings out the best in Percy. When Percy thinks the young satyr is a crippled kid he defends him from the school bullies. Grover's loyal to Percy and will to do anything for him. He is more than just his keeper; Grover is Percy's friend.

- 5. Discuss a part of the novel that reminded you of something in another text, short story, play, piece of art, mythology, movie and/or television series and explain why. (SOL 8.5I)**

I thought about when I was younger and in school. On page 39, Percy and his mom talk about why he must go to boarding school and Percy says, "Because I'm not normal." His mother tells him that it is not a bad thing that he is not just like everyone else which is something my mom would have said. But, Percy always felt different, as though others did not see things the way he did and that made him stick out from the other kids. It also seemed like he saw the teachers picking on him because he did not always get what they were talking about. I also saw a teacher I had in middle school in Mr. Brunner because he was cool and seemed to really like all his students.

- 6. For you, where was the climax in the plot? Why? (SOL 8.5d)**

The climax was when Percy realized how much of the events had been set just to frame him. He realized that someone was trying to start something much bigger than just taking the lightning bolt and that the person had to be someone close to him. Finding out that it was Luke was a sad turn of events but taught Percy that he could handle a lot more than the thought he could.

- 7. Provide textual evidence to identify and explain the relevance of one of the major themes in the novel. Remember, theme is not one word. It is a complete thought. See the exemplar on how to do this accurately. (SOL 8.5d)**

Percy learned to accept who he was even if it did not make his life any easier. He accepted that life can be hard and that it is more important to keep trying and keep solving problems. Percy started

off without a clear sense of identity and low self-esteem. By the end of his quest/journey, Percy was sure of who he was and was confident enough to stand up to one of the biggest bullies in his life: his step-dad.

"He raised his hand, and my mother flinched. For the first time, I realized something. Gabe had hit my mother. I didn't know when, or how much. But I was sure he'd done it. Maybe it had been going on for years, when I wasn't around.

A balloon of anger started expanding in my chest. I came toward Gabe, instinctively taking my pen out of my pocket" (Riordan 348-349).

After this incident with Gabe, Percy and his mother were both able to come to the understanding that Percy could not fight his mother's battles for her. Just as she could not tell him whether he should choose the mortal or immortal world. Both Percy and his mother were left to make the decisions that they felt were best. "If my life is going to mean anything, I have to live it myself. I can't let a god take care of me...or my son. I have to...find the courage on my own. Your quest has reminded me of that" (Riordan 352).

- 8. What are some of the symbols (discuss at least two) found in the novel? Use complete thoughts to explain what these symbols represent. For each symbol discussed, provide the quote and page number. See the exemplar on how to do this accurately. (SOL 8.5a)**

One of the symbols in the novel, Percy Jackson and the Lightning Thief, was the pen that Percy was given by Mr. Brunner. The pen shows up in the first chapter of the book when Percy must fight off a fury. The pen has the ability to change into a sword called Riptide when Percy needed it to fight mythological creatures or beings. This is symbolic of both the power of words and belief because the pen would not hurt a mortal (it just went through them) but it could face down some of the worst creatures with Percy's strength behind it. It also makes me think of the adage, "The pen is mightier than the sword" which creates an ironic link to how the pen is used in the novel.

Another symbol from the novel is the master lightning bolt. "'Zeus's master bolt,' Chiron said, getting worked up now. 'The symbol of his power, from which all other lightning bolts are patterned'" (Riordan 134). The bolt is a symbol of ultimate power for the gods. When it is stolen, everything seems to fall apart because the gods no longer work together to solve problems or help mortals. The bolt symbolizes that without a strong ruler, everything else just falls apart.

9. Discuss the following literary devices, and explain how each helps the author to achieve his/her purpose: point of view, dialogue, and tone. (SOL 8.5c)

In Percy Jackson and the Lightning Thief, the point of view is in first person narrative. It is written from the perspective of Percy. I feel that the author did this to create dialogue between the character and the reader, making the story something we could connect to. I also think it added to the tension and suspense because it was as though we were experiencing the events with Percy.

The dialogue in the novel is meant to teach us about Percy and his friends while moving the story along. Through conversations, we find out why Annabeth has an issue with Percy, and why she is so intent on helping him. We also find out why Annabeth lives at the camp year-round when she talks about her dad who remarried and a step-mom that does not want her around. "He doesn't care about me," she said. "His wife – my stepmom – treated me like a freak...Finally, I took the hint. I wasn't wanted. I ran away" (Riordan 200). The author helps us understand who the characters are and what they want through the conversation they have.

The tone of Percy Jackson and the Lightning Thief varies between tension from danger, and that of a storyteller just trying to teach the reader a lesson. Percy spends a lot of time telling the reader that they should not want to be a demi-god or have powers like his because of all the danger it comes with. The tone is friendly, but intent on saying that things may not always work out the way one would like or even that it worked out for Percy.

10. Using quotes from the novel, explain the most confusing or surprising part. (SOL 8.5b)

One of the most surprising events to me was on page 86 when Percy finds out from Annabeth that monsters do not die. "Monsters don't die, Percy. They can be killed but they don't die...They don't have souls, like you and me. You can dispel them for a while, maybe even for a whole lifetime if you're lucky. But they are primal forces. Chiron calls them archetypes. Eventually, they re-form" (Riordan 86). Upon reading this revelation I wondered how Percy would choose to continue since he cannot really kill a monster. This knowledge made his journey even more challenging. How is Percy going to prepare to fight monsters and get his mother back if he is not able to really kill them? Would he worry that they would come back and get revenge on him? I had a lot of questions and was pleased with the answers to my questions at the end of the novel.