

**2013-2014 Central Catholic High School Summer Reading List
English I/Honors English I**

All CCHS students are required to read at least one book from the Summer Reading List in preparation for next school year and will be assessed on their summer reading during the first weeks of school in September. AP and Honors English students will have a closed-book assessment on their required reading on the first day of school. All students should bring their required texts to class the first day of school. For further reading enjoyment, additional lists by genre are available in the library. Have a great summer and see you in the fall!

English I:

The Fault in Our Stars – Green

Honors English I: (YOU MUST READ BOTH NOVELS)

**The Fault in Our Stars* – Green

**The White Tiger* - Adiga

Questions: Use the following questions to help guide your reading of your selected text(s). Be prepared to discuss during the beginning of school in September.

The Fault in Our Stars:

1. How would you describe the two main characters, Hazel and Gus? Do either of them conform, in their behavior or thinking, to what we normally associate with young cancer patients? How do they differ from each other – and how do their personality traits and interests complement each other?
2. Do Hazel and Gus define themselves by their cancer or do they ignore it? How do they confront the big questions of life and death?
3. How do Hazel and Gus change, in spirit, over the course of the novel?
4. Is the novel too sad or too tragic to contemplate? Or did you find it in some way uplifting?
5. Describe the impact that Isaac has on the novel, and on Hazel and Gus.

****The White Tiger:***

1. What makes the narrator's point of view so provocative, yet charming, despite the fact he is admitting he committed a murder? How does Balram justify his actions and do you, as a reader, feel he convinces you that what he did was right?
2. What does "half-baked" mean in this novel and how does Balram educate himself?
3. Describe his life as a servant and his rise to the "top". Does Balram have to sacrifice his morals – why or why not?
4. What is the difference between the Light and Darkness in India? How do these two areas play a part in the story, geographically and morally?
5. This novel offers a vivid, yet sometimes sobering image of India. What do you think the author is trying to convey to his readers about the Indian people and their place in society, their government, and how they treat each other (as family, as master/servant, as friends)?
6. What are Balram's five names and how do they play a part in the story?
7. Despite the fact that this novel is graphic at times and describes a murder, Balram offers humor and a seemingly upbeat attitude toward the reader – where do you see this?

***Please refer to the "Skill of Annotating: Being an Active Reader" handout at the end of the Summer Reading document**

**2013-2014 Central Catholic High School Summer Reading List
English II/Honors English II**

All CCHS students are required to read at least one book from the Summer Reading List in preparation for next school year and will be assessed on their summer reading during the first weeks of school in September. AP and Honors English students will have a closed-book assessment on their required reading on the first day of school. All students should bring their required texts to class the first day of school. For further reading enjoyment, additional lists by genre are available in the library. Have a great summer and see you in the fall!

English II:

Ready Player One – Cline

Honors English II: (YOU MUST READ BOTH NOVELS)

* *Brave New World* - Huxley

**Ready Player One* - Cline

Questions: Use the following questions to help guide your reading of your selected text(s). Be prepared to discuss during the beginning of school in September.

Ready Player One:

1. How does public school in the OASIS compare to your experience in school? Has the author created a solution to classroom overcrowding, student apathy, and school violence?
2. Explore the question of identity raised in the novel. What do the characters' avatars tell us about their desires and their insecurities? In reality, does our physical appearance give false clues about who we really are?
3. Did the author do a good job of world-building? Could our community start looking like the stacks by the year 2044?
4. In his quest for the three keys, Wade is required to inhabit many imaginary worlds, including movies, video games, and a simulation of Halliday's childhood home. Which of these virtual realities appealed to you the most? What sort of virtual reality is provided by a novel?
5. Wade's OASIS pass phrase is revealed on page 199, at the end of chapter nineteen: "No one in the world ever gets what they want and that is beautiful." What does this philosophy mean to him at that point in his life?

****Brave New World:***

1. What, if anything, is there to admire about Bernard Marx? What, if any, are his faults? What is your reaction to or judgment of him?
2. What, if anything, is there to admire about John the Savage? What, if any, are his faults? What is your reaction to or judgment of him?
3. Analyze the debate between John and Mond at the end of the novel. With whom do you agree more? Identify valid or invalid points made by each of them.

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**2013-2014 Central Catholic High School Summer Reading List
English III/Honors English III**

All CCHS students are required to read at least one book from the Summer Reading List in preparation for next school year and will be assessed on their summer reading during the first weeks of school in September. AP and Honors English students will have a closed-book assessment on their required reading on the first day of school. All students should bring their required texts to class the first day of school. For further reading enjoyment, additional lists by genre are available in the library. Have a great summer and see you in the fall!

English III:

Lone Ranger and Tonto Fistfight in Heaven – Alexie

Honors English III: (YOU MUST READ BOTH NOVELS)

**Death Comes for the Archbishop*, Cather

**The Riders of the Purple Sage*, Grey

Questions: Use the following questions to help guide your reading of your selected text(s). Be prepared to discuss during the beginning of school in September.

Lone Ranger and Tonto Fistfight in Heaven:

***Your discussion question responses should be healthy paragraphs (at least 6-8 sentences) that answer the question, but do not retell the story of the book. If your responses are over one page for one question, you need to edit. You are expected you to use complete sentences, to weave in your quotations with careful explanation, and to offer insight. They will be collected the first day of class.

1. How does Alexie use and manipulate stereotypes in this collection of short stories?
2. How is tradition important to these characters? As an individual, when do these characters decide to uphold tradition and when do they decide to reject tradition?
3. How is the idea 'Life, liberty, and the pursuit of happiness' represented in the characters? How do these characters attempt to achieve the ideal of 'Life, liberty, and the pursuit of happiness'?
4. Alexie is credited for using humor to deal with sensitive issues to Native Americans. How do you as a reader respond to Alexie's use of humor surrounding sensitive issues/topics?

****Death Comes for the Archbishop:***

1. How are Father Latour and Father Vaillant similar and different in how they approach their work? Who do you believe is the better man? Who is the better priest? Is there a difference?
2. What role does the landscape play in the novel? How is it a character?
3. Cather claims she purposely did not play up incidents. What are some situations that she understated?
4. Cather called this book a narrative. How might that be different than a novel?
5. Cather was not Catholic. Why do you think she wrote about two Catholic priests? Is this a religious book?

****The Riders of the Purple Sage:***

1. Which of the main characters in *Riders of the Purple Sage* is the most heroic? Why?
2. Where does this storyline show up in contemporary literature or television and movies?
3. Consider the following quote and how it applies to reading *Riders of the Purple Sage* (1912) in 2011. What might we learn from these novels about American Literature?
"All America lies at the end of the wilderness road, and our past is not a dead past, but still lives in us. Our forefathers had civilization inside themselves, the wild outside. We live in the civilization they created, but within us the wilderness still lingers. What they dreamed, we live, and what they lived, we dream" (T.K. Whipple, *Study Out the Land*).

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2013-2014 Central Catholic High School Summer Reading List
English IV/AP English

All CCHS students are required to read at least one book from the Summer Reading List in preparation for next school year and will be assessed on their summer reading during the first weeks of school in September. AP and Honors English students will have a closed-book assessment on their required reading on the first day of school. All students should bring their required texts to class the first day of school. For further reading enjoyment, additional lists by genre are available in the library. Have a great summer and see you in the fall!

Questions: Use the following questions to help guide your reading of your selected text(s). Be prepared to discuss during the beginning of school in September.

English IV:

Unbroken - Hillenbrand

AP English IV

Down and Out in Paris and London - Orwell

***Unbroken:**

Reading Questions: *Unbroken: a WWII Story of Survival, Resilience, and Redemption*

Adapted from laurahilldenbrandbooks.com

1. Is Louie a hero? How do you define heroism?
2. What does Louie's experience demonstrate that makes him so inspirational to people who will never endure what he did? What are the lessons that his life offers to all of us?
3. Louie believes he was the beneficiary of several miracles, among them his escape from the wreckage of his plane, the fact that he and the other men were not hit with bullets when their rafts were stranded, and the appearance of the singers in the clouds. What is your interpretation of those experiences?
4. In the 1930's and 1940's, Germany and Japan carried out what are arguable the worst acts of mass atrocity in history. What leads individuals, or even whole societies, to descend to such a level? Do we all carry the capacity for cruelty?

***Down and Out in Paris and London:**

Answer the following questions using specific textual evidence.

1. Look up and define the word motif. How is motif different from theme? What are the motifs used by Orwell to create the mood of the first section of the memoir (Paris)? The second? Compare and contrast the two cities in terms of selection of detail.

2. While this book is considered a "memoir," Orwell's choice of detail creates an artistic portrait of poverty. Pick three specific scenes from the novel and discuss how each scene demonstrates one of the following.

- portrays and develops character—of a certain type, e.g. dynamic, static, tragic, heroic, foil.
- establishes a specific narrative point of view and tone
- heightens and/or resolves conflict (tension, suspense, obstacles)
- conveys theme or thematic strands
- contains a key image that symbolizes theme and/or characterization or mood
- furthers the plot
- foreshadows

3. Discuss the value of work. In many societies, it is a sign of wealth and privilege to not have to work for your living. Is it healthy to live a life of leisure? On the other end of the spectrum, how would meaningful work help the idle who live in poverty? What opinions does Orwell seem to have about the value of work?

4. Discuss the welfare system in your area. How does it compare to the welfare system Orwell writes about in London? Read Orwell's ideas about how the welfare system should be changed in the last four chapters of the novel. Would his ideas work? Why or why not?

***Please refer to the "Skill of Annotating: Being an Active Reader" handout at the end of the Summer Reading document**

The Skill of Annotating: Being an Active Reader

Annotating is a strategy that you will begin learning before your freshman year, and it is a skill that will guide you through your high school career, as well as college and your future endeavors. **Annotating is simply writing on text, or marking your thoughts on whatever you're reading.** The reason we encourage this strategy is because it makes you active readers; if you're annotating, you can't be dozing through your reading—you have to pay attention. We realize that if you borrow your summer reading books from the library, you can't mark directly on them, so you may use post-it notes to record your thoughts (stick them on the page where your thought occurs) or a separate page. Below are some suggestions on how and what to annotate.

Underlining/Highlighting: You should underline or highlight significant passages, including those passages which have impact on the theme, important names, and/or details which you feel you might want/need to refer back to later. Your reading questions will be a good guideline for what to annotate at first; from there, you are free to mark important themes, characters, passages, etc.

Question Marks/Written Questions: Use a question mark to note things you wish clarification on. In the margin (or on a sticky note), write a question which the section or passage makes you think about. Write a question regarding a possible connection to something else you begin to think about after reading the passage, etc. You may find clarification comes along a bit later in the text, but this focuses your attention on it. Often raising the question allows you to see the answer more clearly.

Vocabulary: You can mark unfamiliar vocabulary in a variety of ways. Circle it, underline it, highlight it, etc. The important thing is to not just ignore it. Either make sense of it from the text, or look it up if you need to. A word may indeed change the impact or meaning of a passage.

Literary Techniques: Mark similes, metaphors, etc. in the literature you are reading. Make sure you understand their significance to the work. Think about what you are reading, think about why the author expressed him/herself the way they did, think about what the piece means to you. Jot down these thoughts as you read; it makes it very easy to recall them when you actually write them out.

Other things to consider annotating:

“Aha” moments: things that caught your attention, made you think, etc.

Major plot developments, character introduction and development, time references

There is no required or “correct” number of annotations per book. We are asking that you mark things of interest as you encounter them. Don't over annotate and mark on every single page; we don't want to kill your love of reading!

