**Freshman Honors English Summer Reading Assignment**

***2017-2018 School Year***

Congratulations on your choice to take Honors English 9! You have four exciting years ahead of you as a UCS high school student, and I look forward to beginning your freshman year with you. This handout explains in detail your summer reading assignments, but if you have any questions please e-mail me at sarah.e.miller@uticak12.org. I plan to check my e-mail on a weekly basis during the course of the summer.

**Purpose of Summer Reading:**

*The purpose of this reading assignment is to reinforce your broad literary foundation and to help you exercise independent reading and thinking skills during the summer months. As you begin, be mindful of the fact that you are reading not only to gain an understanding of the plot, but also to look at a story with an analytical eye, focusing on themes and applying the universal ideas in a given story to your own life. This is a two-part assignment requiring you to read one novel in preparation for a test, and to also plan creative presentation based upon novels that have impacted you thus far in your life as a reader.*

**Part One:**

Read *Mississippi Trial, 1955* by Chris Crowe. I have a few copies of the novel in my classroom, so you’re welcome to borrow one on a first-come first-served basis. Just see me in room 135 prior to the end of the school year. Otherwise, you can find this book at your local library, bookstores, or Amazon.com.

The corresponding assignment is an essay, whereby you discuss the novel in terms of literary structure and thematic significance. The following guidelines are the basis for your grade:

* Include a literal summary of the novel that **DOES NOT** exceed one typed, double spaced page.
* A two-paragraph character analysis in which you choose ONE character, and discuss him or her **in light of the changes they undergo during the course of the novel**. You must include **ONE quote per paragraph** complete with a parenthetical citation that offers concrete evidence that explains your point.
* A discussion of the novel in terms of the overall theme that **DOES NOT** exceed one typed, double spaced page.
* This essay is required to follow MLA formatting and citation guidelines.
* An objective test on this novel will take place on Wednesday, September 7.

**Essays are due Wednesday, September 6th, and an objective test on the novel will also be given.**

**Part Two:**

It has been said that you are what you read. Consider the novels/stories that you’ve read thus far (both in school and out of school) that have had left an indelible mark on who you are as a reader. Your task is going to be to create a “Bookprint” (think a literary fingerprint), or a visual representation of these important stories in your life. The following checklist will help you to organize your presentation:

* First, visit the following website: http://www.sjhenglish9.weebly.com . Here, you will find several examples of bookprints. These are from students who have preceded you, and will hopefully help to give a visual example of the path you should take.
* Take some time to consider all that you’ve read thus far in your life. Don’t limit yourself to only those stories you’ve read in school; in fact, it makes for a more revealing presentation when you discuss books that YOU have chosen to read.
* List **THREE** stories - No more, no less than three. Remember, average work yields an average grade. Collect color images of the covers of these books in preparation to create a visual to accompany your presentation.
* Your presentation **must** include the following:
* A brief summary of each story, including the author.
* A discussion of the context in which you read each story. In other words, how old were you? Did you choose to read this story yourself, or was it chosen for you? Was this an assigned reading? What was your attitude about the story before you read versus your attitude after?
* An explanation of why the story is important to you. What is the connection to your life?
* A thematic discussion of the book in which you detail what you think the author wanted you to take from the story.
* A visual representation of no less than THREE stories.
* Technical requirements include:
* A time limit of 5 minutes. This means you will need to practice in order to gauge your timing. Going over the 5 minute time limit will affect your grade.
* A visual aid that creatively details the stories you’ve chosen complete with your name and the book covers of each story that you’ve chosen. This does not necessarily have to be a PowerPoint or Prezi, but this is the path most people take. You could also create something tangible, like a poster or Kleenex box (or something similar) as your visual.
* A more conversational tone; **not a speech that you read directly from note cards**.

**Presentations will begin Thursday, September 7th.**

**Should you have questions regarding this assignment, I’ll be periodically checking my email over the summer. Feel free to contact me at** [**sarah.e.miller@uticak12.org**](mailto:sarah.e.miller@uticak12.org)**.**

**Class website: http://www.sjhenglish9.weebly.com**