



SUMMER HUMANITIES ASSIGNMENTS

2023-2024 School Year

For parental support with summer reading, we offer Commonsensemedia.org and Goodreads.com as resources.

Humanities 6 Required Summer Reading

***Amal Unbound* by Aisha Saeed**

Rising 6th students will read at least 20 minutes a day until they finish their assigned book.

Humanities 7 Required Summer Reading

Rising 7th grade students will read two books over the summer.

***I Am Malala (Young Readers Edition)* by Malala Yousefzai and Patricia McCormick**

As you read, highlight passages that talk about girls' rights. Type or handwrite five of these passages. You will turn these in during the first week of school.

Choose another novel from the list below. Annotate as you read, looking for quotations that show the world through the main character's eyes. Type or handwrite five of these passages. You will turn these in during the first week of school.

- *Posted* by John David Anderson
- *Girl in the Blue Coat* by Monica Hesse
- *Finding Gobi: A Little Dog with a Very Big Heart* by Dion Leonard
- *I Will Always Write Back: How One Letter Changed Two Lives* by Caitlin Alifirenka and Martin Ganda
- *They Called Us Enemy* by George Takei (graphic novel)

Humanities 8 Required Summer Reading

***The Outsiders* by S.E. Hinton** ***The Girl Who Drank the Moon* by Kelly Barnhill**

Assignment for BOTH BOOKS: Choose five quotations from each novel that

you think are the most significant. Select quotations that develop themes or characters. Type your 10 quotations, along with page numbers, and save an electronic copy. We will use your choices for a classroom activity.

English 9 Required Summer Reading

***The Secret Life of Bees* by Sue Monk Kidd**

Read actively and mark your books with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, and questions about confusing passages. Select one quote from each chapter (include page number where the quote is found), and write the quote on the first page of the chapter. Upon returning to school, you will submit your book for review. You will be expected to be conversant with the text and should reference the significant quotes you selected to support your connections to themes in the novel. This text will be used in a character analysis project and other activities in class.

***The Many Lives & Secret Sorrows of Josephine B.* by Sandra Gulland**

Please annotate the text and pay close attention to the causation and effects of the revolution on societal structures and rights of people, political structure, and economic effects that influenced the ruling of France. Additional annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, reactions to significant scenes, emerging themes, and questions about confusing passages. You will be expected to be conversant with the text and should reference the significant quotes you selected to support your connections to themes in the novel. This text will be used in both English and World Studies classes in the fall.

English 10 Required Summer Reading

***Brave New World* by Aldous Huxley**

Please annotate with attention to the following topics: 1) dystopian society, 2) the potential dangers of technological advances, 3) consumer society, and 4) structures of power. In addition, annotate character development in your book with specific attention to Lenina, Bernard, and John the Savage. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, reactions to significant scenes, and questions about confusing passages.

Upon completion of the novel, review your annotations. What about this novel is different from other novels you've read/studied up to this point? In what ways is it similar? (Be sure to mention specific works--do not generalize.) What about the novel feels realistic to you? Is there anything about the novel that feels unrealistic or impossible? Type a reflection of at

least 1.5 pages that answers these questions. Be sure to use proper MLA format. Proofread carefully for grammar.

***Never Let Me Go* by Kazuo Ishiguro**

Please annotate with attention to the following topics: 1) reliability/unreliability of memory, 2) possession and ownership, 3) birth and death, 4) humanity and the nature of the soul. In addition, annotate character development in your book with specific attention to Kathy H., Tommy, and Ruth. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, reactions to significant scenes, and questions about confusing passages.

Upon completion of the novel, review your annotations. What about this novel is different from other novels you've read/studied up to this point? In what ways is it similar? (Be sure to mention specific works--do not generalize.) What about the novel feels realistic to you? Is there anything about the novel that feels unrealistic or impossible? Type a reflection of at least 1.5 pages that answers these questions. Be sure to use proper MLA format. Proofread carefully for grammar.

English 11 Required Summer Reading

***Kindred* by Octavia Butler**

Read actively and mark your book with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, thematic concerns, interpretations of symbols, and questions about confusing passages. Select a significant passage that connects to a thematic concern of the novel for each one of the eight chapters you read, and recopy the passage on the first page of the chapter. Be prepared to write a reflection about these in class.

***The Prince of los Cocuyos: A Miami Childhood* by Richard Blanco**

Read actively and mark your book with thoughtful annotations. Sandra Lilley from NBCNews.com writes: "...there are the passages that break your heart. When asked about that, Blanco said the sense of "tragicomedia" is very cultural. "One minute you're laughing and one minute you're crying and you don't know why - that feeling of crying and laughing at the same time; there should be a name for it," he said." Find and mark four passages that qualify as "tragicomedia" moments in the memoir. Be prepared to write a reflection about these in class.

11th AP English Language and Composition Required Reading

***The Prince of los Cocuyos: A Miami Childhood* by Richard Blanco**

Read actively and mark your book with thoughtful annotations. Sandra Lilley from NBCNews.com writes: "...there are the passages that break your

heart. When asked about that, Blanco said the sense of "tragicomedia" is very cultural. "One minute you're laughing and one minute you're crying and you don't know why – that feeling of crying and laughing at the same time; there should be a name for it," he said." Find and mark four passages that qualify as "tragicomedia" moments in the memoir. Be prepared to write a reflection about these in class.

***Kindred* by Octavia Butler**

Read actively and mark your book with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, thematic concerns, interpretations of symbols, and questions about confusing passages. Select a significant passage that connects to a thematic concern of the novel for each one of the eight chapters you read, and recopy the passage on the first page of the chapter. Be prepared to write a reflection about these in class.

Text of Choice

Select one non-fiction text to read this summer. Good Reads offers a list of suggestions linked [HERE](#). Be prepared to present and review this text in class.

English 12 Required Summer Reading

***Their Eyes Were Watching God* by Zora Neale Hurston**

Read actively and mark your books with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, and questions about confusing passages. While you read this novel, keep a journal of figurative language. Choose ten examples of figurative language from the novel and write or type that example or quotation at the top of a page. Under the figurative language quotation, draw a picture that represents your example. Figurative language can include metaphors, similes, personification, symbolism, and hyperbole.

Non-fiction Text of Choice

Select one non-fiction text to read this summer. Good Reads offers a list of suggestions linked [HERE](#). Be prepared to present and review this text in class.

12th AP Required Summer Reading

***The God of Small Things* by Arundhati Roy** Read actively and mark your books with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, and questions about confusing passages. After completing the novel, select four related passages from your annotations and write one reflection concerning the

connections you see in the four passages. Possible connections include development of a theme or character, interpreting symbols, etc. The reflection should be typed in MLA formatting and approximately two pages in length.

***Their Eyes Were Watching God* by Zora Neale Hurston**

Read actively and mark your books with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, and questions about confusing passages. While you read this novel, keep a journal of figurative language. Choose ten examples of figurative language from the novel and write or type that quotation at the top of a page. Under the figurative language quotation, draw a picture that represents your example. Figurative language includes metaphors, similes, personification, symbolism, and hyperbole.

***Under the Udala Trees* by Chinelo Okparanta**

Read actively and mark your books with thoughtful annotations. Annotations can include, but are not limited to, definitions of unknown words, interpretations of symbols, and questions about confusing passages. Be prepared for an in-class essay and Harkness discussion based on this novel.