

Parents and Students,

Over the summer, Pinewood Middle and High School students are required to read the book listed for the class they will be enrolled in for the 2019-2020 school year. Please note that additional assignments may be listed for each particular class below the listed selection of books.

Any current Pinewood student is expected to complete this assignment. Any new student for the 2019-2020 school year is expected to complete this assignment. If a student enrolls after August 1, 2019, he or she will be given an additional two weeks to read the book and complete the assessment.

For questions, please contact the Head of the English Department, BJ Ruddy, at [wruddy@pinewoodprep.com](mailto:wruddy@pinewoodprep.com)

### **Middle School**

- Rising 6th Graders: *The Gollywhopper Games (Book 1)*, by Jody Feldman
- Rising 7th Graders: *A Wrinkle in Time*, by Madeleine L'Engle, or *Holes*, by Louis Sachar. Please note students are only required to select one of the two choices.
- Rising 8th Graders: *Hotel on the Corner of Bitter and Sweet*, Jamie Ford

An assessment will be given that will count as a test grade for the first quarter. Classes will discuss the book and its literary elements during the first week of school.

Students should be familiar with the following literary elements in the novel:

1. Character - Major and minor
2. Plot - Major plot events, sequence of plot, climax and resolution
3. Point of View
4. Themes in the novel
5. Setting
6. Conflicts

### **High School**

*Certain classes require specific editions of the required texts, noted below the list.*

- 9<sup>th</sup> Grade (Honors and CP): *The Old Man and the Sea*, Ernest Hemingway
- 10<sup>th</sup> Grade (Honors and CP): *Beowulf*, Seamus Heaney translation, bi-lingual edition
- 11<sup>th</sup> Grade (AP Language): *The Bean Trees*, Barbara Kingsolver
- 11<sup>th</sup> Grade (CP): *The Port Chicago 50*, Steve Sheinkin
- 12<sup>th</sup> Grade (Honors): *The Stranger*, Albert Camus
- 12<sup>th</sup> Grade (AP Literature): *No Country for Old Men*, Cormac McCarthy

*For students entering each of the following classes, please complete these additional assignments:*

### The Individual in Society: 9<sup>th</sup> Grade English Honors and CP

- Use the Independent Study of Literature and Major Works Data Sheets (at the end of this document) to guide your reading. These will prepare you for class discussion and assessment at the start of school.

### Archetypal Literature: 10<sup>th</sup> Grade English CP

- Use the Independent Study of Literature and Major Works Data Sheets (at the end of this document) to guide your reading. These will prepare you for class discussion and assessment at the start of school.

### Archetypal Literature: 10<sup>th</sup> Grade English Honors

- Use the Independent Study of Literature and Major Works Data Sheets (at the end of this document) to guide your reading. These will prepare you for class discussion and assessment at the start of school.
- Please read George Clark's essay, "The Hero and the Theme," which you can find in the 'Documents' section of Mr. McMullan's Renweb page.

### War and Conflict: 11<sup>th</sup> Grade English CP and Honors

- Please use the following edition of the text: Sheinkin, Steve. *The Port Chicago 50: Disaster, Mutiny, and the Fight for Civil Rights*. Macmillan, Square Fish; Reprint edition: New York, January 3, 2017. ISBN-10: 1250073499 [Amazon Link](#)
- **Socratic Discussion Assignment:** Write **one thoughtful question** and **one important quotation per chapter** to use in a graded class discussion before the test. **Cite the page number of the quotation from the book.** You can write the beginning and the ending of the quotation on paper like this: "First word. . . last word" (61). A thoughtful question is one that has a complex answer, not a one-word answer. If this were on a test, the answer would be a paragraph response, not a fill-in-the-blank answer. Both the written work and the discussion will be minor grades.
- **Reading Check Test:** Students will take a reading check test in August. Test format will include quotations, identification of terms, subject matter and content, and paragraph responses to complex ideas the text presents. You will be expected to have researched the social and historical context of the text so that your understanding of this historical event is applicable to any work you produce on the text. This understanding will also be tested in class.

**Students will also write an open-notes in-class essay after class discussion of the work.**

### War and Conflict: 11<sup>th</sup> Grade English AP Language and Composition

- Please read Barbara Kingsolver's *The Bean Trees*. Once school starts, we'll read a variety of literary criticism on Kingsolver and her narrative, culminating in an essay that mirrors the AP Lang synthesis prompt.
- Please purchase the following AP Language exam review prep books. Please pay attention to the title and buy the AP Language and Composition book (not the Literature). This book is not scheduled to be released until August 2<sup>nd</sup>, but it's important to purchase this edition due to announced changes in next year's AP Language exam. Complete the practice exam that the book does not walk you through (they go through one exam with you) and turn in your multiple choice and essay responses on the first day of school.
  - *5 Steps to a 5: AP Language and Composition*, 2020 edition, ISBN-10: 1260455939
- If you have any questions, please feel free to email Mr. Ruddy: [wruddy@pinewoodprep.com](mailto:wruddy@pinewoodprep.com)

## Global Perspectives: 12<sup>th</sup> Grade English Honors

- Please read *The Stranger*, by Albert Camus.
- Use the Independent Study of Literature and Major Works Data Sheets (at the end of this document) to guide your reading. Take notes on paper that will prepare you for class discussion and the assessment at the start of school.
- Assessment in the form of an Essay Test: Students will complete this test in August. See the Independent Study of Literature sheet and the Data Sheet for what to study and take notes over as you read. Students may use their completed Data Sheets (handout below) during the essay. (Notes must be your original notes.)

## Global Perspectives: 12<sup>th</sup> Grade English AP Literature

### Part I- Literary Analysis

- Read *No Country for Old Men* by Cormac McCarthy.
- After finishing the novel, write an organized response to one of the open-ended essay prompts listed below. Responses should be typed and shared with Mrs. Brown (cbrown@pinewoodprep.com) **by the first day of school.**
- You will receive a minor grade for the essay at the start of school. After some class discussion, you will be allowed to make revisions before submitting the essay for a major grade.

**Prompt Option #1 (2004):** Critic Roland Barthes has said, "Literature is the question minus the answer." Considering Barthes' observation, write an essay in which you analyze a central question the work raises and the extent to which it offers an answer. Explain how the author's treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary.

**Prompt Option #2 (2011):** In a novel by William Styron, a father tells his son that life "is a search for justice." Choose a character from the novel who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character's understanding of justice, the degree to which the character's search for justice is successful, and the significance of this search to the work as a whole.

**Part II-** Please purchase the following AP Literature exam review prep book. You can skim through it, but you do not have to do anything with it. We will use the book throughout the year. Make sure you order the Literature book (not Language). The 2020 edition of the AP Literature prep book will not be released until Aug. 2, 2019, but go ahead and pre-order it so you will hopefully get it in before the start of school.

- *5 Steps to a 5: AP English Literature, 2020 edition*, ISBN 10: 1260455661

## Independent Study of Literature (Novels, Short Story, Drama, Memoir)

### I. Macro: THE BIG PICTURE: ELEMENTS OF FICTION

- A. Characters
- B. Setting
- C. Plot
- D. Symbols, Motifs
- E. Point of View
- F. Themes: Make these sentences that contain a strong, action verb. Theme statements should reflect what you learn about the main theme word in this particular work of literature.  
BAD THEME STATEMENT: Death is a theme. What is the verb? Is.  
IS = boring and uninformative. Avoid "to be" and linking verbs.

### II. Micro: LANGUAGE AND ITS EFFECTS:

THIS IS HOW THE AUTHOR ACCOMPLISHES THE MACRO ELEMENTS AND CONVEYS THE WORK'S MEANING

Identify the language element and explain what it does and how it does it. The explanation is the most important part.

Style: DIDLS + TQ

- A. Details
- B. Imagery
- C. Diction (including new vocabulary)
- D. Language—think figurative
- E. Syntax
- F. Tone/Irony
- G. Quotations



CHARACTERS		
Name	Adjectives	Role and significance in text

Themes and Motifs

Symbols

Imagery

### **How to Complete the Data Sheet**

Plot: Give a quick list of main plot events

Setting: Are there several? Describe them briefly.

Vocabulary: Find and define at least 10 words (use extra paper)

Characters: Important major and minor characters

Themes and Motifs: Give at least two theme and two motifs

Symbols: Give at least three. Explain what they mean.

Imagery: Attach a passage—at least one paragraph that is rich in imagery. Explain what the imagery accomplishes.