

Upper Cape Cod Regional Technical High School

English Department

To: The Classes of 2018, 2019, 2020

From: The English Department (Mrs. Bourke, Mrs. Ciccotelli, Ms. Edwards, Mr. Hill, Mr. Genereau, Ms. Sheehan, & Mrs. Smith) and Mrs. Adams (School Librarian)

Date: June 2017

Re: Summer Reading Project



It's that time of year again.... **It's SUMMER READING PROJECT TIME!**

This year's reading list has been developed for each grade and ability level. We've also created a list of choices open to all students at both the CP1 and CP2 levels. Review the attached list – all CP1 and CP2 students will read **ONE** novel – all Honors Sophomores and Juniors should see Mr. Hill to discuss the Honors assignment, and all AP students should see Mrs. Smith to discuss the AP assignment. Honors and AP students must complete these assignments distributed at the end of the 2016-2017 school year.

Please note that the novels on this list have been carefully selected from a wide variety of genres and reading levels. If you are a CP1 student, you may read any novel listed as CP1, or you may wish to challenge yourself and read a novel listed as CP2, Honors, or AP. If you are a CP2 student, you may choose from the CP2, Honors, or AP list. If you are an Honors or AP student, you must read whatever appears on your list, **AND** you must complete the respective assignment. Keeping a journal/reading log is optional for all CP1 and CP2 students. You may find journal notes to be very helpful when you complete your project of choice. For journal/reading log suggestions, please check out the Summer Reading link on the school's website – www.uppercapetech.com and at www.uctenglish.com

PROJECT:

Students must complete **one** of the two projects listed: *either* the **Essay Assignment** or the **Story Packet Assignment**. The completed project is due:

Freshmen & Juniors – Monday, September 11, 2017

Sophomores & Seniors – Wednesday, September 6, 2017

- ★ Remember, this **mandatory** assignment equals **20% of your first quarter grade**.
- ★ Copies of each book are available at your local library, at all local book retailers, and at online book retailers such as Amazon, Barnes & Noble, etc. Some titles are also available for loan as ebooks through the UCT library website. Simply follow the posted instructions to gain access to all the ebook titles Mrs. Adams has made available to you for this project.

ALL questions should be directed to Mr. Hill. You are also welcome to contact Mrs. Adams. Please feel free to send an email to ahill@uppercapetech.org or madams@uppercapetech.org. You may also tweet questions or comments @UCTEnglish any time throughout the summer. You may also follow and contribute to the UCT Summer Reading stream on Twitter - #UCTreads. **Have a GREAT summer! BE SAFE! Happy Reading!**

2017 Summer Reading | JUNIOR HONORS ASSIGNMENT

For this summer reading assignment, you will be tasked with reading two different satirical novels over the summer. Both novels are similarly set with World War II as a backdrop, and tackle serious subjects with an eye toward humor. In addition to reading, you will:

1. Maintain a daily reading journal for *each novel*
2. Compile a list of significant quotes from *each novel* that you will respond to
3. Be responsible for a test to be given in September upon return to school

All juniors enrolled in Junior Honors English at Upper Cape Cod Regional Technical School are required to read the following two novels:

- *Catch-22* by Joseph Heller (fiction)
- *Slaughterhouse-Five* by Kurt Vonnegut (fiction)

Students will complete the following assignments *for each novel*:

- | |
|---|
| 1. Complete a journal/reading response log for each novel. Responses should be organized <i>per reading session</i> and your response should cover however many chapters you read in that session. A guideline to the type of responses expected of Honors students is outlined in the following pages. |
| 2. For each novel, compile a list of 10 quotations from the novel that you found significant or important. For each quotation, include the quotation itself, its page number properly cited using MLA format, and a response to the quotation indicating why you chose it. You want to think about quotations that are important to the novel as a whole – quotations that reveal something important about the novel's themes or its characters. Keep in mind that "quotation" does not strictly refer to dialogue. Your response to each quotation should be approximately one to two paragraphs in length. |

Your summer reading journals and quotations are due on Monday, September 11, 2017. You MUST submit your journals on time.

The Summer Reading Test will be given upon return to school, on a date to be determined following our satire unit.

Contact Information:

Any student or parent with questions is welcome to contact me via my school email address - ahill@uppercapetech.org. You may also contact me via Twitter - [@mrhilluct](https://twitter.com/mrhilluct)



DAILY READING LOG INSTRUCTIONS

All written assignments should be completed in either a hard-cover composition notebook or in a Google document. Students will be allowed to refer to their notes during the Summer Reading Test. Additionally, we will be referring to these notes throughout the first term therefore it is vital that they are both organized and legible.

For each individual entry in your reading log, you should include the following:

1. The date
2. The pages read
3. A brief summary of the plot. Be sure to include detailed information about plot, conflict, and character development with each entry. For example: If the plot has reached its climax, be sure to note what the climactic moment is. Explain how the characters react to the climax. How has the conflict influenced the climax? You can use a plot diagram to assist you.
4. Be sure to note any literary devices employed by the author. See the Glossary of Literary Terms posted on the school's website. Give detailed examples of how the devices are used within the work.
5. For example: Be sure to comment on the work's setting. How does the setting influence the characters? How might the setting reflect the conflict? What tone has been established? Is the author using irony – dramatic, situational, or verbal irony?
6. In addition to Literary Terms, include any vocabulary found in the text of the work with which you are not familiar. Define the term, and record the sentence and page number on which it appears.

There are two main ways I will be evaluating your logs. Please keep this evaluation in mind as you write your journals.

1. I will be looking for evidence of understanding and appreciation of the text. The work of students at this level will have some or many of the following characteristics.
 - does not summarize, but rather reflects upon the narrative
 - personal connections between text and student's own experiences are made
 - predictions are plausible given the scenario (but may change after further reading)
 - demonstrates an ability to understand characters' motivations
 - quotes from text for support
 - ability to hypothesize and predict
 - evidence that students are engaged in the text

Continued on next page...

2017 SUMMER READING ASSIGNMENT

20% of Term One Grade

2. I will be looking for synthesis and evaluation of the text. The work of students at this level will have some or many of these characteristics.

- a strong interest in the material as evidenced through an awareness of levels of meaning judgments are textually and experientially based
- predictions are thoughtful and keenly observed
- character analysis is consistent with the material presented
- show an understanding of character motivation
- comparisons and connections are found between text and other literary and artistic work
- recognizes the author's writing choices and reasons for those choices
- recognizes the energy and deliberateness of the writing process
- awareness that their own personal beliefs may differ from those expressed in the text
- demonstrates an awareness of point of view