

Westbury High School

Summer Reading 2009

A goal of Westbury High School's English Language Arts Department is for students to become lifelong readers. We want students to continue strengthening their reading skills throughout the summer. For this reason, we are providing a suggested reading list for all students of Westbury High School.

Students enrolled in Pre-AP or AP English courses will be required to complete a summer reading assignment, which will count as a major grade for the first grading cycle. Other students will be offered extra credit in their English classes for the first grading cycle, if the assignment is submitted during the first week of classes.

Limited numbers of each title will be available for students to check out from Westbury High School on a first-come, first-served basis.

9th grade: (Choose One)

Monster, Walter Dean Myers
Black and White, Paul Volponi
Bless Me Ultima, Rudolfo Anaya
Secret Life of Bees, Sue Monk Kidd

10th grade: (Choose One)

Call of the Wild, Jack London
Diary of Anne Frank
Native Son, Richard Wright
Huck Finn, Mark Twain

Pre-AP: *A Separate Peace*, John Knowles **OR**
Bless Me Ultima, Rudolfo Anaya **OR**
Secret Life of Bees, Sue Monk Kidd

Pre-AP: *Lord of the Flies*, William Golding - **Required**

11th grade: (Choose One)

Incidents in the Life of a Slave Girl, Harriet Jacobs
The Giver, Lois Lowry
Witch of Blackbird Pond, Elizabeth George Speare
Of Mice and Men, John Steinbeck
Metamorphosis, Franz Kafka

12th grade: (Choose One)

Kaffir Boy, Mark Mathabane
Things Fall Apart, Chinua Achebe
To the Lighthouse, Virginia Woolf
Autobiography of an Ex-Colored Man, James W. Johnson

AP: *A Tree Grows in Brooklyn*, Betty Smith - **Required**

AP: *Othello*, Shakespeare **AND**
Cold Mountain, Charles Frasier

Assignment for all 9th grade students and non-Pre-AP/AP 10th, 11th, 12th grade students: Select a **minimum of ten** passages from the novel. Copy the passages (including page numbers) and then write about each passage according to the following criteria:

- A. In a well-written paragraph, explain how the passage "fits" in the novel by adding to major or minor character development, plot line, social or historical context, or conflict. Discuss the importance of the passage to the book's meaning, message, or theme.
- B. In another well-written paragraph, react to the passage as a reader. Make me understand *why* you have selected this passage. Do not introduce your paragraph with "I have selected this passage because . . ."

You may consider the following prompts:

- Why does the passage impress, horrify, or puzzle you?
- Do you find the author's use of language appealing or powerful? Does the passage jump off the page as a descriptive passage?
- Is the passage meaningful? Is it a pivotal scene in the novel?
- Do you agree or disagree with the ideas it presents?
- Does the passage remind you of a situation in your life?
- Does the passage illicit emotions? Does it cause you to laugh aloud, cry, become angry?
- Does the author raise intriguing questions and issues?
- Does the passage challenge or expand your thinking?

***** Assignments for 10th grade Pre-AP and 11th and 12th grade AP classes are different. Please refer to the handouts provided by the teachers of those courses.**