



Hilton Head Preparatory School  
2018 English Department  
Summer Reading  
Upper School  
Requirements and Assignments

*A Note from the English Faculty...*

We support summer engagement. Summer reading enlarges a student's personal corpus; stretches a student's ability to read, listen, and think critically and independently; and contributes to encouraging a valuable lifelong leisure activity. Our faculty has carefully selected the titles and authors on the following lists. Students should prepare to write on and discuss all titles as soon as the first day of school. Moreover, all summer reading requirements have attached assignments, so students should be sure to plan ahead and complete all work to turn in the first day of school. It will be difficult, if not impossible, for a student to pass an English course without successfully completing summer reading. All assignments should be the student's original thoughts, with no help from outside or internet sources. Students should type all assignments and upload them to Turn-it-In during the first day of class. Please contact the head of Prep's English Department, Ms. Sharon Terry, with any questions: [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school).

*One School, One Book*

This year, we are excited to continue the valued tradition of the all-school read as part of our summer reading program. In addition to the required books for each course, all upper school students will read *Turtles All the Way Down*, the latest novel by John Green, the award winning author of the critically acclaimed *The Fault in Our Stars*, *Paper Towns*, and *Looking for Alaska*. A detective story with a romantic subplot, *Turtles All the Way Down* offers a unique glimpse into the mind and world of Aza, the 16 year old narrator. Grappling with obsessive compulsive disorder and severe anxiety, Aza embarks on a journey of self-acceptance and discovery. An engaging and accessible novel, *Turtles All the Way Down* offers opportunities for students and faculty to analyze narrative craft as well as to explore timely and relevant mental health issues. Thus the novel will serve not only as a text for study in English classrooms, but also as a basis for discussion in advisory groups and all school meetings. We look forward to working with our guidance counselor, Marilyn Calore, to develop interesting and important connections to the novel throughout the year and hope that families will join us in reading, enjoying, and discussing *Turtles All the Way Down* with our students. While the novel is only available in hard copy at this point, it is available on Amazon Prime for \$11.55 and as an e-book for a similar price. For support materials related to the novel, see the Live Binder at <http://www.livebinders.com/play/play?id=2370026>. Happy reading!

## How to Annotate a Text, or “Active Pencil, Active Mind!”

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**As part of your summer reading requirements, Hilton Head Prep middle and upper school students are required to annotate their assigned books. This handout will help introduce or review with you with the practice of useful annotation.**

**Annotation** allows you to have an active “dialogue” with a book. Reading should be an active process, and annotation allows you to interact purposefully with your book so you truly own both it and its most important ideas.

Annotation serves another, equally important, purpose. When we discuss the book later, or you are called upon to write a paper or give a talk on the book, your annotations will help you remember what you thought as you read, important moments in the plot, and significant language usage much more easily.

You will each annotate in your own way, but here are some suggestions from the HH Prep English faculty:

- Use your own text. Write your name in a prominent place.
- Use pencil. If you use a highlighter, each highlighted passage should be accompanied by a penciled-in note.
- Use a star to mark important passages, or two or three stars to indicate increasingly pivotal moments in the text.
- Use question marks to indicate confusing passages.
- Look up unfamiliar words and write a definition or synonym in the margin.
- Use inside covers and “fly” pages (blank pages at beginning and end) to make notes, jot down questions, propose themes, etc.
- Notice any shifts in point-of-view? Setting? Mark it!
- Good annotating is selective! Avoid marking *everything* as important.

Annotating a book well takes practice, but it is well worth the effort you put in. You’ll be surprised at how much richer and fuller your understanding of a book can be if you are awake (not just conscious, really AWAKE!) when you read.

A note about electronic books: You are welcome to read your book on a Kindle, Ipad, or laptop, if available, but keep in mind that you must be able to create and access annotations for each work.

## **Fundamentals of Writing (Grade 9)**

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Rising ninth-grade students will read, annotate, and complete dialectical journals based on TWO required books:

*Turtles All The Way Down* by John Green

Before you begin reading, consult your Live Binder for support and background information on *Turtles All The Way Down* at <http://www.livebinders.com/play/play?id=2370026> .

ONE book from the list below:

*The Curious Incident of the Dog in the Night-Time* by Mark Haddon

*Caramelo* by Sandra Cisneros

*The Memory Keeper's Daughter* by Kim Edwards

*Unwind* by Neal Shusterman

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school) .

## **World Literature (Grade 10)**

All rising 10<sup>th</sup> graders are required to read, annotate, and complete dialectical journals based on TWO books:

*Turtles All The Way Down* by John Green

Before you begin reading, consult your Live Binder for support and background information on *Turtles All The Way Down* at <http://www.livebinders.com/play/play?id=2370026> .

ONE book from the list below:

*The Joy Luck Club* by Amy Tan

*The Stranger* by Albert Camus

*The Wind-Up Bird Chronicles* by Haruki Murakami

*The Prince of Tides* by Pat Conroy

*Wuthering Heights* by Emile Bronte

*Leaves of Grass* by Walt Whitman

*Candide* by Voltaire

*Love in the time of Cholera* by Gabriel Garcia-Marquez

*Night Country* by Loren Eiseley

*Lab Girl* by Hope Jahren  
*Mother Courage and Her Children* by Bretol Brecht,  
*Rule of the Bone* by Russel Banks  
*A Thousand Splendid Suns* by Khaled Hosseini  
*Doctor Zhivago* by Boris Pasternak  
*The Namesake* by Jhumpa Lahiri  
*The Phantom of the Opera* by Gaston Leroux  
*The Hunchback of Notre Dame* by Victor Hugo  
*Selected Poems* by Pablo Neruda  
*The Metamorphosis* by Franz Kafka  
*Hiroshima* by John Hersey  
*Siddhartha* by Herman Hesse

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school) .

## **American Literature (Grade 11)**

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Rising eleventh-grade students will read, annotate, and complete dialectical journals based on TWO required books:

*Turtles All The Way Down* by John Green

Before you begin reading, consult your Live Binder for support and background information on *Turtles All The Way Down* at <http://www.livebinders.com/play/play?id=2370026> .

**ONE book from the list below:**

*The Invention of Wings* by Sue Monk Kidd

*Their Eyes Were Watching God* by Zora Neale Hurston

*Extremely Loud and Incredibly Close* by Jonathan Safran Foer

*Flowers for Algernon* by Daniel Keyes

All reading MUST be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school) .

## **British Literature (Grade 12)**

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Rising twelfth-grade students will read, annotate, and complete dialectical journals based on TWO required books:

*Turtles All The Way Down* by John Green

Before you begin reading, consult your Live Binder for support and background information on *Turtles All The Way Down* at <http://www.livebinders.com/play/play?id=2370026> .

**ONE book from the list below:**

*Rebecca* by Daphne du Maurier

*Animal Farm* by George Orwell

*Atonement* by Ian McEwan

*Never Let Me Go* by Kazuo Ishiguro

All reading **MUST** be annotated thoroughly. Bring your readings with you on the first day of school. For help with annotation, see page three of this handout. See pages 8-10 for dialectical journal requirements.

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school) .

**Rising seniors must also complete the quote assignment on page 11 of this packet.**

## **A.P. English Language and Composition**

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ALL rising AP Language students will read, annotate, and complete assignments on the THREE books below:

1. *Turtles All The Way Down* by John Green

Before you begin reading, consult your Live Binder for support and background information on *Turtles All The Way Down* at <http://www.livebinders.com/play/play?id=2370026> .

**Assignment: Complete dialectical journal. See pages 8-10 for guidelines and examples.**

2. *Into the Wild* by Jon Krakauer

**Assignment: Complete dialectical journal. See pages 8-10 for guidelines and examples.**

3. *"They Say/I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update (Third Edition)* by Gerald Graff and Cathy Birkenstein

Read only the first four sections over the summer: *They Say, I Say, Tying it All Together, and Entering the Conversation*. Additional selections from the Readings section will be assigned during the school year.

**Assignment: Complete the end of chapter activities below using MLA format.**

Chapter 1: Starting with What Others Are Saying—Exercise #1

Chapter 2: The Art of Summarizing—Exercise #1

Chapter 3: The Art of Quoting—Exercise #1

Chapter 6: Planting a Naysayer in Your Text—Exercise #1

Chapter 10: The Art of Metacommentary—Exercise #2

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school).

**Rising seniors must also complete the quote assignment on page 11 of this packet.**

## A.P. English Literature and Composition

ALL rising AP Literature students will:

Read, annotate, and complete assignments on the following:

*Turtles All The Way Down* by John Green (assignment requirements in Live Binder)

*The Poisonwood Bible* by Barbara Kingsolver (assignment requirements in Live Binder)

*How to Read Literature Like a Professor* by Thomas C. Foster (assignment requirements in Live Binder)

Before you begin reading, please consult your Live Binder for introductions, discussion topics, and **specific written assignments** related to these readings:

<http://www.livebinders.com/play/play?id=2002730>

All reading **MUST** be annotated thoroughly. Bring your books with you on the first day of school. For help with annotation, see page three of this handout.

If you have questions related to this assignment, please email Sharon Terry at [sharon.terry@hhprep.school](mailto:sharon.terry@hhprep.school).

**Rising seniors must also complete the quote assignment on page 11 of this packet.**

## Dialectical Journal

### Journal Responses:

You will keep a dialectical journal as you read through the novel. A dialectical journal is a way for you to have a conversation with the text. Dialectical journals are **double-entry journals** with a quote/passage from the text on one side, and your reaction on the other side. To receive full credit, include at least ten quotes and responses. All responses should reflect your own thoughts; do not consult outside sources for this assignment.

### TO DO:

- Trace themes.
- Notice tone shifts.
- Notice changes in characters; notice patterns in characters; predict what you think a character may do next.
- Notice connections.
- Notice subtleties.
- Notice how writing techniques such as diction, imagery, details, language, and syntax contribute to the overall message.
- Comment on the intertextuality of this novel-what other texts may have informed this one or what allusions are present.
- Comment on the social and political implications of such a novel.
- Comment on the author/narrator's persona, philosophy, ideals, thought, and goals.
- Explain why you chose the quotation/passage. Why is it important? How does it contribute to the meaning of the novel as a whole?
- Connect the quote/passage to personal experience. Relate it to your own life, another piece of literature, or the world in general.
- Reflect upon what the quote/passage says about all people and humanity in general. How does it develop the theme of the novel?

### NOT TO DO:

- Do not simply ask questions as a response to a quote. Ex: What could this possibly mean? Why did \_\_\_\_ do \_\_\_\_?
- Do not simply identify techniques: Ex: This is a metaphor.
- Do not simply report. "The Price family went to the jungle..."
- Do not simply restate the quote.

### EXAMPLE

**\*PLEASE TYPE ALL JOURNALS\***

<b>Dialectical Journal</b>	Name _____  Date _____
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Quotation and page #	Reaction/Response
<p>“...as I glanced back at him standing alone in the middle of the crossing, he looked as if the world itself was slung around his neck” (Taylor 49).</p> <p><b>Sample entry based on <i>Roll of Thunder Hear My Cry</i></b></p>	<p>Now I feel definite that Jeremy is portrayed as a Christ-figure symbol. He is kind-hearted, sensitive and the author has him in the middle of the “crossing” with the world’s weight upon him.</p>
<p>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (O’Brien 15).</p> <p><b>Sample entry based on <i>The Things They Carried</i></b></p>	<p>O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p>

**What will I need on my Dialectical Journal to receive full credit?**

- You will be graded on the **quantity of your entries (at least ten)**, the **quality of your quotation choices** and the **quality of your responses**. It should be evident that you have completely covered the novel—entries should be fairly evenly distributed over the entire novel.
- Must be typed.
- Quotations/paraphrases must include author and page number.
- Reaction/Responses must reveal that you were truly interacting with your reading both personally and intellectually.

**Rubric for Dialectal Journal**

**Critical Reader (detailed, elaborate responses) 90-100**

- Extra effort is evident.
- More than the minimal number of entries are present.
- Quotes are relevant, important, thought provoking, and representative of the themes of the novel.
- You “read between the lines” of the novel and make inferences.
- You consider the meaning of the novel in a universal sense.

- You create meaning through connections with your experiences and/or other texts.
- You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object.
- Sentences are grammatically correct with correct spelling and punctuation.

**Connected Reader (detailed responses) 80-89**

- A solid effort is evident.
- The required number of entries are present.
- Quotes are relevant and connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis.
- You construct a thoughtful interpretation of the novel.
- You show some ability to make meaning of what you read.
- You create some new meaning through connections with your own experiences and the text.
- You explain the general significance of the quotes and show how they contribute to the meaning of the work as a whole.

**Thoughtful Reader (somewhat detailed responses) 70-79**

- An insufficient number of entries are present.
- You selected quotes that may be interesting to you, but that don't necessarily connect to the themes of the novel.
- Entries exhibit insight and thoughtful analysis at times.
- You make connections, but explain with little detail.
- You rarely make new meaning from the reading.
- You ask simple questions of the text.
- You don't support your views.
- Sentences are mostly correct with a few careless errors in spelling and grammar.

**Literal Reader (simple, factual responses) 60-70**

- Few entries are present.
- Entries exhibit little insight or none at all.
- You accept the text literally.
- You make few connections which lack detail.
- You are sometimes confused by unclear or difficult sections of the text.
- Sentences contain careless grammar and spelling errors.

**Limited Reader (perfunctory or incomplete response) below 60**

- Very few entries are present.
- Very little effort is evident.
- You find the text confusing, but make no attempt to figure it out.
- You create little or no meaning from the text.
- You make an occasional connection to the text, and the ideas lack development.
- Sentences contain numerous grammatical and spelling errors.

*This assignment was adapted from one presented at a College Board workshop by Sandra Effinger.*

## **Rising Senior Quote Assignment**

Please choose a quote/verse/lyric/Scripture that represents who you are and/or resonates with your beliefs. The quote should have significant meaning to you.

Once you have decided on the quote, research the person who said it and write two to three sentences about the author and context in which the quote was written. Then, explain what the quote means to you. Explain how this quote applies to your everyday life and your future.