

**Valley View High School**  
**Honors Summer Reading Program**  
**2019-2020 School Year**

For the 2019-2020 school year, all students enrolled in the Honors English Program will read classic and contemporary-classic titles which frequently appear on the AP Literature exam. All students, regardless of scheduled course semester, will be tested upon return to school in the fall. The test will count as part of the first quarter grade for English.

Study guides are provided to help students prepare for the assessment, and students are strongly encouraged to take notes within the books while reading. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Please be aware that all titles are available for purchase in local bookstores and online. Some are also available in full text for free online at [www.gutenberg.org](http://www.gutenberg.org). If you have any questions or concerns regarding the summer reading assignment, titles or study guides, please contact Jennifer Mauro, high school English Department Chairperson, at [jmauro@valleyviewsd.org](mailto:jmauro@valleyviewsd.org).

The assigned reading list is as follows:

Grade 9 Honors

*Of Mice and Men* by John Steinbeck

*Flowers for Algernon* by Daniel Keyes

Grade 10 Honors

*Ethan Frome* by Edith Wharton

*Inherit the Wind* by Jerome Lawrence and Robert E. Lee

Grade 11 Honors

*The Adventures of Huckleberry Finn* by Mark Twain

*The Bell Jar* by Sylvia Plath

*Fences* by August Wilson

Grade 12 Honors

*The Awakening* by Kate Chopin

*The Metamorphosis* by Franz Kafka

*East of Eden* by John Steinbeck

*Jane Eyre* by Charlotte Bronte (AP Class ONLY)

## Grade Nine Honors

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***Of Mice and Men* by John Steinbeck**

1. Analyze the setting of the novel and how it contributes to the theme of loneliness developed throughout the novel.
2. Analyze the author's use of foreshadowing throughout the novel. Pay particular attention to those things that foreshadow the idea that George and Lennie's dream will never come true.
3. Analyze the author's use of animal imagery used to develop Lennie's character. Which animal is he most often compared to or associated with? Why?
4. Analyze how the theme of strength and weakness is developed throughout the novel. Consider ways in which individual characters are both strong and weak at the same time.
5. Analyze how the theme of the loss of the American dream is developed throughout the novel.
6. Research online to analyze the relevance of the title.

### ***Flowers for Algernon* by Daniel Keyes**

1. Analyze the setting of the novel.
2. Identify and characterize (describe) the following characters:  
Charlie  
Alice Kinnian  
Mr. Donner  
Dr. Strauss  
Professor Nemur  
Algernon
3. Analyze the significance of the author's use of a **motif** of blood and cutting. (What is the author really saying about Charlie's bloody memories and dreams? What do most of the scenarios have in common?)
4. Analyze the progression of Charlie's progress reports to describe Charlie as a **dynamic character**.
5. Analyze the significance of title of the novel.
6. Analyze Alice Kinnian's role in the experiment. Build an **argument** which supports the idea that her feelings of guilt *are or are not* justified.
7. Although Fay and Alice are quite different from one another, they also share certain qualities and attitudes. Compare their similarities and analyze how their similarities and differences affect Charlie.

## **Grade Ten Honors**

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### ***Ethan Frome* by Edith Wharton**

1. Describe the setting of the novel. Consider the symbolic meaning of the name Starkfield. Analyze how the setting mirrors the emotional state of Ethan Frome.
2. Identify the point of view of the novel in both the Prologue and Chapter One. What impact does the change have on the novel?
3. Identify and describe Ethan Frome, Zenobia Frome and Mattie Silver. Analyze Zeena and Mattie as foils.
4. Analyze the author's use of symbolism throughout the novel. Pay particular attention to the red pickle dish, the cat, Frome's house, and the relationship of Ned Hale and Ruth Varnum.
5. Identify the climax of the novel and locate specific textual evidence of the author foreshadowing this event.
6. Analyze Ethan Frome as a tragic hero. Identify and provide specific textual evidence of his tragic flaw.
7. Analyze and find specific textual evidence to show how the themes of regret, loneliness, and isolation are developed throughout the novel.

### ***Inherit the Wind* by Jerome Lawrence and Robert E. Lee**

1. Analyze the setting of the play in relation to the main conflict.
2. Analyze each of the following characters as either static or dynamic:  
Matthew Brady  
Rachel Brown  
Reverend Brown  
Bertram Cates  
Henry Drummond
3. Analyze how persuasive techniques (specifically name calling, card stacking, and testimonial) are used throughout the novel.
4. Analyze the similarities between the play *Inherit the Wind* and the historical 1925 Scopes "Monkey" Trial, on which the play is based.
5. Analyze why Reverend Brown is so strongly opposed to Bertram Cates.
6. Analyze the significance of the title in accordance with the biblical verse, "He that troubleth his own house shall inherit the wind: and the fool shall be servant to the wise in heart" (Proverbs 11:29).

## **Grade Eleven Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***The Adventures of Huckleberry Finn* by Mark Twain**

1. Identify the point of view used in the novel. Analyze Huck Finn as an unreliable narrator.
2. Analyze how the relationship between Huck and Jim changes throughout the course of the novel.
3. Analyze the author's use of nature and natural elements as symbols.
4. Analyze Pap as an ironic character.
5. Analyze the novel as a satire by examining Twain's portrayal of "sivilized people."
6. Analyze the major conflicts presented throughout the novel. Are all of these conflicts resolved in a satisfactory way?
7. Analyze Huck and Jim as flat/round and static/dynamic characters.
8. Analyze and find specific textual evidence to show how the themes of racism and hypocrisy are developed throughout the novel.

### ***The Bell Jar* by Sylvia Plath**

1. Analyze Esther Greenwood's characterization as it progresses throughout the novel.
2. Analyze how Esther uses distortion and judgement in viewing herself and others.
3. Analyze the implications the setting has on Esther's character.
4. Analyze the roles that gender and sexuality play within the novel.
5. Identify and analyze the emotional and physical means of imprisonment/confinement.
6. Analyze the symbolism of both reflections and the fig tree.
7. Analyze the cynical tone used by Plath throughout the novel.
8. Analyze the significance of the title.

## ***Fences* by August Wilson**

1. Analyze the complex relationships between and among the characters. Consider how all of the characters use “illusions” as a means of survival.
2. Identify and analyze the imagery/figurative language connected to the overarching baseball allegory.
3. Analyze the importance of the setting and stage note narration.
4. Analyze the role “history” plays within the play.
5. Analyze the significance of death in the play.
6. Analyze the symbolic meaning of the fence.
7. Analyze how the play can be viewed as a “bildungsroman.”
8. Analyze how the author develops the theme of suppression throughout the play.

## **Grade Twelve Honors**

The following study guides are provided to help students prepare for the summer reading assessment. Students are strongly encouraged to take notes within the books while reading and do NOT need to type out full responses to following questions. Identifying and notating specific quotes within the text that help to support the following prompts is the best way to prepare for the exam. **Students WILL BE allowed to use their annotated texts during the assessment. However, only handwritten notes within the text and MINI post-its and post-it flags are acceptable.** Notebooks, computer printouts and large post its are not allowed and will be removed at the teacher's discretion prior to the exam.

### ***The Awakening* by Kate Chopin**

1. Describe Edna Pontellier. Analyze how she changes from the beginning of the novella to the end.
2. Analyze the extent to which Edna's story relies upon the setting.
3. Analyze the author's use of symbols throughout the novella.
4. Analyze the theme of "awakening" throughout the novel.
5. Analyze Edna's role as a mother.
6. Analyze the way in which Kate Chopin's tone in *The Awakening* expresses disdain for the position of women in society.
7. Analyze the subtle mythical allusions present throughout the novel.

### ***East of Eden* by John Steinbeck**

1. Analyze the generational characteristics of the Hamilton and Trask families.
2. Analyze the various mother/child relationships that are presented throughout the novel.
3. Analyze how the characters develop morally. Consider whether or not they make moral choices.
4. Analyze the innate nature of the characters to determine if they are inherently sinful or good.
5. Analyze the relationship between the setting and the biblical allusion of the title.
6. Analyze Steinbeck's use of irony within the novel.
7. Analyze the significance and meaning of several biblical allusions used throughout the novel.
8. Analyze the theme of redemption that Steinbeck offers to his readers.

### ***The Metamorphosis* by Franz Kafka**

1. Analyze *The Metamorphosis* as an existentialist novella.
2. Analyze the character of Gregor Samsa. Compare his physical and emotional alienation.

3. Is Gregor Samsa insane, or has he actually transformed into an insect? Use evidence from the text to support your argument.
4. Analyze how the author's style enhances the nightmarish quality present throughout *The Metamorphosis*.
5. Analyze the author's use of symbolism throughout the novella. Pay particular attention to the father's uniform, the picture of the woman, the apple and the couch.
6. Analyze the how the theme of guilt is developed throughout the novella.
7. Analyze how each of the members of the Samsa family undergo their own "metamorphosis."

**Grade 12 AP English (in addition to previous titles read by 12 Honors)**

***Jane Eyre* by Charlotte Bronte**

1. Analyze the author's use of gothic elements (consider elements of the supernatural, mysterious events, desolate landscapes, madness and gloom) throughout the novel.
2. Analyze the author's use of symbolism throughout the play. Pay particular attention to the weather symbolism, the color red, and fire.
3. Analyze how the themes of sanity and madness and sight and blindness are developed throughout the play.
4. Analyze Jane Eyre as a Bildungsroman novel.
5. Compare the religious characters in the novel (Mr. Brocklehurst, Helen Burns, and St. John Rivers).
6. Analyze the role and impact of female characters on Jane's life.
7. Analyze the author's use of foreshadowing.
8. Analyze the significance of the names, and the importance of, each of the five places Jane lives throughout the novel.