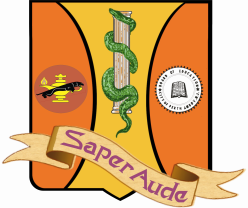
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**PERTH AMBOY HIGH SCHOOL**

300 Eagle Avenue, Perth Amboy, NJ 08861 (732)-376-6030 (732)-376-6275 fax

**SUMMER READING 2014 June 2014**

**Attention Students, Parents & Families:**

**Perth Amboy High School is committed to high standards of achievement and growth in Literacy for every high school student! Reading during the summer months helps students to retain the gains they have made throughout the school year and to be prepared in September. Please assist students in completing the required Summer Reading Assignments for the English Language Arts courses they will enter next year and encourage students to select additional readings of interest throughout the summer months.**

**Please direct any questions regarding Summer Reading to Ms. Meghan Fredericks, *District Instructional Leader for English Language Arts* at the high school, meghfredericks@paps.net or (732) 376-6030 x23-462.**

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| **COURSE** | **ASSIGNMENTS** | **BOOK(S)**  All books listed for a course are **\*Required\***. | |
| **English I** | **Page 4** | ***\*The Secret Life of Bees\****  by Sue Monk Kidd (2002) | |
| **English I Honors** | **Page 4** | ***\*The Secret Life of Bees\****  by Sue Monk Kidd (2002) | ***\*A Portrait of the Artist***  ***as a Young Man\****  by James Joyce (1916) |
| **English II** | **Page 4** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | |
| **English II Honors** | **Page 4** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | ***\*The Sun Also Rises\****  by Ernest Hemingway (1926) |
| **English III** | **Page 4** | ***\*The Lord of the Flies\****  by William Golding (1954) | |
| **English III Honors** | **Page 4** | ***\*The Lord of the Flies\****  by William Golding (1954) | ***\*Pride & Prejudice\****  by Jane Austin (1813) |
| **English IV** | **Page 4** | ***\*Siddhartha\****  by Hermann Hesse (1922) | |
| **English IV Honors** | **Page 4** | ***\*Siddhartha\****  by Hermann Hesse (1922) | ***\*Crime & Punishment\****  by Fyodor Dostoevsky (1866) |
| **AP Literature**  **& Composition** | **Page 5** | **\**One Hundred Years Of Solitude\****  by Gabriel Garcia Marquez (2006) | **\**The Stranger\****  by Albert Camus (1946) |
| **AP Language**  **& Composition** | **Page 6** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | **\**The Things They Carried\****  by Tim O’Brien (1990) |

**PAHS SUMMER READING BOOKS 2014**

**FREE**

**ALL of the books on the Summer Reading List are available for in the form of**

**E-Book Downloads, PDFs, Text files, Audiobooks, and for borrowing from Public and Online Libraries!**

**NO EXCUSES! Complete your Summer Reading!**

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| **COURSE** | **BOOK(S)**  All books listed for a course are **\*Required\***. | **ONLINE RESOURCES** |
| **English I** | ***\*The Secret Life of Bees\****  by Sue Monk Kidd (2002) | [**http://www.onreadx.com/book/The-Secret-Life-of-Bees-191138/**](http://www.onreadx.com/book/The-Secret-Life-of-Bees-191138/)  [**https://openlibrary.org/works/OL2941508W/The\_secret\_life\_of\_bees**](https://openlibrary.org/works/OL2941508W/The_secret_life_of_bees) |
| **English I Honors** | ***\*The Secret Life of Bees\****  by Sue Monk Kidd (2002) | [**http://www.onreadx.com/book/The-Secret-Life-of-Bees-191138/**](http://www.onreadx.com/book/The-Secret-Life-of-Bees-191138/)  [**https://openlibrary.org/works/OL2941508W/The\_secret\_life\_of\_bees**](https://openlibrary.org/works/OL2941508W/The_secret_life_of_bees) |
| ***\*A Portrait of the Artist***  ***as a Young Man\****  by James Joyce (1916) | [**http://www.gutenberg.org/ebooks/4217**](http://www.gutenberg.org/ebooks/4217) |
| **English II** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | [**http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf**](http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf)  [**http://www.wenovel.com/book/63.html**](http://www.wenovel.com/book/63.html) |
| **English II Honors** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | [**http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf**](http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf)  [**http://www.wenovel.com/book/63.html**](http://www.wenovel.com/book/63.html) |
| ***\*The Sun Also Rises\****  by Ernest Hemingway (1926) | [**http://www.wenovel.com/book/334.html**](http://www.wenovel.com/book/334.html) |
| **English III** | ***\*The Lord of the Flies\****  by William Golding (1954) | [**http://gv.pl/pdf/lord\_of\_the\_flies.pdf**](http://gv.pl/pdf/lord_of_the_flies.pdf)  [**http://staff.bcc.edu/faculty\_websites/jalexand/Golding--Lord\_of\_the\_Flies.htm**](http://staff.bcc.edu/faculty_websites/jalexand/Golding--Lord_of_the_Flies.htm) |
| **English III Honors** | ***\*The Lord of the Flies\****  by William Golding (1954) | [**http://gv.pl/pdf/lord\_of\_the\_flies.pdf**](http://gv.pl/pdf/lord_of_the_flies.pdf)  [**http://staff.bcc.edu/faculty\_websites/jalexand/Golding--Lord\_of\_the\_Flies.htm**](http://staff.bcc.edu/faculty_websites/jalexand/Golding--Lord_of_the_Flies.htm) |
| ***\*Pride & Prejudice\****  by Jane Austin (1813) | [**http://www.gutenberg.org/ebooks/1342**](http://www.gutenberg.org/ebooks/1342) |
| **English IV** | ***\*Siddhartha\****  by Hermann Hesse (1922) | [**http://www.gutenberg.org/ebooks/2500**](http://www.gutenberg.org/ebooks/2500) |
| **English IV Honors** | ***\*Siddhartha\****  by Hermann Hesse (1922) | [**http://www.gutenberg.org/ebooks/2500**](http://www.gutenberg.org/ebooks/2500) |
| ***\*Crime & Punishment\****  by Fyodor Dostoevsky (1866) | [**http://www.gutenberg.org/ebooks/2554**](http://www.gutenberg.org/ebooks/2554) |

**PAHS SUMMER READING ASSIGNMENTS 2014**

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| **ASSIGNMENT INSTRUCTIONS**: For each \*Required\* book, complete a **Dialectical Journal/Double-Entry Journal** as you read. Each **Dialectical Journal/Double-Entry Journal** requires you to **Respond, Analyze, and Evaluate** the literature that you are reading. In order to **Respond, Analyze, and Evaluate** literature, record evidence from the text as you read. Write down direct quotes from the text, as well as other notes you want to remember. You will be allowed to use your notes from this journal on the **assessment** in class, which will be given during the first week of school in your English class. Use as many Journals (page 4) as needed throughout your reading. A Word document version of this form can be found on PAPS.net for you to download and save your work electronically. | | |
| **Respond: To respond to literature, explain your feeling or personal connection to what you have read. Describe your reaction to the events of the plot or characters’ actions.** | **Analyze: To analyze literature, explain your understanding of what you think about the author’s meaning of plot events, characters, and examples of literary elements or devices.** | **Evaluate: To evaluate literature, make a judgment about the quality of the writing. Review the author’s creation of plot, character, and use of literary elements or devices.** |

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| **SAMPLE Dialectical Journal / Double-Entry Journal for *Night* by Elie Wiesel**  From <http://www.johnmarshallhs.org/apps/pages/index.jsp?uREC_ID=27342&type=u&pREC_ID=activity> | | |
| **Evidence From Text**  **(Quotations from the book.) (Make special note of the use of Literary Devices!)** | **Page #** | **Respond, Analyze & Evaluate** |
| **“The snow was like a carpet, very gentle, very warm.”** | **83** | **Respond:** I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft.  **Analyze:** Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold.  **Evaluate:** This comparison creates a sense of  peace, a moment without terror and fear. It is as if he is home again, safe and warm. The writing takes the reader by surprise. |

**PAHS Summer Reading Assignment 2014 Dialectical Journal / Double-Entry Journal**

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| **Evidence From Text**  **(Quotations from the book.) (Make special note of the use of Literary Devices!)** | **Page #** | **Respond, Analyze & Evaluate** |
|  |  | **Respond:**  **Analyze:**  **Evaluate:** |
|  |  | **Respond:**  **Analyze:**  **Evaluate:** |

**PAHS *ADVANCED PLACEMENT* SUMMER READING ASSIGNMENTS 2014**

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| **COURSE** | **BOOK(S)**  All books listed for a course are **\*Required\***. | **ONLINE RESOURCES** |
| **AP Literature**  **& Composition** | **\**One Hundred Years Of Solitude\****  by Gabriel Garcia Marquez (2006) | [**http://www.wenovel.com/book/181.html**](http://www.wenovel.com/book/181.html) |
| **\**The Stranger\****  by Albert Camus (1946) | [**https://archive.org/details/TheStranger-AlbertCamus**](https://archive.org/details/TheStranger-AlbertCamus) |
| **AP Language**  **& Composition** | **\**The Catcher in the Rye***\*  by J.D. Salinger (1951) | [**http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf**](http://thelitterateurs.files.wordpress.com/2013/04/j-d-salinger-the-catcher-in-the-rye-full-pdf-version.pdf)  [**http://www.wenovel.com/book/63.html**](http://www.wenovel.com/book/63.html) |
| **\**The Things They Carried\****  by Tim O’Brien (1990) | [**http://corysnow.files.wordpress.com/2009/12/ttc-full-text.pdf**](http://corysnow.files.wordpress.com/2009/12/ttc-full-text.pdf)  [**http://pages.uoregon.edu/eherman/teaching/texts/OBrien\_TheThingsTheyCarried.pdf**](http://pages.uoregon.edu/eherman/teaching/texts/OBrien_TheThingsTheyCarried.pdf) |

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| **AP Literature & Composition**  **Summer Reading Assignment** |
| During the summer all students registered for AP English Literature and Composition are expected to read two books – one longer novel which centers on understanding character, one shorter novel that centers on understanding a philosophy. For the novels, be sure to read carefully and analytically, paying very close attention to details of character, setting, and plot. You are expected to read very closely and be able to recall specific details. You will write one essay for each novel you read.  **Part I**: *Required Reading:* Read the novel centered on character, *One Hundred Years of Solitude*, by Gabriel Garcia Marquez (2006).  **Part I***:* ***Assignment***:  Writers often reveal and highlight the values of a culture or a society by using characters. Choose a character from your novel who plays a significant role and show how that character reveals the surrounding society’s assumptions and moral values. Avoid plot summary.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Part II** Required Reading: Read the novel centered on a philosophy, *The Stranger* by Albert Camus, (1946).  **Part II:** ***Assignment****:*  In great literature no scene of violence exists for its own sake. Focus on the scenes of violence in the book. In a well-written organized essay, explain how the scene or scenes contribute to the meaning of the complete work.  Avoid plot summary. |

**AP Language & Composition – See next page - Page 6**

**PAHS *ADVANCED PLACEMENT* SUMMER READING ASSIGNMENTS 2014**

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| **AP Language & Composition**  **Summer Reading Assignment** |
| **Part One**  You are to read *Catcher in the Rye* by J.D. Salinger and *The Things They Carried* by Tim O’Brien. **For each novel, you are to write a multi-paragraphed analytical essay.** Each essay should be at least 3 fully, double-spaced typed pages.  ***Assignment:*** *The Catcher in the Rye* **analytical essay** writing prompt: *The Catcher in the Rye* is written as a cyclical plot where we do not fully understand Holden’s situation until we reach the end and re-evaluate the beginning. In a well-written essay, analyze if you feel Holden’s outcome is appropriate. Consider Holden’s behaviors, actions, and relationships throughout the novel when supporting your analysis of the situation.  ***Assignment:*** *The Things They Carried* **analytical essay** writing prompt: Discuss the idea of “carrying” in O’Brien’s work and how this idea is related to the theme. What is carried in the novel and by whom? Why does the first chapter share its title with the title of the novel?  **Part Two**  Since this is a writing course, you need to practice writing multi-drafted essays on a regular basis for a variety of purposes or development patterns. Some patterns are narration, description, process analysis, compare/contrast, problem/solution and cause/effect. You should brainstorm, outline and multi-draft for each assignment. The more you write, the better you will develop the craft.  ***Compare and Contrast***  A compare and contrast paper can focus on the similarities, on differences, or examine both. Sometimes your purpose in a compare and contrast paper is to analyze two subjects in order to clarify what makes each unique. At other times, your purpose may be to evaluate two subjects in order to determine which has greater merit or worth.  ***Assignment Prompt:***  For this particular assignment, you are to compare and contrast a childhood holiday celebration to a holiday celebration 20 years from now. You may consider speaking to a parent, guardian or grandparent to better understand the future’s perspective.  ***Process Analysis***  Throughout the course, you will be writing rhetorical analytical essays which focus on WHY the writer selects to use certain devices. You will focus on analyzing the effects of the devices on developing and conveying the thesis. Process analysis papers explain in step-by-step fashion how something works, is done, and/or is made and why everything is done in the manner it is done.  ***Assignment Prompt:***  Watch a makeover show, cooking show or any how-to-do show on television. Then write an essay analyzing the process that was done. |