

<p>Ramapo-Indian Hills English 1 Honors Summer Reading Assignment 2012</p>
--

Welcome to the beginning of your journey into English 1H of 2012-2013. For your summer reading assignment, you are required to read the texts below and to complete the following tasks. **The summer reading assignment will be collected on the first day of school, Thursday, September 6th. This assignment will be counted as a quiz grade.**

The mark of an honors student is one who not only comes to class prepared with the assignment, but one who also comes to class ready to engage in discussion and critical inquiry. Therefore, as you read, you should view these texts critically by examining the core concepts and thematic concerns of each, and then by drawing parallels between the two. Likewise, your responses should reflect this level of critical thinking and intellectual curiosity (*See scoring guide). Be sure to read the questions carefully and respond thoughtfully.

The titles listed below represent the Ramapo-Indian Hills District English 1-Honors reading selections and corresponding assignment:

***Rocket Boys* by Homer H. Hickam, Jr.
The Secret Life of Bees by Sue Monk Kidd**

REQUIREMENTS:

- The assignment is due Thursday, September 6th
- All responses must be typed/double-spaced/size 12 font
- All responses should be in paragraph form (8-10 sentences)
- Each response must have textual support from the text (*See citation guide)

CITATION GUIDE:

When quoting from a text, you need to briefly credit your sources with parenthetical citations in the text of your response. When citing from novels like *The Secret Life of Bees* or *Rocket Boys*, you arrange the parenthetical citation by citing the last name of the author followed by the page number.

Correct Format:

“It was the best of times, it was the worst of times” (Dickens 1).

DURING READING:

We suggest, but are not requiring, that you take notes on the following elements of narration. Although we will not be collecting your notes, your annotations will only increase your preparation for class discussions and assignments to come.

- Characters (primary and secondary)
- Setting (the time(s) and place(s) in which the story occurs)
- Plot (The main events that drive the story)
- Conflicts (The forces that oppose the characters in the work)
- Thematic concerns of the work (the topic/idea that the author addresses by writing this novel)
- Important Quotations (dialogue, narration, or description that illuminates a truth about a work)

AFTER READING:

TASK #1: THE SECRET LIFE OF BEES

Our lives and journey toward adulthood are usually filled with surprising moments and life-changing experiences. Sometimes in life we experience what some call an “a-ha moment”, a “light-bulb effect”, or an epiphany—these moments are usually characterized by a swift change of events followed by a sudden clarity of truth. In literature we call this an “anagnorisis,” which fittingly is the Greek word for “recognition”; although some characters may experience an anagnorisis differently, it is usually

the point in the plot in which the protagonist recognizes his or her true identity or discovers the true nature of his or her own situation.

Once you have read *The Secret Life of Bees*, consider Lilly's emotional and spiritual journey from beginning to end. How does Lilly experience an anagnorisis or an "a-ha moment" in *The Secret Life of Bees*? In a well-developed paragraph response (8-10 sentences), explain Lilly's anagnorisis. Defend your opinion with evidence from the text. What were the events, steps, or influences that helped Lilly come to this point of recognition? What were some of Lilly's obstacles that hindered her from this realization?

TASK #2: ROCKET BOYS

As we grow up, our surroundings can have a supreme effect on who we are and who we grow up to be. In literature we refer to these surroundings as the setting. The setting includes the time period, culture, and location in which the story takes place: it is the physical universe in which the story is set and often dictates the mood and action of the story. In *Rocket Boys* the setting is much more than just the time period and location; it is a reflection of the characters and their beliefs. In a sense, it is a character in itself.

Once you have read *Rocket Boys*, consider Sonny's relationship with his hometown Coalwood. In a well-developed paragraph response (8-10 sentences), explain how the setting of Coalwood is a prominent character in *Rocket Boys*. Defend your opinion with evidence from the text. Define the culture and belief system of Coalwood. What is Sonny's relationship with the setting and how does it help or hinder his dreams to launch rockets? In other words, how does the setting affect Sonny, and in turn, how does Sonny affect his the setting? Consider the following before answering the question: How would the action of the story be different if it were set in another area? Did Sonny change the town or did the town change him? Why?

TASK #3: FOR ROCKET BOYS AND THE SECRET LIFE OF BEES

When examining literature, the first step is to create a formative analysis in which you appreciate and analyze each work for its unique qualities and structure. The next step is to draw parallels between works by making insightful connections, showing relationships, and then explaining why those relationships are important. Even further, we can take these insights from literature, expand our own sensitivities as human beings, and ultimately learn a lesson from these stories.

As you have read, Sonny and Lilly have learned many life lessons along their journeys. Think about their adventures from beginning to end. In a well-developed paragraph response (8-10 sentences), identify ONE life lesson and apply that life lesson to both Sonny and Lilly's journey to self-discovery. Define this life lesson according to your own analysis and support your response with evidence from both texts. The goal of this assignment is to compare Lilly and Sonny's experiences under the same life lesson; in other words, DO NOT report one separate life lesson for each character. To meet the spirit of this assignment, you must think about their stories and the overall message or lesson that readers can draw from these texts.

SCORING GUIDE:

Each task will be scored as one separate open-ended response. Before you compose your responses review the scoring rubric below.

A	An “A” response demonstrates an excellent understanding of the task, completes all requirements skillfully, and provides an insightful explanation/opinion that links to or extends aspects of the text.
B	A “B” response demonstrates an above average understanding of the task, completes all requirements, and provides good explanation/opinion using situations or ideas from the text as support.
C	A “C” response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
D	A “D” response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
F	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.