

11th Grade Summer Reading List, 2021-2022

English 11

1 book required; no assignment required. Be prepared for a quiz and a writing assignment on the first day.

All students are required to read *A Long Way Gone: Memoirs of a Boy Soldier*, by Ishmael Beah.

“This is how wars are fought now by children, hopped up on drugs, and wielding AK-47s. In the more than 50 violent conflicts going on worldwide, it is estimated that there are some 300,000 child soldiers. Ishmael Beah used to be one of them. How does one become a killer? How does one stop? Child soldiers have been profiled by journalists, and novelists have struggled to imagine their lives. But it is rare to find a first-person account from someone who endured this hell and survived. In *A Long Way Gone*, Beah, now 26 years old, tells a riveting story in his own words: how, at the age of 12, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By 13, he’d been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts. This is a rare and mesmerizing account, told with real literary force and heartbreaking honesty.”--Amazon

Questions: jsutton@bishopkelley.org

English 11A

1 book required; no assignment required. Be prepared for a quiz and a writing assignment on the first day.

All students are required to read *Educated*, by Tara Westover.

“Born to survivalists in the mountains of Idaho, Tara Westover was seventeen the first time she set foot in a classroom. Her family was so isolated from mainstream society that there was no one to ensure the children received an education, and no one to intervene when one of Tara’s older brothers became violent. When another brother got himself into college, Tara decided to try a new kind of life. Her quest for knowledge transformed her, taking her over oceans and across continents, to Harvard and to Cambridge University. Only then would she wonder if she’d traveled too far, if there was still a way home.”--Amazon

Questions: kscibner@bishopkelley.org

Honors British and World Literature

***Avoid books published by Create Space on Amazon. Choose a book with a legitimate publisher.

2 books required. Assignment required.

1. ALL students read two books. ALL students read *Jane Eyre* and *The Diving Bell and the Butterfly*.

Jane Eyre – by Charlotte Bronte (ALL students)

- A classic tale of a strong-spirited orphan who endures trials in her search for fulfillment, this novel has influenced future writers and inspired a rich trove of criticism.

The Diving Bell and the Butterfly – by Jean-Dominique Bauby (ALL students)

- This modern memoir is by the editor of *Elle* magazine; he suffered a severe stroke, could only communicate by blinking one eye, and dictated this celebration of life.

2. **ANNOTATE** as you read (mark passages of interest, underline, take margin notes, look up words, note characterization, imagery, foreshadowing, rhetorical or literary devices or strategies, etc.). Choose one noteworthy passage from each book, photocopy it, and put it in a composition notebook with your detailed annotations in the margins.

3. **STUDY** both works in preparation for a quiz on the first day of class. Be sure you can articulate the meaning of each work as a whole. Bring the two books and the composition notebook on Day One of class for your first assignment.

Questions: cyanik@bishopkelley.org

AP Language and Composition (for both 2 quarter and 3 quarter classes)

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I. Texts: All students will complete the assignments below. Students must check with the teacher BEFORE reading a book not on this list to gain approval for substitutions. Students should not reread a book they have already read.

- **One Longer Work** - Students will read the text below or one of comparable value
 - *[Educated](#)* by Tara Westover
- **One Shorter Work** - Students will read the text below or one of comparable value.
 - *[Peace Like a River](#)* by Lief Enger

II. Deadline: All summer reading project work is due the first day of class at 4:00 p.m. All written work must be submitted in electronic format only. No paper copies will be accepted. Submit work as Microsoft file attachments or Google docs to your teacher:

lgrewe@bishopkelley.org, khendricks@bishopkelley.org or jfranz@bishopkelley.org

III. Grades: Students will receive a grade for each of the summer projects, each worth 100 points, the novel *Educated* for the first quarter the student is in the class and *Peace Like a River* for the second quarter the student is in the class. All work is due the first day of class. Summer reading work will not be part of tests or assessments during the school year; in other words, students are encouraged to complete the assignments early in the summer and needn't worry about forgetting aspects for class assessments.

IV. Assignment: For both the books *Educated* and *Peace Like a River*, students must complete one of the following options or one of equal merit (approved by the teacher prior to beginning it):

- **Reading Discussion Group:** Students can attend a discussion group once they have read the novel. Students must be present at the start time to be allowed into the Discussion Group. Once class rosters are finalized in mid-July, students can contact their teachers for Discussion Group times.
- **Test:** Write a test with at least 30 objective questions plus minimally ten "thought" questions. Students must include the answers to the questions.
- **Quotation Journal:** Students can keep a quotation journal that includes at least 30 representative quotes from the entire text with the page numbers. The journal should have reflections that demonstrate reactions to the quotes, not restatements or summaries of the quotes, and must include a portion of the quote in the reflections. Students must demonstrate through the presentation an understanding of the entire novel.
- **Artistic:** Students can develop a creative art work of visual, choral or instrumental nature which demonstrates a particular theme or character. The art work must be submitted along with a 10-15 minute discussion with the teacher about the work. Students must demonstrate through the piece an understanding of the entire novel.
- **Motif/Character Essay:** Students may choose one strong theme or character in the text then explain in an essay how the author develops that motif or character within the novel and how the motif/character ties into the theme of the novel as a whole. This essay should include specifics from the text and be at least 1000 words.