

English 10 Honors - World Literature – Summer Reading 2022

Hello World Literature Honors Students!

In class this upcoming school year, we will be reading, discussing, and studying a wide variety of world literature. The goal of this summer's reading is to expose you to various works of fiction and non-fiction in order to learn more about the world through literature. If you have questions or would like to read a book not included on the list, please email Ms. Lion at elion@bishopbrady.edu.

Happy Reading!

Ms. Lion

Note to Parents, Families, and Guardians: Our 2022 Summer Reading suggestions include some titles containing mature themes and content. Thus, we encourage parents and guardians to take an active role in helping individual students choose those books that are the best for them. Several websites, including Common Sense Media and Amazon.com, offer reviews to help parents and students make the best selection for them.

The Assignment: You will read two selections (1 fiction and 1 non-fiction) from the list below.

- For the fiction book, you will create a visual project independently this summer. It is due the first day of class. You also need to annotate your text following the guidelines below. Your book will be collected the first day of class.
- For the non-fiction book, you will complete a timed write during the first two weeks of school. You also need to annotate your text following the guidelines below. Your book will be collected when you complete your timed write in class.

Annotate: As you are reading, **annotate** your books choosing **TWO** of the following options. Your annotations will be graded. Your fiction book will be collected the first day of class, and your non-fiction book will be collected the day of the timed write.

*On the inside front cover of your novel, write your name and which two annotation options you are completing. Please write it out (for example, write “theme” not the number one).

1. **Theme: Consider the Lesson or Moral** - What do you believe is the key lesson or moral that a reader can learn from this novel? Do you believe the author intended to communicate this specific lesson? Which aspects of the novel lead you to believe as you do?
2. **Describe Characters** - Keep notes on characters and their relationships. Include as many aspects of him or her as possible, such as physical appearance, personality type, morals and values. Explain whether the character is dynamic or static.
3. **Focus on Setting** - While reading, keep notes on setting (time and place). How does the setting (or settings) factor into the story? Was there a particular setting that was more important than others? Did you have a favorite setting?
4. **Figurative Language/Allusions** - While reading, take note of examples of figurative language and their meanings/connections to how the author communicates the message. Pay attention to how allusions (historical, literary, artistic, and biblical) enhance the meaning of the story.

→ **Fiction Novel:** For your **fiction novel**, you will complete a visual project which should represent the overall message of the novel. It should also convey any deeper meaning you see in the work. The goal here is to capture the essence of the book in a unique, creative way. You will present the project to the class to explain the purpose and meaning of your novel.

YOUR PROJECT IS DUE THE FIRST DAY OF CLASS.

Some ideas for your visual project: collage, painting, drawing, brochure with pictures, diorama, redesigned book cover/jacket, costume design for characters, artistic interpretation of setting/theme/etc. Be creative. Look at the rubric.

I am open to your creative suggestions if you have another idea. E-mail me at elion@bishopbrady.edu to discuss your thoughts.

→ **Non-Fiction** - For your **non-fiction** selection, you will respond to a writing prompt. The prompt will be provided during class ***WITHIN THE FIRST TWO WEEKS OF SCHOOL*** and you will complete the assignment in that class. You will not be writing a summary. Expect a question on themes, symbolism, point of view, etc. It will be graded.

Project Grading Rubric

Category	Advanced (9-10 points)	Proficient (7-8 points)	Basic (5-6 points)	Below Basic (4 points or below)
Originality / Inference	Student imaginatively infers what may happen before or after an author's writing, or makes educated and supported guesses as to either an author's or a character's hidden intent.	Student uses some imagination and inference making in determining what an author's intent for writing may be, as well as where an author's writing may lead before or after the work.	Student makes reasonable guesses at where an author is going in his or her writing, but only supports these ascertains with minimal support from the text.	Student either does not make any inferences, or makes those that he or she cannot support at all from the text.
Description / Detail	Student insightfully provides detailed explanations about various components of a text, while demonstrating keen understanding for multiple nuances or interpretations.	Student provides ample detail and description on several elements of a text, while showing exceptional understanding for how to view characters and the author's intent through various lenses.	Student demonstrates an understanding of the main events, themes, and characters, but does not delve into these components from more than one viewpoint.	Student provides minimal or no detail on any components of the text, while displaying little insight into the plot, setting, characters, or themes of that work.
Accuracy	Student presents claims and information that are not only accurate, but show a level of understanding beyond the surface level of a text.	Student's claims are all accurately presented and clearly supported through citation of relevant textual evidence.	Student's claims are mostly accurate, but only somewhat supported by citations of relevant textual evidence.	Student makes claims that are either inaccurate or cannot be supported at all by the text.
Art / Layout	Student's artwork attractively shows careful thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork attractively shows some thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork is attractive, but shows little thought as to its interpretation and meaning.	Student's artwork is not colorful and shows little or no thought as to its relevance to the written work at hand.
Presentation	Student presents enthusiastically, accurately, and thoroughly. Speaks loudly and clearly. Maintains consistent eye contact.	Student presents concisely. Speaks clearly. Eye contact is maintained.	Student presents project. Difficult to hear. Minimal eye contact.	No presentation.

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Choices:

FICTION

The Shadow of the Wind by Carlos Ruiz Zafon - Spain

All the Light We Cannot See by Anthony Doerr - America (setting: Germany, France)

The People of the Book by Geraldine Brooks – Australia (setting: Sarajevo, Spain, Balkans)

Snowflower and the Secret Fan by Lisa See - China

Life of Pi by Yann Martel – India

All Quiet on the Western Front by Erich Maria Remarque - Germany

A Thousand Splendid Suns by Khaled Hosseini- Middle East

In the Time of the Butterflies by Julia Alvarez - Dominican Republic

The Bonesetter's Daughter by Amy Tan - China

Purple Hibiscus by Chimamanda Ngozi Adichie - Africa

Island of a Thousand Mirrors by Nayomi Munaweera - Sri Lanka

The Good Earth by Pearl S. Buck - China

NON-FICTION

I am Malala by Malala Yousatzau- Pakistan

Angela's Ashes by Frank McCourt – Ireland

Long Walk to Freedom by Nelson Mandela – Africa

War Child: A Child Soldier's Story by Emmanuel Jal - Africa

The Snow Leopard by Peter Matthiessen - Nepal/Tibet

The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer -Africa

Persepolis: The Story of a Childhood - Marjane Satrapi - Iran (graphic novel)

The Distance Between Us by Reyna Grande - Mexico

*If there is a title in the World Literature canon you are interested in reading that is not on the list, please email me (elion@bishopbrady.edu) to discuss further.