

Highland High School Incoming 9<sup>th</sup> Grade Honors Program  
Summer/Fall Assignment 2010



**English Honors 9** is a foundation course preparing students for the skills necessary to do sophisticated analysis of world, American and British literature for the AP and IB programs. Students will develop academic background knowledge in literature and mythology and practice close reading and advanced writing skills in literary analysis. The students will study world mythology and important universal literary symbols, metaphors and archetypes, and read and analyze ancient texts by important Greek and Roman authors: Aristotle, Sophocles, Euripides, Homer, Virgil and Ovid. These ancient authors will be studied in relationship to later authors like Shakespeare, Dickens and contemporary writers like Anaya and Le Guin.

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**Please purchase the required books so that you have your own copies to annotate. All of these books are available at a discount online, and can be purchased sometimes for as little as one cent *used* online (with each book's shipping cost running about \$4.00). For your convenience, the list has also been provided to the local Barnes and Noble to stock. Please purchase by ISBN rather than title. Some are in translation.**

**Required General Reference Guides Honors English and history (please own these for the start of school so students can use them in Honors 9 English and 9<sup>th</sup> Grade Honors History):**

*Writing about Literature: A Portable Guide* by Janet Gardner (\$8.50) ISBN-13: 978-0312607579  
(With MLA 2009) Used copies of earlier editions are acceptable as well.  
*Poetics* by Aristotle (\$1.80) ISBN-13: 978-0486295770  
Also...students should have a good dictionary and thesaurus to reference when they are doing their homework.

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**Required 9<sup>th</sup> Grade Texts (These are expected texts for the start of first semester, first quarter):  
Collected on the 2<sup>nd</sup> day of Fall Semester**

*Greek Gods and Heroes* by Robert Graves (\$6.00, \$5.50 online) ISBN-13: 978-0440932215  
*Till We Have Faces* by C.S. Lewis (\$14.00, \$10.00 online) ISBN-13: 978-0156904360  
*The Iliad* by Homer (Robert Fagles, Translator) (\$17.00, \$11.50 online) ISBN-13: 978-0140275360

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**Required 9<sup>th</sup> Grade Texts (These are expected texts for the start of first semester, second quarter):  
Collected on the 1<sup>st</sup> day of Second Quarter**

*A Wizard of Earthsea* by Ursula K. Le Guin (\$15.00, \$10.50 online) ISBN-13: 978-0553383041

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**Required Winter Break Reading (These texts are expected grades for the start of second semester, third quarter):**

**Collected on the 1<sup>st</sup> day of Second Semester**

*The Aeneid of Virgil* (Robert Fagles, Translator) (\$16.00, \$10.90 online) ISBN-13: 978-0143105138  
*Lavinia* by Ursula Le Guin (\$15.00, \$10.00 online) ISBN-13: 978-0156033688

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**Recommended Texts (Students may choose to read these books for extra credit points at any time):**

*The Classic Fairy Tales* by Iona Opie and Peter Opie ISBN-13: 978-0195202199  
DK *The Children's Illustrated Bible* by Selina Hastings ISBN-13: 978-0756609351  
*Aesop's Fables* (Barnes & Noble Classics Series) ISBN-13: 978-1593080624  
*Freud: A Very Short Introduction* by Anthony Storr ISBN-13: 978-0192854551  
*Jung: A Very Short Introduction* by Anthony Stevens ISBN-13: 978-0192854582  
*Darwin: A Very Short Introduction* by Jonathan Howard ISBN-13: 978-0192854544  
*Marx: A Very Short Introduction* by Peter Singer ISBN-13: 978-0192854056

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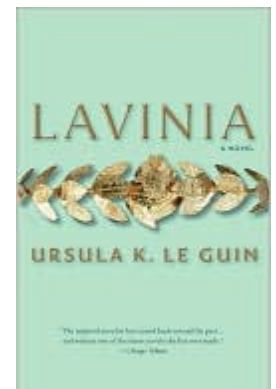
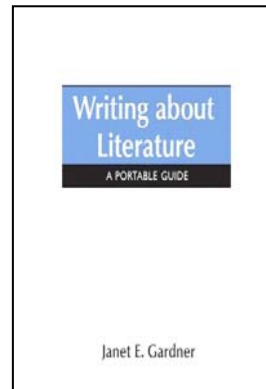
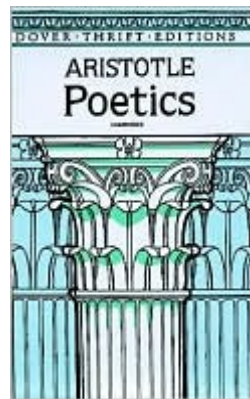
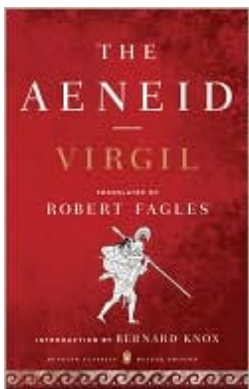
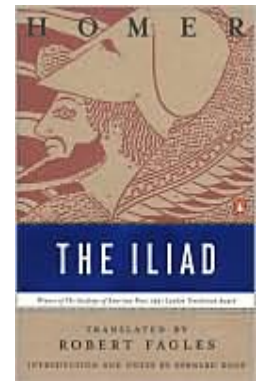
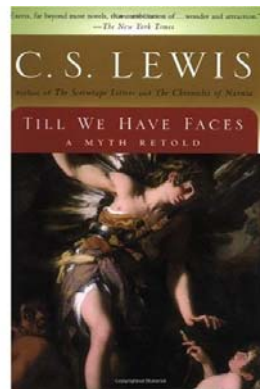
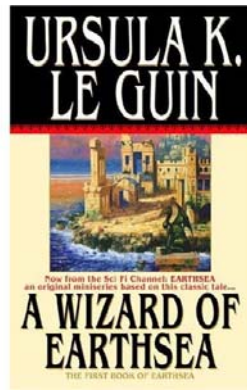
See detailed description of the assignments on the accompanying pages.

# Highland High School Incoming 9 Honors Academy Summer Reading 2010

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<i>Writing about Literature: A Portable Guide</i> by Janet Gardner	ISBN-13: 978-0312607579
<i>Poetics</i> by Aristotle (Dover Thrift Editions)	ISBN-13: 978-0486295770
<i>Greek Gods and Heroes</i> by Robert Graves	ISBN-13: 978-0440932215
<i>A Wizard of Earthsea</i> by Ursula K. Le Guin	ISBN-13: 978-0553383041
<i>Till We Have Faces</i> by C.S. Lewis	ISBN-13: 978-0156904360
<i>The Iliad</i> by Homer (Fagles, Translator)	ISBN-13: 978-0140275360
<i>The Aeneid of Virgil</i> (Fagles, Translator)	ISBN-13: 978-0143105138
<i>Lavinia</i> by Ursula Le Guin	ISBN-13: 978-0156033688

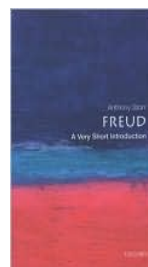
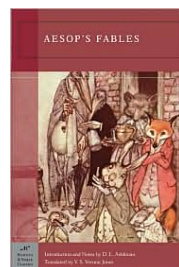
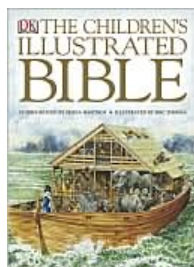
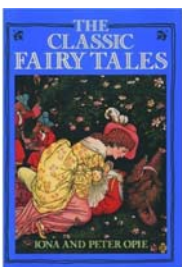
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## Extra Credit Reading Selections

<i>The Classic Fairy Tales</i> by Iona Opie and Peter Opie	ISBN-13: 978-0195202199
DK <i>The Children's Illustrated Bible</i> by Selina Hastings	ISBN-13: 978-0756609351
<i>Aesop's Fables</i> (Barnes & Noble Classics Series)	ISBN-13: 978-1593080624
<i>Freud: A Very Short Introduction</i> by Anthony Storr	ISBN-13: 978-0192854551
<i>Jung: A Very Short Introduction</i> by Anthony Stevens	ISBN-13: 978-0192854582
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## Incoming 9<sup>th</sup> Honors Academy Summer Assignment 2010

While the amount of reading may initially seem intimidating, most of the work will be done once school starts. The *Writing about Literature* text will be used throughout the year, but we will need it in the first couple of weeks when we will read and distill the information from the first two chapters. That book will be a useful reference through 12<sup>th</sup> grade. Aristotle's *Poetics* will be covered in the first few weeks of school in class, so students only need to obtain their personal copy in time for the start of first semester. Only the novels and epic poems will take more personal reading time, but the accompanying assignments for these texts are quick and easy to do, so most of the time will be devoted to actual reading, not busy work. During the summer, plan for:

- Two to Three (2-3) hours for *Greek Gods and Heroes*;
- Six to Eight (6-8) hours for *Till We Have Faces*;
- Twenty to Twenty-five (20-25) hours for *The Iliad*.

Total time to set aside: about 25-30 vacation hours, depending on the speed of one's reading. During the academic year, we will continue to read about a half an hour to an hour a day as part of our ongoing daily English 9 homework. Regular independent reading is essential to developing academic strength and potential. Reading builds vocabulary and writing skills. *Students are discouraged from trying to actually do all the summer work in one week—the brain needs rest and time to reflect on what it has read as well.* Spacing out the reading is the best plan of attack. Otherwise, instead of being a stimulating, thought-provoking experience, it will feel like torture. ☹!

**Part I:** Read the book *Greek Gods and Heroes* by Robert Graves. Outline the information in the first chapter and create a collage or illustrated poster of the Greek pantheon. Make it colorful and dynamic. Be sure to identify the key gods and goddess and their hierarchical relationships to each other. Then, choose one of the stories in the book to make a cartoon or comic book version on 8 ½ by 11 blank paper with individual sequenced panels and dialogue balloons. Place the outline of the first chapter into the **Academic** Vocabulary section of the binder and the comic book in the **Creative Work** section of your English Binder. Since posters will not fit into the binder; hand this part in separately. **Write neatly. No typed papers will be accepted.**

**Part II:** As you read the novel and epic poem, identify one word appearing within each chapter that you feel is significant to the ideas/meaning/theme of that chapter (or book in *The Iliad*). Title your response with that word, then, in 4-5 sentences (about a paragraph), explain the significance of the word you chose in relationship to the chapter or book. Title and then put your collection of words and explanations into the **Literature** section of your English Binder. **Write neatly. No typed papers will be accepted.** Students may want to read up on the "Cupid and Psyche" myth before reading the C.S. Lewis book, and a careful, close reading of the introduction to *The Iliad* will make the poem much easier to read and understand. Students who would like to annotate and outline the information from the introduction of *The Iliad* may earn extra credit for doing so. Place this outline in the **Literature** section of the binder along with the responses.

**Sample: A Wizard of Earthsea, Chapter One: Duny**—*I think that Duny is the most important word in the first chapter because it's the main character's original name from his family. It makes me think of the word "dunce" which means a stupid person. Duny is pretty stupid at the start. His mother died when he was born, his father wasn't very interested in him and his aunt was a strange woman who only minimally took care of him. So he isn't taught much. He has to learn things on his own. But he sheds this name and image at the end of the chapter because he discovers he has special powers, kind of like Harry Potter. It makes sense to start out stupid in the first chapter, because it seems like the character is going to become much smarter as the story progresses.*

**YOUR ENGLISH BINDER (3" Three Ring Notebook) WITH THE COMPLETED SUMMER READING ASSIGNMENT IS DUE 2<sup>ND</sup> DAY OF SCHOOL.**

# English Honors 9 Binder Instructions



Every year in honors English, you will be asked to save, organize and present your ongoing assignments, notes, exams, essays and writer's journal in a binder. The teacher will collect this binder at least once a quarter to check that all of your English assignments are completed, neatly organized and carefully maintained. Neatness and completeness are very important. This binder will count as a significant part of your grade. The English binder will serve as your writing handbook and dictionary of literary and rhetoric terms, as well as to remind you of important concepts and themes in the work we read. This will be an important resource as you prepare for the culminating AP and IB English exams and evaluations in 11<sup>th</sup> and 12<sup>th</sup> grades. Those exams ask you to write about any text you have studied in previous classes, including English 9 and English 10 Honors.

The summer work is to be completed and included in a new binder each fall. The new binder should be reserved exclusively for the work of the upcoming year's assignments and work.

Instructions for making your English 9 binder:

1. Obtain a 2 ½" to 3" 3-ring binder in new condition, with a clear plastic cover.
2. Make a cover that includes your name and grade level. You may also want to personalize the cover, but make sure that your name and grade are clearly legible. Slide this cover in behind the clear plastic cover of the binder. You may also want to make one for the spine.
3. Either purchase or make tabbed section dividers. Label a section for each of the following categories:
  - a. Writer's Journal (please include your notebook here when the Binder is collected)
  - b. Academic Vocabulary
  - c. SAT Vocabulary (SAT Vocabulary Practice Packets and Quizzes)
  - d. Writing (Essays and Writing Assignments/Writing Handouts and Guides)
  - e. Literature (Fiction and Nonfiction Handouts, Assignments, and Activities)
  - f. Mechanics (Sentence Combining/Diagramming and Grammar Activities)
  - g. Creative Projects
4. Purchase a three-hole punched single subject wire-bound notebooks (ideally one for fall and one for spring) to use as your writer's journal. Please do not use the journal for other classes' assignments or notes. You need to carry this journal to school daily for periodic journals. Journals may be collected more frequently than the English binder.
5. Purchase loose leaf three-hole punched notebook paper for class work and writing assignments, including your summer work.
6. As assignments are completed, graded and returned, file them in the appropriate section of your binder.
7. On the days your binder is due to the teacher for scoring, place your journal into the Writer's Journal section of the binder so it is complete.
8. At the end of the year, store your binder somewhere safe at home so that you have it for future reference. You may be asked to present your 9<sup>th</sup> and 10<sup>th</sup> grade binders for review prior to enrolling in the 11<sup>th</sup> grade AP course, particularly if space is limited.

## 9 Honors English Curriculum: 2010-2011

Below is a general list of the texts we will be studying to learn about literature and culture in order to prepare students for identifying patterns and symbols in their literature courses. In an ideal world, each student would have their own personal copy of each book so that he or she could annotate and mark up the text with their own notes and comments as we read and study. By keeping their own copies, students can build a library that they will be able to reference from year to year, and ultimately go back to when they are preparing for the AP and/or IB literature exams in grades 11 and 12. HHS stocks many of the titles, and during the last few years, we have managed to purchase a number of the new works listed below, but due to budget issues we do not have them all. All of these texts are very important and so that is why we ask parents to supply those texts we do not yet own. All of these works should also be available through the public library systems in Palmdale and Lancaster, and a few are available free online through Google books or the Gutenberg Project. The county library in Lancaster can usually get a book from another library in the county if they don't have a local one, but that can take time, so advance requests are recommended.

Fall Semester-1<sup>st</sup> Quarter: The Greek World/Western Myths and Traditions

- Aristotle's *Poetics*
- C. S. Lewis's *Till We Have Faces*
- Homer's *The Iliad* and *The Odyssey* (Fagles translations)
- Aeschylus's *Agamemnon*
- Sophocles's *Oedipus Rex* and *Antigone*
- Euripides's *Medea*
- *Nickel and Dimed*

Fall Semester—2<sup>nd</sup> Quarter: Western/Religious Thought and Universal Symbols

- Ursula Le Guin's *Wizard of Earthsea*
- Rudolpho Anaya's *Bless Me, Ultima*
- Selections, *Genesis, Exodus*
- William Golding's *Lord of the Flies*
- Harper Lee's *To Kill a Mockingbird*

Spring Semester—3<sup>rd</sup> Quarter: Searching for Paradise in the West

- Selected Fairy Tales of Northern Europe
- Poetry Unit, Selected works
- Sandra Cisneros's *House on Mango Street*
- *The Aeneid* by Virgil
- *Lavinia* by Ursula Le Guin
- Charles Dicken's *Great Expectations*
- Shakespeare's *Romeo and Juliet* and *A Midsummer Night's Dream*

Spring Semester—4<sup>th</sup> Quarter: World Lit Focus: African Literature

- Dante's *The Inferno* (Pinsky translation)
- Selections from Ovid's *Metamorphoses* (Mandelbaum translation)
- Titsi Dangarembga's *Nervous Conditions*
- Chinua Achebe's *Things Fall Apart*
- Athol Fugard's *Master Harold and the boys...*
- *Fast Food Nation*