

June 2011

Dear Parent and **Honors English Junior**:

Welcome to the challenge of your junior year of high school! The primary goal of the Honors English 11 course at Stillwater Christian School is to develop your rhetorical abilities as a reader and writer. This class is a stepping stone to the senior AP English class. As seniors, the AP English Literature students are required to take the AP exam in May and may be awarded college credit for high test scores. I usually invite some of the juniors to take the English Language exam at the end of their junior year as well. The advantages of these classes go beyond test scores, however; the level of skill cultivated will be a life-long asset.

Honors English 11 is both demanding and intellectually stimulating. It requires your best effort consistently and emphasizes your developing independence of thought and mature habits of critical thinking. Classroom discussion and active participation are vital means of testing your ideas. Written assignments, short-term and long-term and timed and untimed, will be an important and frequent feature of the course.

Warning! If you imagine your junior year to be one major social event; if you can't stand to write; or if you break out in hives when you hear the words, "homework," "essay," "study," or "reading," you should probably not register for Honors English 11. Many of my students with high AP exam scores find their college freshman English courses waived; please assume, therefore, that this college-equivalent class will require hard work at logical and attractive presentation with words.

As your teacher, I hope that you will accept the challenge of Honors English 11 and give the class your best effort. In addition to class time, I will be available to help you after school or by appointment.

On the back of this page please find the guidelines that you will need to get started on the first Honors English 11 challenge: **SUMMER READING!** The junior year covers the late modern period of literature in our humanities curriculum, and our rhetorical focus is non-fiction work. The school office has copies of the books needed; but if you would like to begin a personal collection of classics, you are welcome to buy your own copies and then begin making notes in your purchased books. Hint: Start early in the summer—you'll get more out of your reading if you're not rushed. I wish you well!

Sincerely,

Mrs. Wilson
SCS English Department

HONORS ENGLISH 11 SUMMER READING

Stillwater Christian School

Summer 2011

1. * Read *The Old Man and The Sea* by Ernest Hemingway.
* Complete the attached chart, noting whether to do the requested research **before or during** your reading of this little book.
* Complete a Reading Record Card.
* Be prepared for activities involving this work when school begins in the fall.
(Copies of *The Old Man and The Sea* are available in the high school office for checkout.)

2. * Read *Flags of Our Fathers: Heroes of Iwo Jima* by James Bradley.
* Complete the attached chart while reading the book.
* Complete a Reading Record Card.
* Be prepared for activities involving this work when school begins in the fall.
(Copies of *Flags of Our Fathers* are available in the high school office for checkout.)

3. * Read *The Great Escape* by Paul Brickhill.
* Begin a reading journal (free one provided in the office) for this book.
For each of the 26 sections (including the introduction, forward, prelude, chap 1-22, aftermath) enter:
 - ✓ A “catchy” or especially well-worded sentence
 - ✓ A question or prediction
 - ✓ An insight into WWII—something you didn’t realize before
 - ✓ German word with definition
 - ✓ English word with definition (if possible one you didn’t know before)
 - ✓ Comment on any character

- * Complete a Reading Record Card.

4. * For seven (preferably consecutive) days, visit one or more of the following websites and read any of the featured articles that pique your interest. <http://hotair.com/> <http://www.worldnetdaily.com/>
<http://www.askheritage.org/> (Question Archive, or Previous Questions)
Then, in your journal,
 - Cite the author, date, and title of the article (in that order would be fine)
 - State the major argument or purpose of the article in one sentence
 - Summarize the article in three to five sentences
 - Give your personal reasoned response—not just: “That’s stupid!” or “I agree!”but a **reasoned** response of three to five sentences

READING RECORD CARDS

On the first day of school in the fall you will submit a 5 x 8 card for each of the two required summer reading selections. The format for each card is:

- ✓ Title and Author
- ✓ Date of original publication
- ✓ Setting: time and place
- ✓ Plot synopsis including the ending: ten to eighteen sentences
- ✓ Characters: brief description of each (identify the main antagonist & protagonist)
- ✓ Personal response to the content and style of the book: five to seven sentences
(Don’t just say, “I liked it,” or “I didn’t like it.” Tell why . . .)
(NOTE: Do not use more than one card—front and back OK if needed—for each work.)

BEFORE reading *The Old Man and the Sea*, fill out this section:

Ernest Hemingway	Joe DiMaggio
<p>Read the plot summary and biographical information on the back of <i>The Old Man and the Sea</i> book. What does that say about:</p> <p>His classic themes:</p> <p>His style:</p> <p>His death:</p>	<p>Visit the www.joedimaggio.com website and read the section called “The Life Story.” Comment on:</p> <p>Family:</p> <p>Character:</p>
<p>Check out <u>Conservapedia</u>’s brief article on “Ernest Hemingway.” What additional information do you learn, that isn’t on the back of <i>The Old Man and the Sea</i> book, about:</p> <p>His characters:</p> <p>His style:</p> <p>His death:</p>	<p>Career:</p> <p>Marriage:</p>

AS you read *The Old Man and the Sea*, fill out the section below:

Ernest Hemingway	Joe DiMaggio
<p>Give examples of Hemingway’s short sentences:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>	<p>Give sentences where DiMaggio is mentioned:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p>

FLAGS OF OUR FATHERS

by James Bradley

Record comments on the men and World War II in general: the interesting or the important . . .

John Bradley	Rene Gagnon	Harlon Block
Franklin Sousley	Mike Strank	Ira Hayes
World War II		