

# **Monson High School**



**Pre-Course Reading for  
English, Social Studies, and  
Science**

**2010-2011**

# English Department

## English 9/English 9 Honors

**Books:** *Speak* by Laurie Halse Anderson (**all students**)  
*The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie  
(**Honors 9 students only**)

**Directions:** Please answer all questions. Write your answers on a separate piece of paper and attach that sheet to this one.

English 9 students will complete this assignment for *Speak*

English 9 Honors students will complete this assignment for both *Speak* and *The Absolutely True Diary of a Part-Time Indian*.

1. Cite a memorable passage of no more than thirty words or three sentences from the book. Copy the passage word for word. Explain why you have chosen this passage from the book.
2. Describe your first impressions of one character or event that you find interesting. Give at least three items of information in the text that generates this impression.
3. Identify the cause(s) of a significant change in one character and describe the results of that change. This change may be the consequence of a choice, a realization about life, a conflict of some kind that has to be resolved, a display of some outstanding trait like courage, or even the result of an action or event that occurs during the story.
4. Respond to each of the following questions:
  - What discovery did you make as a result of reading this book?
  - How has the book changed your thinking or feeling?
  - Has this book affirmed or challenged your opinions or view of life?
5. Please give at least one positive comment about the book:
6. Please give at least one criticism of the book:
7. Overall, I give this book thumbs up or thumbs down because .....

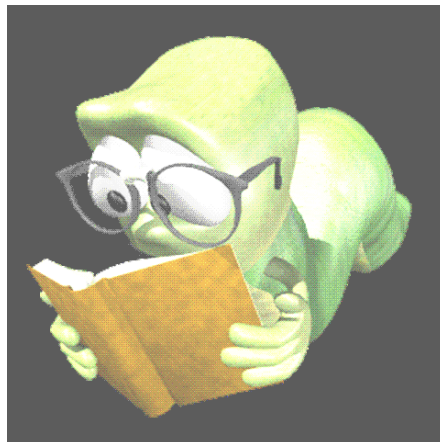


# English 10 and English 10 Honors

**Books:** *A Separate Peace* by John Knowles (all students)  
*Crank* by Helen Hopkins (English 10 Honors students only)

**Directions:** Choose two (2) of the following. Write your answers on a separate piece of paper and attach that sheet to this one.

1. Write a letter to the author expressing your opinion of the book. Include references to specific characters, events and ideas (300 words minimum).
2. Draw pictures of the most important moments in the book. Include a well-developed paragraph on each, explaining why they are such vital scenes.
3. Write a poem about the work's major theme, then write a paragraph in which you explain the theme and how it is reflected in the poem (20 line minimum)
4. Compare a character or situation in the book to someone you know or something you have experienced (300 words minimum).
5. Write an interview with one of the characters that reveals an understanding of the character and the book's conflicts or themes (300 words minimum).
6. Predict what you think would happen if there was a sequel to the book (300 words minimum).
7. Compare and contrast your book to another book, movie, or an article of a similar subject (300 words minimum).
8. Choose three songs that relate to your book. Copy the lyrics and write a fully-developed paragraph on each explaining how each relates to the book (300 words total).
9. Write three journal entries as if you are one of the main characters. Demonstrate an understanding of the characters, their conflicts, and the story. (300 words total).
10. Create a jacket cover for your book. It should include attractive artwork, a reflection of the book's subject and a summary of the book.



# English 11

## **Book: The Green Mile by Steven King**

**Directions:** Choose **one** of the following topics to compose an essay for your pre-course reading assessment. Each essay must be typed and at least five paragraphs long. This 400 minimum word essay must be submitted to your teacher on the first day of class.

**Topic One:** Choose three scenes or chapters from the book that you find important to the theme of the novel and discuss their importance to the overall plot.

**Topic Two:** Choose three characters from the novel other than the main protagonist. Discuss how these characters relate to the main character, either as antagonists or other. How do these characters help the author realize and understand the theme of the work.

**Topic Three:** Often in literature, a character struggles against powerful forces or obstacles, and these struggles have a significant effect on the character. Select a character and explain how these struggles have a significant effect on the character.

**Topic Four:** In literature, as in life, people struggle with principles or beliefs they hold. Select a character who has to struggle and explain how that character's inner struggles are important to that book.

**Topic Five:** Heroism can mean different things to different people and literature is full of characters who may be considered heroic. Select a character who, in your opinion, is heroic. Identify the character and explain why he or she is heroic.

**Topic Six:** In literature as in life, characters often learn something about honesty. Select a character who has learned something about honest and explain why that learning is important to understanding the theme of that work.

**Topic Seven:** In literature, as in life, conflicts can be resolved in unexpected ways. Identify a conflict in the work you've read that ends unexpectedly. Describe the conflict and explain why this resolution was unexpected.

**Topic Eight:** The difference between what one expects will happen and what actually happens is often an important part of literature. Select a situation in which there is a difference between what is expected and what actually happens. Explain the situation and tell why it is important to the work you have chosen.

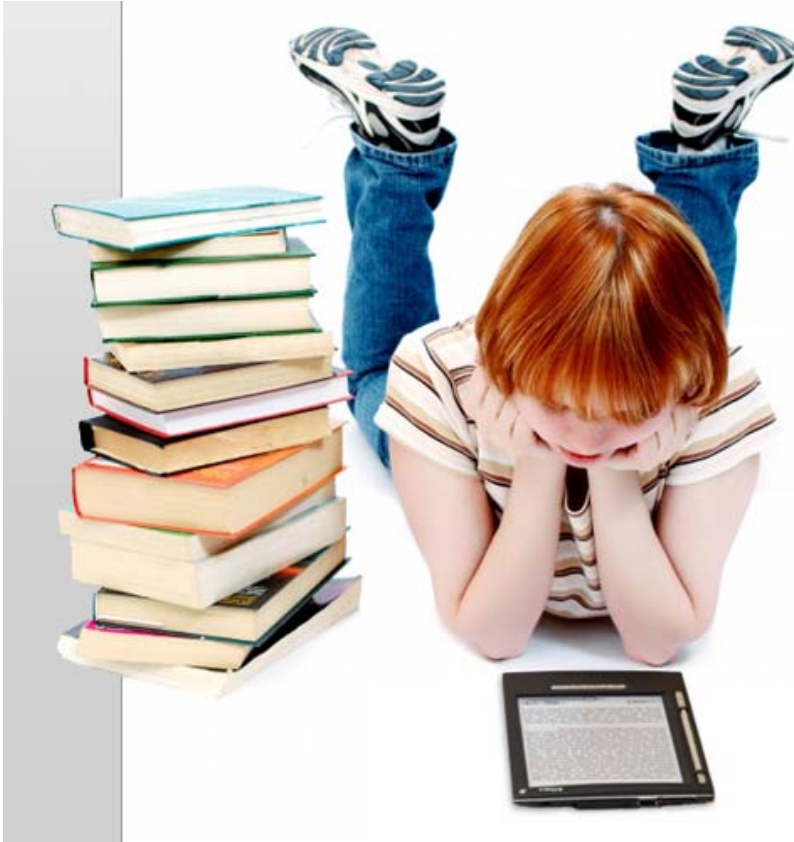
**Topic Nine:** In literature, as in life, people make choices and then must live with the consequences of those choices. Select a character that has made such as choice and explain what happens as a result of it. How does it change the character and the world in which he/she lives?

**Topic Ten:** Often in literature, characters have goals that motivate them. Select a character who has a goal that motivates him/her and show how the character's attempts at reaching that goal are important to the book.

### **A satisfactory essay meets the following criteria:**

1. The essay has a minimum of five coherent paragraphs.
2. The essay is free from grammatical, structural and spelling errors.

3. The essay contains specific references to the text.
4. The essay has an introduction, main body and conclusion with a well-developed thesis statement and topic sentences.
5. The essay shows an understanding for the themes and conflicts included in the novel.



# Honors English Language and Composition

## Honors English Literature and Composition

### Advanced Placement English Literature

**Books:** *The Things They Carried* by Tim O'Brien (Honors Language)  
*One Flew Over the Cuckoo's Nest* by Ken Kesey (Honors Language)

*The Awakening* by Kate Chopin (Honors Literature)  
*The Grapes of Wrath* by John Steinbeck (Honors Literature)

*The Toughest Indian in the World* by Sherman Alexie (A.P. Lit.)  
*An American Tragedy* by Theodore Dreiser (A.P. Literature)

**Please read the following quotes:**

*Every true man, sir, who is a little above the level of the beasts and plants does not live for the sake of living without knowing how to live; but he lives so as to give meaning and a value to his own life.*

Luigi Pirandello, Italian author, playwright

*Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage  
And then is heard no more. It is a tale  
Told by an idiot, full of sound and fury;  
Signifying nothing.*

William Shakespeare, English dramatist, poet  
*Macbeth* V.v.27-31

*To live is the rarest thing in the world. Most people exist, that is all.*

Oscar Wilde, Anglo-Irish playwright

**Assignment:** Ponder the meaning of each quote, and then give consideration to the characters depicted in the book(s) you've read. Compose **two essays** of a minimum of 400 words (typed and double-spaced) each to respond to two of the following options (one option for each book).

**Option One:** Do any of these characters demonstrate a commitment to creating "meaning and value" to their lives? If so, plan and write an essay in which you identify the character of person and explain how he or she gives meaning and value to life.

**Option Two:** If you would prefer, write about a character of person who merely "exists". Defend your supposition that he or she exists rather than "lives".

**Option Three:** If the book you read left the impression that life is, as Macbeth suggests, meaningless, explain how the writer conveyed that message.

Regardless of which topic you choose, you should express your controlling idea in a thesis statement, support it with no fewer than four key details from the text, and write a conclusion. Be sure to provide the title and author.

## English 12

**Book:** *The Curious Incident of the Dog in the Night-Time* by Mark Haddon

**Directions:** Answer **each** of the following questions by relating information taken from the text of the pre-course reading book that you've read for the course.

1. Who is the speaker/narrator? How do you know?
2. What is the narrator's attitude toward the matter that he or she is relating?
3. What does the writer think of the speaker? How do you know?
4. Does the main character (protagonist) undergo any change or growth? Do other characters? How do you know?
5. What is the effect of the way the work begins? Or the way it ends?
6. What are the principal recurring elements in the work?
7. What kind of world (setting, society, cosmos) is portrayed or implied in the work. How do you know?
8. How does the work resemble other works you've read? How does it significantly differ?
9. How is the way the work is written related to what it is written about? How did the language, imagery, diction, and metaphorical language help you understand the work?
10. What discovery did you make as a result of reading this book?
11. How has the book changed your thinking or feelings?
12. Has this book affirmed or challenged your opinions or view of life?



# Social Studies

## Honors U.S. History I

**Books:**     ***Founding Mothers* by Cokie Roberts**  
                  ***Founding Brothers* by Joseph Ellis**  
                  ***Uncle Tom’s Cabin* by Harriet Beecher Stowe** **Books:**

**Choose one of the above books.**

The primary goal of this project is to bring historical characters to life through letters and conversations. It is important that you include any information you have gleaned about your characters and not just what you have read in you chosen book.

After having carefully read your chosen book, you are to write a 4 to 5 page paper focusing on two of the major figures focused on in a chapter of the book.

You may choose from the following topics or propose a topic of your own. The paper is due .

### ***Founding Brothers***

- Based upon the chapter titled “The Duel” invent a conversation between Aaron Burr and Alexander Hamilton which clearly illustrates the differences of opinion between them over the future direction of the United States.
- Based upon the chapter titled “The Dinner” invent a dialog or series of dialogs between **any 2** participants in the dinner (James Madison, Thomas Jefferson, Alexander Hamilton). Your conversation may take place during the time leading up to the dinner or the time period after the dinner meeting.
- Based upon the chapter titled “The Collaborators” write an exchange of letters between Abigail and John Adams discussing Jefferson’s election and whether to attend his inauguration.

### ***Founding Mothers***

- Based upon the chapter titled “Still More War and Home-front Activism” invent a dialog between Esther Reed and George Washington about the distribution of the money raised for the troops.
- Based upon the chapter titled “War and a Nascent Nation” Write an exchange of letters between Abigail and John Adams regarding conditions on the home-front.
- Based upon the section of chapter 3 titled “At Camp with the General’s Wives” write an exchange of letters between Martha Washington and Mercy Warren discussing the situation in the camp.

**The following are some guidelines for this project**

## Do's and Don'ts for Pre-course Reading Paper

### Do's

- DO write your paper in the language found in the primary source excerpts throughout the book
- DO bring each character to life by making his/her personality and character shine through.
- DO make each character act or speak out his/her position in lively encounters.
- DO incorporate others from the "Revolutionary Generation" to add meaning to your story.
- DO invent and incorporate fictional characters when necessary to keep your story interesting.
- DO invent plausible fictional encounters when necessary to keep your story interesting.

### Don't's

- DON'T sacrifice interest to achieve 100% historical accuracy.
- DON'T tell about what a character is thinking.
- DON'T invent fictional characters when actual historical figures are readily available.
- DON'T invent fictional encounters when actual events are equally interesting.



Monica Reading by Anne Belov c.a.2000

## Honors U.S. History II

**Books:** *The Things They Carried* by Tim O'Brien  
*The Jungle* by Upton Sinclair

History can be encountered from many different avenues. One of the best ways to learn history is to talk to those who lived through it. Thus begins your endeavor into oral history. More than thirty years have passed since the end of the Vietnam Era. Each of you has read *The Things They Carried* by Tim O'Brien, who although a veteran, writes about Vietnam from a historical fiction point of view. He has done an excellent job of getting into the psychological aspects of the Vietnam era; your job is to put a true face on the Vietnam experience in America. Remember a veteran is only a small part of the Vietnam experience; there were students, homemakers, families of the military, ordinary citizens who experienced Vietnam in different ways. You will need to find someone who was at least sixteen years old in 1968. Vietnam can still be a sensitive issue with some people; please use common sense and courtesy when approaching a likely interviewee. Do not pressure the person to answer your questions and be prepared with back up and follow up questions.

Your goal is to interview an individual to get the feeling of the mid 1960's and the early 1970's about Vietnam. Consider the history that you know about Vietnam and the information that you have read about this time period to create a minimum of **ten quality questions** about feelings, perspectives, knowledge, and experiences related to this time period.

### Things to consider:

- Perspective on the war in 1965-1975; Perspective on the war today;
- Reasons opinions were formed - news media, knew someone who went to Vietnam,
- Reading, more education, music, etc;
- Views of the death, destruction, etc. - since this war was graphically displayed on television;
- Views on the protests toward the war
- You are seeking a deeper meaning to the time period than what you read in a text book.

### You will need to follow the following format:

#### I. Information

- Name of person
- Relationship to the person - if any
- Occupation then
- Occupation now
- Actual "involvement" in Vietnam - for example: in the military, wife, husband,
- Parent, relative of one on active duty, supporter of the Vietnam Conflict, opponent of the
- Vietnam Conflict, politician, student, housewife, observer, etc.
- Age in 1968

## **II. Interview**

Q1: Type the question

A1: Type the answer here in quotation marks

## **III. Comparison and Assessment**

You are to make a comparison between the information you have gathered and the accounts presented in the novel. Once you have completed the questions you will also need to include a written assessment and analysis of your experience. You will include your reaction, but go deeper to investigate the feelings of the interviewee and the interviewer (you).

## **IV. Bibliography in proper format:**

Name of Interviewee (last, first). Interviewed by (Your Name). 2 February 2008.  
List Contact Information

Example:

Jones, Tammy. Interviewed by John Smith. 4 April 2005.

Tammy Jones

Anywhere, MA

tjones@weatherfordisd.com

817.598.2858 ext. 5193

Also include any other sources of information used in your paper.



# Advanced Placement Government

## I. AP Govt. Summer Reading Reflections

- A) You are responsible for reading John Grisham's only work of non-fiction, ***The Innocent Man* (2006)**.
- B) Please be prepared to share the following during the first week or two of the course:
  - 1) Please prepare a 3-5 page written summary of the events surrounding the near execution of an innocent person in Oklahoma
  - 2) Offer a vivid evaluation of Grisham's effort. Did you find his propaganda effective? Why or why not? Do you share or oppose his views on Capital Punishment? This reflection should be 3-5 pages.
  - 3) Please use 12-font and double-space your work



# Science

## Honors Chemistry II

### Book Report-Fiction

#### Books: Choose one of the following books:

- *Acceptable Risk* by Robin Cook
- *Chromosome 6* by Robin Cook
- *Contagion* by Robin Cook
- *Seizure* by Robin Cook
- *Shock* by Robin Cook
- *Toxin* by Robin Cook
- *Vector* by Robin Cook
- *Marker* by Robin Cook
- *Critical* by Robin Cook
- *Foreign Body* by Robin Cook
- *Harmful Intent* by Robin Cook
- *Blindsight* by Robin Cook
- *Angels and Demons* by Dan Brown
- *Timeline* by Michael Crichton
- *Neanderthal* by John Darnton
- *Natural Selection* by Dave Freedman
- *Relic* by Douglas Preston

The book report will count as 2 test grades and consist of 2 parts. The first part will be the writing of the report following the format below. The second part will be conducted in the library. You will pretend you are the author of the book at a book signing event that will take place at MHS library. Faculty/community members will be invited to come and discuss your book with you. You will also need a poster display to catch the attention of your visitors. It must follow the format described below in part II. You will be graded using the attached rubric.

#### Part I The Written Report

1. Title (underline)
2. Author
3. Setting – Discuss the following aspects.
  - a. Approximate time when the action occurred.
  - b. The name of the specific place (country, region) and a brief description of the place where the action occurred.
  - c. Any historical events or movements that affected the characters or the action.
  - d. Any particular atmosphere or conflict-physical condition (war, peace, depression, poverty, extremes of weather, remoteness of place, savage or wild surroundings, etc.) which influenced the character or plot.
4. If the story took place in a time other than the present or in a different country or part of the country other than our own, what did reading it add to your general knowledge of other times and /or places? Be specific. For example, don't say, "I learned how people lived in the middle ages." Say, "I learned something about the feudal system, the great social distinctions between knights and peasants, the tournaments, etc." and give specific examples from the novel.
5. **Characters – Write a character description on one principal character.**

- a. State briefly what the character is like.
  - b. Whether or not (s)he changes during the progress of the novel and how and why.
  - c. What obstacles, if any, (s)he has to overcome.
  - d. What sacrifices (s)he has to make.
  - e. What influences (s)he may have had on other characters. Be specific.
6. **Plot** – In every plot there is a conflict of some sort – man against man, against nature, against the restrictions of a particular society, against his conscience, etc. What was the principle conflict and how was it resolved? Be specific. Explain the underlying ethical question the author wants the reader to think about. This may take some contemplating and is not always obvious!
  7. **Style** – Describe any outstanding features of the author’s style – the point of view, language, use of language, use of dialogue, suspense, ability to operate and maintain a particular atmosphere, use of such devices as foreshadowing, flashback, etc. Refer to specific examples from the story.
  8. **Theme** – In a novel an author presents his observations about life, people, society, etc. Hopefully through these observations the reader will learn more about his world, others, and himself. State some of the author’s observations and explain whether or not they are worthy of your attention.
  9. **Reflection/ Recommendation** – Do you recommend this book to others? Why or why not? What did you personally learn or have cause to ponder from reading this novel?

## Part II Book Signing Event

1. Your new book has just hit the market. You need to create a display that is “eye catching” as you will be competing for attention for potential customers to buy your book against other authors that will also be at the signing. Be creative, informative, and effective. You want it to be that after seeing your display, everyone would want to purchase and read this book. Your poster should give an indication of the type of book with little pieces of information about the book. Refer to the book report grading sheet for more details.
2. On the day of the book signing event you must be ready to discuss your book. There will be some there who have read the book and will want to discuss your take on certain events or themes and others who will want to know about your book and if it is something they would want to read. Customers will take a survey to evaluate how likely they would be to buy your book given the information you have presented to them.



## Honors Chemistry II Book Report Rubric

Name: \_\_\_\_\_ Book \_\_\_\_\_

Component	Total Point worth	Point Breakdown				Your points
<b>Part I</b>	<b>73</b>					
<b>Title</b>	<b>1 point</b>	<b>1 point</b> Has title underlined	<b>0 point</b> No underlined title			
<b>Author</b>	<b>1 point</b>	<b>1 point</b> Name of author is included	<b>0 point</b> Author is not listed			
<b>Setting</b>	<b>8 points</b>	<b>8 points</b> All areas covered in detail	<b>6 points</b> All areas covered, most in detail	<b>4 points</b> Minor omissions, detail lacking in some areas	<b>2 points</b> Major omissions, detail lacking	
<b>Character</b>	<b>10 points</b>	<b>10 points</b> All areas covered in detail	<b>8 points</b> All areas covered, most in detail	<b>6 points</b> Minor omissions, detail lacking in some areas	<b>4 points</b> Major omissions, detail lacking	
<b>Plot</b>	<b>20 points</b>	<b>20 points</b> Ethical question is thoroughly understood and explain using references from the novel	<b>15 points</b> Ethical question is understood and explained with references from the novel	<b>10 points</b> Ethical question is understood to a limited extent but few or no references are made	<b>5 points</b> Ethical question was missed	
<b>Style</b>	<b>8 points</b>	<b>8 points</b> Style was correctly identified and thoroughly explained including many references to novel	<b>6 points</b> Style was correctly identified and explained with some references to the novel	<b>4 points</b> Style was identified with limited or no references to the novel	<b>2 points</b> Style was not correctly identified. Limited or no references were included	
<b>Theme</b>	<b>15 points</b>	<b>15 points</b> Theme is correctly identified, explained, and applied in great detail	<b>12 points</b> Theme is correctly identified and explained in detail	<b>9 points</b> Theme is correctly identified but is lacking in detail examples	<b>6 points</b> Lacks understanding of the major theme and is lacking in detail	
<b>Reflection/recommendation</b>	<b>10 points</b>	<b>10 points</b> Recommendation is thoroughly backed using examples from novels	<b>8 points</b> Recommendation is backed by examples from novel	<b>6 points</b> Recommendation is opinion based only with few references to novel	<b>4 points</b> Recommendation is opinion based with no references	
<b>Part II</b>	<b>27</b>					
<b>Poster/display</b>	<b>13 points</b>	<b>The points for the poster/display will be allotted in the following manner</b> Title/Author = 1 point Graphics = 5 points Descriptive words = 4 points Eye appeal/creativity = 3 points				
<b>Discussion</b>	<b>14 points</b>	<b>14 points</b> Thorough understanding of the book including theme, plot, and ethical question was evident from discussion questions	<b>11 points</b> Understanding of the book including theme, plot, and ethical question was evident through discussion questions	<b>8 points</b> General understanding of the main theme and plot was evident through discussion questions	<b>5 points</b> Little understanding of the major theme and plot was evident through discussion questions	
<b>Comments</b>	<b>100</b>					<b>Total score</b>

