All students who have enrolled in Honors English for the 2019-2020 academic year are required to complete the summer reading/writing program.

Part I.

All incoming 9 Honors students are required to read the award winning novel and 2018 Read Across Rhode Island choice, *The Hate U Give* by Angie Thomas.

Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed.

Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil’s name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr.

But what Starr does—or does not—say could upend her community. It could also endanger her life.

As you read your selection, pull **two** passages that illustrate each of the following and explain why you connected that passage to the term in three to four sentences. (You should have **8** passages total.)

Definitions are provided as a refresher.

- **Characterization**- in literature refers the step-by-step process wherein an author introduces and then describes a character. The character can be described directly by the author or indirectly through the actions, thoughts, and speech of the character.

- **Conflict**- used for expressing a resistance the protagonist of the story finds in achieving his aims or dreams. The conflict is a discord that can have external aggressors or can even arise from within the self. It can occur when the subject is battling his inner discord, at odds with his surroundings or it may be pitted against others in the story.

- **Full Statement Theme**- the lesson of the story. Remember that theme is not one word like “love” but rather a statement like “Love conquers all obstacles.”

- **Imagery**- wherein the author uses words and phrases to create “mental images” for the reader. Imagery helps the reader to visualize more realistically the author’s writings. The usage of
metaphors, allusions, descriptive words and similes amongst other literary forms in order to “tickle” and awaken the readers’ sensory perceptions is referred to as imagery. Imagery is not limited to only visual sensations, but also refers to igniting kinesthetic, olfactory, tactile, gustatory, and auditory sensations as well.

Passages, along with the 3-4 sentence analysis of each passage, should be typed. The passages you choose should have the correct in-text citation after your quotation: author’s last name and pg # with a period after the parenthesis. An example would be: "..." (Thomas 51).

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Part II.

This year, grade 9 honors level students are required to participate in the 10th Annual New York Times Summer Reading Contest. The purpose of this contest is "...helping students become more aware of the world and their place in it, learning how to navigate sophisticated nonfiction, and practicing writing for a real audience - we also just hope that students will realize that reading a newspaper can be fun.” This contest runs from June 14 to August 23. Students will be required to submit two entries that can be confirmed through a printed out email from the New York Times. Students have the option of picking any article published on NYTimes.com and answering the question posed weekly, “What interested you most in The Times this week? Why?” Attached is more information regarding the contest rules and there are also frequently asked questions (and answers) on the website that you can easily access if you google the contest title. I also suggest you read through the contest page, as there are links to previous winners and responses that might help generate ideas for your own response.


Typically there is a five article per month limit on the New York Times website, however, if students use articles linked through The Learning Network Posts, a division of NYtimes.com, there will be 25 recent articles linked for students to access and choose from.

https://www.nytimes.com/section/learning

When submitting a response, please be sure to check the box that asks if you would like to be be emailed. Print your emails to submit to confirm that you have completed this assignment.

Each student will turn in the literary response assignment by Friday, August 16, 2019, by 2pm to my Google Classroom, and bring the confirmation emails from your two submissions to New York Times contest the first day of school.

If there are any problems, please feel free to email me at sgray@tivertonschools.org.

Summer work Google Classroom code: fsj3ec5