

# English Department Summer Reading

## Upper School

### 9<sup>th</sup> Grade – Mrs. Dial

- **English I:** *Of Mice and Men* by John Steinbeck
  - **Assignment:** Cell Phone Activity (see handout)
- **English I Honors:** *Of Mice and Men* by John Steinbeck
  - **Assignment:** Character Sketch (see handout)

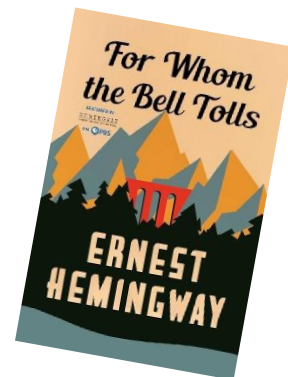
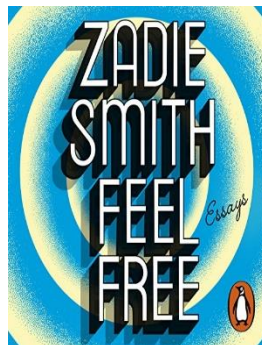
### 10<sup>th</sup> Grade – Mr. Holtzman

- **English II Honors:** *Feel Free* by Zadie Smith
- **Assignment:** See attached directions. Mr. Holtzman will also reach out to students via their OHS email over the course of the summer.

### 11<sup>th</sup> Grade – Mr. Campbell

- **AP Literature and Composition:** Students will read Ernest Hemingway's *For Whom the Bell Tolls* before AP English Literature begins in August. It would be a good idea for students to annotate their texts and take summary notes on the novel since they will have summer reading assignments when school starts. Mr. Campbell also recommends reading up on the historical context of the Spanish Civil War online; here is a useful resource, to that effect: <https://www.britannica.com/event/Spanish-Civil-War> Please email him at [scampbell@oakhall.org](mailto:scampbell@oakhall.org) if you have any questions.
- **English III Honors:** Students will CHOOSE ONE of the following American literature works:
  - My Antonia* by Willa Cather
  - Native Son* by Richard Wright
  - A Farewell to Arms* by Ernest Hemingway

It would be a good idea for students to annotate their texts and take summary notes on the novel since they will have summer reading assignments when school starts. Please email Mr. Campbell at [scampbell@oakhall.org](mailto:scampbell@oakhall.org) if you have any questions.



## English II Honors – Feel Free Summer Reading Assignment

### Part I:

Read JUST “Northwest London Blues” (about the decline of libraries and “Commons”-type spaces in Smith’s London neighborhood). We will be reading from some of the other selections of Part 1 over the first few weeks.

### Part II:

Read the following: “Generation Why” (about the advent of Facebook), “The House That Hova Built” (about Jay-Z and 90’s NYC rap), “Brother From Another Mother” (about satirists/ skit comedians Key+Peele), and “Dance Lessons for Writers” (about some of the greatest dancers ever, from Gene Kelly to Michale Jackson).

### Part III:

Read the following: “Killing Orson Welles at Midnight” (a constantly-running collage-art film about TIME), “Flaming June” (about college art), “Mark Bradford’s Niagara” (walking versus dancing), and “Getting In and Out” (about the film Get Out & Emmet Till)

### Part IV: JUST “Notes on NW”

### Part V:

- “Life Writing” (about diaries)
- “Man Versus Corpse” (Existential ponderings!)
- “Meeting Justin Bieber!” (about the pop star and his possible issues with the “I-It” perspective)
  - this article is a bit PG-13 at the end, so it’s OPTIONAL if you’d rather not deal with the Biebs’ crudeness to women!
- Finally, if you’d like to get a head start on your assignments for the very beginning of the school year, feel free (pun intended) to write 300 words conducting one of these two reader response tasks:
  - If you, like Smith, ever wrote a diary as a child, reflect upon that process now as a more mature/ changed person, similar to what Smith does.
  - Do you agree with Smith’s critique about how celebrities in general (not just Bieber) tend to lose touch with their fanbase, and the public at large, through the insularity and absurdity of fame? Why or why not?

## English I Honors – Of Mice and Men – Character Sketch

**Directions:** Attached are four character sketches representing four characters from the novel: George, Lennie, Slim, and Curly's Wife. As you read the novel, complete the character sketches for all four characters. You may use the words (descriptors/adjectives) listed at the top of each page. These are just some of the characteristics each character may or may not possess. You need to include direct quotes from the story to support your responses.

## English I College Prep – Of Mice and Men – Cell Phone Activity

**Directions:** Create a cell phone Home Screen for one of the following characters from the novel: George, Lennie, Slim, Curly, Curley's Wife, Candy, or The Boss. Make sure you use complete sentences. Make sure you provide explanations for each section. The songs you choose must have an explanation or reason why you chose it as well.

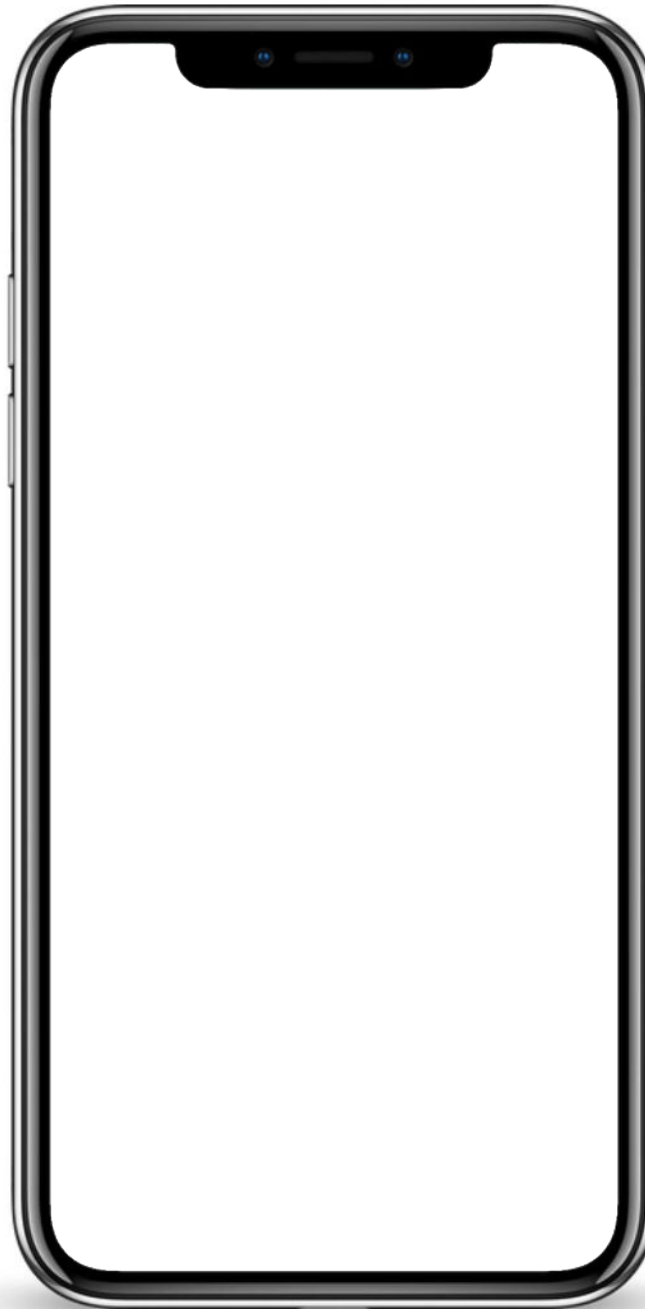
## Whose Phone Is This?

Choose one of the characters and complete the three steps to show what would be on this person's phone. Be sure your answers are written in complete sentences. If you need more room, feel free to continue writing on the back of this sheet.

**1 Wallpaper** - Sketch the character's phone wallpaper with colored pencils. Then, explain why this image choice would appeal to this character.



**2 Email or Text** - This character just received two messages. Thinking back over the reading, explain which other characters just sent messages to this character and the content of each message.



**3 Playlist** - Write three song titles with artists' names that would likely be on this character's playlist. Be sure to explain your reasoning as to why these three songs would appeal to this character.

## Example: Scout Finch from *To Kill a Mockingbird*

### Whose Phone Is This?

Choose one of the characters and complete the three steps to show what would be on this person's phone. Be sure your answers are written in complete sentences. If you need more room, feel free to continue writing on the back of this sheet.

- 1 Wallpaper** - Sketch the character's phone wallpaper with colored pencils. Then, explain why this image choice would appeal to this character.

This was a photo that Jem snapped of Scout and her father when they weren't looking. It's Scout's favorite photo, so she made it her wallpaper and/or screensaver. Scout idolizes her father, Atticus Finch, and this rare moment of tenderness from him reminds her every day that he loves her and will always provide a safe, comforting place when the trials of the world leave her feeling weary.

- 2 Email or Text** - This character just received two messages. Thinking back over the reading, explain which other characters just sent messages to this character and the content of each message.

Scout just received two messages, one from Calpurnia and one from Dill. Calpurnia wants to know where Scout is because she was supposed to be home two hours ago. Dill sent his message to let Scout know that his mom is going to allow him to leave early to vacation at Aunt Rachel's house for the next school holiday. He wants to make sure that Jem and Scout will be there when he arrives.



- 3 Playlist** - Write three song titles with artists' names that would likely be on this character's playlist. Be sure to explain your reasoning as to why these three songs would appeal to this character.

- 1. "Why Can't We Be Friends?" by War**

Scout doesn't understand why different classes of people can't be friends. For example, her failed attempt to befriend Walter Cunningham leaves her perplexed.

- 2. "Just a Girl" by No Doubt**

Scout wants to resist Aunt Alexandra's attempts to feminize her and this anthem of girl power and questioning of traditional gender expectations is fitting for Scout.

- 3. "Waiting on the World to Change" by John Mayer**

In the Jim Crow South of Scout's childhood, it seems like there's little she can do to evoke a positive social change. This, of course, isn't true. One person, we discover, has the power to change the hearts and minds of many people.

NAME \_\_\_\_\_

## Of Mice and Men Characterization Worksheet

affectionate • aggressive • ambitious • anxious • artistic • argumentative • arrogant • assertive • bad-tempered • boring  
bossy • careless • caring • catty • cautious • charismatic • charming • clever • conceited • conscientious • considerate  
courageous • coy • creative • curious • deceitful • dependable • devious • docile • dogmatic domineering • egotistical  
enthusiastic • excitable • extroverted • faithful • fickle • fussy • good-natured gregarious • grumpy • happy-go-lucky  
impulsive • inconsiderate industrious • intelligent • introverted • inventive • irritating • joyful • kind • loud-mouthed • loyal  
manic • manipulative moody • nervous • old-fashioned • opinionated • passive • perfectionist • persuasive • picky  
playful • pleasant • polite pragmatic • quick-tempered • reliable • reserved • rude • scatter-brained • serious • shy  
sincere • sly • sociable • sympathetic • thoughtful • thoughtless • trustworthy • vengeful • volatile • witty

Write the character's name in the center of the page. Choose adjectives that describe him/her on the blank lines. Write supporting details and quotes in the appropriate outer boxes.

### DIRECT CHARACTERIZATION

(adjectives the author uses to describe the character)

### ACTIONS

### THIS CHARACTER'S PHYSICAL APPEARANCE

(indirect characterization)

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### THIS CHARACTER'S DIALOGUE

(indirect characterization)

### OTHER CHARACTERS' REACTIONS

(indirect characterization)

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### THIS CHARACTER'S PRIVATE THOUGHTS

(indirect characterization)

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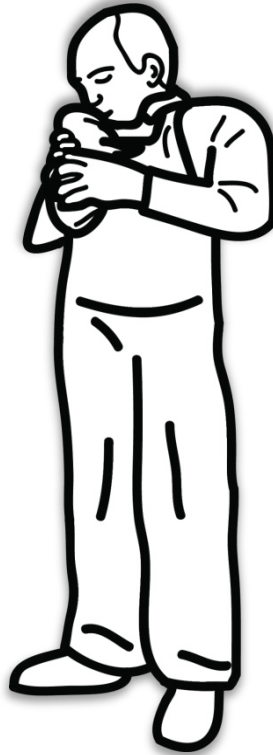
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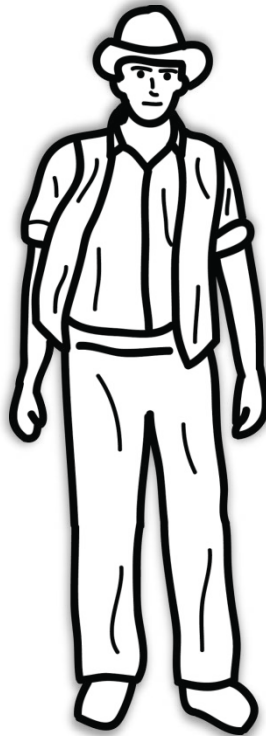
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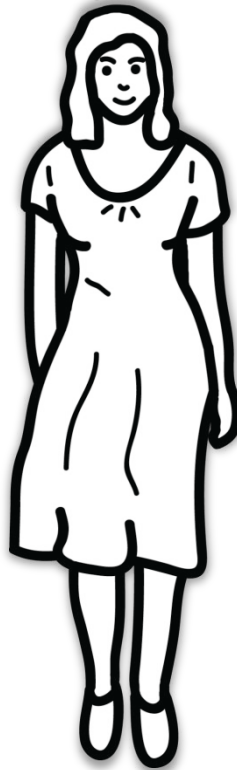
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