

REQUIRED SUMMER READING: 2010

Rising 7th graders: The Pearl by John Steinbeck

Rising 8th graders: The Hiding Place by Corrie ten Boom

Rising 9th graders: Twenty Thousand Leagues under the Sea by Jules Verne

Rising 10th graders: To Kill a Mockingbird by Harper Lee

Rising 11th graders: The Scarlet Letter by Nathaniel Hawthorne **and** The Crucible by Arthur Miller

Rising 12th graders: Great Expectations by Charles Dickens ((Barnes and Noble Classic Series **ISBN-13: 9781593080068**)
and Till We Have Faces by C. S. Lewis (Barnes and Noble Classic Series **ISBN-13: 9780156904360**)

Rising 12th grade A.P.: How to Read Literature Like a Professor by Thomas Foster (**ISBN 9780060009427**)
and Don Quixote by Miguel de Cervantes (Barnes & Noble Classic Series **ISBN-13: 9781593080464**)

Dual Enrollment English Composition 101: Textbooks
The St. Martin's Handbook 2010 (**ISBN 9780312594541**)
Readings for Writers, 13th Edition (**ISBN 0495899496**)

NOTE: Honors classes will receive additional assignments during the first semester.

PLEASE SEE THE FOLLOWING PAGES FOR FURTHER EXPLANATION OF ASSIGNMENTS.

English 7: The Pearl by John Steinbeck

Due Sept. 17: Completely read the novella. Write a well-organized, five-paragraph essay containing the following:

1. Write an introductory paragraph which includes the main conflicts and resolution.
2. State the theme of the novella and expand on the following points:
 - a. Does wealth create happiness?
 - b. Are humans greedy by nature?
 - c. Are the effects of colonialism on native cultures good or bad?
3. Use two Bible verses that relate to the theme of the novella.
4. Evaluate the novella and indicate if you enjoyed the story. Why or why not?
5. Finish with a concluding paragraph.

Please type this essay, double-spaced, and title it “Summer Reading Response.”

English 8: The Hiding Place by Corrie Ten Boom

Due Sept. 17: Completely read the autobiography. Write a well-organized, five-paragraph essay analyzing these aspects of the novel:

1. How did God use Corrie’s experience to minister to others?
2. In what amazing ways did God provide for Corrie throughout the book?
3. Explain the theme that is prevalent in this book and two Bible verses that back up this theme.
4. Is this theme relevant for your life? How?
5. Did you enjoy this book? Why or why not?

Please type this essay, double-spaced, and title it “Summer Reading Response.”

English 9: Twenty Thousand Leagues under the Sea by Jules Verne

Due Sept. 17: Completely read the novel. Write a well-organized, two-page essay (minimum) analyzing these aspects of the novel:

Some critics say that Captain Nemo can be described as a man who defiles God. Give two examples supporting this and two examples disproving this statement. Explain all examples according to scripture. Explain whether you agree or disagree that Captain Nemo defiles God.

Please type this essay, double-spaced, and title it “Summer Reading Response.”

English 10: To Kill a Mockingbird by Harper Lee

Due September 17th: Completely read the novel.

Literary Portfolio: Complete the literary portfolio as directed by the following instructions. Type the portfolio in well-formed paragraphs, using Arial 12 pt. font; double-spaced; with 1 inch margins top, bottom, and sides. Enjoy!!

1. Create a front cover. It must include a graphic or artistic representation of the novel. It must also include the name of the novel and the author.
2. Inside pages:
 - a. Book information: name, author, publisher, copyright date, etc. See the inside pages of the novel for example and information. **Also your name should be on the inside, bottom right hand corner of this page.**

Continued on the next page

- b. Quotation Log: Choose six quotes from the book that are meaningful or symbolic to the story. Create some form of chart to contain the following information: the quote, page number, speaker, and several sentences to tell why the quote is important.
 - c. Collages: Create three different collages – one for each of the main characters of the book (Atticus, Scout, and Jem). Each collage should include pictures that represent the personality, interests, and purpose of the character to the novel. Cover the page as completely as possible, leaving little white space. At the bottom of each page, include a quote or caption that you think best describes each character.
 - d. Diary Entry: Write a diary entry from the point of view (1st person) of one of the three main characters (Atticus, Scout, and Jem), written on the day of the trial. Be sure to include realistic thoughts, feelings, and reactions that she or he would have had that day. This should be one page in length.
 - e. Song Lyric: Find a song from the time period that the novel is set in which reflects the theme of the work. Type out the lyrics of the song. (Extra credit will be given if you include a CD of the song within your portfolio.)
3. Back cover. Your portfolio must be bound with an appropriate back cover to support your work.
 4. Your work will be graded for content, neatness, format, and mechanics (grammar, punctuation, etc.)

NOTE: You will have a test on the novel during the first weeks of school. Be prepared.

English 11: The Scarlet Letter by Nathaniel Hawthorne,

Due Sept. 17: Completely read the novel. Type a two-page paper using Times New Roman 12 pt. font; double-spaced; with 1 inch margins top, bottom, and sides. Answer these questions completely.

1. In the novel are three key “scaffold” scenes which all take place on the raised platform in the midst of the town: chapters 2-3, chapter 12, and chapter 23. For each scene, describe who was there and why, and where the scarlet letter “A” is seen. How does each scene progress the novel’s plot? (3 separate paragraphs)
2. Read these Scriptures: Psalm 32:5, Psalm 51:3, John 8:11, Romans 8:1, Isaiah 43:18-19, I John 1:9. Explain the Biblical view of confession and forgiveness. How does this contrast with what Dimmesdale does in the novel? Does Dimmesdale receive true forgiveness? Does Hester? Explain fully in at least two paragraphs.
*** Assessment will also be in the form of an objective test initially, and an essay test following in-class discussions.

Due Oct. 8: The Crucible by Arthur Miller

Completely read the play. Assessment and discussion will be incorporated into the Colonial Literature unit in class.

12th grade on the next pages

Rising 12th graders: You will read two books this summer. After reading the novel, you must complete the project assigned to each book. You will have quarterly projects during the school year also, so it is best you do not wait until school starts to begin and end these projects or it will interfere with other assignments.

Great Expectations by Charles Dickens (Barnes and Noble Classic Series **ISBN-13: 9781593080068**)

Till We Have Faces by C. S. Lewis (Barnes and Noble Classic Series **ISBN-13: 9780156904360**)

Assignments and Due Dates: Great Expectations -- Due September 10th – (no exceptions)

Choose one of the following:

1. Character Profile. Choose one of the main characters from the book and complete the following on that character:

A. Diary: Write a diary entry for each chapter. Be sure it relates to the events in the book.

- Diary entries should be in first person from the selected character's point of view.
- Entries should include a summary of what happened in the chapter
- Entries should include a personal statement from the character's imagined point of view.

B. Characterization Poster: Create visually appealing poster (at least 8 ½ x 14) that reflects your impression of a major character. Draw, paint, cut out or copy and paste a large, vivid picture that represents how you visualize a major character in the novel. On the back of the poster, tape a two paragraph (5-7 sentences) paper with an explanation of how your poster is relevant to the character and the work. Written portions must be typed and attached to the poster.

OR

2. Storyboard: Complete a series of five drawings that show five of the major events in the plot of the book. Storyboard must be on professional based paper such as tri-fold presentation board, foam board, poster board, etc. Storyboard must have:

- Minimum of five (5) five, maximum of ten (10) story boxes.
- Captions for each drawing to allow illustrations to be understood by those who did not read the book
- Color (either by use of graphics, markers, colored pencils, etc.)
- Neat work -your best work
- On the back of the storyboard, tape a two paragraph (5-7 sentences) explanation of why you chose to create your storyboard in the way you did. Make sure to use evidence and quotes from the text to help support your answers. Paragraphs must be typed and attached.
- HINT: As you read your novel, periodically draw scenes in the squares to create a storyboard that will summarize the events of the novel..

Till We Have Faces -- Due October 8th (no exceptions)

PowerPoint Report

1. Please use Microsoft Office PowerPoint software.
2. Organize your PPR as a slide show of approximately **16 to 20 slides**. Ensure that every slide adds to the viewer's understanding of your report.

3. Items to cover in your PPR:
 - Book information (title, author, etc)
 - Standard story information: summary, theme, characters, supporting ideas, plot, etc.
4. Technical Inclusions:
 - Choose a background and/or design that does not detract from the words
 - Images / Graphics that reflect the book on at least half the slides
 - Font size minimum of 28 points for the text (it is okay to use larger fonts for major headings and titles). Choose fonts carefully, so that their size, color, and features (i.e., italic, bold, etc.) enhance your slides, not interfere.
5. Proof your work for spelling and grammar errors. They detract from your overall grade.
6. When finished, print your PPR with a 4-6 slides per printed page. This must be submitted the day of class presentation.
7. PPR will be presented to the class. A scoring rubric which will be used to grade your PPR on content and presentation.

Note: Be prepared for an objective test to assess your understanding of the novels. Dates for exams will be given during the first week of school.

Rising 12th grade A.P

The purpose of this reading and assignment is not to ruin your summer but to help to improve your reading and comprehension skills to prepare you for what is ahead for you in this class. The more you read, the better prepared you will be for the rigors of AP English Lit. The following books with assignments are required for Summer Reading. Please keep complete records and notes as the assignments will be due during the first week of September.

- Foster, Thomas C. How to Read Literature Like A Professor, Harper, 2006.
- De Cervantes, Miguel. Don Quixote (Barnes & Noble Classic Series ISBN-13: 9781593080464)

Part I: Read the book: How to Read Literature Like A Professor by Foster.

- Complete the assignment handout with writing task for each chapter. Assignment questions follow Part II of this explanation. **This is due September 10: NO EXCEPTIONS.**

Part II: Life is a Quest: “To Dream the Impossible Dream”

This assignment requires you to think about significant words, images, symbols, and ideas from a the chosen work (Don Quixote by Miguel de Cervantes). All parts of the assignment are to be submitted in clear page protectors (one protector for each page) with page protectors placed in a pronged folder.

1. Using a sheet of unlined 8.5” X 11” paper, make a border or collage of images and/or pictures that represent some aspect of the book.

2. On a separate sheet of paper, write the following:
 - Line one – a memorable word from the book (annotate – page numbers, where/incident of use, speaker)
 - Line two – a significant phrase from the book (annotate – page numbers, where/incident of use, speaker)
 - Line three – a color that represents some aspect from the book (annotate – page #s, use, speaker)
 - Line four – a series of sounds (at least three) found in the book (annotate – page #s, use, speaker)
 - Line five – a sense of a taste present in the book (annotate – page #s, use, speaker)
 - Line six – a smell found in the book (annotate – page #s, use, speaker)
 - Line seven – a touch/texture found in the book (annotate – page #s, use, speaker)
3. Using the list from above (Step 3), write a seven line poem adding words to form complete phrases or ideas to each line. You may change the order of the lines and put additional wording as necessary.
4. Copy the lines of your poem onto the paper with the border or over the collage you created in Step 1.
5. Give the poem a title.
6. Place the project in the page protectors and folder.

Writing Assignments for Part I: How to Read Literature Like a Professor by Thomas C. Foster

Read Foster's How to Read Literature Like a Professor. As you read, complete the short writing assignments based on answering the questions below related to each chapter. Writings can be informal, and you can use outside books and films for your examples. Your answers should be typed, double-spaced, and should be a minimum of three paragraphs in length for each response. All writings should be kept in a portfolio file on a flash drive. **(Adapted from an assignment by Donna Anglin--Internet)**

Introduction: How'd He Do That?

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: -- Will Not Be Read or Covered in Class

Chapter 4 -- If It's Square, It's a Sonnet

Select two sonnets and show which form they are. Discuss how their content reflects the form. (List authors and sonnets used at top of page before your entry.)

Chapter 5 -- Will Not Be Read or Covered in Class

Chapter 6 -- When in Doubt, It's from Shakespeare...

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 7 -- ...Or the Bible

Read "Araby" by Joyce. Discuss Biblical allusions that Foster does not mention. Look at the example of the "two great jars." Be creative and imaginative in these connections.

Chapter 8 -- Hansel and Gretel

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 9 -- Will Not Be Read or Covered in Class

Chapter 10 -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work, not in terms of plot.

Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence

Present examples of the two kinds of violence found in literature. Show how the effects are different.

Chapter 12 -- Is That a Symbol?

Use the process described on page 106, and investigate the symbolism of the fence in "Araby" (Mangan's sister stands behind it) or another work of your choice. Be sure to specify which work and symbol you used.

Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works you have read during high school is political.

Chapter 14 -- Yes, She's a Christ Figure, Too

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film -- for example, *Star Wars*, *Cool Hand Luke*, *Excalibur*, *Malcolm X*, *Braveheart*, *Spartacus*, *Gladiator* and *Ben-Hur*.

Chapter 15 -- Flights of Fancy

Select a literary work in which flight signifies escape or freedom. Explain in detail.

Chapter 16 – Will Not Be Read or Covered in Class
Chapter 17 -- Will Not Be Read or Covered in Class

Chapter 18 -- If She Comes Up, It's Baptism

Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

Chapter 19 -- Geography Matters...

Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

Chapter 22 -- Will Not Be Read or Covered in Class

Chapter 23 – Will Not Be Read or Covered in Class

Chapter 24 -- ...And Rarely Just Illness

Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

Chapter 25 -- Don't Read with Your Eyes

After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

Chapter 26 -- Is He Serious? And Other Ironies

Select an ironic literary work and explain the multi-vocal nature of the irony in the work.

Chapter 27 -- A Test Case

Read "The Garden Party" by Katherine Mansfield, the short story starting on page 245.

Complete the exercise on pages 265-266, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

Envoi

Choose a motif not discussed in this book (as the horse reference on page 280) and note its appearance in three or four different works. What does this idea seem to signify?