



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

**High School (Entering 9-12)  
Summer Reading List**

**Revised April 2022**

## Summer Reading Entering 9<sup>th</sup> grade CP World Literature (CP ONLY)

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Students:** Each student should read **one** required book and complete a reading journal, due Thursday, August 11, 2022 (period 8 class) or Friday, August 12, 2022 (periods 2-6 classes) and will count as a **test** grade. Directions regarding the reading journal can be found below.

<i>Tuesdays With Morrie</i>	Albom, Mitch
<i>Death on the Nile</i>	Christie, Agatha
<i>The Hound of the Baskervilles</i>	Doyle, Arthur Conan
<i>Through the Gates of Splendor</i>	Elliot, Elizabeth
<i>Alas, Babylon</i>	Frank, Pat
<i>Love Does</i>	Goff, Bob
<i>Everybody Always</i>	Goff, Bob
<i>The Princess Bride</i>	Goldman, William
<i>Death Be Not Proud</i>	Gunther, John
<i>The Splitting Storm</i>	Gutteridge, Rene
<i>Same Kind of Different as Me</i>	Hall, Ron
<i>The Dragon and the Raven</i>	Henty, G. A.
<i>All Creatures Great and Small</i>	Herriot, James
<i>All Things Bright and Beautiful</i>	Herriott, James
<i>The Lost Horizon</i>	Hilton, James
<i>Alex Rider series (but not Stormbreaker on 8<sup>th</sup> grade list)</i>	Horowitz, Anthony
<i>Captains Courageous</i>	Kipling, Rudyard
<i>A Separate Peace</i>	Knowles, John
<i>Beauty</i>	McKinley, Robin
<i>The Terrible Hours: The Greatest Submarine Rescue in History</i>	Maas, Peter
<i>Christy</i>	Marshall, Catherine
<i>Swift Rivers</i>	Meigs, Cornelia
<i>7 Women</i>	Metaxas, Eric
<i>The Scarlet Pimpernel</i>	Orczy, Baroness
<i>Nightmare Academy</i>	Peretti, Frank
<i>The Chosen</i>	Potok, Chaim
<i>Anthem</i>	Rand, Ayn
<i>Shane</i>	Shaeffer, Jack
<i>Day of Pleasure: Stories of a Boy in Warsaw</i>	Singer, Isaac Bashevis
<i>The Black Arrow</i>	Stevenson, Robert L.
<i>Connecticut Yankee in King Arthur's Court</i>	Twain, Mark
<i>The Invisible Man <b>and</b> The Time Machine (both)</i>	Wells, H.G
<i>Deeper Water</i>	Whitlow, Robert
<i>The Sacrifice</i>	Whitlow, Robert
<i>April 1865: The Month That Saved America</i>	Winik, Jay
<i>Hope Heals: A True Story of Overwhelming Loss...</i>	Wolf, Jay & Katherine

### Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 9<sup>th</sup> grade teacher ([thathaway@princeave.org](mailto:thathaway@princeave.org)). These journals are due Thursday, August 11, 2022 (periods 3-8) or Friday, August 12, 2022 (periods 1-6).

**Instructions:**

1. **Your journal MUST BE TYPED. Handwritten work will NOT be accepted.** (see example)
2. Create a vertical line down the middle of the page
3. Label the left column TEXT and the right column RESPONSE
4. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have **TEN**.
5. How do you choose what passages to write down? Passages become important if
  - Details in the passage seem important to you
  - You have an epiphany (“ah ha!” moment)
  - You learn something significant about a character
  - You recognize a pattern (recurring images, ideas, colors, symbols, details, etc.)
  - You agree or disagree with something a character says or does
  - You find an interesting or potentially significant quotation
  - You notice something important or relevant about the author’s writing style
  - You notice effective use of literary devices
  - You think that the passage contributes to or reveals a theme in the novel
6. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.**
7. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). You may not use the same label more than once **UNLESS** it’s a literary device.
  - a. (Reaction) RE= What does the passage make you think or feel? Why?
  - b. (Characterization ) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
  - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
  - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
  - e. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below)
  - f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
  - g. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
  - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
  - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
8. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column.

**IMPORTANT: It is important to always explain why you think something or like something or don’t understand something.**

Sample Journal Entry

TEXT	RESPONSE
<p>“He might have hurt me a little,’ Atticus conceded, ‘but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight-year-old child to bring ‘em to their senses didn’t it?’” (159-160).</p> <p><b>NOTE</b> the quotation marks, punctuation, and MLA format</p>	<p>(LD). The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham’s actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong. (61 words)</p> <p><b>NOTE</b> word count; <b>NOTE</b> labeling of response type</p>

### Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

### Review of Requirements:

TEXT side of journal:

- \_\_\_ You have TEN excerpts from ten different chapters of the book
- \_\_\_ You have quoted and used quotation marks (watch placement of marks)
- \_\_\_ Your citation has a page number and is according to **MLA standards (see example)**

RESPONSE side of journal:

- \_\_\_ You have ten responses
- \_\_\_ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)
- \_\_\_ Your response has word count; each must be at least 50 words.

<b>Category</b>	<b><i>Exemplary</i> 25</b>	<b><i>Accomplished</i> 22</b>	<b><i>Developing</i> 18</b>	<b><i>Beginning</i> 15</b>	<b><i>Your Score</i></b>
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 10 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY (More than one literary device can be identified and used)	Includes a variety of unique comments about passages (10 from list) AND ALL responses are labeled (a-i)	Includes some variety of comments (8 from list)  OR 8 responses are labeled (a-i)	Little variety of comments (6 from list)  OR 6 responses are labeled (a-i)	Comments are limited to mostly the same response OR Responses are not labeled	
RESPONSES (#)	10 responses  No paraphrasing or summary	10 responses  1 is a summary response	6 responses  2 are summaries	5 responses or less  3+ summaries	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on at least 8 responses  OR Missing one cover item	Word count (50+) on at least 6 responses  OR Missing 2 cover items	Word count on at least 4 or less response  OR No cover	

**Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake)= Final Grade: \_\_\_\_\_**

# Summer Reading Honors 9<sup>th</sup> grade World Literature (Honors ONLY)

**Assignment:** Students will read **one** text and complete a dialectic journal:

- ***The Odyssey* as translated by Robert Fagles**

## Dialectical Journal Assignment

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 9<sup>th</sup> grade teacher ([thathaway@princeave.org](mailto:thathaway@princeave.org)). These journals are due Thursday, August 11, 2022 (periods 3-8) or Friday, August 12, 2022 (periods 1-6) and will count as a **test** grade.

### Instructions:

**Your journal MUST BE TYPED. Handwritten work will NOT be accepted.** (see example)

1. Create a vertical line down the middle of the page
2. Label the left column TEXT and the right column RESPONSE
3. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have **TWELVE** (at least one text/response from each of the twelve sections).
4. How do you choose what passages to write down? Passages become important if
  - Details in the passage seem important to you
  - You have an epiphany (“ah ha!” moment)
  - You learn something significant about a character
  - You recognize a pattern (recurring images, ideas, colors, symbols, details, etc.)
  - You agree or disagree with something a character says or does
  - You find an interesting or potentially significant quotation
  - You notice something important or relevant about the author’s writing style
  - You notice effective use of literary devices
  - You think that the passage contributes to or reveals a theme in the novel
5. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
6. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). You may not use the same label more than once UNLESS it’s a literary device.
  - a. (Reaction) RE= What does the passage make you think or feel? Why?
  - b. (Characterization ) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
  - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
  - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
  - e. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below)
  - f. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
  - g. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
  - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
  - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
7. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column.

**IMPORTANT: It is important to always explain why you think something or like something or don’t understand something.**

Sample Journal Entry

TEXT	RESPONSE
<p>“He might have hurt me a little,’ Atticus conceded, ‘but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight-year-old child to bring ‘em to their senses didn’t it?’” (159-160).</p> <p><b>NOTE the quotation marks, punctuation, and MLA format</b></p>	<p>(LD). The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham’s actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong. (61 words)</p> <p><b>NOTE word count; NOTE labeling of response type</b></p>

**Literary Devices you can use for responses**

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

**Review of Requirements:**

TEXT side of journal:

- \_\_\_ You have TWELVE excerpts from twelve different chapters of the book
- \_\_\_ You have quoted and used quotation marks (watch placement of marks)
- \_\_\_ Your citation has a page number and is according to **MLA standards (see example)**

RESPONSE side of journal:

- \_\_\_ You have twelve responses
- \_\_\_ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)
- \_\_\_ Your response has word count; each must be at least 50 words.

## Summer Reading Entering 10<sup>th</sup> grade CP American Literature (CP ONLY)

**Assignment:** Students will read *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass and complete a Dialectical Journal (instructions below).

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email Mrs. Lappen (Klappen@princeave.org). These journals are due Thursday, August 11<sup>th</sup> (periods 3-8) or Friday, August 12<sup>th</sup> (periods 1-2) and will count as a **test** grade.

### Instructions:

1. Create a two- columned chart using Microsoft to complete this Dialectical Journal (digital copy will be submitted online in turnitin.com). **This assignment MUST be TYPED.**
2. You will write at least one response for every chapter (**ELEVEN** total).
3. Use one page per Journal entry where the following occurs for each of the 11 responses:
  - Label the left column TEXT and the right column RESPONSE  
In the TEXT column, a) type passage word for word from the novel, b) include quotation marks, and c) page numbers; you should have ELEVEN, one for EACH CHAPTER.
  - Label each passage with one of the Types of responses from the list below. You will use all of the below types of responses at least once, then use for the extra two whichever you prefer.
    1. **(Reaction)** RE= Describe what the passage makes you think or how it makes you feel and why.
    2. **(Characterization)** CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
    3. **(Connection)** CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
    4. **(Prediction)** P= Anticipate what will occur based on what is in the passage.
    5. **(Literary Device)** LD= Analyze the author’s writing using literary terms (see list of possibilities below)
    6. **(Reflect)** RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
    7. **(Theme)** T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
    8. **(Mood)** M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
    9. **(Inquiry)** I= Ask questions about what is happening, what a detail might mean, or things you are curious to know.

### NOTES:

8. How do you choose what passages to write down? Passages become important if
  - i. Details in the passage seem important to you
  - ii. You have an epiphany
  - iii. You learn something significant about a character
  - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
  - v. You agree or disagree with something a character says or does
  - vi. You find an interesting or potentially significant quotation
  - vii. You notice something important or relevant about the author’s writing style
  - viii. You notice effective use of literary devices
  - ix. You think that the passage contributes to or reveals a theme in the novel
9. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.

10. Each RESPONSE **must be at least 50 words (include word count at the end of each response)**.  
 First person writing (using the pronoun "I") is acceptable in the RESPONSE column

**IMPORTANT: It is important to always explain why you think something or like something or don't understand something.**

Sample Journal Entry

TEXT Entry # 1	RESPONSE # 1
<p>"The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. 'Looks like a plastic spider web,' she said. 'A sort of weird spider, I guess, with many mental problems'" (35).</p> <p><b>NOTE the quotation marks, punctuation, and MLA format</b></p>	<p>(Characterization) In this first paragraph of the story, Bambara indirectly characterizes the narrator by using rural Southern dialect to let us know that the story is set in the South. The narrator's use of improper grammar lets us know she is not highly educated. We also learn from the activities the author describes that the characters are children. <b>(57 words)</b></p> <p><b>NOTE word count; NOTE labeling of response type</b></p>

**Literary Devices you can use for responses**

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama		Plot: exposition, climax, resolution	
Blank verse	hyperbole		Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)	
Characterization	Imagery		Protagonist	
-static, dynamic, flat, round	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

**Review of Requirements:**

At the top of your Microsoft Word Document:

\_\_\_ You have an MLA header

TEXT side of journal:

\_\_\_ You have ELEVEN excerpts (one from each chapter)

\_\_\_ You have quoted and used quotation marks (watch placement of marks)

\_\_\_ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

\_\_\_ You have ELEVEN responses

\_\_\_ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)

\_\_\_ Your response has a word count; each must be at least 50 words.

## Summer Reading Entering 10<sup>th</sup> grade Honors American Literature (Honors ONLY)

**Assignment:** Students will read **two** texts and complete assignments:

- ***Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass and complete a Dialectical Journal (instructions below)**
- ***The Scarlet Letter* by Nathaniel Hawthorne and complete an essay assignment (instructions below)**

### **Assignment for *Narrative of the Life of Frederick Douglass*:**

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email Mrs. Lappen (Klappen@princeave.org). These journals are due Thursday, August 11<sup>th</sup> (periods 3-6) or Friday, August 12<sup>th</sup> (periods 1-2) and will count as a **test** grade.

### **Instructions:**

1. Using **Microsoft Word Documents**, create a chart to complete the following:
  - a. You will write at least one response for every chapter (**ELEVEN** total).
  - b. Create Two Columns on a page, there will be eleven pages, one response per page.
  - c. Label the left column TEXT and the right column RESPONSE
  - d. In the TEXT column, a) type passage word for word from the novel, b) include quotation marks, and c) page numbers; you should have ELEVEN, one for EACH CHAPTER.
2. How do you choose what passages to write down? Passages become important if
  - i. Details in the passage seem important to you
  - ii. You have an epiphany
  - iii. You learn something significant about a character
  - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
  - v. You agree or disagree with something a character says or does
  - vi. You find an interesting or potentially significant quotation
  - vii. You notice something important or relevant about the author’s writing style
  - viii. You notice effective use of literary devices
  - ix. You think that the passage contributes to or reveals a theme in the novel
3. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
4. Label each passage with one of the Types of responses from the list below. (Use each at least once, then your choice for the extra two).
  1. **(Reaction)** RE= Describe what the passage makes you think or how it makes you feel and why.
  2. **(Characterization)** CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
  3. **(Connection)** CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
  4. **(Prediction)** P= Anticipate what will occur based on what is in the passage.
  5. **(Literary Device)** LD= Analyze the author’s writing using literary terms (see list of possibilities below)
  6. **(Reflect)** RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
  7. **(Theme)** T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
  8. **(Mood)** M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

9. **(Inquiry)** I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
5. Each RESPONSE **must be at least 50 words (include word count at the end of each response.** First person writing (using the pronoun "I") is acceptable in the RESPONSE column
6. SUBMIT TO TURNITIN.COM ON DUE DATE DURING THE FIRST WEEK OF SCHOOL WITH MRS. LAPPEN
- IMPORTANT: It is important to always explain why you think something or like something or don't understand something.**

Sample Journal Entry

TEXT # 1	RESPONSE # 1
<p>"The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. 'Looks like a plastic spider web,' she said. 'A sort of weird spider, I guess, with many mental problems'" (Douglass 35).</p> <p><b>NOTE the quotation marks, punctuation, and MLA format</b></p>	<p>Characterization: In this first paragraph of the story, Bambara indirectly characterizes the narrator by using rural Southern dialect to let us know that the story is set in the South. The narrator's use of improper grammar lets us know she is not highly educated. We also learn from the activities the author describes that the characters are children. <b>(57 words)</b></p> <p><b>NOTE word count; NOTE labeling of response type</b></p>

**Literary Devices you can use for responses**

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, dynamic, flat, round		Irony	Repetition	
-direct, indirect		-dramatic, verbal, situational		
Conflict	Metaphor	Satire	Rhyme	
Dialect	Meter	Setting		
Diction	Mood	Simile		

**Review of Requirements:**

At the top of your Microsoft Word Document:

\_\_\_ You have an MLA header

TEXT side of journal:

\_\_\_ You have ELEVEN excerpts (one from each chapter)

\_\_\_ You have quoted and used quotation marks (watch placement of marks)

\_\_\_ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

\_\_\_ You have ELEVEN responses

\_\_\_ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)

\_\_\_ Your response has a word count; each must be at least 50 words.

**The *Scarlett Letter* assignment is on the next page!**

### **Assignment for *The Scarlet Letter*:**

As students read this novel, they should make notes of the literary devices that Hawthorne uses (see list on previous page for options).

After reading this novel, the students will type an analytical essay for the first quarter major writing. Please use MLA style format and refrain from first person voice throughout. Students will use a minimum of two embedded direct quotations per body paragraph and discuss. There will be an introduction paragraph, three body paragraphs (B1, B2 and B3) and a conclusion.

**Prompt for this essay: How does the author of *The Scarlet Letter* use literary devices/elements to convey his theme to the reader? Thesis will include what the theme/message from the author is, and it will be placed at the end of the introduction paragraph.**

#### **Requirements:**

- Typed, double spaced, MLA format with in-text citations and a works cited page.
- Make sure you have a clear and specific thesis as the last sentence in the introductory paragraph that answers the question. Your thesis should be a one-sentence answer to the prompt. (HINT: Remember that a theme is the main idea of the story. What do you think is the idea the author wants convey in the story?)
- Provide textural support (details, quotes, or summaries) in **every** body paragraph
- Essays with fewer than 5 paragraphs will not be accepted
- You will turn this in as a first draft to Turnitin.com the first week of school, as Mrs. Lappen directs. This first draft will count as a **quiz** grade.

## **Summer Reading for ENTERING 11<sup>th</sup> and 12<sup>th</sup> CP BRITISH LITERATURE (CP Only)**

The **required** book is ***Beowulf: A New Verse Translation* by Seamus Heaney**. Bring the annotated text to class Thursday, August 11, 2022 (periods 3-8) and Friday, August 12, 2022 (1-2). This will count as a **test** grade.

### Beowulf Book Annotation Assignment

Although you may purchase a book, full ownership of a book comes when you have made it a part of yourself, and the best way to make it meaningful for you is to interact with the book as you read it. We interact with a book when we use pencils or pens for annotation (adding notes or comments to a text, book, drawing) and that is a key component of close reading. You may feel that annotating the book slows down your reading. Yes, it does. That is the point. If annotating as you read annoys you, read a chapter, then go back and annotate. The assignment for *Beowulf* is to make annotations in the book as you read the text (use the margin space as well).

1. Read "How to Mark a Book" by Mortimer Adler ([Microsoft Word - Document3 \(ucsc.edu\)](#))
2. Purchase *Beowulf* (translated by Seamus Heaney) and, according to the suggestions from Adler, annotate it as you read. There are 200 pages; you should have at least one annotation on all right-hand pages (modern English translations) to earn an A. (See grading below).

What should you note?

1. Underline names of characters. In the margin, make a note about the personality/traits of the character.
2. Mark the setting- when and where does scene take place?
3. At the top of each page, write important plot events. Not every page will be marked.
4. Underline quotes or lines you think are significant, powerful, or meaningful
5. Underline any symbols.
6. Put a question mark in areas of the text you do not understand.
7. Underline repetitions
8. Themes
  - Themes throughout *Beowulf* include, but are not limited to, ideas of courage, envy, revenge, loyalty, identity and reputation, morality, traditions and customs, wealth, religion, strength and skill, good vs. evil, and hospitality and generosity.
  - Mark at least 5 instances with "T" and name the theme you identify in the lines that you read.

### Grading:

A- I would expect to see markings and written commentary throughout the entire book, at least one mark on each page, including recognition of significant plot points, themes, and ideas. There will probably be something significant noted in nearly every page.

B- The B grade may be lacking in written commentary, but the "highlighted" areas will reflect the significant elements as noted above (numbers 1-8). Markings will be notes on about half of the pages (50).

C- The book markings may be missing some significant elements, but will still be highlighted throughout some of the book, showing your basic understanding of the characters and plot.

Lower grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.

**If you have any questions about this assignment, please e-mail Ms. Sadler at [esadler@princeave.org](mailto:esadler@princeave.org)**

## **Summer Reading for ENTERING 11<sup>TH</sup> AP ENGLISH LITERATURE AND COMPOSITION** **(AP LIT ONLY)**

**Assignment:** Students will read **two** texts and complete assignments:

- **Beowulf as translated by Seamus Heaney and complete an essay (instructions below)**
- **A book chosen from the list below and complete a PowerPoint (instructions below)**
  - The chosen book should be one you have **never read before** in order to best prepare you for the AP Lit test in the spring.

### **AP Summer Reading/ Essay Assignment**

**Required:** *Beowulf*, translated by Seamus Heaney

Essay: In a well-written 2-3 page essay (double spaced/MLA style) choose one of the following topics to respond to:

**Option #1:** The most important themes in literature are sometimes developed in scenes in which a death or deaths take place. **Write a well-organized essay in which you show how Beowulf's death and subsequent funeral scene helps to illuminate the meaning of the work as a whole.** Avoid mere plot summary.

**Option #2:** A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning.

**Focusing on one symbol you found in *Beowulf*, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.**

**Option #3:** "And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency." Pauline Hopkins, *Contending Forces*

**Beowulf's cultural, physical, and geographical surroundings shape his character. Write a well-organized essay in which you analyze how the setting and surroundings affect Beowulf and illuminate the meaning of the work as a whole. Do not merely summarize the plot.**

### **Requirements:**

- Typed, double spaced, MLA format with in-text citations (no fewer than two per body paragraph) and a works cited page.
- Make sure you have a clear and specific thesis as the last sentence in the introductory paragraph. Your thesis should be a one-sentence answer to the prompt.
- Provide textural support (details, quotes, or summaries) in **every** body paragraph
- Essays less than 2 pages in length will not be accepted
- You will turn in your first draft Friday, August 12, 2022, to Turnitin.com. You will have a chance to get feedback from your teacher and revise this essay before the final grade (which will be an **essay** grade).

### **AP Summer Reading PowerPoint Assignment**

**Parents:** On the next page, you will find a list of engaging and well-written stories that represent a variety of genres and time periods. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections on the Recommended Reading List. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonssensemedia.org](http://www.commonssensemedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

## **Selected Recommended Reading List for AP English Literature and Composition**

### **Ancient/Medieval:**

*The Iliad* by Homer (Fagles translation)  
*The Aeneid* by Virgil (Fagles translation)  
*Oedipus Rex* by Sophocles (Fagles translation)  
*Antigone* by Sophocles (Fagles translation)  
*Agamemnon* by Aeschylus (Fagles translation)  
*The Inferno* by Dante (Pinsky or Sayers translation)  
*The Quest of the Holy Grail* (W.W. Comfort translation)  
*King Arthur and His Knights of the Round Table* by Sir Roger Lancelyn Green (Modern Version)  
*Le Morte D'Arthur* by Sir Thomas Malory  
*The Prose Edda* (Penguin Classics Edition of Norse myths)  
*The Viking Spirit: An Introduction to Norse Mythology and Religion* by Daniel McCoy (Modern Version)  
*The Mabinogi and Other Medieval Welsh Tales* translated by Patrick K. Ford  
*Pearl* by the Pearl Poet (anonymous) (Borroff translation)  
*The Book of the Duchess* by Geoffrey Chaucer (any translation)

### **Renaissance/Enlightenment:**

*Don Quixote* by Miguel de Cervantes (Penguin Classic Edition)  
*Othello* by William Shakespeare  
*Macbeth* by William Shakespeare  
*Henry IV, Part 1* by William Shakespeare  
*Henry IV, Part 2* by William Shakespeare  
*Henry V* by William Shakespeare  
*A Midsummer Night's Dream* by William Shakespeare  
*Twelfth Night* by William Shakespeare  
*As You Like It* by William Shakespeare  
*Dr. Faustus* by Christopher Marlowe  
*St. George and the Dragon* by Sarah Kous (Modern Version of Spenser's *The Faerie Queene*)  
*Paradise Lost* by John Milton  
*Gulliver's Travels* by Johnathan Swift

### **Romantic/Victorian:**

*Ivanhoe* Sir Walter Scott  
*Pride and Prejudice* by Jane Austen  
*Persuasion* by Jane Austen  
*Northanger Abbey* by Jane Austen  
*Emma* by Jane Austen  
*Mansfield Park* by Jane Austen  
*Frankenstein* by Mary Shelley  
*Jane Eyre* by Charlotte Bronte  
*Wuthering Heights* by Emily Bronte  
*Oliver Twist* by Charles Dickens  
*Great Expectations* by Charles Dickens  
*A Tale of Two Cities* by Charles Dickens  
*Alice's Adventures in Wonderland* and *Through the Looking Glass* by Lewis Carroll  
*Idylls of the King* by Alfred, Lord Tennyson  
*The Picture of Dorian Gray* by Oscar Wilde  
*The Man Who Was Thursday* by G.K. Chesterton  
Any of the Father Brown series by G.K. Chesterton  
*Dracula* by Bram Stoker  
*War of the Worlds* by H.G. Wells  
*Silas Marner* by George Eliot

**See Next Page for More Options**

## **20<sup>th</sup> Century:**

*Heart of Darkness* by Joseph Campbell

*The Dubliners* by James Joyce

*The Wasteland* by T.S. Eliot

*Murder in the Cathedral* by T.S. Eliot

*The Once and Future King* by T.H. White

*Brave New World* by Aldous Huxley

*Animal Farm* by George Orwell

Any one of *The Lord of the Rings* series by J.R.R. Tolkien (NOT *The Hobbit*)

Any one of *The Space Trilogy* novels by C.S. Lewis

*The Great Divorce* by C.S. Lewis

*The Man Born to be King* by Dorothy L. Sayers

Any of the Lord Peter Wimsey or Harriet Vane novels by Dorothy L. Sayers

*Murder on the Orient Express* by Agatha Christie

*To the Lighthouse* by Virginia Woolf

*Howard's End* by E.M. Forster

*Things Fall Apart* by Chinua Achebe

## **PowerPoint Assignment, continued**

This assignment will be due on Monday, August 15<sup>th</sup>, 2022, electronically. This will count as a **test** grade.

**In this process, there is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email me at [esadler@princeave.org](mailto:esadler@princeave.org).**

**Create a Microsoft PowerPoint for this assignment.** Save it as "Summer Reading 2022\_BOOKNAME."

This assignment will help you and your fellow classmates have a wider knowledge base of various literary texts and forms. For this assignment, you will create a slide deck on Microsoft PowerPoint that consists of **9-10 slides**. Your slides will include:

- An **intro** slide that contains...
  - An MLA header (your name, my name, AP Lit, and 12 August 2022)
  - Your book name
  - The author's name
  - A picture of either the cover or the author
- A **plot summary** slide...
  - A **short** summary of the book (no more than 10 sentences)
  - This summary should include the ending! (spoilers are expected!)
- A **"favorite quote"** slide...
  - This slide should contain a quote (with the page number) of a quote in the text that stood out to you. This quote can be longer than a single sentence, if needed.
  - This slide should also contain an explanation of *why* that quote was important to you or important to the text as a whole
- A **protagonist** slide...
  - This slide should contain a picture of what you think the protagonist looks like
  - This slide should also contain a quote from the protagonist that you think best sums up his/her primary motivation
  - This slide should also contain a **short** explanation (3-5 sentences) of what the protagonist's goal is and why they wish to achieve that goal. Do they achieve it?
- An **antagonist** slide...
  - This slide should contain a picture of what you think the antagonist looks like
  - This slide should also contain a quote from the antagonist that you think best sums up his/her primary motivation
  - This slide should also contain a **short** explanation (3-5 sentences) of what the antagonist's goal is and why they wish to achieve that goal. Do they achieve it?

- HINT: Keep in mind that an antagonist is the character that keeps the protagonist from achieving his or her goal; this person is not necessarily a “bad person.”
  - HINT: Keep in mind that, if the conflict is internal, the protagonist may be his/her own antagonist
  - If there are multiple antagonists, choose just one to focus on!
- **2-3 Theme** slides...
  - One slide should be a **short** explanation (3-5 sentences) of **one** of the themes you picked up on in the text
    - Remember that a theme is the “main idea” of the text; it is **NOT** a moral or lesson the reader should learn
  - The remaining slide should contain **two** examples from the text that help support the theme along with a citation for each example you give (whether it’s quoted or paraphrased, it should still be cited!)
    - If your examples are too long, and you cannot fit both of the examples on one slide, split them into two slides.
- A **conclusion** slide...
  - Include a picture for visual interest
  - Tell who the “ideal audience” for this book is—who should read it? Who would most enjoy or get the most out of it?
    - HINT: Be more specific than “everyone.” Is this book for people interested in French Revolutionary history? People who enjoy cozy mystery stories by the fireplace? *etc.*
  - What was the most interesting thing you learned from this book?
    - NOTE: What you “learned” does not have to be a moral! It can be a new writing style you picked up on, a historical fact or idea, or just a general point of interest.
- A **Works Cited** slide
  - Cite the book you read in MLA format
  - Cite the web page(s) for any pictures that you used in MLA format.

### Important Notes about PowerPoints:

- Don’t put too much info on a single slide. Avoid full sentences and stick to bullet points, where possible.
- Make sure the font is at least 14 point. Also make sure the color of the font and the color of the background contrast—blue font on a blue background won’t show up!
- Keep it visually interesting! Plain white backgrounds with black text doesn’t keep people’s interest. While we won’t be presenting these in any formal context, other people will be viewing them, so you want to make sure it’s visually appealing!

### Grading:

**A** = Meaningful passages, plot and theme summary, protagonist/antagonist explanations, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice, point of view, imagery, conflict, symbols, etc., and how each contributes to the meaning of the text. Makes insightful personal connections and provokes thoughtful questions. Coverage of text is complete and thorough. Powerpoint is neat and visually appealing.

**B** = Less detailed, but significant, meaningful plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some ideas of the theme, but less on how the examples contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Powerpoint is neat, complete, and readable.

**C** = Few significant details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of theme and examples; virtually no discussion of meaning. Limited personal connections; asks obvious questions or makes obvious observations. Addresses most of the reading assignment, but is not very long or thorough. PowerPoint is relatively neat, but may be overly simple or difficult to read. Student did not follow all directions for organization; information is missing from some slides.

**F** = Did not complete or plagiarized. Fewer than 9 slides in deck. No Works Cited slide or citations within slides.

## Summer Reading for Students Entering EN 101/102 (Dual ONLY)

**Students:** Each student should read **two books** with an optional **third book**:

A. ***An Experiment in Criticism*** by C.S. Lewis. Assignment: Mark the text as you read (see directions below). Bring the text to class Thursday, August 11<sup>th</sup> (periods 3-8) or Friday, August 12<sup>th</sup> (periods 1-2). This will count as a **response paper** grade.

### **AND**

B. ***Beowulf: A New Verse Translation by Seamus Heaney***. Assignment: Mark the text as you read (see directions below). You should read and annotate the text over the summer. There will also be an Analysis Essay which will count as your first **essay** grade; instructions on this will be given in class.

C. **Selected Reading:** Each student may also want to get ahead for the 102 course by seeing the attached assignment. This is optional, but strongly recommended, as it will save you time during the semester in which you take 102. The final project for this book will be part of your **final exam** for the 102 course.

A. Book #1 assignment: Book Annotation for *An Experiment in Criticism*

#### Book Annotation Assignment

Although you may purchase a book, full ownership of a book comes when you have made it a part of yourself, and the best way to make it meaningful for you is to interact with the book as you read it. We interact with a book when we use pencils or pens for annotation (adding notes or comments to a text, book, drawing) and that is a key component of close reading. You may feel that annotating the book slows down your reading. Yes, it does. That is the point. If annotating as you read annoys you, read a chapter, then go back and annotate. The assignment is to make annotations in *An Experiment in Criticism* and *Beowulf* as you read the text (use the margin space as well). **THE EPILOGUE for *An Experiment in Criticism* COUNTS AS PART OF THE BOOK!**

**First,** Read “How to Mark a Book” by Mortimer Adler ([Microsoft Word - Document3 \(ucsc.edu\)](https://www.microsoft.com/en-us/word/document3))

How do you make annotations? The techniques are almost limitless. You can use underlines, boxes, triangles, clouds, brackets, exclamation or question marks.

What should you note? Underline quotes or lines you think are significant, powerful, or meaningful. Note sentences where you agree/disagree with the author. Put a question mark in areas of the text you do not understand.

#### Grading:

A- I would expect to see markings and written commentary throughout the entire book, at least one mark on each page, including recognition of significant points, themes, ideas, or arguments. There will probably be something significant noted in nearly every page.

B- The B grade may be lacking in written commentary, but the “highlighted” areas will reflect the significant elements. Markings will be notes on about half of the pages.

C- The book markings may be missing some significant elements, but will still be highlighted throughout some of the book, showing your basic understanding of Lewis’s points.

D- The book markings are sporadic, but still contains markings that demonstrate a basic understanding of Lewis’s points.

Lower grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material. This will count as your first “response paper” grade.

B. Book #2 assignment: Essay for *Beowulf*

In this process, there is to be NO collaboration with other students. Any assistance from the Internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email me at [esadler@princeave.org](mailto:esadler@princeave.org).

Instructions: As you read the book, annotate and make notes throughout the text, especially noting important themes or reoccurring motifs in the text, as instructed above.

An essay on this book will be assigned the first week of school. Further instructions on the essay, rubric, and topic will be given in class. This essay will count as your first “essay grade.”

### C (optional, but encouraged): Book #3 Final Essay

Whether you take it 1<sup>st</sup> or 2<sup>nd</sup> semester, your final exam in the 102 course will be a literary research paper on a book of your choosing. You may wish to get ahead on this course by reading one of the following books. **You must pick a book you have never read before for this assignment.** You may also pick a book not on this list, as long as you e-mail and ask me for permission at [esadler@princeave.org](mailto:esadler@princeave.org). The options are fairly open, as long as it's a) A book you've never read before, and b) A book that is considered “canon” (you can e-mail me to ask, if you're unsure of a book's status).

#### **Quests and Adventure**

*Robinson Crusoe* by Daniel Defoe

*Ivanhoe* by Sir Walter Scott

*Idylls of the King* by Lord Alfred Tennyson

*Fellowship of the Ring, The Two Towers, or The Return of the King* by J.R.R. Tolkien

*The Once and Future King* by T.H. White

*The Three Musketeers* by Alexandre Dumas

*Don Quixote* by Miguel de Cervantes

#### **Comedy and Romance**

*A Midsummer Night's Dream* by William Shakespeare (drama; comedy)

*Twelfth Night* by William Shakespeare (drama; comedy)

*Gulliver's Travels* by Jonathan Swift

*Pride and Prejudice* by Jane Austen (any Austen novel, actually)

#### **Tales of Betrayal, Jealousy, and War**

*Othello* by William Shakespeare (drama; tragedy)

*Henry V* by William Shakespeare (drama; history)

*The Winter's Tale* by William Shakespeare (drama; tragic-comedy)

*A Tale of Two Cities* by Charles Dickens

*Great Expectations* by Charles Dickens

*Murder in the Cathedral* by T.H. White

*War and Peace* by Leo Tolstoy

*Les Miserables* by Victor Hugo

*And Then There Were None* by Agatha Christie

Any of the Lord Peter Wimsey detective novels by Dorothy L. Sayers

#### **The Monster Within/Gothic Romance and Gothic Horror**

*Dr. Faustus* by Christopher Marlowe (drama; tragedy)

*Frankenstein* by Mary Shelley

*Wuthering Heights* by Emily Bronte

*Jane Eyre* by Charlotte Bronte

*Dracula* by Bram Stoker

*The Picture of Dorian Gray* by Oscar Wilde

*Heart of Darkness* by Joseph Conrad

*The Hound of the Baskervilles* by Sir Arthur Conan Doyle

*As I Lay Dying* by William Faulkner

*Crime and Punishment* by Fyodor Dostoyevsky

*The Trial* by Franz Kafka

**Turn the Page for More Options!**

### **Children's Literature**

*The Jungle Book* by Rudyard Kipling

*Treasure Island* by Robert Louis Stevenson

*Alice in Wonderland and Through the Looking Glass* by Lewis Carroll

*Peter Pan* by J.M. Barrie

### **Christian Literature and Allegory (Fiction)**

*Le Morte D'Arthur* by Sir Thomas Malory

*The Inferno* by Dante

*The Faerie Queene* by Edmund Spenser

*Paradise Lost* by John Milton

*Pilgrim's Progress, Parts I and II* by John Bunyan

*Things Fall Apart* by Chinua Achebe

*Silence* by Shusako Endo

*The Great Divorce* by C.S. Lewis

*The Screwtape Letters* by C.S. Lewis

### **Christian Literature (Non-Fiction/Theology)**

*Revelations of Divine Love* by Julian of Norwich

*The Book of Margery Kemp* by Margery Kemp

*On the Incarnation* by St. Athanasius

*Heretics **AND** Orthodoxy* by G.K. Chesterton (both are fairly short and are meant to be read together)