



PRINCE
AVENUE CHRISTIAN SCHOOL

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

Revised March 2023

2023 Summer Reading Entering 9th 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 or 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 10, 2023 (D day classes 7,8) or Friday, August 11, 2023 (A day classes 1-6) and will count as a **test** grade. Directions regarding the reading journal can be found below.

<i>Tuesdays With Morrie</i>	Albom, Mitch
<i>Murder on the Orient Express</i>	Christie, Agatha
<i>The Hound of the Baskervilles</i>	Doyle, Arthur Conan
<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 8th 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>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 9th grade teacher (thathaway@princeave.org). Thursday, August 10, 2023 (D day classes 7,8) or Friday, August 11, 2023 (A day classes 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 below

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>NOTE 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>NOTE word count; NOTE 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 st , 3 rd , 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.

9TH Grade Summer Reading Journal Rubric (rev 2022)

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
TEXT Excerpts and RESPONSES (#)	10 Text excerpts and 10 responses	1 missing excerpt or responses	2 missing excerpts or responses	3 missing excerpts or responses	
RESPONSE VARIETY (Literary devices can be identified and used more than once)	Responses include <ul style="list-style-type: none"> a <u>variety</u> (10-9 from list) Responses: <ul style="list-style-type: none"> are labeled include a word count of 50 	Responses include <ul style="list-style-type: none"> some <u>variety</u> (8-7) Responses: <ul style="list-style-type: none"> 8-7 are labeled include a word count of 50 	Responses include <ul style="list-style-type: none"> little <u>variety</u> (6-5) Responses: <ul style="list-style-type: none"> 6-5 are labeled miss word counts 	Responses <ul style="list-style-type: none"> lack variety less than 4 or labeled or are too short 	
Correct CITATIONS OF QUOTES (<u>with</u> page #)	All 10 Passages contain <ul style="list-style-type: none"> meaningful selections. quote marks Page numbers 	9 Passages contain <ul style="list-style-type: none"> meaningful selections. quote marks Page numbers 	8 Passages contain <ul style="list-style-type: none"> meaningful selections. quote marks Page numbers 	7 or fewer passages contain <ul style="list-style-type: none"> significant details quote marks page numbers 	
COVER PAGE INFO	Student name, book title, author, page count	Missing one cover item	Missing 2 cover items	No cover	

TOTAL: _____

Rubric Score _____

MLA format: (-1 pt each)= _____

Grammar/Spelling mistakes (-1 pt each) = _____

Final Grade: _____

2023 Summer Reading Honors 9th grade World Literature (Honors ONLY)

***The Odyssey*, Translated by Robert Fagles (only this translation; ISBN 978-0-14-026886-7)**

- Due Thursday, August 10 (D day classes 7, 8) and Friday, August 11 (A day classes 1-6).

A. Read and annotate books 1-12 (pages 77-285); we will read books 13-24 together once school begins, so be sure to bring your book to class. This counts as 1/2 test grade.

B. Compose Archetype Analysis. This counts as 1/2 test grade.

A. 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 *The Odyssey* is to make annotations in the book as you read the text (use the margin space as well). Next you will complete a journal entry for each section of the reading.

1. Read “How to Mark a Book” by Mortimer Adler at laurencelibrary.files.wordpress.com/2011/10/how-to-mark-a-book-ma.pdf OR (same article): ([Microsoft Word - Document3 \(ucsc.edu\)](http://Microsoft Word - Document3 (ucsc.edu)))

2. Purchase the book and, according to the suggestions from Adler, annotate it as you read. There are 208 pages; you should have at least one annotation on every two pages to earn an A. (See grading below).

What should you note?

- Underline names of characters. In the margin, make a note about the personality/traits of the character.
- Mark the setting- when and where does each scene take place?
- At the top of each page, write important plot events. Not every page will be marked.
- Underline quotes or lines you think are significant, powerful, or meaningful.
- Circle any situational, symbolic, or character archetypes. (You can use this with the written response of this assignment)
- Put a question mark in areas of the text you do not understand.
- Underline repetitions.
- Themes
 - *Mark at least 5 instances with “T” and name the theme you identify in the lines that you read.

Themes throughout *The Odyssey* include, but are not limited to, ideas of

hospitality/ generosity disguise (appearance vs. reality) cunning vs. strength the gods and free will imperishable
glory/reputation perseverance loyalty courage traditions and customs

Grading:

A- I would expect to see markings and written commentary throughout the entire book, at least one mark on every two pages, including labeling of significant plot points, themes, and ideas. There will be accurate and thought-provoking notes in nearly every page.

B- The B grade may be lacking in labels for written commentary, but the “highlighted” areas will reflect the significant elements as noted above (8 are noted). Markings will be notes on about half of the pages (100).

C- The book is marked, but markings are inconsistent, haphazard, and lack accurate commentary. Marks may be underlines only; marks may seem disconnected to guidance above (characters, setting, themes etc.)

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

B. Archetype Analysis

The 6 book groupings are as follows:

- #1. Book 1 “Athena Inspires the Prince” and Book 2 “Telemachus Sets Sail”
- #2. Book 3 “King Nestor Remembers” and Book 4 “The King and Queen of Sparta”
- #3. Book 5 “Odysseus- Nymph and Shipwreck” and Book 6 “The Princess and the Stranger”
- #4. Book 7 “Phaeacia’s Halls and Gardens” and Book 8 “A Day for Songs and Contests”
- #5. Book 9 “In the One-Eyed Giant’s Cave” and Book 10 “The Bewitching Queen of Aeaea”
- #6. Book 11 “The Kingdom of the Dead” and Book 12 “The Cattle of the Sun”

As you read *The Odyssey*, look for examples of situational, symbolic, and character archetypes listed below. Identify the archetype you see in each of the six book groupings. Explain in complete sentences and in detail why the passage contains an example of the archetypes in six (6) analyses that are no less than 100 words in length. Identify the name of the specific *Odyssey* book (there are two in each group) and include a quote (MLA style) that supports your observation. MLA style dictates that you list the book number and line number (s) following an in-text citation. You may reference my example below. Also include the word count at the end of the analysis.

You must use a variety of archetypes: at least 2 situational, 2 character, and 1 symbolic archetypes, but you must have a total of six (6) responses. See the written example below archetype descriptions.

I. Situational Archetypes

1. **The Quest**—describes the search for someone or some talisman which when found and brought back, will restore balance in a community, life to the waste land, or a person’s health. The ultimate end.
2. **The Task**—refers to what superhuman feat must be accomplished in order to fulfill the ultimate goal. Specific test of challenging actions.
3. **The Journey**—sends the hero in search for some truth of information necessary to restore life, justice, and/ or harmony to the kingdom. The journey includes a series of trials and tribulations the hero/ heroine face along the way. Usually, he/ she descends into a real or psychological hell and is forced to discover the blackest truths, quite often concerning his/ her own faults. Once the hero/ heroine is at this lowest level, he/ she must accept personal responsibility to return to the world of the living.
4. **The Initiation**—refers to a moment, usually psychological, in which an individual comes into maturity. She/ he gains a new awareness into the nature of circumstances and problems and understands his or her responsibility for trying to solve the dilemma. Typically, a hero/ heroine receives a calling, a message, or signal that he or she must make sacrifices and become responsible for “getting involved” in the problem. Often a hero/ heroine will deny and questions the calling and ultimately, in the Initiation, will accept responsibility.
5. **The Fall**—not to be confused with The Initiation, this archetype describes a descent in action from a higher to a lower state of being, an experience which might involve defilement, moral imperfection, and/ or loss of innocence. This fall is often accompanied by expulsion from a kind of paradise as a penalty for disobedience.
6. **Death and Rebirth**—the most common of all situational archetypes grows out of the parallel between the cycle of nature and the cycle of life. It refers to situations in which someone or something, concrete and or abstract dies, yet is accompanied by some sign of birth or rebirth.
7. **Battle between Good and Evil**—forces that represent good and evil battle against each other. Typically, good ultimately triumphs over evil despite great odds.
8. **The Unhealable Wound**—this wound, physical or psychological, cannot be healed fully. This would also indicate a loss of innocence and purity. Often these wounds’ pains drive the sufferer to desperate measures of madness.

9. **The Magic Weapon**—sometimes connected with the Task, refers to a skilled individual hero's ability to use a piece of technology in order to combat evil, continue a journey, or to prove his or her identity as a chosen individual.
10. **Supernatural Intervention**—the gods often intervene on the side of the hero/ heroine.

Symbolic Archetypes

1. **Light vs. Darkness**—Light usually suggests hope, renewal, or intellectual illumination; darkness implies the unknown, ignorance, or despair.
2. **Water vs. Desert**—Because water (rain, river, etc.) is necessary to life and growth, it commonly appears as a birth or rebirth symbol. Water is used in baptism services, which solemnizes spiritual births. Similarly, the appearance of rain in a work can suggest a character's spiritual birth.
3. **Heaven vs. Hell**—Humanity has traditionally associated parts of the universe not accessible to it with dwelling places of evil forces that govern the world. The skies and mountain tops house its gods; below the earth contain diabolic forces that inhabit its universe.
4. **Haven vs. Wilderness**—places of safety contrast sharply against the dangerous wilderness. Heroes are often sheltered for a time to regain health and resources.
5. **Fire vs. Ice**—Fire represents knowledge, light, life, and rebirth while ice like desert represents ignorance, darkness, sterility, and death.

Character Archetypes

1. **The hero/ heroine**—this character is the one ultimately who may fulfill a necessary task and who will restore fertility, harmony, and/ or justice to a community. This character is the one who typically experiences an initiation, etc.
2. **Young person from the provinces**—this hero/ heroine is taken away as an infant or youth and raised by strangers. S/he later returns home as a stranger and able to recognize new problems and new solutions.
3. **The initiates**—these are young heroes who, prior to the Quest, must endure some training and ritual. They are usually innocent at this stage.
4. **Mentors**—these individuals serve as teachers or counselors to the initiates. Sometimes they work as role models and often serve as mother figures. They teach by example the skills necessary to survive the Journey and the Quest.
5. **Father-Son Conflict**—tension often results from separation during childhood or from an external source when the individuals meet as men and where the mentor often has a higher place in the affections of the hero than the natural parent. Sometimes the conflict is resolved in atonement.
6. **Hunting Group of companions**—These loyal companions are willing to face any number of perils in order to be together.
7. **Loyal Retainers**—these individuals are like the noble sidekicks to the hero. Their duty is to protect the hero. Often the retainer reflects the hero's nobility.
8. **Friendly Beast**—these animals assist the hero and reflect that nature is on their hero's side.
9. **The Devil Figure**—this character represents evil incarnate. She/ he may offer worldly goods, fame, or knowledge to the protagonist in exchange for possession of the soul or integrity. This figure's main aim is to oppose the hero in his or her quest.
10. **The Evil Figure with the Ultimately Good Heart**—this redeemable devil figure, or servant to the devil figure, is saved by the hero's nobility or good heart.
11. **The Outcast**—this figure is banished from a community for some crime (real or imagined). The outcast is usually destined to become a wanderer.

Sample on Next Page

EXAMPLE PAGE:


Student Name

Mrs. Hathaway

Honors English

August 2023

Make sure your heading, fonts, size, and spacing are all MLA



Symbolic Archetype in Group # 7, Book 14: "Loyal Swineherd"

"Haven vs Wilderness"

In Book 13, Athena disguises Odysseus as an old beggar so that he may return to Ithaca undetected. In Book 14, he finds shelter away from the disorderly palace where the suitors have spread chaos and dissent. He seeks refuge here with Eumaeus, his "Faithful swineherd," where he regains health, resources, and information about the state of his kingdom. Eumaeus does not recognize his king when he says, "Come, follow me into my place, old man, so you/ at least, can eat your fill of bread and wine./ Then you can tell me where you're from" (14.50-52). Homer calls Eumaeus's hut a "shelter" (54). He states that the suitors show no regard for the king's personal property as they "devour all his goods" (105), "butcher victims" (108), and "drain his wine" (109). **132 words**

9TH Grade Honors Summer Reading Journal Rubric-*Odyssey* (rev 2022)

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
RESPONSES (#) Number of responses, Identification of groups, and Identification of Odyssey Book numbers and titles	6 responses; all correct ID • ID of book grouping # • ID of Odyssey book # and title	5 responses or incorrect info ID of book grouping # ID of Odyssey book # and title	4 responses or incorrect info ID of book grouping # ID of Odyssey book # and title	3 responses or incorrect info ID of book grouping ID of Odyssey book # and title	
RESPONSE VARIETY/LENGTH Archetypes identified: Situational, Symbolic, Character	Responses <u>include</u> • meaningful insight. Situational- at least 2 _____ Symbolic- at least 1 _____ Character- at least 2 _____ Responses: • include a word count of <u>100</u>	Responses <u>include</u> • meaningful insight. • Not the required variety Responses: • include a word count of <u>100</u>	Responses <u>include</u> • little <u>variety</u> or insight Responses: • missing or short word counts	Responses • lack <u>variety</u> • lack insight or <u>accuracy</u> • are missing word <u>counts</u>	
EVIDENCE (QUOTES) (MLA correct citations with book and lines)	All 6 Paragraphs <u>contain</u> • Quotes and • CORRECT book and line citation	6 Paragraphs <u>contain</u> • mostly (4 or more) correct MLA quotes, <u>book</u> and line citation	Less than 4 • correct MLA quotes, <u>book</u> and line citation	<u>Few passages</u> contain correct (MLA) quotes, book, and line citation	
Grammar Punctuation spelling	All correct	Count _____ (1-2)	Count _____ (3-4)	Count _____ (5)	

Rubric Score _____

TOTAL: _____

Additional Grammar/punctuation/spelling count (2 ~~ea~~) _____

2023 Summer Reading Entering 10th 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 10th (periods 3-8) or Friday, August 11th (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:
4. 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
 - c) page numbers; you should have ELEVEN, one for EACH CHAPTER.
 - In the RESPONSE column, label each passage with one of the choices below, with the exception of literary devices, **you may not use the same label more than once. DO NOT MERELY SUMMARIZE** THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
 - **(Reaction)** = Describe what the passage makes you think or how it makes you feel and why.
 - **(Characterization)** = Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - **(Connection)** = Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - **(Prediction)** = Anticipate what will occur based on what is in the passage.
 - **(Literary Device)** = Analyze the author’s writing using literary terms (see list of possibilities below)
 - **(Reflect)** = 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?
 - **(Theme)** = Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
 - **(Mood)** = Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - **(Inquiry)** = Ask questions about what is happening, what a detail might mean, or things you are curious to know.

*ALL OF THE ABOVE MUST BE USED AT LEAST ONCE, THERE ARE NINE. The last three will be of your choice, no duplicating. You will need to draw from the literary device list below for you to have eleven entries, one for each chapter.

5. 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

6. 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>NOTE the quotation marks, punctuation, and MLA format</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. (57 words)</p> <p>NOTE word count; NOTE 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 st , 3 rd , 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		

On the cover of your response:

TEXT side of journal:

RESPONSE side of journal:

NOTE: Must use each of these at least one time, including the theme. A theme is an intended universal MESSAGE we can apply to our lives from the author to the reader.

TEMPLATE TO COPY AND USE IN OUR DIALECTAL JOURNAL:

TEXT # 1	RESPONSE Label:

TEXT # 2	RESPONSE Label:

Copy to repeat the process for all eleven chapters/journal entries.

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	<i>Your</i> <i>Score</i>
QUOTES/TEXT CITATION OF QUOTE (including page number)	Meaningful passage selections. Quote marks and page numbers are provided for ALL 11 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 11 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 11 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-10 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 (11 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 (#)	11 responses No paraphrasing or summary	11 responses 1 is a summary response	7 responses 2 are summaries	6 responses or fewer 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: _____

2023 Summer Reading Entering 10th grade Honors American Literature (Honors ONLY)

Assignment: Students will read **one** text and complete essay assignment:

- ***Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass***

Assignment for Narrative of the Life of Frederick Douglass:

Essay: In a well-written MLA formatted essay (double spaced/MLA style), respond to the following topic:

READ: *The power of education is a critical topic in Narrative of the Life of Frederick Douglass, but the message about education is not always consistent. For example, although Frederick Douglass understands that the only path to freedom, both for himself and for his fellow slaves, is through learning how to read and write, he is also disgusted with education because it causes him to fully understand the horrors of slavery in the South. At one point, he states, "[education] opened my eyes to the horrible pit, but offered no ladder upon which to get out" (Douglass 36). With this in mind, compare Douglas' view of education to that of your own experience of education. How does your experience compare and/or contrast to his?*

WRITE: You will write a **5-paragraph** essay in which you examine the shifting meaning and importance of education Frederick Douglas' life, based on his novel, *Narrative of the Life of Frederick Douglass*, and your own life. How will/did education impact the learner's future? What is your understanding of God's view of education for the individual?

Organization of essay: **REQUIRED WORD COUNT = 400 MIN. TO 600 WORDS MAX.**

Paragraph One (Intro.) -- Last sentence will be your Thesis sentence (one sentence).

Body One: Education for Frederick Douglas

You will embed one direct quote from the text in body one

Body Two: Your educational experience -how this can/will impact your future? How does this differ from Douglas' educational experience? How does your education compare with Douglas' educational experience?

You will embed one direct quote from the text into body two

Body Three: Biblical insight/God's view for education for the individual

You will embed one direct quote from The Bible into Body three

Conclusion: Remind of the three main points. Close with a final thought that is tied to your thesis and your CREATIVE title; this should have some relevance for the reader that can be applied to most people's life.

Note: Conclusion: author avoids merely restating the paper's points; rather author situates topic within larger conversation/uses conclusion to tell the reader where the author has arrived in his or her argument. What do we now know that we would not have known if this paper hadn't been written? What ultimate conclusion should the reader take from the paper? Why is this paper significant? Author may use conclusion to accomplish any one of these things but must not restate main points of paper.

Your essay will be due to Turnitin.com by 11:59 p.m. on Friday, August 11th, 2023, and will count as a quiz grade.

2023 Summer Reading for ENTERING 11th 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 10, 2023 (periods 3-8) and Friday, August 11, 2023 (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 Mrs. Hudlow at lhudlow@princeave.org

2023 Summer Reading for ENTERING 11TH 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)**—due Friday, August 11, 2023 (first draft is ungraded; revised draft will be an essay grade)
- **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.
 - Due Monday, August 14, 2023 (test grade)

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 textual support (details, quotes, or summaries) in ***every*** body paragraph (at least **two** citations per paragraph)
- Essays must have **at least** five complete paragraphs
- Essays less than 2 pages in length will not be accepted
- You will turn in your first draft Friday, August 11, 2023, 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 or 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
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
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
Dracula by Bram Stoker
War of the Worlds by H.G. Wells
Silas Marner by George Eliot
Middlemarch by George Eliot

See Next Page for More Options

20th 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

Rebecca by Daphne Du Maurier

The Great Divorce by C.S. Lewis

The Screwtape Letters by C.S. Lewis

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

Lord of the Flies by William Golding

PowerPoint Assignment, continued

This assignment will be due on Monday, August 14th, 2023, 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.

Create a Microsoft PowerPoint for this assignment. Save it as "Summer Reading 2023_BOOKNAME."

This assignment will help you and your fellow classmates have a wider knowledge base of various literary texts and forms, as well as prepare you for the AP Lit test in the spring. 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 cited in MLA format) 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 **literary device** slide...
 - This slide should contain ONE literary technique/device you noticed in the text
 - This slide should also contain an example of the device as it's used in the text (if it's a longer one, like dramatic irony, you may summarize the section)
 - This slide should also contain a citation of where in the text you found this device/technique used.
 - Possibilities include (but are not limited to!): Alliteration, Onomatopoeia, Tone (specify what *kind* of tone), Allusion, Oxymoron, Paradox, Symbol, Foreshadowing, Personification, Plot (exposition, climax, resolution), Hyperbole, Point of view (1st, 3rd, limited, omniscient),

Characterization (static, dynamic, flat, round) (direct, indirect), Imagery, Repetition, Irony (dramatic, verbal, situational), Metaphor, Satire, Simile, Dialect, Meter, Setting, Diction (specify what *kind*), Mood (specify what it is), Juxtaposition, etc.

- **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!
- To cite pictures in MLA format, see here: [MLA Works Cited: Other Common Sources - Purdue OWL® - Purdue University](#)

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.

2023 Summer Reading for Students Entering CP Lit Types OR CP Rhetoric/Comp (CP ONLY)

Students: Each student should **FIRST** read the following:

A. Read “12 Strategies to Writing the Perfect College Essay”: [12 Strategies to Writing the Perfect College Essay - Harvard Summer School](#)

AND

B. Click the following link and choose **ONE** of the essays to read and be prepared to discuss on the first day of class: [Essays That Worked | Johns Hopkins University Admissions \(jhu.edu\)](#)

THEN

Using what you learned from the reading above, select **ONE** essay prompt of your choice from the list of Common App essay prompts (link below) and write a 1-2 page essay in MLA format that responds to the question. You **MUST** select a question you did not use in your personal narrative this past year (this must be a new essay).

[First-year essay prompts \(commonapp.org\)](#)

In your response, please do the following:

- TYPE your essay
- Use proper MLA format (with a header/heading, TNR 12 point font, double spaced without extra spaces between paragraphs)
- Instead of a title, copy the question you have chosen to respond to
- This is a personal essay, so use of first person pronouns (“I”) is expected; however, please avoid second person pronouns (“you”)
- Check for correct grammar, punctuation, etc.

You will turn this essay in to Turnitin.com by **Friday, August 11, 2023 at 11:59 p.m.** This will count as your first **quiz** grade.

2023 Summer Reading for Students Entering EN 101/102 (Dual ONLY)

Students: Each student should read **one book** with an optional **second book** and write **one essay**.

REQUIRED:

- A. *An Experiment in Criticism* by C.S. Lewis
- B. College Entrance Essay (see below)

RECOMMENDED:

- C. Selected text (see below)

INSTRUCTIONS FOR REQUIRED ESSAY:

Students: Each student should **FIRST** read the following:

- A. Read “12 Strategies to Writing the Perfect College Essay”: [12 Strategies to Writing the Perfect College Essay - Harvard Summer School](#)

AND

B. Click the following link and choose **ONE** of the essays to read and be prepared to discuss on the first day of class: [Essays That Worked | Johns Hopkins University Admissions \(jhu.edu\)](#)

THEN

Using what you learned from the reading above, select **ONE** essay prompt of your choice from the list of Common App essay prompts (link below) and write a 1-2 page essay in MLA format that responds to the question.

[First-year essay prompts \(commonapp.org\)](#)

In your response, please do the following:

- TYPE your essay
- Use proper MLA format (with a header/heading, TNR 12 point font, double spaced without extra spaces between paragraphs)
- Instead of a title, copy the question you have chosen to respond to
- This is a personal essay, so use of first person pronouns (“I”) is expected; however, please avoid second person pronouns (“you”)
- Check for correct grammar, punctuation, etc.

You will turn this essay in to Turnitin.com by **Friday, August 11, 2023 at 11:59 p.m.** This will count as your first **essay** grade for EN 101 or a **response paper** grade for EN 102.

INSTRUCTIONS FOR REQUIRED TEXT:

B. Read *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 10th (periods 3-8) or Friday, August 11th (periods 1-2). This will count as a **response paper** grade.

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!**

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, regardless of which class you’re placed in (101 or 102).

INSTRUCTIONS FOR OPTIONAL TEXT (NOTE: This text IS required for the course; you are just choosing whether you want to read it over the summer or wait until the school year)

Whether you take it 1st or 2nd 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. 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). You are also free to choose any **unabridged** version of the text.

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)

As You Like It by William Shakespeare (drama; comedy)

Gulliver’s Travels by Jonathan Swift

Pride and Prejudice by Jane Austen (any Austen novel that you have not read before)

Realistic Fiction

Middlemarch by George Eliot

Silas Marner by George Eliot

Howard’s End by E.M. Forster

Science Fiction

1984 by George Orwell
Brave New World by Aldous Huxley
War of the Worlds by H.G. Wells

Tales of Betrayal, Jealousy, and War

Othello by William Shakespeare (drama; tragedy)
Macbeth by William Shakespeare (drama; tragedy)
Henry V by William Shakespeare (drama; history)
King Lear by William Shakespeare (drama; tragedy)
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
Strong Poison by Dorothy L. Sayers

The Monster Within/Gothic Romance and Gothic Horror

Dr. Faustus by Christopher Marlowe (drama; tragedy)
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

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
Tom Brown's School Days by Thomas Hughes
A Little Princess by Frances Hodgson Burnette

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
The Man Born to be King by Dorothy L. Sayers

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)
Mere Christianity by C.S. Lewis