



PRINCE

AVENUE CHRISTIAN SCHOOL

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

Revised March 2025

2025 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 unabridged 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, www.commonsemmedia.org, 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 7, 2025 (D day classes 7, 8) or Friday, August 8, 2025 (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)

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 2025)

Student _____

Category	<i>Exemplary</i> 25	<i>Accomplished</i> 22	<i>Developing</i> 18	<i>Beginning</i> 15	<i>Your Score</i>
TEXT Excerpts and RESPONSES (#)	10 Text excerpts and 10 responses from equally spaced chapters	1 missing excerpt or responses <ul style="list-style-type: none"> Spaced chapters 	2 missing excerpts or responses/ Responses from mostly first half of book	3 missing excerpts or responses Responses are not throughout the book	
RESPONSE VARIETY (Literary devices can be identified and used more than once)	Responses include <ul style="list-style-type: none"> a variety (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 variety (8-7) Responses: <ul style="list-style-type: none"> 8-7 are labeled include a word count of 50 	Responses include little variety (6-5) Responses: 6-5 are labeled miss word counts	Responses <ul style="list-style-type: none"> lack variety no word counts 	
Correct CITATIONS OF QUOTES (with 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:

2025 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 7** (D day classes 7, 8) and **Friday, August 8** (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. A quiz/reading check will be given the first week of school.

Book Annotation Assignment

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). The assignment for *The Odyssey* is to make annotations about themes and archetypes as you read. Your notes will help you with the written portion of the assignment.

What should you annotate?

- CAPITAL “T” by themes and underline
- Identify 5 different themes and mark those excerpts with “T” and name the theme in the lines that you read. Choose themes throughout pages 77-285, so use the same 6 groupings as the archetype groupings below.
- CIRCLE any situational, symbolic, or character archetypes (see attached list of archetypes).
- In the margin, IDENTIFY the category of the archetype AND the specific type of archetype you recognize. (For example: Situational archetype/ “The Task”)

Themes throughout *The Odyssey*:

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

B. Archetype Assignment: Write archetype analysis/ response (see directions below)

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 Aea”
- #6. Book 11 “The Kingdom of the Dead” and Book 12 “The Cattle of the Sun”

As you read *The Odyssey*, look for situational, symbolic, and character archetypes as categorized below. Identify the archetype you see in five of the six book groupings (each grouping has two books, and you only need to complete one book for five of the six groups). Explain in detail how the passage is an example of the archetype you identified. You must have five (5) 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 five (5) responses. See the written example below archetype descriptions.

Sample:

Response 1

Group #5 Book 10: "The Bewitching Queen of Aeaëa"

Category: Character Archetype / Specific type: Evil figure with the ultimately good heart

* When scouting the land, part of Odysseus' crew finds themselves in the home of Circe. After enjoying her hospitality, they become trapped in her cavern. Hearing of their capture, Odysseus then goes into the home of Circe to rescue them. He saves his men and gains the loyalty of the Queen. Odysseus says, "Circe had bathed my other comrades in her palace, caring and kindly, rubbed them sleek with oil and decked them out in fleecy cloaks and shirts" (10.496-498). Circe, who turned the men to animals, eventually clothes and bathes an entire group of people. This act of humble service is an example of an evil figure who ultimately displays a good heart. Odysseus then retrieves the rest of his crew, offers thanks to Circe for the hospitality, and stays there for a whole year (10.515). 136 words

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).

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.

9TH Grade Honors Summer Reading Journal Rubric-*Odyssey* (rev 2025)

Student _____

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
RESPONSES (#) Number of responses, Identification of groups, and Identification of <i>Odyssey</i> Book numbers and titles	5 responses; all correct ID <ul style="list-style-type: none"> ID of group # (1-6) ID of <i>Odyssey</i> bk # (1-12) and title 	4 responses or incorrect info <ul style="list-style-type: none"> ID of group # ID of <i>Odyssey</i> bk # (1-12) and title 	3 responses or incorrect info <ul style="list-style-type: none"> ID of group # ID of <i>Odyssey</i> bk # (1-12) and title 	2 responses or incorrect info ID of group # ID of <i>Odyssey</i> bk # (1-12) and title	
RESPONSE VARIETY/LENGTH Archetypes identified: Situational, Symbolic, Character 100 min word count	Responses include <ul style="list-style-type: none"> meaningful insight Situational- at least 2 _____ Symbolic- at least 1 _____ Character- at least 2 _____ Response: <ul style="list-style-type: none"> EXPLAINS how selection fits the archetype 	Responses include <ul style="list-style-type: none"> meaningful insight Not the required variety Response: <ul style="list-style-type: none"> EXPLAINS how selection fits the archetype 	Responses include <ul style="list-style-type: none"> little variety or insight short word counts Response: <ul style="list-style-type: none"> EXPLAINS how selection fits the archetype 	Responses Lack <ul style="list-style-type: none"> explanations variety accuracy are missing word counts 	
EVIDENCE (QUOTES) (MLA correct citations with book and lines)	All 5 Paragraphs contain <ul style="list-style-type: none"> Quotes and CORRECT book and line citation 	4 Paragraphs contain <ul style="list-style-type: none"> mostly (4 or more) correct MLA quotes, book and line citation 	3 demonstrate correct MLA quotes, book and line citation	Few passages 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) _____

2025 Summer Reading CP American Literature (CP ONLY)

Read: *Daisy Miller* (Henry James)

After reading *Daisy Miller*, you will complete a PowerPoint Assignment. This assignment will be due on Friday, August 8th, 2025, 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, ChatGPT, or Wikipedia will be viewed as cheating. If you have questions about format, email me at rskaggs@princeave.org.

Create a Microsoft PowerPoint for this assignment. Save it as “Summer Reading 2025_DaisyMiller.”

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 future tests and writing assignments. 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, CP American Literature, and 12 August 2024)
 - The 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 its 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, 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 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.

2025 Summer Reading Entering 10th grade Honors American Literature (Honors ONLY)

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

Daisy Miller by Henry James

Read *Daisy Miller*, then choose **ONE** of the following prompts and compose a **1-2 page** essay, with citations, in MLA format. Include a Works Cited page (this does not count as part of the 1-2 pages for the essay). **Please put the Prompt Number as your title.**

This assignment will be due on Friday, August 8th, 2025, 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, ChatGPT, or Wikipedia will be viewed as cheating. If you have questions about format, email me at rskaggs@princeave.org.

1. Novels and plays often involve scenes of weddings, funerals, parties, and other social occasions. Such scenes may reveal the values of the characters and the society in which they live. In a focused essay, discuss the contribution the scene of Mrs. Walker's party makes to the meaning of *Daisy Miller* as a whole. Do not merely summarize the plot.

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

In *Daisy Miller*, the cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Compose a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole. Do not merely summarize the plot. Include the quote at the top of your essay and incorporate it into the response of your essay.

3. Novels and plays often depict characters caught between colliding cultures--national, regional, ethnic, religious, institutional. Such collisions can call a character's sense of identity into question. In *Daisy Miller*, a character responds to such a cultural collision. Compose a well-organized essay in which you describe this character's response and explain its relevancy to the work as a whole. Do not merely summarize the plot.

2025 Summer Reading for ENTERING 11th CP BRITISH LITERATURE (CP Only)

The **required** book is *Beowulf: A New Verse Translation* by Seamus Heaney.

The PowerPoint assignment will be due for everyone on **Friday, August 8th**, electronically. The Annotation assignment will be due on **Monday, August 11th (1st-4th periods) OR Tuesday, August 12th (5th-8th periods)**. Both of these assignments will be combined to count as your first **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, ChatGPT, or Wikipedia will be viewed as cheating. If you have questions about format, email me at lhudlow@princeave.org.

Part 1: Purchase *Beowulf* (translated by Seamus Heaney) and annotate it as you read. There are 200 pages; you should have at least one annotation on all right-hand pages. You will turn in your annotated books on **Monday, August 11th OR Tuesday, August 12th**.

Part 2: Create a Microsoft PowerPoint for this assignment. Save it as “Summer Reading 2025_BEOWULF.”

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, CP British, and 12 August 2024)
 - The 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?
- A **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 its 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.

2025 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 8, 2025 (first draft is ungraded; revised draft will be an **essay** grade)
- **A book chosen from the list below and a completed 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 11, 2025 (**test** grade)

AP Summer Reading/ Essay Assignment

Required: *Beowulf*, translated by Seamus Heaney (this ISBN number ONLY: 9780374111199)

Essay: In a well-written 2-4 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 when a death or deaths take place. **Using *Beowulf*, select such one such scene and discuss how the death or deaths in that scene contributes to a meaning of the work as a whole. Be specific about what that meaning **is** in your thesis. 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 what the symbol is, how that symbol functions in the work, and what its significance reveals about the meaning of the work as a whole. Your thesis should specifically state what that meaning **is**. Do not merely summarize the plot.

Option #3: It has often been said that what we value can be determined only by what we sacrifice.

Consider how this statement applies to a character from *Beowulf*. Select one character who deliberately sacrifices, surrenders, or forfeits something in a way that highlights that character's values. Then write a well-organized essay in which you analyze how the particular sacrifice illuminates the character's values and provides a deeper understanding of the meaning of the work as a whole. Your thesis should specifically state what that meaning **is**. Do not merely summarize the plot.

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. 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 (more are allowed)
- Essays less than 2 pages in length will not be accepted
- You will turn in your first draft Friday, August 8, 2025, 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/test** grade).

SEE NEXT PAGE FOR POWERPOINT ASSIGNMENT

AP Summer Reading PowerPoint Assignment

Parents: On this 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.

Your book MUST be the unabridged version.

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 Libation Bearers by Aeschylus (Fagles translation)
Eumenides by Aeschylus (Fagles translation)
The Inferno by Dante (Pinsky or Sayers translation)

Renaissance/Enlightenment:

Don Quixote by Miguel de Cervantes (Penguin Classic Edition)
Othello by William Shakespeare
Macbeth by William Shakespeare
King Lear by William Shakespeare
Henry IV, Part 1 by William Shakespeare
Henry IV, Part 2 by William Shakespeare
Henry V 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
Great Expectations by Charles Dickens
A Tale of Two Cities by Charles Dickens
Idylls of the King by Alfred, Lord Tennyson
The Picture of Dorian Gray by Oscar Wilde
The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
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

More Options on the Next Page →

20th Century:

Pygmalion by George Bernard Shaw

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

1984 by George Orwell

Rebecca by Daphne Du Maurier

The Screwtape Letters by C.S. Lewis

And Then There Were None 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

This assignment will be due on Monday, August 11th, 2025, electronically. This will count as a **test** grade.

In his process, there is to be NO collaboration with other students. Any assistance from the Internet, AI, movies, or secondary sources such as Sparknotes, Cliff Notes, ChatGPT 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 2025_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 11 August 2025)
 - 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.
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- A **protagonist** slide...
 - This slide should contain a picture of what you think the protagonist looks like
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- 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 its used in the text (if it's a longer one, like dramatic irony, you may summarize the section, but still cite it!)
 - 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.

**2025 Summer Reading for Students Entering 12th Grade 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.

[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.
- Please keep your response under 650 words (not counting the header and title)

You will turn this essay in to Turnitin.com by **Friday, August 8, 2025 at 11:59 p.m.** This will count as your first **quiz** grade.

2025 Summer Reading for Students Entering EN 101/102 (Dual ONLY)

Students: Each student should read one book with a recommended 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 8, 2025 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 the second class period. This will count as a **response paper** grade for EN 102.

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* as you read the text (use the margin space as well). **THE EPILOGUE for *An Experiment in Criticism* COUNTS AS PART OF THE BOOK!** If you do not annotate the epilogue as well, you cannot receive an A on this assignment.

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 for EN 102, whichever semester you take the course (fall or spring).

INSTRUCTIONS FOR RECOMMENDED 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 (if you haven’t read any of them before, you should pick *Fellowship of the Ring*)

The Once and Future King by T.H. White

The Count of Monte Cristo by Alexandre Dumas

Don Quixote by Miguel de Cervantes

Comedy and Romance

Twelfth Night by William Shakespeare

As You Like It by William Shakespeare

Gulliver’s Travels by Jonathan Swift

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

More Options on the Next Page →

Realistic Fiction

Middlemarch by George Eliot
Silas Marner by George Eliot
Howard's End by E.M. Forster
Their Eyes Were Watching God by Zora Neale Hurston
A Raisin in the Sun by Lorraine Hansbury

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
Macbeth by William Shakespeare
Henry V by William Shakespeare
King Lear by William Shakespeare
The Winter's Tale by William Shakespeare
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 Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
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
Alice in Wonderland and Through the Looking Glass by Lewis Carroll
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 Screwtape Letters by C.S. Lewis
The Man Born to be King by Dorothy L. Sayers

More Options on the Next Page →

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