

REQUIRED SUMMER READING/WRITING: 2019

Rising 7th graders: *Treasure Island* by Robert Louis Stevenson

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

Rising 9th graders: *Fahrenheit 451* by Ray Bradbury

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

Rising 11th graders (not taking DE I: Composition): *The Crucible* by Arthur Miller

Rising 12th graders (Not taking DE II: Literary Analysis): College application essays

DE I: English Composition: College application essays

Rising 12th H/DE II: Literary Analysis: *A Tale of Two Cities* by Charles Dickens

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

Please see the following pages for further explanation of assignments.

Rising 7th Graders:

Treasure Island by Robert Louis Stevenson

Due September 16: Completely read the book.

Paragraph 1: In 5-7 sentences summarize the plot of the book, and include the setting and time frame of the story. Make sure you open with a topic sentence.

Paragraph 2: The characters in the novel have differing degrees of morality. Which characters have higher moral standards? Which have lower moral standards? How do the differences between the two groups affect their actions? Their choices? The consequences of the two? Answer in 5-7 sentences.

Paragraph 3: What makes Stevenson's writing powerful? Select one of your favorite descriptive passages and use it to discuss Stevenson's vivid descriptions. Answer in 5-7 sentences.

Paragraph 4: How does Stevenson use foreshadowing in *Treasure Island*? Find a few examples to share in your paper. What purpose does foreshadowing have? What effect does it have on the reader? Answer in 5-7 sentences.

Paragraph 5: Include two Bible verses that relate to the theme of this book and the impact the story has had on you. State who you would recommend to read this book, and who might enjoy this story. Answer in 5-7 sentences.

Rising 8th Graders

The Hiding Place by Corrie ten Boom

Due September 16: Completely read the autobiography. Write a well-organized, five-paragraph essay analyzing these aspects of the novel. Each paragraph should have five or more sentences.

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

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

Identify your paper with your name, date, and English bell.

Write a statement at the end of the paper that states you have read the entire novel.

***** See the following page for the rising freshmen's and sophomores' assignment.**

Rising Freshmen

Due September 16: Completely read *Fahrenheit 451* by Ray Bradbury. Complete the following assignment.

Essay Format: This is to be a **five-paragraph** essay. Please type this essay, double-spaced, MLA format, and title it “Summer Reading Response.”

Paragraph 1: Begin your essay with an **introductory paragraph** that discusses the key conflict of the novel. What is the basic problem in that society? How does Montag fight against the societal problem, internally and externally? What were the results of his conflict?

Paragraphs 2-3: Near the beginning of Part Two, Mildred protests to Montag, “Why should I read? What for?” How would you answer that question for yourself? Read Nehemiah 8:1–10; Psalm 119:9–11, 105; John 20:31; Romans 15:4; and 2 Timothy 3:16–17. Discuss the reason for reading, and apply **each** of the given Scriptures to the importance of reading.

Paragraph 4: At one point, Mildred angrily asks Montag, “Who’s more important, me or that Bible?” Read Matthew 10:34–39 and Mark 7:9–13. Apply those Scriptures to answering Mildred’s question for yourself.

Paragraph 5: Conclusion: At the end of the book, Montag joins with other “rebels” who try to recreate works of literature from memory. How important is it for you to memorize the Word of God? What does Scripture say concerning this?

Rising Sophomores

Due September 16: *To Kill a Mockingbird* by Harper Lee
Completely read the novel.

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

1. **Create a front cover.** It must include a **graphic or artistic representation** of the novel. It was must also include the name of the novel and the author. Creativity and original artwork is encouraged.
2. **Inside pages:**
 - A. Book information: author and title; city where published: publisher, copyright date. See the inside pages of the novel for example and information. Include your name at bottom right corner.
 - B. Quotation Log: Choose six quotes from the book that are meaningful or symbolic to the story. **Create some form of chart** to contain the following information: the quote, page number, speaker, and several sentences to tell why the quote is important. (This page can be single-spaced.) **DO NOT SIMPLY PARAPHRASE THE QUOTE;** convey why you chose this section of text as important to this novel.

**** Continued on next page**

Sophomores' Summer Reading continued

- C. Collages: Create three different collages – one for each of the main characters of the book (Atticus, Scout, and Jem). Each collage should include pictures that represent the personality, interests, and purpose of the character to the novel. Do not simply copy and paste pictures from the movie. Look for symbolic images that demonstrate your understanding of the character. Cover the page as completely as possible, leaving little white space. At the bottom of each page, include a quote or caption that you think best describes each character.
- D. Diary Entry: Write a diary entry from the point of view (1st person) of one of the three main characters (Atticus, Scout, and Jem), written on the day of the trial. You choose to begin the diary before the trial occurs, but it must also reflect the end of the trial and the character's reactions to the verdict. Be sure to include realistic thoughts, feelings, and reactions that she or he would have had that day. This should be at least one page in length.
- E. Song Lyric: Find a song from the time period that the novel is set in which reflects the theme of the work. Type out the lyrics of the song.
3. **Back cover.** Your portfolio must be bound with an appropriate back cover to support your work.
4. **Graded** for content, neatness, format, and mechanics (grammar, punctuation, etc.) and aesthetic appeal. A rubric will be given to you in the fall.
- NOTE: You will have a test on the novel during the first weeks of school. Be prepared.

Rising Juniors (not taking DE English Comp)

DUE: September 16: *The Crucible* by Arthur Miller

Completely read the play. Answer these questions, using MLA format.

1. Write a one- to two-page summary of the Salem Witch Trials, using proper MLA format for internal citations as needed and a works cited page (or bibliography) at the end of the paper. [NOTE: This is NOT a plot summary of the play!]
2. Analyze John Proctor, Elizabeth Proctor, and Abigail Williams (in separate paragraphs). Give their key qualities and where they are shown, and tell how and why each changes throughout the play.
3. Define the word *crucible* within the context of the play. How does that definition relate to John Proctor's situation?
4. Discuss three separate Biblical principles seen in the play. Be sure to give Biblical quotations and references, and explain how that principle is seen through the characters and/or plot.

*** See the next pages for the DE Composition assignment/rising seniors' assignments.

DE I: English Composition (juniors and seniors)

Due: September 9

You will write two personal essays which may be used for your college applications. Remember that college application essays add a third dimension to your recommendations and scores. Use this essay to shed light on some special quality or maybe an experience that is not so evident from test scores. Write with unity, coherency, and attention to voice. You may choose from the following topics:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma – anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

These should be typed, double-spaced, using MLA format, 250 words minimum (650 words maximum) for each essay. Please print each essay on a separate paper.

Rising Seniors (NOT taking British Lit Honors/DE II: Literary Analysis)

Due: September 9

You will write two personal essays which may be used for your college applications. Remember that college application essays add a third dimension to your recommendations and scores. Use this essay to shed light on some special quality or maybe an experience that is not so evident from test scores. Write with unity, coherency, and attention to voice. You may choose from the following topics:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

***** See next page for more options/directions.**

4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma – anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

These should be typed, double-spaced, using MLA format, 250 words minimum (650 words maximum) for each essay. Please print each essay on a separate paper.

Rising Seniors: British Literature Honors/DE II: Literary Analysis

Due: September 16

***A Tale of Two Cities* by Charles Dickens**

Read the novel and complete the following writing assignment. Organize your answers in composition form (which includes a proper introduction and conclusion), following MLA format.

- Write a one- to two-page summary of the French Revolution, using proper MLA format for internal citations as needed and a works cited page (or bibliography) at the end of the paper. [This portion may be a separate document.]
- How is *A Tale of Two Cities* a historical novel? Be specific.
- Discuss the theme of romance in the novel.
- Discuss the theme of revenge in the novel.
- Discuss the theme of resurrection (“recalled to life”) in the novel.
- Discuss the theme of substitutionary sacrifice in the novel.