Purpose for Summer Reading at GCA:

- Keep students academically engaged over the summer
- Foster a love of reading
- Encourage looking at texts through a biblical lens
- Provide unity for the beginning of the school year

Summer Reading Due: Friday, August 9th
Welcome to ninth-grade English! Although I hope you make reading a regular part of your summer activities, you will be required to read only 1 book this summer. My goal is for you to enjoy the book while gaining valuable life lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.


- **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
  - Highlight 10 vocab words and define on a separate piece of paper (typed).
  - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).

  **Note:** As you read, consider Carson’s worldview and how it is similar to our biblical worldview.

- **Creative Component:** Compose a 5 slide PowerPoint explaining 3 goals you are working towards after reading Carson’s book and how each goal specifically connects to one of the T.H.I.N.K. B.I.G. attributes. **The slides must contain the following:**
  - **Slide 1:** Your name and relevant/meaningful picture(s).
  - **Slide 2-4:** Describe the goal you are striving to attain and connect it to one of the T.H.I.N.K. B.I.G. attributes. Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful pictures on each slide.
  - **Slide 5:** Reflect on how you plan to implement these goals and create a biblical connection, including a specific reference to the Bible (quote the scripture).

- **Written Component - Biblical Integration:** Write a 1-page essay in which you connect 3 concepts from Carson’s book with concepts in the Bible. Refer directly to scripture as well as the book. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed.

**Text Overview:** Growing up, renowned neurosurgeon Ben Carson – prominently known as the first doctor to successfully separate conjoined twins - faced many challenges: abandonment by his father, trouble at school, the turbulence of inner-city Detroit, and a violent temper. But instead of letting his circumstances control him, Dr. Carson discovered eight principles that turned his future upside down. In *You Have a Brain*, Dr. Carson gives students an inspirational look at the faith and wisdom that helped him meet life's obstacles (spiritually, academically, personally, and mentally) and leap over them, motivating teens to think big, dream big, work hard, pursue God, and break free of any fear that holds them back. Carson’s words are studded with biblical principles rooted in his favorite book of the Bible: Proverbs.

   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. **No electronic books are to be used.**
     - Highlight 10 vocab words and define on a separate piece of paper (typed).
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).

   **Note:** As you read, consider Carson’s worldview and how it is similar to our biblical worldview.

   - **Creative Component:** Compose a 5 slide PowerPoint that reflects on both your life and the book. **The slides must contain the following:**
     - **Slide 1:** Your name and relevant/meaningful picture(s).
     - **Slide 2:** Choose one of Carson’s T.H.I.N.K. B.I.G. topics that you think is the easiest for you to live by. Explain.
     - **Slide 3:** Choose one of Carson’s T.H.I.N.K. B.I.G. topics that you think is the most difficult for you to live by. Explain.
     - **Slide 4:** Reflect on how you plan to implement these goals and create a biblical connection, including a specific reference to the Bible (quote the scripture).
     - **Slide 5 (a little about yourself!):** Describe your favorite and least favorite parts of your summer.

   - **Written Component - Biblical Integration:** Write a 1-page essay in which you connect 3 concepts from Carson’s book with concepts in the Bible. Refer directly to scripture as well as the book. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.

**Text Overview:**
Growing up, renowned neurosurgeon Ben Carson – prominently known as the first doctor to successfully separate conjoined twins - faced many challenges: abandonment by his father, trouble at school, the turbulence of inner-city Detroit, and a violent temper. But instead of letting his circumstances control him, Dr. Carson discovered eight principles that turned his future upside down. In *You Have a Brain*, Dr. Carson gives students an inspirational look at the faith and wisdom that helped him meet life’s obstacles (spiritually, academically, personally, and mentally) and leap over them, motivating teens to think big, dream big, work hard, pursue God, and break free of any fear that holds them back. Carson’s words are studded with biblical principles rooted in his favorite book of the Bible: Proverbs.

2. **Short Story Analysis:**
   Read the 6 short stories listed below. A link to an online version of each text has been provided; simply copy and paste the URL into your browser. You do not need to print out the short stories or annotate them. Then, answer the questions for each story in paragraph format, typed and printed. You do not need to rewrite the question on your answer sheet. Label each set of questions with the corresponding story title.

   - **“The Cask of Amontillado” by Edgar Allan Poe**
     http://xroads.virginia.edu/%7EHYPER/POE/cask.html
     1. What is the overall mood of the story? In your answer consider what contributes to the mood; address ALL of the following concepts in your answer: setting, sounds, rhythm of the language, descriptions of Montresor’s thoughts, feelings, and actions. Provide specific details from the text to support your answer.
2. Perform a quick Google search on unreliable narrators and reliable narrators in literature. Is Montresor a reliable or unreliable narrator? Why? Provide specific details from the text to support your answer.

• “The Gift of the Magi” by O. Henry
  https://www.auburn.edu/~vestmon/Gift_of_the_Magi.html
  1. Situational irony is when the reader expects one thing to happen but something entirely different occurs. What situational irony occurs in the text? Give a detailed description.
  2. What does the story seem to be saying about material possessions? How does this compare or contrast with what scripture says about material possessions? In your answer, use specific details from the text AND at least one scripture reference (quote the passage of scripture in your answer).

• “The Most Dangerous Game” by Richard Connell
  1. Why does Rainsford choose to confront Zaroff in the end, rather than to simply ambush him? What does this reveal about his personality? Refer to specific details from the text to support your answer.
  2. One literary critic once said that “ironically, Zaroff’s belief in his invincibility as a hunter weakens him and causes his ultimate defeat.” Use specific evidence from the text to either support or challenge this statement.

• “The Necklace” by Guy de Maupassant
  https://americanliterature.com/author/guy-de-maupassant/short-story/the-necklace
  1. Situational irony is when the reader (or even a character) expects one thing to happen but something entirely different occurs. What situational irony occurs at the end of this story? Give a detailed description.
  2. “Honesty is the best policy” is a common saying in our culture. First, put that saying into your own words and explain what it means. Then, explain why or why not this saying can be applied to the story. Use specific details from the text to support your answer.

• “The Pedestrian” by Ray Bradbury
  1. Why does Mead never encounter anyone on his nightly walks? Explain. Evaluate how this helps develop or reveal Bradbury’s overall message (theme).
  2. What “crime” has Mead committed? How can this relate in a general way to the contemporary world?

• “A Sound of Thunder” by Ray Bradbury
  1. What theme or message is Bradbury conveying through this story? Give detailed evidence to support your answer.
  2. How can this story’s message be applied to the modern world? In your answer, identify at least 3 detailed comparisons.
Welcome to tenth-grade English! Although I hope you make reading a regular part of your summer activities, you will be required to read only 1 book this summer. My goal is for you to enjoy the book while gaining valuable life lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.

**Choose either Under the Overpass** by Mike Yankowski or **Left to Tell** by Immaculee Ilabagiza.

- **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
  - Highlight 10 vocab words and define on a separate piece of paper (typed).
  - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).

- **Creative Component:** Compose a 5-slide PowerPoint explaining 3 concrete things you can do to help the homeless (Under the Overpass) or 3 specific people to whom you need to extend grace and forgiveness (Left to Tell).

  The slides must contain the following:
  - **Slide 1:** Your name and picture.
  - **Slide 2-4:**
    - **Under the Overpass:** explain 3 concrete things you can do to help the homeless.
    - **Left to Tell:** identify and explain 3 specific people to whom you need to extend grace and forgiveness.
    - **BOTH:** Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful picture(s) on each slide.
  - **Slide 5:** Choose 1 word and a corresponding biblical passage which you believe represents or summarizes the theme of the entire novel. Provide an explanation.

- **Written Component - Biblical Integration:** Answer each of the 3 following questions in a half-page response (3 responses total on 3 separate pages). Do not use online sources – I want to see what you think.
  - What major temptations toward hatred or animosity does the main character fight and does he/she deal with these in a Christ-like manner?
  - What is the main message of the novel and how can you apply it to your Christian life?
  - What role does God play in the main character’s life and how does the role of God change over time?

The three responses should be typed, printed, and in MLA format (see the last page of this packet for the MLA template).
Welcome to tenth-grade Honors! You will be reading two books, either *Under the Overpass* or *Left to Tell* and also one of your choosing from the AP College Board Recommended Reading List (it cannot be a book you have already read). My goal is for you to enjoy the books while gaining valuable life lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.

1. **Choose either *Under the Overpass* by Mike Yankowski or *Left to Tell* by Immaculee Ilabagiza.**
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
     - Highlight 10 vocab words and define on a separate piece of paper (typed).
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).
   - **Creative Component:** Compose a 5-slide PowerPoint explaining 3 concrete things you can do to help the homeless (*Under the Overpass*) or 3 specific people to whom you need to extend grace and forgiveness (*Left to Tell*).
     - The slides must contain the following:
       - Slide 1: Your name and picture.
       - Slide 2-4:
         - *Under the Overpass*: explain 3 concrete things you can do to help the homeless.
         - *Left to Tell*: identify and explain 3 specific people to whom you need to extend grace and forgiveness.
         - BOTH: Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful picture(s) on each slide.
       - Slide 5: Choose 1 word and a corresponding biblical passage which you believe represents or summarizes the theme of the entire novel.
   - **Written Component - Biblical Integration:** Answer each of the 3 following questions in a half-page response (3 responses total on 3 separate pages). Do not use online sources – I want to see what you think.
     - What major temptations toward hatred or animosity does the main character fight and does he/she deal with these in a Christ-like manner?
     - What is the main message of the novel and how can you apply it to your Christian life?
     - What role does God play in the main character’s life and how does the role of God change over time?
     - The three responses should be typed, printed, and in MLA format (see the last page of this packet for the MLA template).

2. **The AP College Board Recommended Reading List:** Choose ONE book from the list below (it cannot be a book you have already read).
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. Remember, electronic books are not acceptable for this assignment.
     - Highlight 10 vocab words and define on a separate piece of paper (typed).
• Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).

• **Rhetorical & Literary Analysis:** Using the list of Rhetorical and Literary Devices below, identify 5 Rhetorical and 5 Literary devices used in your book, highlight them in the book, and label what the rhetorical/literary device is in the margin.

### Rhetorical Strategies:

<table>
<thead>
<tr>
<th>Paralipsis</th>
<th>Understatement</th>
<th>Oxymoron</th>
<th>Appeal to Patriotism</th>
<th>Exemplum</th>
<th>Apostrophe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaphora</td>
<td>Satire</td>
<td>Hyperbolae</td>
<td>Repetition</td>
<td>Ethos</td>
<td>Pathos</td>
</tr>
</tbody>
</table>

### Literary Devices:

<table>
<thead>
<tr>
<th>Analogy</th>
<th>Anthropomorphism</th>
<th>Situational Irony</th>
<th>Mood</th>
<th>Personification</th>
<th>Foil</th>
<th>Motif</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alliteration</td>
<td>Dialect</td>
<td>Juxtaposition</td>
<td>Tone</td>
<td>Foreshadowing</td>
<td>Theme</td>
<td>Paradox</td>
</tr>
<tr>
<td>Allusion</td>
<td>Dramatic Irony</td>
<td>Metaphor</td>
<td>Verbal Irony</td>
<td>Simile</td>
<td>Imagery</td>
<td>Symbol</td>
</tr>
</tbody>
</table>

• **Written Component:** Write a 1 page essay in which you identify a recurring symbol and analyze its impact on and importance to your book as a whole. Refer directly to your book, providing specific evidence. Should you include a quote from the book, it must be two lines or fewer in length. Your essay must be in MLA format, typed, and printed. An MLA template can be found at the back of the summer reading packet.

Parents and students, be advised that this is a recommended reading list from the AP College Board. We encourage you to read summaries and check websites such as goodreads.com and shmoop.com for content advisories and to help you determine which book is the best fit.

*The Adventures of Tom Sawyer* by Mark Twain  
*All Quiet on the Western Front* by Erich Maria Remarque  
*As I Lay Dying* by William Faulkner  
*The Chosen* by Chaim Potok  
*Don Quixote* by Miguel de Cervantes  
*Heart of Darkness* by Joseph Conrad  
*The House of the Seven Gables* by Nathaniel Hawthorne  
*The Illiad* by Homer  
*The Immortal Life of Henrietta Lacks* by Rebecca Skloot  
*Inferno* by Dante  
*Jane Eyre* by Charlotte Bronte  
*Moby Dick* by Herman Melville  
*Narrative of the Life of Frederick Douglass* by Frederick Douglass  
*A Passage to India* by E.M. Forster  
*Pride and Prejudice* by Jane Austen  
*The Red Badge of Courage* by Stephen Crane  
*Remains of the Day* by Kazuo Ishiguro  
*Robinson Crusoe* by Daniel Defoe  
*The Turn of the Screw* by Henry James  
*The Sound and the Fury* by William Faulkner  
*Their Eyes Were Watching God* by Zora Neale Hurston  
*A Tale of Two Cities* by Charles Dickens  
*Vindication of the Rights of Women* by Mary Wollstonecraft  
*Wuthering Heights* by Emily Bronte  
*Walden* by Henry David Thoreau
Hi 11th grade students! This summer, you will have the option between two books for your summer reading. My goal is for you to enjoy the books while gaining valuable lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.

**UnPlanned by Abby Johnson OR I Beat the Odds: From Homelessness to The Blind Side, and Beyond by Michael Oher.**

- **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. **No electronic books are to be used.**
  - Highlight 10 vocab words and define on a separate piece of paper (typed)
  - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).
  - **Note:** As you read, consider aspects of American society that you know.

- **Creative Component:** Compose a 5-slide PowerPoint detailing things you learned about American society through your reading. This can include things about the foster care system, life in the inner city, Planned Parenthood, Coalition for Life, or something else you notice in the book. **The slides must contain the following:**
  - **Slide 1:** Name and picture
  - **Slide 2-4:** Explain the things that you learned from the book. Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful picture(s) on each slide.
  - **Slide 5:** Reflect on Oher’s or Johnson’s life and create a biblical connection, including a specific reference to the Bible (quote the scripture).

- **Written Component - Biblical Integration:** Write a 1-page essay in which you connect concepts from Oher’s life or Johnson’s life with concepts in the bible. Refer directly to scripture. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.
Welcome to Senior Summer Reading 2019! The goal is for you to enjoy the book *Grit* by Angela Duckworth while gaining valuable life lessons. Although written from a secular perspective, *Grit* can be viewed from a Christian worldview. Many of the grit qualities can be found when we actively seek and understand our God’s calling on our lives. Students will also be tested on the material after completing class discussions. All summer reading components are due on the Summer Reading due date: Friday, August 9th.

**Required Reading: Grit: The Power of Passion and Perseverance by Angela Duckworth**

*Please purchase this book as annotations are required. Annotations should include your thoughts, questions, analysis, and rhetorical devices used by the author. Annotations will be graded according to the guide included at the end of the summer reading packet and will be part of the overall grade of the assignment.*

- **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
  - Highlight 10 vocab words and define on a separate piece of paper (typed)
  - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).
- **Creative Component:** Choose one of these three options and then complete the personal reflection PowerPoint explained below:
  - Interview someone who has overcome an obstacle. Ask them 10 questions about their experience and their “grit.” Type your questions and their responses.
  - Interview someone you highly respect (war veteran, pastor, teacher, etc.). Ask them 10 questions about challenges they have faced and things they have persevered, using “grit.” Type your questions and their responses.
  - Survey 20 people (including yourself) using the Grit Scale provided in the book. Summarize your findings in one page.
- **Creative Component Part 2: Personal Reflection PowerPoint:** Create a PowerPoint presentation of 6 – 9 slides using the guide below.
  - Personal Experience: (2-3 slides) Explain an incident (academically, athletically, personally, spiritually, etc.) in your life that has required true “grit”. Photos, images, and text should reflect the challenge you have faced. Include any lessons you learned and advice you may offer.
  - Interview/Survey: (2-3 slides)
    - Expound on your interview. Tell why you picked the person you interviewed, questions you asked, and what you learned about their “grit” in life.
    - If you completed the survey, summarize your findings and what you learned about the Grit Scale.
  - Your future: (2-3 slides)
    - List and explain some short-term AND long-term goals and why they may take some “grit” (include your grit-scale score).
    - Include at least ONE Bible verse that you can apply to the challenges that you may face.
    - Include TWO quotes from the book that you can use in the future as advice when “grit” is needed.
- **Written Component - Biblical Integration:** Write a 1-page essay in which you connect concepts from Duckworth’s *Grit* with concepts in the bible. Refer directly to scripture. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.
AP Literature and Composition
Summer Reading 2019
Mrs. Gouge (misty.gouge@gcarams.org)

Hi AP Literature students! This summer, you will be reading two books, one that has been chosen for you, and one from the list below. My goal is for you to enjoy the books while gaining valuable lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.

1. *Through the Gates of Splendor* by Elisabeth Elliot
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
     - Highlight 10 vocab words and define on a separate piece of paper (typed)
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).
     - **Note:** As you read, consider the difficulties the missionaries must endure. Would you be willing to endure the same for your faith?
   - **Creative Component:** Compose a 5-slide PowerPoint celebrating the life of one of the missionaries. The slides must contain the following:
     - **Slide 1:** YOUR name and picture and the name and picture of the missionary.
     - **Slide 2-4:** Highlight key points of the missionary’s life including growing up, previous jobs, family, and their role in the mission. Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful picture(s) on each slide
     - **Slide 5:** Reflect on the missionary’s life and create a biblical connection, including a specific reference to the Bible (quote the scripture).
   - **Written Component - Biblical Integration:** Write a 1-page essay in which you connect the missionaries’ perspectives and lives with concepts in the Bible. Refer directly to scripture. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.

2. AP Book from the College Board Recommended Reading List: Choose ONE of the following from the list below (it cannot be a book you have already read)
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. Remember, electronic books are not acceptable for this assignment.
     - Highlight 10 vocab words and define on a separate piece of paper (typed).
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter).
   - **Literary Analysis:** Using the list of Literary Devices below, identify and highlight 20 devices in your book (up to 3 literary devices can be repeated twice). Highlight the example and identify the literary device in margin. Please take time to look up what each literary device is; a definition for each is not provided.
Literary Techniques and Devices:

<table>
<thead>
<tr>
<th>Analogy</th>
<th>Foil</th>
<th>Motif</th>
<th>Situational Irony</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anaphora</td>
<td>Foreshadowing</td>
<td>Oxymoron</td>
<td>Symbol</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Hyperbole</td>
<td>Paradox</td>
<td>Tone</td>
</tr>
<tr>
<td>Allusion</td>
<td>Imagery</td>
<td>Parallelism</td>
<td>Theme</td>
</tr>
<tr>
<td>Anthropomorphism</td>
<td>Juxtaposition</td>
<td>Personification</td>
<td>Tone</td>
</tr>
<tr>
<td>Dialect</td>
<td>Metaphor</td>
<td>Repetition</td>
<td>Understatement</td>
</tr>
<tr>
<td>Dramatic Irony</td>
<td>Mood</td>
<td>Simile</td>
<td>Verbal Irony</td>
</tr>
</tbody>
</table>

- **Written Component:** Write a 1-page essay in which you identify a recurring symbol and analyze its impact on and meaning to the book as a whole. Refer directly to your book, providing specific evidence. Should you include a quote from the book, it must be two lines or fewer in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.

Parents and students, be advised that this is a recommended reading list from the AP College Board. We encourage you to read summaries and check websites such as goodreads.com and shmoop.com for content advisories and to help you determine which book is the best fit.

*The Adventures of Tom Sawyer* by Mark Twain
*All Quiet on the Western Front* by Erich Maria Remarque
*As I Lay Dying* by William Faulkner
*The Chosen* by Chaim Potok
*Don Quixote* by Miguel de Cervantes
*Heart of Darkness* by Joseph Conrad
*The House of the Seven Gables* by Nathaniel Hawthorne
*The Iliad* by Homer
*The Immortal Life of Henrietta Lacks* by Rebecca Skloot
*Inferno* by Dante
*Jane Eyre* by Charlotte Bronte
*Moby Dick* by Herman Melville
*Narrative of the Life of Frederick Douglas* by Frederick Douglas
*A Passage to India* by E.M. Forster
*Pride and Prejudice* by Jane Austen
*The Red Badge of Courage* by Stephen Crane
*Remains of the Day* by Kazuo Ishiguro
*Robinson Crusoe* by Daniel Defoe
*The Turn of the Screw* by Henry James
*The Sound and the Fury* by William Faulkner
*Their Eyes Were Watching God* by Zora Neale Hurston
*A Tale of Two Cities* by Charles Dickens
*Vindication of the Rights of Women* by Mary Wollstonecraft
*Wuthering Heights* by Emily Bronte
*Walden* by Henry David Thoreau
Hi AP Language students! This summer, you will be reading two books, one that has been chosen for you, and one from the list below. My goal is for you to enjoy the books while gaining valuable life lessons. Contact me if you have questions. All assignments are due on the summer reading due date: Friday, August 9th. Students will also be tested on the material after completing class discussions.

1. **Grit: The Power of Passion and Perseverance** by Angela Duckworth
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. No electronic books are to be used.
     - Highlight 10 vocab words and define on a separate piece of paper (typed)
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter)
     - **Note:** As you read, consider Angela Duckworth’s worldview and how it might differ from a biblical worldview.
   - **Creative Component:** Compose a 5-slide PowerPoint explaining a point in your life when you demonstrated GRIT as described by Duckworth. The slides must contain the following:
     - Slide 1: Name and picture
     - Slide 2-4: Describe the situation in which you demonstrated GRIT. Make sure you don’t have too many words on each slide because it can be difficult to read. Include relevant/meaningful picture(s) on each slide.
     - Slide 5: Reflect on your experience and create a biblical connection, including a specific reference to the bible (quote the scripture).
   - **Written Component - Biblical Integration:** Write a 1-page essay in which you connect concepts from Duckworth’s *Grit* with concepts in the bible. Refer directly to scripture. Your scripture quotes should be no more than 2 lines in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.

2. **AP Book from the College Board Recommended Reading List:** Choose ONE of the following from the list below (it cannot be a book you have already read)
   - **Annotations:** Purchase a new copy of the book rather than getting a used or library copy because you will be annotating the text while reading. Annotations will be used for class discussion and the assessment on the book. Remember, electronic books are not acceptable for this assignment.
     - Highlight 10 vocab words and define on a separate piece of paper (typed)
     - Write 3 plot points (3 things that happened) per chapter inside of the book (on the first page of each chapter)
   - **Rhetorical Analysis:** Using the list of Rhetorical Devices below, identify and highlight 20 devices from each list in your book (up to 3 rhetorical devices can be repeated twice), highlight them, and label what the rhetorical device is in margin. Please take time to look up what each rhetorical device is; a definition for each is not provided.
Rhetorical Strategies:

<table>
<thead>
<tr>
<th>Anaphora</th>
<th>Personification</th>
<th>Hyperbole</th>
<th>Exemplum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthesis</td>
<td>Rhetorical Question</td>
<td>Metaphor</td>
<td>Apostrophe</td>
</tr>
<tr>
<td>Asyndeton</td>
<td>Allusion</td>
<td>Parallelism</td>
<td>Repetition</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Imagery</td>
<td>Pathos</td>
<td>Understatement</td>
</tr>
<tr>
<td>Understatement</td>
<td>Satire</td>
<td>Paralipsis</td>
<td>Repetition</td>
</tr>
<tr>
<td>Appeal to Fear</td>
<td>Logos</td>
<td>Argument using cause and effect structure</td>
<td>Irony</td>
</tr>
<tr>
<td>Appeal to Patriotism</td>
<td>Ethos</td>
<td>Argument using compare and contrast structure</td>
<td></td>
</tr>
</tbody>
</table>

- **Written Component:** Write a 1-page essay in which you identify a recurring symbol and analyze its impact on and importance to your book as a whole. Refer directly to your book, providing specific evidence. Should you include a quote from the book, it must be two lines or fewer in length. Your essay must be in MLA format, typed and printed. See the back page of this packet for an MLA template.

Parents and students, be advised that this is a recommended reading list from the AP College Board. We encourage you to read summaries and check websites such as goodreads.com and shmoop.com for content advisories and to help you determine which book is the best fit.

*The Adventures of Tom Sawyer* by Mark Twain
*All Quiet on the Western Front* by Erich Maria Remarque
*As I Lay Dying* by William Faulkner
*The Chosen* by Chaim Potok
*Don Quixote* by Miguel de Cervantes
*Heart of Darkness* by Joseph Conrad
*The House of the Seven Gables* by Nathaniel Hawthorne
*The Iliad* by Homer
*The Immortal Life of Henrietta Lacks* by Rebecca Skloot
*Inferno* by Dante
*Jane Eyre* by Charlotte Bronte
*Moby Dick* by Herman Melville
*Narrative of the Life of Frederick Douglas* by Frederick Douglas
*A Passage to India* by E.M. Forster
*Pride and Prejudice* by Jane Austen
*The Red Badge of Courage* by Stephen Crane
*Remains of the Day* by Kazuo Ishiguro
*Robinson Crusoe* by Daniel Defoe
*The Turn of the Screw* by Henry James
*The Sound and the Fury* by William Faulkner
*Their Eyes Were Watching God* by Zora Neale Hurston
*A Tale of Two Cities* by Charles Dickens
*Vindication of the Rights of Women* by Mary Wollstonecraft
*Wuthering Heights* by Emily Bronte
*Walden* by Henry David Thoreau

GCA Upper School 2019 – 2020 Summer Reading page 13