

**BRADENTON CHRISTIAN SCHOOL  
2021  
SUMMER READING PROGRAM**

**11<sup>th</sup> Grade**

**ENGLISH FACULTY:**

**Chairman Mrs. Shirley Hudson  
Mrs. Leah Kliever,  
Mrs. Deb Krikke  
Mr. Vincent Corvino  
Mrs. Laura Spanos  
Mrs. Cindy Ellis**

**SCHOOL OFFICE:**

**(941) 792-5454  
3304 43<sup>rd</sup> Street West  
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## COLLEGE PREP ASSIGNMENT:

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### Classical/Contemporary Literature Summer Reading

#### Due August 12, 2021

Read the novel *Dry* by Neal Shusterman (ISBN: 9781406386851). This book centers around a terrible drought that citizens of California have been dealing with for too long. In fact, the drought – or the Tap-Out, as everyone calls it – has made everyone’s lives an endless list of don’ts: don’t water the lawn, don’t take long showers, don’t panic. Until the taps run dry. Suddenly, Alyssa’s quiet suburban street spirals into a warzone of desperation; neighbors and families turned against each other on the hunt for water. And when her parents don’t return, she and her younger brother must team up with an unlikely group in search of water. Each of them will need to make impossible choices to survive. This book explores many topics: environmental concerns, political control, human nature, survival mode, and many more!

After reading the book, please answer the following four questions with 1-2 paragraphs for each response.

1. The tap-out forces characters to reprioritize their lives. Discuss what you think Alyssa, Kelton, Jacqui, and Henry’s priorities were before the tap-out and how we see them change throughout the novel.
2. The perspective switches between characters throughout the story. Why do you think the authors chose to write the story this way? How do you think your understanding of each character would change if the story were completely from Alyssa’s perspective?
3. Discuss the phrase “desperate times call for desperate measures” and how it applies to this novel, giving particular thought to the scenes where the neighbors try to break into Kelton’s house, the confrontation with the bullies beating the Mercedes owner, and Jacqui’s description of what happened at the desalination machines.
4. Imagine the tap-out reached where you live. Brainstorm your tap-out survival plan. How would this be better than what happened with the characters in the story?

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## BRITISH LITERATURE HONORS

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**Required Reading: *The Invisible Man* by H.G. Wells (not the one by Ralph Ellison). Please note that movie versions of this novel vary quite a bit from the novel itself!**

#### Due August 12, 2021

**Part 1: Identify each of the story elements outlined below in 2-3 sentences:**

- 1) Setting(s)
- 2) Characters/Point of view
- 3) Most significant conflicts (identify and describe 3)
- 4) Most significant themes (identify and describe 3)
- 5) Potential Symbols (identify and describe possible meanings of 3)

**Part 2: Many people dismiss books that are considered classics (such as *The Invisible Man*) because they feel the books' messages are outdated and irrelevant to our modern society. However, much can be learned from classical literature if we are willing to give it a try! This can be especially true with science fiction novels since they often deal with subjects such as science, technology, and the future. With this in mind, please answer the following essay question in a 2-3 page paper that uses a minimum of 4 story references for support. References should either give a specific page number or chapter number.**

**Essay Prompt**—What message, if any, do you think H.G. Wells is trying to communicate when he lists the potential dangers and chaos of scientific advancement? How does this relate to modern day debates and conspiracies regarding medical and scientific advancements? What can we learn from the characters Wells has portrayed?

\*\*Summer Reading Assignments are due the FIRST FULL DAY OF SCHOOL: August 15, 2019

You may also turn this in prior to school starting via email ([lkliewer@bcspanthers.org](mailto:lkliewer@bcspanthers.org)) or dropping off at the secondary school office.