

Maryvale Preparatory School
Summer Reading
Summer 2022

Middle School Summer Reading

Students Entering Grade 6

Read: *The Lions of Little Rock* by Kristin Levine

Assignment: Identify story elements: setting; characters (2 major & 2 minor); conflicts or obstacles faced by main characters; climax (most exciting/turning point); resolution of the conflict. Then, write an essay in which you describe whether or not you would recommend the book to your peers. Explain why you would or would not recommend the book. Use examples from the book to support your opinions. Your response should be 8-10 sentences.

Students Entering Grade 7

Read: *Uprising* by Margaret Peterson Haddix

Assignment: In a one-page essay, discuss how one of the main characters (Bella, Yetta, or Jane) transforms from a state of oppression to a state of freedom as the novel progresses. Do not simply summarize the plot.

Students Entering Grade 8

Feathers by Jacqueline Woodson

Assignment: According to the *School Library Journal*, "Woodson creates in Frannie a strong protagonist who thinks for herself and recognizes the value and meaning of family." Write a one or two page essay describing the attributes or character traits that allow Frannie to flourish as the protagonist of the novel. Explain how her family contributes to her growth throughout the story. Do not simply summarize the plot.

Upper School Summer Reading

Students Entering Grade 9

Lord of the Flies by William Golding

Assignment: Write a 1-2 page essay in response to one of the following prompts.

- How does the setting of *Lord of the Flies* mirror the emotional lives of the boys?
- Compare Ralph's and Jack's leadership. Analyze whether Ralph or Jack is a more effective leader.
- What does the conch represent in *Lord of the Flies*?
- Choose one character who expresses hope. Does hope help or harm this character?

Students Entering Grade 10

Read: *1984* by George Orwell

Assignment: Some novels and plays seem to advocate changes in social or political attitudes or in traditions. George Orwell's novel *1984* is one such novel. In 1949, soon after his literary

classic, *Animal Farm*, Orwell wrote 1984; scholars describe the novel as the author's legendary and terrifying glimpse into the future. Once you have completed the novel, write a one-page typed response to the prompt below.

What was Orwell's vision of the future? Do you see a potential for aspects of Orwell's "vision" to come true?

Three Tips:

- Enjoy the read and immerse yourself in Orwell's world.
- For your response: Avoid mere plot summary. Strive to support your points with details from the novel and with examples from life today.
- Please follow sentences that have direct quotes, paraphrase and/or summary with attribution. (Example, "according to Orwell" or a page number in parenthesis).

Students Entering Grade 11 (College Prep, Accelerated, and Honors English)

Read: *The Things They Carried* by Tim O'Brien

Assignment: *The Things They Carried* is about the Vietnam War, but it is also about writing and storytelling. What is the author's perspective concerning the role of storytelling for individuals and society? Do not merely summarize the plot. (1-2 typewritten pages)

Students Entering Grade 11 AP English Language and Composition

Read: *The Things They Carried* by Tim O'Brien

Assignment: Critic Roland Barthes has said, "Literature is the question minus the answer." Write an essay in which you analyze a central question raised in *The Things They Carried* and the extent to which the text offers answers. Explain how the author's treatment of this question affects your understanding of the work as a whole. Avoid mere plot summary. (1-2 typewritten pages)

Students Entering Grade 12 (College Prep, Accelerated, and Honors English)

Read: *Night* by Elie Wiesel

Assignment: Wiesel's autobiographical text details his experience of living through the Holocaust and we see how this experience in turn changes his perspective on things such as God and faith, morality, and humankind's inherent nature. Write a 1-2 page essay where you explain how we could classify this text as a "coming of age" story based on the character progression exhibited in the text, as related to one of the aforementioned topics: God and faith, morality, or humankind's inherent nature.

Students Entering Grade 12 AP English Literature and Composition

Read: *The Poisonwood Bible* by Barbara Kingsolver

Assignment: Palestinian American Edward Said has written that "Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted." Yet Said has also said that exile can become "a potent, even enriching" experience. Write an essay in which you analyze how a character's experience with becoming cut off from "home" in *The Poisonwood Bible* is both alienating and enriching, and how this

experience illuminates the meaning of the work as a whole. Avoid mere plot summary. (1-2 typewritten pages)