

SUMMER READING ASSIGNMENTS FOR FRESHMEN FATHER RYAN HIGH SCHOOL 2023-2024 SCHOOL YEAR

Outlined below are the Summer Reading Assignments for rising freshmen at Father Ryan High School. Assignments are arranged according to *class (and instructor where it is necessary)*. It is essential that students complete the assignments for *their respective levels (and instructors where specified)*. Assignments must be completed by the prescribed due dates where applicable.

HIGH HONORS LEVEL FRESHMAN ENGLISH SUMMER ASSIGNMENTS for

Rising High Honors Freshmen in Ms. Harris's Classes

Assignment: **Part I: Read *All Quiet on the Western Front* by Erich Remarque.**

Part II: Select a passage from the text to present as an oral reading the first week of school. Choose a passage that you find particularly interesting.

Part III: As part of the presentation, explain (explicate) the meaning of this passage and its significance to the theme of the work. How does the author convey the theme of the novel through characters, situations, and resolutions? How does the language the author chooses contribute to the overall effect?

Connect the selected passage to another passage. Compare or contrast the noted observations in the two passages.

The presentation should be 4 to 8 minutes in length. You may use a Power Point presentation or an oral report method. Work must be done in PowerPoint - *not* Google Slides or another program.

Part IV: Purchase (or check out of a library) *My Dog Skip* by Willie Morris for the first week of school.

Note: *It is permissible to read the books with unabridged audio recordings* while following along and annotating the text. **All work done must be the student's original thoughts. Unauthorized aid, which includes Spark Notes or other summaries and artificial intelligence programs such as ChatGPT, is *not* allowed.**

HONORS LEVEL FRESHMAN ENGLISH SUMMER ASSIGNMENTS
for
Rising Honors Freshman in Ms. Allen's English I Classes

Assignment I: Students should read the novel *And Then There Were None* by Agatha Christie. It is permissible to read the book with an unabridged audio recording.

- **While reading *And Then There Were None*, all English I Honors students will take detailed and thorough notes and or/annotate for the following:**
 1. Identify which literary elements Agatha Christie uses to create a good mystery.
 2. Select two characters from the novel. List the misleading clues Christie outlines for each character. Establish a motive and the opportunity for murder for each character. Identify the alleged past crimes and the causes of death for each.
 3. Identify the theme of the novel.

Assignment II: After reading *And Then There Were None*, all English I Honors students will do the following:

- **Create a Power Point presentation which contrasts the two characters. Include information on the following:**
 1. Potential motives for murder
 2. Misleading clues established in the text
 3. Explanation of how the misleading clues and details create a good mystery
 4. Explanation of how the contrast between characters contributes to the mystery

Support the information with passages from the text. Connect the passages and clues to the theme(s) that Christie portrays through the character development.

Power Points will be presented the first week of school. Students may also present the material in oral report format. Be sure to include direct passages for all evidence selected.

COLLEGE PREPARATORY LEVEL FRESHMAN ENGLISH SUMMER ASSIGNMENTS

for

Rising College Preparatory Freshman in Dr. Wentworth's, Ms. Grubbs', and Dr. Johnston's English I Classes

Assignment I: Students should read the novel *The House on Mango Street* by Sandra Cisneros.
It is permissible to read the book with an unabridged audio recording.

Assignment II: The novel is filled with colorful and descriptive images of Esperanza's world. Choose three vignettes that contain particularly powerful figurative language that illustrates different events, people, or places on Mango Street. Create an artistic representation (a sketch, a collage, a watercolor painting, a digital image, an abstract piece, etc.) of each of the three vignettes.

On the back of each artistic rendering, include a full paragraph in which you identify the figurative language (simile, metaphor, personification, imagery, etc.) represented in your art piece. Explain why you chose to illustrate that particular selection and what the author's use of figurative language reveals about Esperanza. Use quotations from the text in your explanation.

Your illustrations will be due on the first full day of class. A comprehension test over the novel will also be given, and a study guide will be provided once school begins.

SUMMER READING ASSIGNMENTS FOR SOPHOMORES FATHER RYAN HIGH SCHOOL 2023-2024 SCHOOL YEAR

Outlined below are the Summer Reading Assignments for rising sophomores at Father Ryan High School. Assignments are arranged according to *class (and instructor where it is necessary)*. It is essential that students complete the assignments for *their respective levels (and instructors where specified)*. Assignments must be completed by the prescribed due dates where applicable.

HIGH HONORS LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT

for

Rising High Honors Sophomores in Mrs. Kutsko's Classes

Assignment: **Part I:** Read *A Lesson Before Dying* by Ernest J. Gaines. For this book, using the following prompt, write an intellectually thoughtful, well-developed essay of approximately 750-1,000 words. Use **MLA format**.

Essay Prompt: In *A Lesson Before Dying*, does Grant Wiggins learn a lesson that will make a lasting impact on his life? Examine evidence throughout the novel and demonstrate your understanding of the community and culture in which Grant and Jefferson live. Be certain to answer all parts of the prompt!

Please review the Essay Guidelines below.

Part II: Read *The Adventures of Huckleberry Finn* by Mark Twain. There is no required writing assignment for this book.

We will discuss these novels during the first week of class, and you will be tested on them.

The essay on *A Lesson Before Dying* is due in the main office on Tuesday, July 18th, 2023. You may turn in your paper before that date by putting it in your teacher's school mailbox in the main office. **The main office usually closes by 2:00 p.m. in July, so please be sure to check its hours!** Email submissions will not be accepted in lieu of a hard copy. Please email Mrs. Kutsko at kutskol@fatheryan.org with questions.

Failure to perform at an acceptable level or failure to complete the assignment in a timely fashion will result in **removal from the High Honors American Literature class. No excuses will be accepted for late or poorly completed work.**

Essay Guidelines:

- Assume that your reader has also read this book and keep plot summary to a minimum.
- Organize your ideas in a logical and coherent manner, starting with a clear thesis.
- Specify the *title and author* for the literature in the introductory paragraph.
- Your essay must have an introduction, body paragraphs, and a conclusion.
- Follow the conventions of standard written English, and **write in the present tense**.
- Support your opinions using specific references to appropriate literary elements, as well as quotations, paraphrases, and summaries from the work.
- Title your essay.
- Do not use first or second person in the essay. **(Assignment continues on next page...)**

Please follow MLA Format; points will be deducted if you do not do so:

- Type and double-space the paper.
- The margins should be 1" on all four sides of the paper.
- Use only Times New Roman (12 pt.) font.
- Use white, 8 1/2" X 11" paper only.
- Indent each paragraph 1/2" (approximately 5 spaces from the left margin).
- Justify the paper on the left margin only.
- Type your last name and page number on every page in the top right corner one-half inch from the top, using a header.
- Type your name, your teacher's name, course name and period, and date on separate lines of the first page, beginning flush with the top left margin. Center your title on page one. Your title should be the same font size as the rest of the paper. Do not underline the title; do not put the title in quotation marks; do not put the title in all caps; do not place the title in bold letters, and do not place the title in italics.
- **When in doubt, consult your *Harbrace Handbook* for proper formatting.**

Note: *It is permissible to read the novels with unabridged audio recordings.*

HONORS LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT

for

Rising Honors Sophomore in Ms. Spining's Classes

Assignment: **Part I: Read and annotate *The Great Gatsby* by F. Scott Fitzgerald.** In preparation for Parts II and III below, *students should annotate the text as they read.* Annotation directions are included below.

Students will need either a paperback or hardback copy of *The Great Gatsby*. Digital copies will *not* be used.

Note: *It is permissible to read the novel with an unabridged audio recording while following along and annotating.*

How to Annotate a Text:

- 1) **Define** unfamiliar terms.
- 2) **React.** Take note of plot points, details, or dialogue that captures your interest, raises a question in your mind or confuses you.
- 3) **Paraphrase and summarize** each chapter.
- 4) **Look for figurative language, such as similes, metaphors, imagery, irony, allusions, or symbols.** (A symbol is a person, place, object, detail, or action that represents an abstract concept or provides deeper meaning to the text.)
- 5) **Identify *shifts*.** What is the mood at the beginning of the novel? Does the mood change? If so, where does it change?
- 6) **Articulate the theme.** How do all of these elements work together to suggest a main idea or an overall lesson?

Part II: You will complete a timed essay over this novel on the first full day of class.

Part III: After completing the essay, we will discuss *The Great Gatsby*, and then there will be a test.

Any questions can be emailed to spiningm@fatherryan.org.

COLLEGE PREPARATORY LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT
for
Rising College Preparatory Sophomores Classes

Assignment: **Part I:** Read *A Lesson Before Dying* by Ernest J. Gaines

NOTE: You should expect to be tested over the selected book. *It is permissible to read the book with an unabridged audio recording.*

Part II: Six-Word Memoirs

Legend has it that novelist Ernest Hemingway was once asked to write a full story in six words. He responded with the following line: "For Sale: baby shoes, never worn."

The success of Ernest Hemingway's story lies in the multiple questions and possible meanings that lie between the lines. For example: Why is the narrator selling the shoes? Is the baby grown? Did she die? Did she simply go barefoot or was she never able to walk? Is the narrator the mother, father, a sibling, or the former baby? Is the story about the end of childhood or the end of parenthood?

In this spirit of simple yet profound brevity, the online magazine *Smith* asked readers to write the story of their own lives in a single sentence. The result is *Not Quite What I Was Planning*, a collection of six-word memoirs by famous and not-so-famous writers, artists and musicians. Their stories are sometimes sad, often funny — and always concise.

A *memoir* is a written account of someone or something that is usually based on personal knowledge of the subject.

Read the following *six-word memoirs* below:

1. Danced in fields of infinite possibilities.
2. Followed rules, not dreams - Never again.
3. I colored outside of the lines.
4. Laughed at all the wrong moments.
5. I live the perfect imperfect life.
6. Never really finished anything - besides cake.

Which memoir spoke to you the most? What do you think the author meant?

You are going to write six-word memoirs for some of the main characters in the novel chosen for summer reading.

Here are some examples based on characters in the Charles Perrault version of the fairy tale "Cinderella; or, The Little Glass Slipper":

Cinderella - As good as she was beautiful.
Stepmother - Wicked: Evil is as evil does.
Fairy Godmother – Beauty is rare; graciousness is priceless.
Prince - If the slipper fits, wear it!

(Assignment continues on next page...)

For EACH character in the novel:

1. Create a list of words and phrases that describe the character, and his/her life as described in the text of the novel. For this list, go for quantity, not quality. Do not worry about spelling errors, just write!
2. Reread the list. Now, circle the words or phrases that best describe the character and his/her life. This is a starting place for the six-word memoir.
3. Now write a six-word memoir to describe the character and his/her life as described in the text of the novel.
4. Because this memoir is only six words, the words chosen must be powerful. Use a dictionary and a thesaurus to make sure the words have exactly the meanings desired.
5. At the bottom of the page, write the rough draft of the six-word memoir.
6. Once you have written the rough draft of each six-word memoir, write a 3-5 sentence explanation for each one.
7. On the final draft pages, include an MLA format heading. Then list the title of the novel with the author's complete name. Under the title, list the characters with the six-word memoir for each and the paragraph of explanation for each.

Characters for the Six-Word Memoirs

A Lesson Before Dying (a total of five memoirs with five paragraphs of explanation)

Grant Wiggins

Jefferson

Tante Lou OR Miss Emma OR Vivian

Reverend Ambrose

Sheriff Guidry OR Henri Pichot

This assignment is due on the first day of class, even if it happens to be a half-day. You are required to turn in both the rough draft brainstorming sheet and final draft of your memoir.

SUMMER READING ASSIGNMENTS FOR JUNIORS

FATHER RYAN HIGH SCHOOL

2023-2024 SCHOOL YEAR

Outlined below are the Summer Reading Assignments for Rising Juniors at Father Ryan High School. Assignments are arranged according to *class (and instructor where it is necessary)*. It is essential that students complete the assignments for *their respective levels (and instructors where specified)*. Assignments must be completed by the prescribed due dates where applicable.

HIGH HONORS LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT

For
Rising High Honors Juniors in Mr. Lancaster's Classes

Assignment: **Part I:** Students will read the novel, *Till We Have Faces* by C.S. Lewis. Harper One publishes a paperback edition that runs just over 300 pages and contains author's notes explaining the mythological allusions in the back of the book which should be read, learned, and understood *before* you begin reading the novel. *It is permissible to read the book with an unabridged audio recording* while following along and annotating the text.

Part II: Once you have read the novel, you will then write a well-developed, High Honors-caliber, analytical essay on the character that you perceive to be the hero or heroine of the novel.

To do this, *you must also supply a clear definition of "hero" in the introduction of your paper.* This will provide a standard against which your selected hero/heroine can be measured.

Articulate your definition of "hero" clearly and specifically in *your own words*, but **do not be vague, and do not quote the dictionary. That is, do not begin your paper, "According to Webster's Dictionary..." Resist any temptation to be lazy with your definition. Do not write, "A hero is a main character who does great deeds..."** Such definitions fall short as standards to which you will compare your chosen character. Simply give me your own *clear and specific* definition of "*hero*."

You must then identify the hero/heroine of the novel and support your position with (a.) specific evidence from the text of the novel and (b.) clear and adequate explanation, linking it to your definition of "hero." Make sure your arguments are thoughtful, thorough, and convincing, and make sure your conclusion is well developed.

When you cite direct quotations from the novel, make sure you set up those quotations properly with clear context or convincing explanation. Never leave a quotation stranded and detached from proper set-up or attribution, and make sure your combined set-up and quotation make sense:

Example of ineffective, unclear, and disconnected set-up: Orual is possessive and jealous. "I never wished you well, never had one selfless thought of you. I was a craver."

Example of effective set-up: Orual accepts the truth and consequences of her own possessiveness and envy as she finally confesses to Psyche, "I never wished you well, never had one selfless thought of you. I was a craver." (Assignment continues on next page...)

When setting up quotations for literary analysis, avoid the use and overuse of generic or awkward verbs such as “says”, “states”, “tells”, “displays”, “uses”, or the like. Instead, choose words that are *specific to the context* of the quotation from the work you are citing. There are plenty of words that are more effective and exacting than “says” or “tells” in assigning attribution for quotations. Here are some excellent verbs that could be used for various specific contexts in attributive tags:

admits	counters	posits
answers	disagrees	questions
argues	discusses	recalls
asserts	explains	recounts
believes	finds	remembers
chides	implies	replies
claims	muses	reproaches
concedes	notes	suggests
concludes	observes	
confesses	opines	

Your paper should be written as a third-person critical analysis. This means that you will *not* use the first-person personal pronouns (I, me, we, us, etc.) in your critique. You must refer to plot, action, and events in the novel in the **simple present tense**: “*Orual loves Psyche, but she neglects Redival*” is correct. “*Orual loved Psyche, but she neglected Redival*” is incorrect. **Also, do not discuss the nebulous “reader”**; your assignment is to discuss the novel and your chosen character rather than the nebulous “reader.” Discussing “the reader” too often sounds like padding and fluff. Better yet, do not even *mention* the “reader.”

This essay should NOT be a summary of the work; rather, it should speak to the specific demands of the assignment. Break up your paper into paragraphs; do not write a one-paragraph paper. **Neither should your essay read like a dust-jacket, encyclopedia, or internet summary or review. Such papers will receive a failing grade.** Your essay **must reflect an accurate and comprehensive understanding of the entire novel**, as well as your chosen hero/heroine’s role in it.

If your paper is grammatically unsound, you will also receive a failing grade. Papers should be thoroughly checked for the following errors to be avoided:

Spelling Errors	Incorrect Word Usage
Capitalization Errors	Incorrect & Unclear Quotation Set-Up
Comma Errors	Quotations without Proper Attribution
Fragments	Vague/Unclear Words and Phrasings
Run-On Sentences	Redundancy
Subject-Verb Agreement	Lack of Paragraph Indentions
Noun-Pronoun Agreement	Punctuation Errors
Consecutive Simple Sentences	Improper Tense Shifts
Do NOT write your paper in 1 st person	Incorrect Grammatical Constructions
Poor or Lazy Diction	Sentences that make no sense
Indefinite “You”	Tentative Words/Phrasings

The assignment must be typed, double-spaced, MLA format (Check your *Harbrace*, 19th Edition, page 567, for a model of the MLA format) *All submitted work must be the student’s original thoughts. Unauthorized aid, which includes Spark Notes (or other summaries) and artificial intelligence programs such as ChatGPT, is not allowed. Any evidence of plagiarism will result in an automatic zero and a personal integrity code violation. Essays must be placed in Mr. Lancaster’s mailbox in the main office no later than Friday, 30 June 2023. The main office often closes by 2:00 p.m. in the summer, so please be sure to check its hours!*

Part III: You will also be tested on your comprehension of the novel upon your return. Students risk being dropped from the class if they submit poorly written papers or fail the test, but excellent papers and passing tests will signify happy admittance.

Have a nice summer, *Till We Have Classes*,
Mr. Lancaster

ADVANCED PLACEMENT LANGUAGE & COMPOSITION SUMMER ASSIGNMENT

For

Rising Advanced Placement English Language Mrs. Harris' Class, harrisp@fatherryan.org

Welcome to AP English Language! AP Language is an English course unlike any you have ever taken, in that its primary focus is NOT on literature, but instead on nonfiction writing. We will be learning how to analyze the author's craft and discern how the parts of a text work together to convey their message.

Assignment: **Part I:** For your summer reading assignment, you will read two books. These works were chosen because they are both enjoyable and rich with opportunities for learning about the craft of writing:

The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America by Erik Larsen: *The Devil in the White City* is an enthralling nonfiction novel about the Chicago World's Fair and America as it moves into the modern era, juxtaposing the promise and glamour of a new era with a sinister killer's plan to lure unsuspecting young women to the city. The book was a finalist for the National Book Award and continues to be a bestseller.

1984 by George Orwell: *1984* is a dystopian novel by English writer George Orwell (We will get to know him well this year!). The novel was published in June 1949 and is set in the year 1984 when most of the world population has become victims of perpetual war, omnipresent government surveillance, and propaganda. The novel features a new language called Newspeak that will be interesting for us to explore as we begin our study of language this year.

Because so much of our work next year will focus on close reading skills, I want you to **read these works carefully, which means *annotating as you read***. To *annotate* means more than merely underlining key passages – you should interact with the text in a dynamic way. Restate main ideas of paragraphs or sections of text and jot the ideas in the margins. React – how do you respond to a passage? How do the authors' choice of words, syntax, images, use of details, and appeals to reason or emotions move you? Ask questions – Why was a particular word or example given? Does any passage make you think of another book or article you have read? Write notes in the margins! Use post-it flags with questions or ideas! Actively read!

Part II: Begin by carefully reading and annotating *The Devil in the White City*. Then write a response of at least 3 – 4 paragraphs to this prompt:

In the chapter "Rising Wave," Larsen comments, "The fair was so perfect, its grace and beauty like an assurance that as long as it lasted nothing truly bad could happen to anyone, anywhere" (289). Take a position in which you defend, challenge, or qualify Larsen's view of the fair. To support your position, use examples from the novel. Good arguments acknowledge the ideas that are opposed to their claim as they refute them. Remember – this is a college level course, so *your responses should reflect the depth and quality of thought*. Please submit your paper in MLA format. This paper will be due in Ms. Harris's school mailbox in the main office by **Monday, July 24, 2023**.

Part III: Then, for the first day of class, please do the following:

1. Find at least 4 passages (at least a paragraph or two in length) in BOTH works (for a total of 8) that you find particularly moving, challenging, or exquisitely written.
2. Be prepared to discuss why you liked them. Was it the choice of words? The imagery? The anecdotes? The jarring statistics? The structure of the sentences? What is it about the way the author writes that you find particularly successful and why? Be prepared to share on the first days of class and bring copies of the books with you.

Have a wonderful summer! I hope that you love these books, and I look forward to discussing them with you during the first weeks of school. Of course, all work is to be your own ***without any assistance*** from other people, SparkNotes, ChatGPT, or any other unauthorized sources or aids. If you have any questions about the assignment, email me at harrisp@fatherryan.org.

HONORS LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT

for

Rising Honors Juniors in Mr. Lancaster's and Ms. Grubbs' British Literature Classes

"You use a glass mirror to see your face; you use works of art to see your soul." – George Bernard Shaw, *Back to Methuselah*

"The poet's job is not to tell you what happened, but what happens: not what did take place, but the kind of thing that always does take place." – Northrop Frye, *The Educated Imagination*

Welcome to Honors British Literature! This course will teach you ways to analyze, write about – and even enjoy – writers like Chaucer, Shakespeare, and Milton. It is our sincere hope that you might find a bit of yourself as we study their writings!

Assignment: **Part I: Read the fantasy novel, *The Great Divorce* by C. S. Lewis** - In this work, the unnamed, deceased narrator finds himself aboard a fantastical bus ride bound for the fringes of heaven where he and the other deceased passengers on the bus receive one final chance at eternal joy. All passengers from the bus will meet either (1) a redeemed Bright Solid Spirit who once lived on earth or (2) an Angel who will offer to guide the passengers into deep heaven if they so desire it. Each passenger from the bus, however, insists upon retaining a particular vice or sin that impedes entry into deep heaven.

Note: *It is permissible to read the book with an unabridged audio recording while following along and annotating the text.*

Part II: 300-500 Word Essay - After reading the novel, students are to choose a character from the bus whose refusal of heaven strikes them most profoundly. Students are then to write an essay analyzing the selected character. *All submitted work must be the student's original thoughts. Unauthorized aid, which includes Spark Notes or other summaries and artificial intelligence programs such as ChatGPT, is not allowed. Any evidence of plagiarism will result in an automatic zero and a personal integrity code violation.*

Ultimately, your essay should:

1. **Introduce your selected character and the Bright Solid Spirit or Angel** that attempts to guide the character.
2. **Describe your selected character with respect to:**
 - a. *physical appearance*
 - b. *manner and attitude (tone) in interactions with others.*
 - c. *the vice which your chosen character insists upon retaining* (whether wittingly or unwittingly) enroute to Heaven.
3. **Use evidence from the novel and personal analysis to answer the following questions:**
 - a. *How does your selected character's vice specifically manifest itself* in the character's thoughts, words, and deeds?
 - b. *How does the vice prevent the character from eternal joy?*
 - c. *How could any detectable virtues* of the selected character help to overcome the afflicting vice?
 - d. *If you were in the selected character's shoes, what would you do differently?*

Ultimately, the essay's thesis should make a specific claim about this selected character's vice (and detectable virtue, if applicable), and how the vice prevents the character from eternal joy. Your presentation and explanation of evidence in answer to the above questions must be thoughtful. **(Assignment continues on the next page...)**

When you cite direct quotations from the novel, make sure that you set up those quotations with clear attribution and/or context. Never leave a quotation stranded and detached from proper set-up or attribution, and make sure your combined set-up and quotation make clear grammatical sense. Also, avoid simply re-stating quotations in your own words. See your *Harbrace Handbook 19th Edition* (pages 519-527) for a reminder of the requirements of MLA formatting and citation.

Your essays must not contain spelling errors or any of the following serious grammatical errors:

Awkward Phrasing	Improper Tense Shifts	Comma and Punctuation Errors
Capitalization Errors	Sentence Fragments	Noun-Pronoun Agreement Errors
Subject-Verb Agreement Errors	Run-on Sentences	Casual or Weak Work Choice

While it should also be evident from your essay that you have read and understand the novel, *your analysis should **not** be a mere plot summary.* Assume that your reader has also read the book and does not need a summary of the plot.

Due Date: THESE ESSAYS WILL BE DUE ON THE FIRST DAY OF CLASS: FRIDAY, 4 AUGUST 2023 for A-DAY classes, and MONDAY, 7 AUGUST 2023 for B-DAY classes.

Part III: Test: You will take a test on *The Great Divorce* on the *second* day of class. (**A-Day: Tuesday, August 8th; B-Day Wednesday, August 9th**)

COLLEGE PREPARATORY LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT

for

Rising College Preparatory Juniors in Mr. Dieterich's and Dr. Johnston's British Literature Classes

Assignment: Read *The Great Divorce* by C. S. Lewis, a theological dream vision by C. S. Lewis, in which he reflects on the Christian conception of Heaven and Hell. *It is permissible to read the book with an unabridged audio recording.*

Choose *one* of the following topics and write a five-paragraph essay using at least six examples from the novel (at least four of which need to be direct quotations) to prove your thesis. There should be a clear thesis and topic with specific examples from the novel. You also need to explain your examples. It should be evident from your essay that you have read and understand the novel. Any evidence of plagiarism will result in an automatic zero and a violation of the personal integrity code.

Follow MLA guidelines.

The assignment must be typed in Times New Roman, 12-Point Font, and double spaced.

Your name should appear on the top left of the page with the date below it.

The essay is due the "first" full day of school.

ESSAY PROMPT #1: Discuss the terms "Parable" and "Allegory." What characteristics does *The Great Divorce* share with these styles? Define the terms and cite examples of these characteristics from the text.

ESSAY PROMPT #2: What is "Speculative Fiction?" How is *The Great Divorce* a part of this genre? Who coined the phrase and how is Speculative Fiction differentiated from Science Fiction or Fantasy?

ESSAY PROMPT #3: What "literary allusions" does C. S. Lewis make in the novel? What does this term mean? Which character specifically is an overt allusion? How?

Due Date: **THESE ESSAYS WILL BE DUE ON THE FIRST FULL DAY OF CLASS.**

SUMMER READING ASSIGNMENTS FOR SENIORS

FATHER RYAN HIGH SCHOOL

2023-2024 SCHOOL YEAR

Outlined below are the Summer Reading Assignments for Rising Seniors at Father Ryan High School. Assignments are arranged according to *class (and instructor where it is necessary)*. It is essential that students complete the assignment(s) for *their respective levels (and instructors where specified)*. Assignments must be completed by the prescribed due dates where applicable.

ADVANCED PLACEMENT ENGLISH IV SUMMER ASSIGNMENTS

for

Rising Advanced Placement Literature and Composition Seniors in Ms. Grubbs' Class

Assignment: Part I: The Research Paper

The Romantic Movement of the late eighteenth and early nineteenth centuries was hugely influential. In many ways revolutionaries, the Romantics pushed back against literary traditions and introduced new themes, character types, structures, and voices. Indeed, this movement inspired many of the first women novelists to add their voices to the British canon.

This Summer Assignment asks you to explore the impact of the Romantic movement upon a single novel. You will use the elements of Romantic poetry and the commentary of other scholars to aid you in that exploration.

The Research Paper Assignment has 2 parts:

1. **Choose and read one novel** from the following list:
Frankenstein by Mary Shelley
Jane Eyre by Charlotte Bronte
Wuthering Heights by Emily Bronte
2. **Write a 5–7-page research paper** in which you make a claim about the Romantic element(s) in your novel. You may wish to focus on one or more of the following elements:
 - a. The novel's plot (sequencing, conflict, inciting incidents, climax, etc.)
 - b. The novel's character(s) (motivations, arcs, complexities, relationships, etc.)
 - c. The novel's theme(s)
 - d. The novel's narration or point of view
 - e. Important figurative language in the novel
 - f. The novel's setting

Likewise, you may wish to focus on one or more of the following elements common to Romantic literature:

- a. Imagination
- b. Autobiographical elements
- c. The Passage of Time
- d. The Sublime
- e. The Primitive
- f. The Common Man
- g. Nature
- h. The Relationship between Humans and Nature
- i. The Remote
- j. Melancholy (Assignment continues on the next page...)**

Some example theses:

Mary Shelley's unique voice allows her to critique the Romantic movement while also embracing some of its most revolutionary elements.

The character of Jane Eyre, therefore, illustrates the profound impact of the common man's voice, which is so characteristic of the Romantic period.

In support of your claim, choose TWO romantic poems from the following list AND at least TWO valid, scholarly sources. For Internet sources, list date of access as well as web addresses. Please note that Cliffs Notes (or other similar notes) are not considered valid sources!

List of Romantic Poems:

The Chimney Sweeper by William Blake (either of the two versions)
The Tyger by William Blake
A Few Lines Composed Above Tintern Abbey by William Wordsworth
I Wandered Lonely as a Cloud by William Wordsworth
Kubla Khan by Samuel Taylor Coleridge
Frost at Midnight by Samuel Taylor Coleridge
When I Have Fears That I May Cease to Be by John Keats
Ode to a Nightingale by John Keats
To a Skylark by Percy Bysshe Shelley
Ozymandias by Percy Bysshe Shelley
Darkness by Lord Byron
She Walks in Beauty by Lord Byron

Follow this link for a PDF with valid, scholarly sources and an example outline for the Research Paper: <https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:76fbccf8-39db-3a13-90c0-ca88807a8f19>

The Research Paper is DUE via email to Mrs. Grubbs' inbox grubbsa@fatherryan.org by FRIDAY, JULY 21ST. Please contact Ms. Grubbs if this due date presents a problem.

Part II: The Presentation

1. **Read *On Writing: A Memoir of the Craft* by Stephen King.**
2. **Read the following quotations on the craft of writing fiction by these other five authors:**

Aristotle states in his *Poetics*:

“Character is that which reveals moral purpose, showing what kind of things a man chooses or avoids.”

“Accordingly, the [writer] should prefer probable impossibilities to improbable possibilities. The tragic plot must not be composed of irrational parts. Everything irrational should, if possible, be excluded; or, at all events, it should lie outside the action of the play...not within the drama...” **(Assignment continues on the next page...)**

Anne Lamott states in *Bird by Bird*:

“The very first thing I tell my students on the first day of a workshop is that good writing is about telling the truth. We are a species that needs and wants to understand who we are.”
(Page 3)

“Plot grows out of character. If you focus on who the people in your story are, if you sit and write about two people you know and are getting to know day by day, something is bound to happen.” (Page 52)

C.S. Lewis comments on Horace’s directive in *Ars Poetica* that the purpose of art is to delight and/or instruct:

“[Art and Literature] can only be healthy when they are either (a) admittedly aiming at nothing but innocent recreation or (b) definitely the handmaids of religious or at least moral truth...the great *serious irreligious* art – art for art’s sake – is all balderdash; and incidentally never exists when art is really flourishing.” (*Letter to Dom Bede Griffiths, O.S.B.* 16 April 1940)

Flannery O’Connor states in *Mystery and Manners*:

“Unless the novelist has utterly gone out of his mind, his aim is still communication, and communication suggests talking inside a community.” (Page 54)

Select *one* of the noted quotations above that ring most true to you and document the ways in which King applies those ideas within *two* of the following designated chapter segments from his book, *On Writing: A Memoir of the Craft*:

“Toolbox” (sections 1-5)

“On Writing” (sections 1-6)

“On Writing” (sections 9-16)

“On Living: A Postscript” (sections 1-7)

Find specific examples from these chapters which either support or counter your selected quotation from Aristotle, Lamott, Lewis, or O’Connor underscoring King’s approach to, and style of, fiction.

3. **Prepare a power point presentation or an oral report** (5-8 minutes in length), which explains and connects the text from your two selected chapter segments in Stephen King’s *On Writing* to your selected quotation from Aristotle, Lamott, Lewis, or O’Connor. Do these two authors come to a consensus about the standards for – or the purpose of – good literature? If so, what is that consensus? If not, how do they differ? In what ways might their assessments guide you as you analytically read literature?

Presentations (5 to 8 minutes in length) will be given during the week of August 7th.

HIGH HONORS LEVEL ENGLISH IV SUMMER ASSIGNMENTS
for
Rising High Honors Seniors in Ms. Harris' English IV High Honors Classes

There are two required assignments for students recommended for English IV High Honors:

Assignment I: Write a Common App essay.

Length: two typed, double-spaced pages in MLA format.

Due: A hard copy of this paper is due Monday, June 26th, 2023.

Where: Essays are to be turned in at **Father Ryan's main office. Essays that are emailed will not be accepted.**

*****Students will be dropped from English IV High Honors if their essays are not submitted on time, or if their essays are substandard.**

Common App Essay 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 challenged a belief or an idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself and 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?
7. Share an essay on any topic of your choice. It can be one that responds to a different prompt or one of your own design.

Remember – the purpose of the Common App essay is to introduce yourself to colleges and to fill in information about you that is not necessarily revealed through application, test scores, recommendations, or other sources. Your tone should be less academic than in scholarly paper writing, but it should still be polished as you present your best self to admissions staff. Talk about the “WHY” or the effect, not necessarily just merely what happened.

Assignment II: Assignment II: Read *The Tipping Point* by Malcolm Gladwell. As you read, pay attention to both what the author's argument is regarding WHY certain things “go viral” and how he presents his argument. **You will write a written response to the book on the first full day of class.**

HONORS LEVEL ENGLISH IV SUMMER ASSIGNMENTS

for

Rising Honors Seniors in English IV Honors Classes

Rising senior English students who have been recommended for Honors English IV have two mandatory assignments to complete. Failure to do so will result in removal from the Honors level. The first is a reading assignment. The second is a written response to the reading assignment that will be completed in class on the first day of school. If you have a question about what level you will be placed in, consult your current English teacher. Email any questions about this assignment to Greg Thompson at thompson@gfatherryan.org or to Matt Puryear at puryear@gfatherryan.org.

Assignment I: Read one of the following memoirs:

***Black Like Me* by John Howard Griffin:**

A white man in the late 1950's artificially darkened his skin and masqueraded as an African American man in the Deep South. This is a deeply moving account of the attitudes he encountered.

***The Bookseller of Kabul* by Asne Seierstad:**

The true story of a journalist's experiences living with a family in Afghanistan during unsettled political times.

***The Glass Castle* by Jeanette Walls:**

Walls recalls her challenging life with her family and turns what could be tragedies into adventures. An interesting read.

***In These Girls, Hope is a Muscle* by Madeleine Blais:**

This is a true story about women basketball players from Amherst High School and their championship season.

***A Long Way Gone* by Ishmael Beah:**

In a riveting and sometimes violent story, Beah recounts his tragic experiences as a child soldier and his recovery after the intervention of aid workers. This story of hope shows how people can triumph over very adverse circumstances.

***A Walk in the Woods* by Bill Bryson:**

A story told with great humor, Bryson returns to the United States and attempts to walk the entire Appalachian Trail.

***When I Was Puerto Rican* by Esmerelda Santiago:**

A family seeks to escape poverty and Puerto Rico and comes to America with great dreams. This is the account of her struggle to survive in New York City with her mother and siblings. A great memoir!

Note: *It is permissible to read the book with an unabridged audio recording.*

Assignment II: Writing Assignment:

Some elements of good memoir writing include scene, summary, musing, self-discovery or self-inquiry, drama, conflict, character building, and plot structure. With these elements in mind, review the selected book you have just finished reading. Choose at least three of the elements of a good memoir to discuss whether you think the book succeeds as an effective memoir. Select specific examples from the works to illustrate the point. Have an idea of what you will write about before class. You will hand-write these essays, so bring the appropriate materials to the first class.

COLLEGE PREPARATORY LEVEL ENGLISH IV SUMMER ASSIGNMENT

for

Rising College Preparatory Seniors in Ms. Spining's, Mr. Thompson's, and Dr. Johnston's English IV Classes

Assignment: Read *The Greatest Generation*, by Tom Brokaw, and complete the following assignment:
(It is permissible to read the book with an unabridged audio recording.)

There are eight sections of *The Greatest Generation* containing interviews: "Ordinary People", "Home Front", "Heroes", "Women in Uniform and Out", "Shame", "Love, Marriage, and Commitment", "Famous People", and "The Arena".

Read at least *two* interviews from each of these eight sections.

Also read "The Time of Their Lives", which is at the beginning of the book, and "The Twilight of Their Lives", which is at the end of the book.

Assignments on *The Greatest Generation* will begin the first week of school.

***** Students will need either a paperback or hardback copy of *The Greatest Generation*. Digital copies will not be used.