

**Maryvale Preparatory School**  
**Summer Reading**  
**Summer 2023**

Directions: Read the text and complete the assignment during the summer. Your teacher will provide directions for submitting the assignment when you return to school in the fall.

**Students Entering Grade 6**

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

**Assignment:** Write a one-page letter to a friend recommending (or not recommending) the book. Discuss aspects of the setting, a few major and minor characters, a conflict and its resolution, and a lesson that the author wants readers to learn by reading the book. Use examples from the book to support your opinions.

**Students Entering Grade 7**

**Read:** *Summerlost* by Ally Condie

**Assignment:** In a one-page essay, determine one important understanding or lesson about life that Cedar learns during her summer in Iron Creek. Support your response with specific evidence from the text. Do not simply summarize the plot.

**Students Entering Grade 8**

**Read:** *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 an essay (1-2 pages) 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.

**Students Entering Grade 9 (College Prep, Accelerated, and Honors English)**

**Read:** *Lord of the Flies* by William Golding

**Assignment:** Write an essay (1-2 pages) in response to one of the following prompts. Do not simply summarize the plot. Cite specific evidence from the novel to support your claims.

- How does the setting of *Lord of the Flies* mirror the emotional lives of the boys?
- Compare Ralph's and Jack's leadership. Is Ralph or Jack the more effective leader?
- How would the events of the story play out differently if the stranded students were girls instead of boys?
- Simon says, "Maybe there is a beast." Ralph says, "But there isn't a beast." Jack says, "We'll make sure when we go hunting." How does William Golding use the "beast" in the novel as a whole? Be sure to consider what the "beast" may symbolize, the way the boys' ideas about the "beast" change, and the effects of "beast" on the boys.

**Students Entering Grade 10 (College Prep, Accelerated, and Honors English)**

**Read:** *1984* by George Orwell

**Assignment:** Written in 1949, this novel is Orwell's legendary and terrifying glimpse into the future. After reading, write a response (1-2 typed pages) to the following questions: What was Orwell's vision of the future? Do you see the potential for aspects of Orwell's vision to come true? Avoid mere plot

summary. Support your claims with details from the novel and examples from life today. Cite the novel when you use direct quotations, paraphrase, or summary. (Example, “according to Orwell” or a page number in parentheses).

### **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. Explain 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:** *Kitchen* by Banana Yoshimoto

**Assignment:** Write an essay (1-2 pages) in response to one of the following prompts. Do not simply summarize the plot. Cite specific evidence from the novel to support your claims.

- A motif is “an important and noticeable feature or element that reappears throughout a literary work that typically relates to the theme or is a dominant or central idea itself.” Considering this definition, explain how the author is using a motif in *Kitchen* to develop either the major theme of *memory and belonging* or the *importance of friendship*.
- Authors develop characters both directly and indirectly in a text. Considering what you know about character development, explain how the author uses the element of flashbacks to develop a character.
- The *New York Times* called *Kitchen* “emotionally observant,” meaning the book makes poignant observations about the way people deal with love and grief. Explain how the author uses the character of Eriko to embody both the feelings of love and grief and how that, in turn, impacts the reader.

### **Students Entering Grade 12 AP English Literature and Composition**

**Read:** *All the Light We Cannot See* by Anthony Doerr or *The Botanist’s Daughter* by Kayte Nunn It is strongly recommended that students who are members of NEHS read *The Botanist’s Daughter*.

**Assignment:** Many works for literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet this gift is often also a burden or hindrance. Select a character from the novel who has been given a gift that is both an advantage and a problem. Then write a well-developed essay (2-3 pages) analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole. Do not merely summarize the plot.