

SUMMER READING ASSIGNMENTS FOR FRESHMEN FATHER RYAN HIGH SCHOOL 2024-2025 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 English I Classes

Assignment: **Part I: Read *All Quiet on the Western Front* by Erich Remarque.** *It is permissible to read the books with unabridged audio recordings* while following along and annotating the text.

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. The passage should be a minimum of one paragraph in length. Be prepared to give context for the passage - explain what is happening at that moment and what happens as a result.

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 of similar length. 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.

Important Note: Students may not use anything except the assigned texts to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes or other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

HONORS LEVEL FRESHMAN ENGLISH SUMMER ASSIGNMENTS

for

Rising Honors Freshman in Ms. Allen'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.*

- While reading, students will take detailed and thorough notes and/or annotate using the guidelines on the attached Annotation Guide.

Assignment II: Students will write one paragraph on the theme of the novel:

- The theme should be articulated in more than just one word. For instance, instead of merely expressing the theme as "friendship," identify the author's message *about* friendship. Example: *Friendship prevails in the bleakest of times.*
- Provide the following in the paragraph:
 1. At least three pieces of textual evidence to support how the theme is presented throughout the novel
 2. Explanations to analyze the evidence; for each sentence of evidence, plan to have two sentences of explanation.
 3. Introductory and concluding sentences to begin and end the paragraph.
- Paragraphs should be typed, double spaced, and formatted according to MLA format.

Assignment III: This novel consists of a series of vignettes. After reading the novel, students will write their own creative vignette from personal life experience based upon *one* of the following topics:

- Dream home
- Family relationships
- Friendship
- A favorite memory
- A challenging situation

After selecting a topic, each student will create a short vignette that tells a personal story about the chosen topic. The vignette should be a minimum of three paragraphs and should include plenty of imagery and figurative language. Be as descriptive as possible. Paragraphs should be typed, double spaced, and formatted according to MLA format.

Due Date: All Honors English I assignments are due on the first full day of class.

Important Note: Students may not use anything except the assigned text and personal experience to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes or other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

***The House on Mango Street* Annotation Guide**

for Ms. Allen's Honors English I Classes

Character: For each character (Esperanza, Nenny, Cathy, Marin, Sally, Mama, Papa, Aunt Lupe, Geraldo No Name, Alicia, the Vargas family, The Three Sisters, Sire, Rafaela, and Mamacita) **highlight all aspects of character that apply:**

- Appearance
- Age
- Hometown
- Education
- Interests
- Accomplishments
- Mannerisms
- Significant Quotes by or About Them

Note in the Margins:

- What can you infer about this character? What do the things you have highlighted reveal?
- How is the character changing?
- How do *you* feel about this character?

Setting: **Highlight words, phrases, and sentences which capture the setting** and its atmosphere in each vignette.

Plot: **Highlight main events** during each vignette (intro, rising action, climax, falling action, resolution)

Note in the Margins:

- Your reactions to important events (questions, comments, etc.)
- Why you think the event is important.

Themes/Symbolism: **Highlight any descriptions or symbols of:**

- Home
- Family
- Community
- Identity
- Maturity
- Girls and Women
- Foreignness and Culture
- Social Class

Note in the Margins:

- What themes are emerging?
- What might Cisneros hope to teach her readers?

COLLEGE PREPARATORY LEVEL FRESHMAN ENGLISH SUMMER ASSIGNMENTS

for

Rising Freshmen in College Preparatory 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 a vignette that contains 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 the figurative language or the vignette itself.

On the back of the artistic rendering, include a full paragraph in which you identify the figurative language (simile, metaphor, personification, imagery, etc.) represented in your art piece and explain why you chose to illustrate that particular selection and what the author's use of figurative language reveals about the character(s). Use quotations from the text in your explanation. Your paragraph should be 5-7 sentences long.

Your illustration and corresponding paragraph are 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.

Important Note: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes or other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

SUMMER READING ASSIGNMENTS FOR SOPHOMORES FATHER RYAN HIGH SCHOOL 2024-2025 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 American Literature 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.

Due Date: **The essay on *A Lesson Before Dying* is due in the main office on Tuesday, July 16th, 2024.** 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@fatherryan.org with questions.

Guidelines: **Students may not use anything except the assigned texts to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as Artificial Intelligence, Chat GPT, Spark Notes or other summaries, etc. - is *not* permitted. Such unauthorized usage stands in violation of the English Department's Integrity Code guidelines and will receive an integrity code infraction.**

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. **(Assignment continues on next page...)**

- 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.

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 Sophomores in Miss Spining's American Literature 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, dialogue, or details of character and setting, that capture your interest, raise a question in your mind, or confuse 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* in mood, tone, or character.** For instance: What is the mood at the beginning of the novel? Does the mood change? If so, how and where does it change? What about the tone (i.e., the attitude of the speaker)? What about specific changes in character(s)?
- 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.

Important Note: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

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

COLLEGE PREPARATORY LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT

for

Rising Sophomores in College Preparatory American Literature 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 speaks to you the most? What do you think the author means?

You are going to write six-word memoirs for some of the main characters in *A Lesson Before Dying*.

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:

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 in *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.

Important Note: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

SUMMER READING ASSIGNMENTS FOR JUNIORS FATHER RYAN HIGH SCHOOL 2024-2025 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* 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 vague or 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, well-selected 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. Important: Never leave a quotation stranded and detached from proper set-up or attribution, and make sure that your set-up makes clear, grammatical sense when combined with your selected quotation:

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, clear, and connected 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.”** Better yet, do not even *mention* the “reader” at all.

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 Disagreement | Lack of Paragraph Indentions |
| Noun-Pronoun Disagreement | 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. Any unauthorized aid - such as AI, Chat GPT, Spark Notes (or other summaries), etc. - is not permitted* and stands in violation of the English Department’s Integrity Code guidelines. *Any evidence of plagiarism will result in an automatic zero and a personal integrity code infraction. Essays must be placed in Mr. Lancaster’s mailbox in the main office no later than Monday, 8 July 2024. 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 Juniors in Mrs. Harris' AP English Language Class, harris@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 author's 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 in MLA Format 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*. **This paper will be due in Ms. Harris's school mailbox in the main office by Monday, July 29, 2024.**

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, AI, ChatGPT***, or any other unauthorized sources or aids. **Such aids are *not permitted and stand in violation of the English Department's Integrity Code guidelines***. If you have any questions about the assignment, email me at harris@fatherryan.org.

HONORS LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT

for

Rising Honors Juniors in Dr. Johnston's and Mr. Lancaster's 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.

Your essay must:

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 sin or vice which your chosen character insists upon keeping* (whether wittingly or unwittingly) enroute to Heaven.
3. **Use well-selected evidence from the novel combined with personal analysis to answer the following questions:**
 - a. *How does your selected character's sin or vice specifically manifest itself* in the character's thoughts, words, and/or deeds?
 - b. *How does the sin or 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 IN THE MAIN OFFICE BY MONDAY, 22 JULY 2024. The main office often closes by 2:00 p.m. in the summer, so please be sure to check its hours!

Part III: Test: You will take a test on *The Great Divorce* on the *second* day of class. (**A-Day: Wednesday, August 14th; B-Day Thursday, August 15th**)

Important Note: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

COLLEGE PREPARATORY LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT
for
Rising Juniors in College Preparatory British Literature Classes

Assignment: Read *The Screwtape Letters* by C. S. Lewis, a Christian apologetic novel by C. S. Lewis.

This story takes the form of a series of letters from a senior Demon Screwtape to his nephew Wormwood, a Junior Tempter. The uncle's mentorship pertains to the nephew's responsibility in securing the damnation of a British man known only as "the Patient."

Choose one of the following prompt-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 book. You also need to explain your examples. It should be evident from your essay that you have read and understood the novel. Any evidence of plagiarism will result in an Integrity Code infraction.

ESSAY PROMPT #1: Lewis contends that Christians are generally intelligent, reasoning people capable of understanding God's plan and God's will. Screwtape advises that a basic tactic of the devil is to shift Christian focus to *the mundane*, thereby lessening or blunting the thoughts of a human. Identify 6 examples of *the mundane* from the novel that a modern devil might use to shift modern Christian thinking. Is *the mundane* an individual internal factor or can it be an external community factor?

ESSAY PROMPT #2: Lewis contends the human mind can be shifted to focus thinking on an abstract level as a means to avoid having to deal with an obvious, self-evident reality standing right in front of a person. Expand on the question whether this movement of thought from *reality to abstraction* is a permanent feature of American society as it relates to political campaigns.

ESSAY PROMPT #3: The literary tactic used by C. S. Lewis in *The Screwtape Letters* has often been imitated but never surpassed. Discuss why the decision to describe the Christian life from the standpoint of one trying to undermine it is so effective. How would the book have been different had Lewis written a straight devotional book advocating certain characteristics of Christian maturity? Would this have worked? Why or why not?

Due Date: THE ESSAY WILL BE DUE ON THE FIRST DAY OF CLASS.

Important Note: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

SUMMER READING ASSIGNMENTS FOR SENIORS FATHER RYAN HIGH SCHOOL 2024-2025 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 Seniors in Ms. Grubbs' *AP English Literature & Composition* Classes

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. Please visit <https://aplitwithmrsgrubbs.weebly.com/> for the full assignment **including the required commentary.**

The Research Paper Assignment has 2 parts:

1. Read *Frankenstein* by Mary Shelley
2. Write a 5–7-page research paper in which you make a claim about the Romantic element(s) in your novel.

Your paper must:

- A. Discuss one or more of the following literary 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
- B. Explore one or more of the following characteristics 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

Your thesis, therefore, should include BOTH a literary element from the novel and a characteristic of the Romantic genre. 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 creature's Byronic qualities suggest that a healthy emotional life is dependent upon stable companionship.

While Frankenstein's Creature reflects the Romantic view that nature can be restorative, he also serves as a warning against the Romantic's obsession with solitude.

- C. Include, in support of your claim, TWO romantic poems from the following list AND at least TWO valid, scholarly sources from aplitwithmrsgrubbs.weebly.com/

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

“The Rime of the Ancient Mariner” 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

- D. Follow MLA formatting rules including citations for all sources and a Works Cited Page.

The Research Paper is DUE via email to Mrs. Grubbs' inbox (grubbsa@fatherryan.org) by MONDAY, JULY 22ND. Please contact Mrs. Grubbs if this due date presents a problem.

Rubric (out of 100 points) is available at <https://aplitwithmrsgrubbs.weebly.com/>

Part II: The Journal -- What is the meaning of your life?

Visit <https://aplitwithmrsgrubbs.weebly.com/> for the full assignment.

This assignment asks you to complete 10 journal entries, each associated with a small task. Although you may complete the steps whenever you like, I suggest you complete one entry per week. Please see the full list of tasks and journal prompts at <https://aplitwithmrsgrubbs.weebly.com/>.

Each entry must be at least 5-7 complete sentences long. Poems, sketches, equations, music notations, and other creative responses are welcome in addition to the required paragraph. Please record your journal entries either in a bound book (such as a journal /diary) or on loose-leaf paper that is bound in a 3 ring-binder.

This assignment will be graded for completion and Mrs. Grubbs will not read any entry you mark “Don't Read” at the top. Therefore, please be open and honest as you will use these entries to prepare for your College Application Essay. We will also use them to learn the expected annotations for this course.

The Journal is DUE on the first day of class. (Journal prompts are published on the next two pages.)

1. **Question: What do you think about?**
Quote: “We become what we think about.” – Earl Nightengale.
Activity: Spend 5 to 10 minutes every day this week just listening to the world around you. Notice what you hear, what your brain does, what your body does. Don’t judge anything. Just experience. Listen, breathe, listen.
Journal: What did you hear? What came to mind? Did anything surprise you?
2. **Question: What is your core value?**
Quote: “Values are like fingerprints. Nobody’s are [exactly] the same but you leave them all over everything you do.” - Elvis Presley
Activity: Sketch a picture of someone following a North Star (or print and color [one of these pictures](#))
Journal: Think about when you are at your very best, when you feel the best. What do you feel? What are you doing? How are you acting? Write down your answers to the above questions. Now distill those answers into a single word or very small phrase. Example: peaceful, happy, kind, helpful, in community, productive, learning, life, art, science, exploration, curiosity, etc. These are your core values, your North Stars.
3. **Question: Who inspires you?**
Quote: “Hang on to people that inspire you. Do work that energizes you.” -- Wesam Fawzi
Activity: Interview two people you admire. They can be older or younger than you. Ask them what their core values are. What guides them? How do they try to live their lives?
Journal: Write down what your interviewee says and *your* thoughts about what they say. For example, are their values important to you, too? Why or why not? Have your thoughts about your core values changed? If so, what are those changes? If not, what might their sturdiness suggest about them or you?
4. **Question: How do(es) your core value(s) show up in your life?**
Quote: “You are what you do, not what you say you’ll do.” -- Carl Gustav Jung
Activity: Do something this week that is intentionally connected to one of your core values. For example, if your core value is helping others, volunteer at a food bank. If your core value is curiosity or openness, go to a Library and ask a Librarian what book they would recommend, then start to read it. If your core value is community, plan a party.
Journal: Now think about how a core value or two have shown up in your high school career. In what ways do(es) the core value(s) guide you? How do they inspire you? If you don’t see your core values in your time at high school, are they really your core values?
5. **Question: What – or who – do you love?**
Quote: “There is no fear in love. But perfect love drives out fear.” 1 John 4:18
Activity: Spend some time doing / experiencing / visiting with something / a person you love.
Journal: Reflect on your experience with the thing / person you love. What specifically do you love about it / them? What does your relationship with the thing / person you love say about you or your core value(s)? In what ways might your relationship with the thing / person you love reflect or change your core values?
6. **Question: How do you treat adversity?**
Quote: “Whether you think you can or think you can’t, you are right.” – Henry Ford
Activity: Try something new this week. It could be an activity, a food, a handstand, etc.
Journal: What was it like to try something new? Did you find it easy or difficult? Why? What struggles or roadblocks have you faced in other parts of your life? How have you persevered despite them? How might those struggles, or the way you faced them, reflect your core values? How might your core values guide you when you face struggles in the future?

(Journal prompts continue on the next page...)

7. **Question: What are you curious about?**

Quote: “I am neither especially clever nor especially gifted. I am only very, very curious.” -- Albert Einstein

Activity: Find (online or in real life) someone who, if you could talk to them, could explain something you’re curious about. You don’t have to talk to them, but if you can, that’s a great bonus! If you *can* talk to them, have a conversation with them about the thing that makes you curious. (You could, for example, talk to your uncle about what it’s like being a doctor or to your boss about running a small business or to your mom about her ancestry.) If you can’t talk to them, spend 30 minutes or more researching them and their connection to the thing that makes you curious.

Journal: What do you wonder about? What do you want to know more about? What gets you curious or excited to learn? What might your curious mind tell you about your core value(s)? In what ways do you see your core value(s) in the things that make you curious? Do the things you’re curious about reveal any new values?

8. **Question: What do you have to give to the world?**

Quote: “He is considered successful in our day who gets more out of life than he puts in. But a man of value will give more than he receives.” -- Albert Einstein

Activity: Give something to someone (note: the thing you give does not have to be a tangible object)

Journal: Reflect on the experience of giving something to another. What did you give? Is that something you could give to a different person? Why or why not? What did it feel like to give something to someone else? What might your answers to those questions say about your core value(s)?

9. **Question: Why do you want to go to college?**

Quote: “The journey of a thousand miles begins with a single step.” - Lao Tzu

Activity: Look up the websites of the schools to which you’re planning to apply.

Journal: What do you see on the websites? What makes you excited? What makes you nervous? In what way(s) do the schools align with your core value(s)? In what ways might you contribute to the school through your core value(s)? In what ways might the schools help you live out your core value(s)?

10. **Question: Who are you? What is the meaning of your life?**

Quote: “A man is what he thinks about all day.” – Ralph Waldo Emerson

Activity: Spend 5 to 10 minutes every day this week just listening to the world around you. Notice what you hear, what your brain does, what your body does. Don’t judge anything. Just experience. Listen, breathe, listen.

Journal: What have you heard this summer? You’ve been thinking about your core values and how they inform – or might inform – your life, so what have you heard? What is the meaning of your life? Why are you here on Earth?

Important Note: Students may not use anything except the assigned texts and approved sources to complete their work, which must reflect the students’ original thoughts. Any unauthorized aid – such as AI, Chat GPT, Spark Notes, etc. - is *not* permitted and stands in violation of the English Department’s Integrity Code guidelines.

HIGH HONORS LEVEL ENGLISH IV SUMMER ASSIGNMENTS

for

Rising High Honors Seniors in Ms. Harris' English IV Classes, harrisp@fatherryan.org

Welcome to English IV High Honors! This class will be conducted in a very similar manner to a college level Freshman Composition course. We will work on writing for a variety of purposes while addressing a variety of audiences and will read both fiction and nonfiction works along the way. Our goal is to prepare students to be confident writers and thinkers. **There are two required assignments for students recommended for English IV High Honors:**

Assignment I: Part I: Read *Outliers: The Story of Success* by Malcolm Gladwell.

We will start with nonfiction. This work challenges readers to consider just what makes certain people successful. Is it innate talent? Luck? Hard work? Or a combination of all three? Pay attention to how Gladwell constructs his argument and how the evidence presented in each chapter works to support his claims.

Part II: After you read the novel, write an essay on the following prompt:

In Chapter 5, Gladwell writes that “what start[s] out as adversity end[s] up being an opportunity.” In a well-developed essay, explain to what extent this claim is true. Support your position with appropriate evidence from the text, from your other reading, and from your own experience and observations.

This essay should be written in formal style and typed in MLA format. Discuss Gladwell's claims in one body paragraph using evidence from the text. Then defend (support), challenge (counter) or qualify (claim the argument is true in some instances but not all) in 2 or 3 additional body paragraphs using your own information. Do not forget introduction and conclusion paragraphs!

Due Date: A printed copy of this paper will be due in the main office by Wednesday, July 10, 2024. Late papers will not be accepted. The main office often closes by 2:00 p.m. in the summer, so be sure to check its hours! Important: Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted and stands in violation of the English Department's Integrity Code guidelines.

Assignment II: Choose and read one of the following novels from the list below and fill out the attached “Major Works Data Sheet” as you read, paying careful attention to character, setting, potential themes, and passages that interested you. (You can obtain a “Major Works Data Sheet” from Ms. Harris, or scroll to pages 24-27 of this on-line document and print them.) Bring the completed “Data Sheet” on the first day of class. You will write an essay on the novel on that first full day. Do *not* choose a work that you have already read for another class or course.

Brave New World by Aldous Huxley
Crime and Punishment by Fyodor Dostoyevsky
Doctor Zhivago by Boris Pasternak
Invisible Man by Ralph Ellison
Jane Eyre by Charlotte Bronte
My Antonia by Willa Cather
The Poisonwood Bible by Barbara Kingsolver
Wuthering Heights by Emily Bronte

Assignment III: College Essay: One of the first tasks we will undertake is getting your college essay drafting process started. Start to familiarize yourself with the Common App prompts (at <https://www.commonapp.org/blog/common-app-announces-2024-2025-common-app-essay-prompts>) and any required essays you will need to write as you apply to colleges. Think about which ones you might be interested in pursuing.

HONORS LEVEL ENGLISH IV SUMMER ASSIGNMENTS

for

Rising Honors Seniors in Mr. Puryear and Dr. Johnston's English IV 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 Matt Puryear at puryearm@fatherryan.org or to Dr. Johnston at johnstonj@fatherryan.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 in 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 Miss Spining's and Mr. Thompson's English IV Classes

Assignment: **Part I: Read *Atomic Habits* by James Clear.** In preparation for Part II, *students are encouraged to annotate the text as they read.* Annotation directions are included below.

How to Annotate a Text:

- 1) **Define** unfamiliar terms.
- 2) **React.** Take note of stories, details, or arguments that capture your interest, raise a question in your mind or confuse you.
- 3) **Paraphrase and summarize** each chapter.
- 4) **Identify *speaker, occasion, audience, tone, and diction.*** How is the author trying to persuade you to live life in a certain way?
 - **Speaker:** How does he establish credibility with his audience?
 - **Occasion:** Does this author reference any historical or current events in an attempt to make his purpose seem more important?
 - **Audience:** Is there a specific target audience for this work? Are there details or stories the author includes to try to appeal to a specific audience?
 - **Tone:** Does the tone (i.e. the *attitude* of the speaker toward the subject and/or audience) shift as the book progresses?
 - **Diction:** What kind of diction (type of word choice, i.e., conversational, idiomatic, sensory, academic, formal, exacting, ambiguous, etc.) does the author use to make his point particularly effective and persuasive?
- 5) **Articulate the purpose.** How do all of these elements work together to suggest a main idea or an overall lesson?

Students will need either a paperback or hardback copy of *Atomic Habits*. Digital copies will *not* be used.

Note: It is permissible to read the novel with an unabridged audio recording *while following along and annotating*. **Students may not use anything except the assigned text to complete their work, which must reflect the students' original thoughts. Any unauthorized aid - such as AI, Chat GPT, Spark Notes and other summaries, etc. - is *not* permitted** and stands in violation of the English Department's Integrity Code guidelines.

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

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

Father Ryan High School English Department Honor Code with respect to Integrity Code Violations, including the misuse of Artificial Intelligence programs such as ChatGPT:

Intellectual honesty is vital to the integrity of an academic community and for any fair evaluation of students' work and progress. Assignments are designed to help students learn and retain information, rather than simply choosing and mirroring correct answers.

The English Department encourages collaboration and discussion to further understanding of topics and material when appropriate, but any work submitted by students *must be original*, and any primary or secondary sources paraphrased or directly quoted in support of the students' original works must be properly attributed according to MLA format standards and in compliance with Father Ryan High School's Integrity Code. If students have any doubt about acceptable completion of their work and the proper attribution of paraphrased or quoted sources cited therein, they should consult their English teachers.

The practices outlined below inhibit the learning process, undermine the academic field of fair-play, and constitute violations of the Academic Integrity Code:

- **Copying the works, papers, assignments, or tests of other students** who are currently taking or who have previously taken the course
- **Failing to paraphrase or quote any primary or secondary sources without proper attribution and/or parenthetical citation** according to MLA format standards and in compliance with Father Ryan High School's Integrity Code. **A student's intention to pass off another's work as original** without citing paraphrased or quoted secondary sources **constitutes plagiarism.**
- **Sharing specific questions and content of any previous or current test or quiz with other students in any form**, written or spoken. This includes publicly posting questions and/or answers on websites such as *Quizlet*, or any other similar misapplication.
- **Engaging in unauthorized collaboration with other notes (such as *Cliff's Notes* or *Spark Notes*), people, internet sources (such as *Wikipedia*, *Quizlet*), or apps (such as *ChatGPT*) for use in papers, projects, quizzes, tests, etc.:** Unauthorized collaboration with any AI composition software, such as *ChatGPT*, is prohibited, unless expressly permitted by the teacher, and students *must* obtain permission from the teacher of a given course before using AI composition software for any assignments. Consulting such tools to complete work without the expressed permission of the respective teacher is an integrity code violation.

Adapted from Princeton University, McGraw Center for Teaching and Learning:
<https://mcgraw.princeton.edu/guidance-aichatgpt>

Name: _____

Major Works Data Sheet: *Do not cut/paste from a website, which is a form of plagiarism.*
For Ms. Harris's High Honors Senior English IV Classes, Page 1

Title of Work: _____

Author: _____

Biographical Information about the Author:

Genre: _____

Characteristics of the Genre (in your book):

Date of Publication: _____

Historical Information about the Period of Publication or Setting of the Novel:

Setting: _____

Major Works Data Sheet: *Do not cut/paste from a website, which is a form of plagiarism.*
For Ms. Harris's High Honors Senior English IV Classes, Page 2

Plot Summary *(Do not cut/paste from a website, which is a form of plagiarism):*

Possible Themes: Topics of Discussion (elaborate), Minimum of 3:

Symbols or Motifs (at least three):

Major Works Data Sheet: *Do not cut/paste from a website, which is a form of plagiarism.*
For Ms. Harris's High Honors Senior English IV Classes, Page 3

Significance of Opening Scene:

Significance of Ending/Closing Scene:

Memorable Quotations (at least 3 – more is better!):

Quotation:

Significance:

Major Works Data Sheet: *Do not cut/paste from a website, which is a form of plagiarism.*
For Ms. Harris's High Honors Senior English IV Classes, Page 4

Characters:

Name: **Role in Story:** **Significance:** **Adjectives:**