

# SUMMER READING ASSIGNMENTS FOR FRESHMEN FATHER RYAN HIGH SCHOOL 2026-2027 SCHOOL YEAR

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

## HIGH HONORS LEVEL ENGLISH I SUMMER ASSIGNMENTS for Rising High Honors Freshmen

**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, Grammarly, 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 I SUMMER ASSIGNMENTS**  
**for**  
**Rising Honors Freshmen**

**Assignment:** Part 1: Read and annotate one of the following novels according to the guidelines detailed Below:

- *The Pearl* by John Steinbeck
- *The Alchemist* by Paulo Coelho

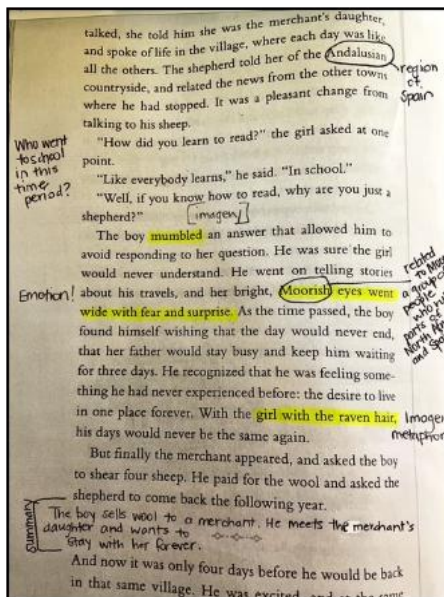
Students will need either a paperback or hardback copy to use for handwritten annotations. Digital copies will not be used.

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

**Part 2:** Students will take a test over this novel during the first full week of school. Students should be familiar with the plot, characters, setting, theme, point-of-view, and conflict that occurs within the story. Students will be expected to draw conclusions about the significance of each of these elements of story.

**Part 3:** Students will complete an in-class essay over this novel during the first full week of school. Students will need to bring their annotated copies of the text to class to use as they write this essay.

**How to Annotate a Text:**



1. Highlight passages that seem important, emotionally moving, or descriptive. Descriptive language often includes figurative language. When you notice a simile, metaphor, image (imagery), or symbol, highlight it and identify it in the margin.

You may signify different characters, emotions, themes, or reasons for annotation by specific highlighter colors. (Assignment continues on next page...)

2. Circle “new” words. Then, look up the definition of each word and write it in the margin.
3. Summarize by chapter/section.
  - If you are reading *The Pearl*, write 2-3 sentences at the end of each chapter to summarize the main events of the chapter you just read. You should write this directly in your book.
  - If you are reading *The Alchemist*, write at least one sentence at each section break to summarize the main events of the section you just read. You should write this directly in your book.
4. Ask questions. As you read, ask questions in the margins of the text. Maybe you wonder why a character responds a certain way. Maybe you wonder more about the culture. Maybe you wonder why the author made a specific plot choice. Write at least one question per 10 pages.

**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.**

**COLLEGE PREPARATORY LEVEL FRESHMAN ENGLISH I SUMMER ASSIGNMENTS**  
for  
Rising College Preparatory Freshmen

**Assignment:** **Part 1:** Read and annotate **one** of the following novels according to the guidelines detailed below.

- *The Pearl* by John Steinbeck
- *The Alchemist* by Paulo Coelho

Students will need either a paperback or hardback copy to use for handwritten annotations. Digital copies will not be used.

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

**Part 2:** Students will complete an in-class essay over this novel during the first full week of school. Students will need to bring their annotated copies of the text to class to use as they write this essay.

**How to Annotate a Text:**

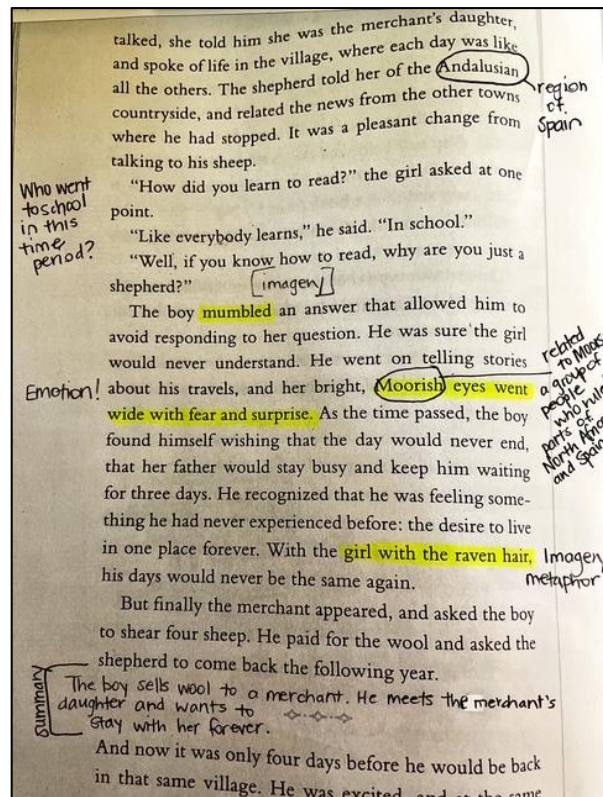
1. **Highlight passages** that seem important, emotionally moving, or descriptive. Descriptive language often includes figurative language. When you notice a simile, metaphor, imagery, or symbol, highlight it and identify it in the margin.

You may signify different characters, emotions, themes, or reasons for annotation by specific highlighter colors.

2. **Circle “new” words.** Then, look up the definition of each word and write it in the margin.

3. **Summarize by chapter/section.**

- If you are reading *The Pearl*, write 2-3 sentences at the end of each chapter to summarize the main events of the chapter you just read. You should write this directly in your book.
- If you are reading *The Alchemist*, write at least one sentence at each section break to summarize the main events of the section you just read. You should write this directly in your book.  
**(Assignment continues on next page...)**



4. **Ask questions.** As you read, ask questions in the margins of the text. Maybe you wonder why a character responds a certain way. Maybe you wonder more about the culture. Maybe you wonder why the author made a specific plot choice. Write at least one question per 10 pages.

**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.

# SUMMER READING ASSIGNMENTS FOR SOPHOMORES FATHER RYAN HIGH SCHOOL 2026-2027 SCHOOL YEAR

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

## HIGH HONORS LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT

for  
Rising High Honors Sophomores

**Assignment:** Read *The Adventures of Huckleberry Finn* by Mark Twain.

As you read, keep written notes of both *characters* and examples of *satire*:

**Characters:** Know the major attributes and actions of the following characters (either annotate the novel if you have your own copy or keep a separate list of notes as you read):

Huckleberry Finn  
Jim  
Miss Watson  
The Widow Douglas  
Pap

The Grangerfords and Shepherdsons  
The King and the Duke  
The Wilks sisters  
Aunt Sally and Silas Phelps  
Tom Sawyer

**Satire:** the use of exaggeration, irony, and/or humor to point out the flaws in someone or something. What examples of satire do you find in the novel? There are many! It will help you to note when you come across something you think Twain is mocking (annotating or keeping record of specific evidence will be most helpful to you).

We will discuss the novel, and you will complete both a test and an in-class writing assignment over the novel during the first two weeks of class.

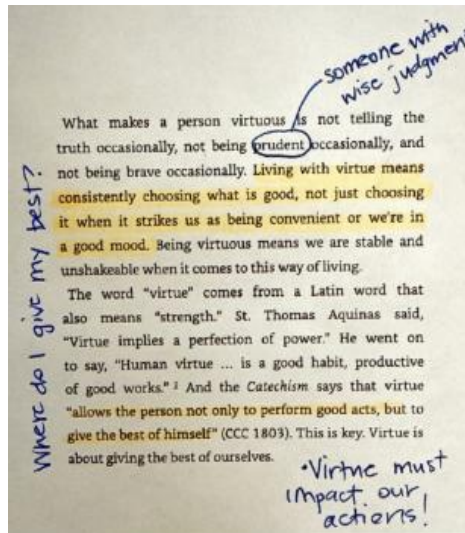
On the first day of school, bring your novel to class, as well as any notes you've taken.

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

**HONORS LEVEL AMERICAN LITERATURE SUMMER ASSIGNMENT**  
for  
Rising Honors Sophomores

**Assignment:** **Part I: Read *Unshakeable: Building a Life of Virtue in a World of Chaos* by Fr. Mike Schmitz, annotating it according to the guidelines detailed below.**

Students will need either a paperback or hardback copy to use for handwritten annotations. **Digital copies will not be used.**

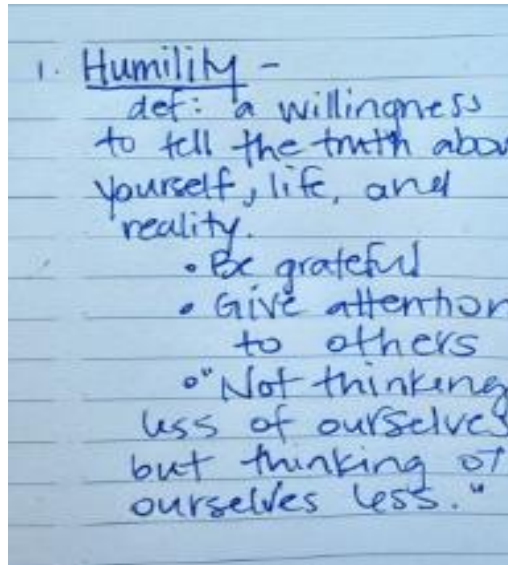


**Note: It is permissible to read the novel with an unabridged audio recording while following along and annotating.**

**How to Annotate a Text:**

1. **Highlight passages that seem important, emotionally moving, or descriptive.**
2. **Circle "new" words. Then, look up the definition of each word and write it in the margin.**
3. **Summarize by chapter.** Write 2-3 sentences at the end of each chapter to summarize the main concepts in the chapter you just read. You should write this directly in your book.
4. **Make connections and ask questions.** As you read, make notes in the margins about how you see these concepts in your life. Ask questions in the margins of the text about wonderings you have as you read. **(Assignment continues on next page...)**

**Part II: Make HANDWRITTEN notes that document each of the 15 virtues and help you remember your understanding of them.** You should make each virtue a clear header and include bullet point notes underneath as illustrated here:



**Annotations and notes are due on the first full day of class.**

**Part III: You will complete an in-class essay over this book during the first full week of school.** Students will need to bring their annotated copies of the text to class to use as they write this essay.

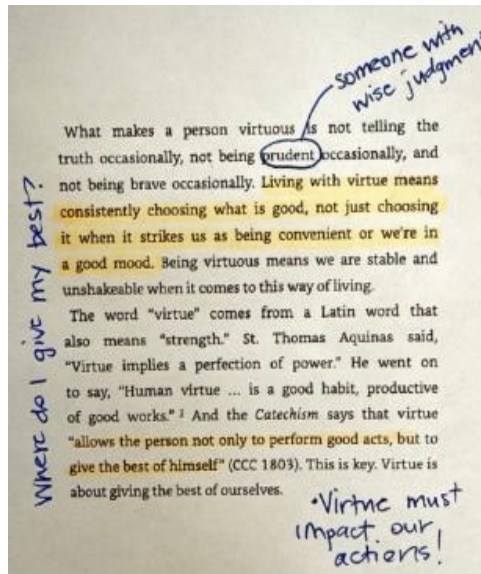
**Part IV: Students will take a test over this book during the first full week of school.**

**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. Use of any Artificial Intelligence tools will result in an automatic, non-negotiable zero on the assignment and an Integrity Code violation.**

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

**Assignment:** Part I: Read *Unshakeable: Building a Life of Virtue in a World of Chaos* by Fr. Mike Schmitz, annotating it according to the guidelines detailed below.

Students will need either a paperback or hardback copy to use for handwritten annotations. **Digital copies will not be used.**

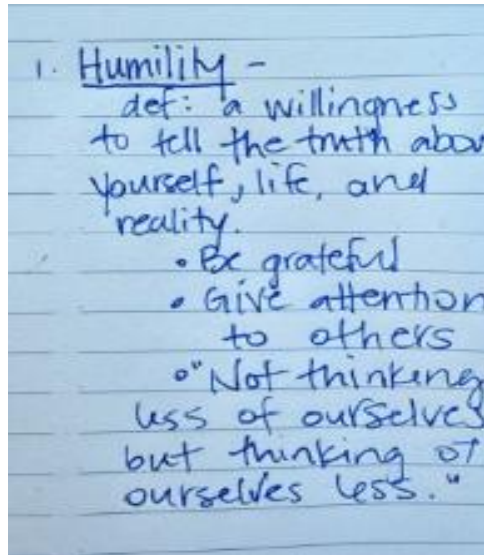


**Note:** It is permissible to read the novel with an unabridged audio recording while following along and annotating.

**How to Annotate a Text:**

5. **Highlight passages that seem important, emotionally moving, or descriptive.**
6. **Circle "new" words. Then, look up the definition of each word and write it in the margin.**
7. **Summarize by chapter.** Write 2-3 sentences at the end of each chapter to summarize the main concepts in the chapter you just read. You should write this directly in your book.
8. **Make connections and ask questions.** As you read, make notes in the margins about how you see these concepts in your life. Ask questions in the margins of the text about wonderings you have as you read. **(Assignment continues on next page...)**

**Part II: Make HANDWRITTEN notes that document each of the 15 virtues and help you remember your understanding of them.** You should make each virtue a clear header and include bullet point notes underneath as illustrated here:



**Annotations and notes are due on the first full day of class.**

**Part III: You will complete an in-class essay over this book during the first full week of school.** Students will need to bring their annotated copies of the text to class to use as they write this essay.

**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. Use of any Artificial Intelligence tools will result in an automatic, non-negotiable zero on the assignment and an Integrity Code violation.**

# SUMMER READING ASSIGNMENTS FOR JUNIORS

## FATHER RYAN HIGH SCHOOL

### 2026-2027 SCHOOL YEAR

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

#### HIGH HONORS LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT

For  
Rising High Honors Juniors

**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 that your explanations are thoughtful, thorough, and convincing, and make sure your conclusion is well developed.

*When you cite direct quotations from the novel as evidence, make sure you set up those quotations properly with clear attribution, context and/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, stranded, 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 in simple present tense 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 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.**

**While this essay should convey a sense of the story, it 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 <sup>st</sup> 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*, 19<sup>th</sup> 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. **In addition to the paper copy, you should also expect to submit the paper on TurnItIn in MyFatherRyan once we return to school in August. Plagiarism will result in an automatic zero and a personal integrity code infraction. Essays must delivered to the school for placement into the teacher’s mailbox by main office staff no later than Tuesday, 7 July 2026. 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.

## ADVANCED PLACEMENT LANGUAGE & COMPOSITION SUMMER ASSIGNMENT

For  
Rising Advanced Placement Juniors

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 its 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:

**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.

***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.

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 does 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: Carefully read and annotate *1984*.** Then respond to this prompt in an essay of 4-5 paragraphs.

In his dystopian novel *1984*, George Orwell introduces "Newspeak," a controlled language designed to limit freedom of thought and maintain social control by stripping away nuance and eliminating words associated with rebellion. Today, critics argue that modern communication (social media, media sound bites, generative AI programs, messaging and texting capabilities on phones) mirrors the restrictive goals of Orwell's Newspeak.

Write an essay that argues your position on the extent to which modern communication (social media, political slogans, or media "sound bites") mirrors the restrictive goals of Orwell's Newspeak. You must present a defensible thesis (for example, "*While some might consider the condensed language used in modern communication to be harmful as it was in Oceania, overall, the ability to communicate basic ideas quickly is beneficial.*") Develop a clear line of reasoning and use ample evidence gathered from the novel and from your own reading, coursework, experiences, and observations of historical and current events to support your claims. **A handwritten first draft of the paper with edits and a final printed copy of this paper typed in MLA format will be due in the main office before the office closes on Monday, July 27, 2026.**

**Part III: Carefully read and annotate *The Devil in the White City*.** We will discuss this novel during the first couple of weeks of class. **(Assignment continues on next page...)**

**Part IV: 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. I look forward to discussing them during the first weeks of school. Of course, **all work is to be your own *without any assistance from other people, Grammarly, 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.**

**HONORS LEVEL BRITISH LITERATURE SUMMER ASSIGNMENT**  
for  
Rising Honors Juniors

**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 in pencil on the pages of your actual novel. In other words, write notes in your book as you read it!

**Students will need either a paperback or hardback copy of *The Great Divorce*. Digital copies will *not* be permitted for use in class.**

**How to Annotate a Text:**

- 1) **Mark and 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 (i.e., the emotional atmosphere of the work), tone (i.e., the speaker or narrator's attitude toward the subject and/or audience), setting, or character.** For instance: What is the mood at the beginning of the novel? Does the mood ever change? If so, how and where does it change? What about the tone of the novel? What do details of setting suggest about the plot and/or characters? What about specific changes in character(s)?
- 6) **Articulate the theme.** How do all of these elements work together to suggest or reinforce a main idea or an overall lesson?
- 7) **Identify conflicts.** Any conflicts you notice in the novel, such as justice vs. mercy, vanity vs. humility, despair vs. hope, etc.

**Part II: You will complete a timed essay in answer to a specific prompt over this novel on the second full day of class. Students should know key components of a thesis statement and a topic sentence as well as how to select, present, and explain compelling evidence.**

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

**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 College Preparatory Juniors

“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*

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

Welcome to British Literature! This course will teach you ways to analyze, write about, and even enjoy writers like Chaucer, Shakespeare, and Milton. It is my sincere hope that you might find a bit of your soul as we study their writings! Your assignment, in three parts, is detailed below:

**Assignment**     **Part I: Read:** You will read and annotate *The Adventures of Robin Hood* by Roger Lancelyn Green (make sure that you get the version of this story by **Green**. Do not complete this assignment on a Robin Hood story by another author!) It is permissible to read the novel with an unabridged audio recording; you must, however, include written annotations. Each chapter should have highlighting or underlining as well as some written notes. You must bring your book and written annotations to school on the first day of class to get credit for your annotations.

**Part II: Create and Present:** On the second day of class, you will present a poster-board OR a Power-Point Presentation that answers the following question: Is Robin Hood a good leader?

**Your presentation must include the following:**

- (1) A *one-sentence thesis statement that puts forth a clear and specific answer to the question, “Is Robin Hood a good leader?”*
- (2) At least *five pieces of evidence* (examples and quotations from the required text) in support of your thesis statement.
- (3) *Analysis of your evidence.* This analysis should support and explain your thesis statement.
- (4) A *conclusion sentence* that restates (not repeats) your thesis.

Do *not* include a plot summary. Assume that your reader has also read the book and does not need a summary of the plot.

Your chosen quotations must be relevant to the topic, and they must support your thesis. Your analysis must be thoughtful (do not simply re-state the quotations in your own words). Your presentation (both the written material and the presentation itself) must not contain spelling errors or any of the following grammatical errors:

Improper Tense Shifts  
Punctuation Errors  
Capitalization Errors  
Sentence Fragments

Noun-Pronoun Agreement Errors  
Subject-Verb Agreement Errors  
Run-on Sentences  
Casual Word Choice

Your presentation must cite all quotations in proper MLA format. See your *Harbrace Handbook* for a reminder of the requirements of MLA formatting and citation.

**Presentation Due Date:** The second day of classes: A-Day Aug. 12, B-Day Aug. 13  
Students will set up posters and laptops in class like they might be displayed at a science fair. No single student will have to present alone in front of the entire class. Late presentations will receive a 0.

**Part III:** You will take a test over *The Adventures of Robin Hood* on the second day of class (A-Day Aug. 12, B-Day Aug. 13).

# SUMMER READING ASSIGNMENTS FOR SENIORS

## FATHER RYAN HIGH SCHOOL

### 2026-2027 SCHOOL YEAR

Outlined below are the Summer Reading Assignments for Rising Seniors at Father Ryan High School. Assignments are arranged according to *class and level*. 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 *AP English Literature & Composition* Classes

**Assignment: Part I: The Research Paper**

The Romantic Movement of the late eighteenth and early nineteenth centuries influenced creatives and thinkers throughout society. 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 woman-authored novel. You will use the elements of Romanticism and the commentary of other scholars to aid you in that exploration. Please feel free to visit the website

<https://aplitwithmrsgrubbs.weebly.com/> for optional resources.

**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 over knowledge
    - b. Intuition over facts
    - c. Nature v. Ordered, urbane utopian society
    - d. The Relationship between Humans and Nature
    - e. The Mysterious and Supernatural
    - f. Autobiographical elements
    - g. The Passage of Time
    - h. The Sublime
    - i. The Primitive
    - j. The Common Man
    - k. The Remote
    - l. Melancholy (**Assignment continues on the next page...**)

Your thesis, therefore, should include BOTH a literary element from the novel *and* a characteristic of the Romantic genre. Some example theses:

*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.*

*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.* Note: Byronic, i.e., pertaining to the Romantic Poet Lord George Gordon Byron – dark, moody, mysterious, passionate, ironic (which rhymes with Byronic!)

- C. In support of your claim, you MUST include at least TWO valid, secondary sources. There are several such sources at [aplitwithmrsgrubbs.weebly.com](https://aplitwithmrsgrubbs.weebly.com), although you may also find your own sources.

In addition to such secondary sources, you may also include, in support of your claim, any romantic poems from the following list.

**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](mailto:grubbsa@fatherryan.org)) or Mr. Lancaster's inbox ([lancasterr@fatherryan.org](mailto:lancasterr@fatherryan.org)) by MONDAY, JULY 13TH. Please contact Mrs. Grubbs or Mr. Lancaster if this due date presents a problem.**

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

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. The full list of tasks and journal prompts is also available 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 or on loose-leaf paper that is bound in a 3 ring-binder. This assignment will be graded for completion, and the teacher 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. **(Assignment continues on the next page...)**

**The Journal is DUE on the first day of class: Monday August 10<sup>th</sup> for A-Days and Tuesday August 11<sup>th</sup> for B-Days**

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 a thing or 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?

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

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

“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 that person, could explain something you're curious about. 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(es) the school(s) 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 valid scholarly 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

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 write for a variety of purposes while addressing a variety of audiences and 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.

In Chapter 5, Gladwell writes that “what start[s] out as adversity end[s] up being an opportunity.” On the first full day of class, you will write an essay on this topic. Bring in brainstorming – evidence from your reading of Gladwell, personal experiences, and information gleaned from other courses.

All work should be your own and should not come from unauthorized sources, including but not limited to any generative AI programs, assignments for other courses, etc.

**Assignment II:** College Essay: One of the first tasks we will undertake is getting your college essay drafting process started. Familiarize yourself with the *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. Bring a handwritten draft in answer to ONE of the Common App prompts on the first full day of class.

## HONORS LEVEL ENGLISH IV SUMMER ASSIGNMENTS

for

Rising Honors Seniors

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.

### 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 handwrite these essays, so bring the appropriate materials to the first class.

**COLLEGE PREPARATORY LEVEL ENGLISH IV SUMMER ASSIGNMENT**  
for  
Rising College Preparatory Seniors

**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 permitted for use in class.**

**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 second full day of class.**

## **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>