



Summer Reading Assignments for Rising Twelfth Graders

ALL assignments are due on the first day of school.

Assigned Materials:

**English IV and
English IV Honors**

- 1) College Essay Assignment
- 2) ***Tuesdays with Morrie*** by Mitch Albom
ISBN-13: 978-0767905923

AP Literature

- 1) College Essay Assignment
- 2) ***Their Eyes Were Watching God*** by Zora Neale Hurston
ISBN-13: 978-0061120060
- 3) ***How to Read Literature Like a Professor*** by Thomas C. Foster
ISBN-13: 978-0062301673

*******(Optional) RECOMMENDED SUMMER READING FOR ALL SENIORS:**

- 1) ***If the U Fits: Expert Advice on Finding the Right College and Getting Accepted*** (Princeton Review) by Kevin McMullin and Robert Franek ISBN-13: 978-0804124713
- 2) ***The Other College Guide: A Road Map to the Right School for You*** by Jane Sweetland and Paul Glastris ISBN-13: 978-1620970065
- 3) ***There is Life after College: What Parents and Students Should Know About Navigating School to Prepare the Jobs of Tomorrow*** by Jeffrey J. Selingo ISBN-13: 978-0062388858

College Essay Assignment (ALL Senior English students)

Research and find a college essay prompt from a college that you plan to apply. Copy and paste, from the prospective school’s website, the entire prompt and (all) the given instructions for the essay. Then, complete the essay, following the instructions. Please choose your essay topic wisely, as this assignment offers you the opportunity to complete a meaningful and important essay. Be sure to find and write a complete essay and not a short-answer type question. If you have any questions or you want to contact Mrs. Kim Vreeland, please do so: kvreeland@academyatthelakes.org. Bring the typed essay (along with the prompt and instructions that were provided for your essay) to your first English class.

***Tuesdays with Morrie* (English IV and English IV Honors)**

Part I: Read and annotate the book. Highlight and remark upon the highlights. Look for important moments in the plot. While annotating, pay particular attention to Morrie’s use of *aphorisms*. Highlight all of the aphorisms that you read. An *aphorism* is a short phrase that expresses a true, wise idea. Be prepared to turn in your book and/or take an assessment. You will be graded upon your thoroughness and thoughtfulness of your annotations.

Part II: Choose five of the aphorisms that you have highlighted; using MLA format (see below), copy the quotation and include the page number. Explain what the aphorism means to you and describe a



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time in your life that connects to the aphorism. If you prefer, you may associate the aphorism with someone else's experience (a friend or family member; a character from a movie or show, etc.) Answers will vary in length; however, most will be approximately a paragraph. Support your answers with specific details. Proper mechanics, varied sentence structure and strong word choice are expected. Please bring the typed assignment to your first English class.

Example of MLA format:

"Don't cling to things, because everything is impermanent" (Albom 103).

Their Eyes Were Watching God (Only AP Literature)

You do NOT have a written assignment for this book. You are also not required to annotate the book, but clearly an annotated book is easier to review in preparation for a class assessment and the AP exam. Be prepared to have an assessment upon your return to school.

How to Read Literature Like a Professor (Only AP Literature)

The following questions were adapted from Donna Anglin and found on Ms. Elfie's website. Click [here](#) if you want to view them.

Directions: Each chapter from the book offers wonderful insights into reading and analyzing literature. After reading the book, choose (just!!!) two chapters to complete. Choose wisely and thoughtfully; consider which questions will expand your mind and help you tackle the AP exam. Type and print your answers. When citing, use MLA format. The length of answers will vary, but you are expected to complete your work at the AP-caliber level. Plan to turn in this typed assignment on the **first day** of school. **Please note:** further assessment(s) will be given for this book.

Introduction: How'd He Do That?

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: --Nice to Eat You: Acts of Vampires

What are the essentials of the vampire story? Apply this to a literary work you have read or viewed.



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Chapter 4: --Now, Where Have I Seen Her Before?

Define intertextuality. Discuss three examples that have helped you in reading specific works.

Chapter 5 -- When in Doubt, It's from Shakespeare...

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 6 -- ...Or the Bible

Read "Araby" (available online). Discuss Biblical allusions that Foster does not mention. Look at the example of the "two great jars." Be creative and imaginative in these connections.

Chapter 7 -- Hansel and Gretel

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 8 -- It's Greek to Me

Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class.

Chapter 9 -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work, not in terms of plot.

Chapter 10 -- Never Stand Next to the Hero

Interlude -- Does He Mean That?

Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence

Present examples of the two kinds of violence found in literature. Show how the effects are different.

Chapter 12 -- Is That a Symbol?

Use the process described on page 106 and investigate the symbolism of the fence in "Araby." (Mangan's sister stands behind it.)

Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you as a freshman is political.

Chapter 14 -- Yes, She's a Christ Figure, Too

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film -- for example, *Star Wars*, *Cool Hand Luke*, *Excalibur*, *Malcolm X*, *Braveheart*, *Spartacus*, *Gladiator* and *Ben-Hur*.

Chapter 15 -- Flights of Fancy

Select a literary work in which flight signifies escape or freedom. Explain in detail.



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Chapter 16 -- It's All About Sex...

Chapter 17 -- ...Except the Sex

OK ..the sex chapters. The key idea from this chapter is that "scenes in which sex is coded rather than explicit can work at multiple levels and sometimes be more intense than literal depictions" (141). In other words, sex is often suggested with much more art and effort than it is described, and, if the author is doing his job, it reflects and creates theme or character. Choose a novel or movie in which sex is suggested, but not described, and discuss how the relationship is suggested and how this implication affects the theme or develops characterization.

Chapter 18 -- If She Comes Up, It's Baptism

Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

Chapter 19 -- Geography Matters...

Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

Interlude -- One Story

Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.

Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

Chapter 22 -- He's Blind for a Reason, You Know

Chapter 23 -- It's Never Just Heart Disease...And Rarely Just Illness

Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

Chapter 24 -- Don't Read with Your Eyes

After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how a reader from the twenty-first century could view it with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

Chapter 25 -- It's My Symbol and I'll Cry If I Want to

Chapter 26 -- Is He Serious? And Other Ironies

Select an ironic literary work and explain the multivocal nature of the irony in the work.



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Chapter 27 -- A Test Case

Do NOT read this chapter or complete a chapter assignment.

Envoi

Choose a motif not discussed in this book (as the horse reference on page 280) and note its appearance in three or four different works. What does this idea seem to signify?