

High School Summer 2020 Reading List

Summer reading books that are also required texts for the class will be available from the school's online book vendor, BNC Services, at <https://bnck-12.com/sjcatholicschool> beginning June 1, 2020. Alternatively, you may purchase your summer reading books elsewhere, but be sure to order by ISBN number (if indicated) to ensure that you receive the correct edition.

The summer reading list is organized by department and course. The books are listed in the following manner: ISBN number, author, **title**, publisher, date of publication. Assignments and due dates are included under the assigned titles. If no copyright date or ISBN is listed, any unabridged version of the book is acceptable.

THEOLOGY DEPARTMENT

115 HONORS FAITH AND REASON

Grade 12

9781537339016, Chesterton, *The Man Who Was Thursday*, Amazon, Centennial ed., 2016

[Please Note: The above is a newer edition; however, you are free to use any available edition, including eBooks.]

There will be a paper (3 pages, typed, double spaced, and due by the end of the first week of class) which must answer all of the following questions:

- What is your opinion of the book? Be very specific. Give examples of things you like or dislike.
- What, if anything, does this story have to do with faith and/or reason?
- Are there any ways the story applies to life in the modern world?

It is not necessary to summarize the story, but your writing should reflect obvious familiarity with it. The primary point of the assignment is original thought and reflection.

MATH DEPARTMENT

201 ALGEBRA 1

Grade 9

Freshman Summer Work

The work will be worth one quiz grade; you must complete the following IXL 8th Grade Skills: Lessons C.5, C.6, C.8, E.3, O.1, O.5, O.6, X.1, X.5, Y.3. You must work until you achieve at least 80% mastery on each lesson. Some lessons you may find easier than others. If you don't remember how to do something, give an educated guess. If you don't get it correct, scroll down and read the explanation. Then, try again.

Rising 9th graders who are new to St. Joseph's will be given alternative work at the start of the school year or they can email Elaine Trakas over the summer. Her email is etrakas@sjcatholicschool.org.

SCIENCE DEPARTMENT

The Science Department teachers will hand out a packet of information and expectations to students enrolled in the AP classes before the end of the school year. In addition, students must complete the following assignments:

350 AP BIOLOGY

Grade 11/12

This information is also listed on Mr. Koon's class website for AP Biology on the sidebar under "Summer Assignment": <https://sites.google.com/a/sj Catholicschool.org/ap-biology/home>

9780133102178 (required text for class), Urry, **Campbell Biology in Focus: AP Edition**, Pearson, 2014.

- 1) For the first three chapters (Ch 1: Introduction: Evolution and the Foundations of Biology, Ch 2: The Chemical Context of Life, and Ch 3: Carbon and the Molecular Diversity of Life), do the following:
 - a) Read the chapter and the concept check questions at the end of each section. Read answers in the appendix
 - b) Answer questions 1-10 at the end of the chapter 1 (page 17), questions 1-12 at the end of chapter 2 (page 39), and questions 1-11 at the end of chapter 3 (page 65). Be thorough.
- 2) Graphing Review and Practice Packet
 - a) This packet needs to be downloaded and printed from Mr. Koon's AP Bio website. Here is a link: <https://drive.google.com/file/d/0B7yWY3xaSJ0va2JzMWdiYUQxUTg/view>
 - b) Complete the packet and have it ready to turn in on the first day of school.

351 AP CHEMISTRY

Grade 11/12

<https://www.flinnprep.com/#ap-chemistry-course>

Please use the link above to purchase the Prep Course for AP Chemistry. You need to complete the first 3 chapters of reading and answer any associated questions on the Prep Course.

353 AP PHYSICS 1

Grade 11/12

9780470879528, Textbook: **Physics, 9th Edition**, Cutnell & Johnson, 2012

This summer you will get a head start on the class by reading and completing work from chapters 1-2. These chapters are review from the Honors Physics class for those of you who have just completed it and should not be too difficult. For those of you who have not taken the Honors Physics class most of the first chapter should be familiar from Honors Chemistry and Geometry. Some of the equations may appear a little differently than they did in the Honors Physics or Honors Chemistry texts. In this course, equations will be memorized. You may find it helpful to keep a list of equations from the first two chapters along with your summer work.

Chapter 1; Introduction and Mathematical Concepts

- Read and do an outline of the chapter
- You should have all prefixes from Table 1.2 pg. 3 memorized.
- Answer Focus on Concepts Questions pg. 21 #1,8,12,15
- Solve Problems pg. 22, #1,2,11,12,16,17,24,26,29,41,46,49,51,55 show all work for full credit

Chapter 2; Kinematics in One Dimension

- Read and do an outline of the chapter
- Memorize the four kinematic equations from pg. 38

- Answer Focus on Concepts Questions pg. 51, #1,3,10,19
- Solve Problems pg. 52, #1,5,8,10,18,20,24,26,28,30,31,36,41 show all work for full credit

All of the questions and problems will be due on the first day of school. There will be a quiz the first week. I appreciate you taking the time to do this work during your summer. It will really help us out in fitting everything in that we need to for the year. I look forward to seeing you in August.

354 AP PHYSICS 2

Grade 11/12

9780470879528, Textbook: *Physics, 9th Edition*, Cutnell & Johnson, 2012

This summer you will get a head start on the class by reading and completing work from chapters 18, 19 and 20. These topics are review from AP Physics 1 that will be expanded upon in the AP Physics 2 course. In this course, equations will be memorized. You may find it helpful to keep a list of equations from these chapters along with your summer work.

Chapter 18; Electric Forces and Electric Fields

- Read and do an outline of the chapter
- You should have all charges and masses of fundamental particles memorized as well as all equations from the chapter
- Answer Focus on Concepts Questions pg. 559 #2,8,9,13
- Solve Problems pg. 560 #4,16,21,25,40,44 show all work for full credit

Chapter 19; Electric Potential Energy and the Electric Potential

- Read and do an outline of the chapter
- You should have equations from the chapter memorized
- Answer Focus on Concepts Questions pg. 590 #1,3,10,19
- Solve Problems pg. 591 #7,8,11,16,19,23,38 show all work for full credit

Chapter 20: Electric Circuits

- Read and do an outline of the chapter
- You should have equations from the chapter memorized
- Answer Focus on Concepts Questions pg. 590 #1,3,5,8,10,12

All of the questions and problems will be due on the first day of school. There will be a quiz the first week. I appreciate you taking the time to do this work during your summer. It will really help us out in fitting everything in that we need to for the year. I look forward to seeing you in August.

HISTORY DEPARTMENT

402 MODERN EUROPEAN HISTORY

Grade 10

9780385418492, *How The Irish Saved Civilization*, Thomas Cahill, New York, Anchor Books, 1995.

Students must read Cahill's book during the summer and bring a one page typed summary with them to class on day one. The summary should identify and discuss Cahill's thesis and describe how the Irish were able to influence the evolution of Western Civilization. In addition to being prepared to discuss Cahill's book on day one students should expect to take a quiz on this book on day two.

403 US HISTORY

Grade 11

9780062305206, Kate Andersen Brower, *The Residence: Inside The Private World of the White House*

- Be prepared to write in-class essay the 2nd day of school. The topic will be announced in class.

405 WORLD HISTORY

Grade 9

Download the PDF file and read it carefully. “Appreciating Differing Narratives: Toward Understanding the Israeli-Palestinian Conflict” by Deborah L. Flick, Ph.D.

<https://docs.google.com/document/d/13LTcozDgNskjMz4LyUn0DnRV7G1AO2NpARvz6M4sggU/edit>

As you read this article, reflect on the following:

1. *What is the Arab-Israeli conflict about?*
2. *What are the two basic narratives (stories/sides) of the history of the Palestine?*
3. *What are the barriers to peace?*
4. *How has reading this article and trying to make sense of the history of Palestine demonstrated how difficult it can be to get at the "history" of things/truth/what actually happened?*
5. *What does the author mean by suggesting the importance of “calmly listening to the story of the enemy” and “humanizing both sides”? How does this help make us better historians and more likely to resolve conflicts as they arise in the world?* Be prepared to write an in-class essay the 2nd day of class.

413 HONORS US HISTORY

Grade 11

9780062305206, Kate Andersen Brower, *The Residence: Inside The Private World of the White House*

- Be prepared to write an in-class essay the 2nd day of school. The topic will be announced in class.

412 HONORS MODERN EUROPEAN HISTORY

Grade 10

9780385418492, *How The Irish Saved Civilization*, Thomas Cahill, New York, Anchor Books, 1995.

Students must read Cahill's book during the summer and bring a one page typed summary with them to class on day one. The summary should identify and discuss Cahill's thesis and describe how the Irish were able to influence the evolution of Western Civilization. In addition to being prepared to discuss Cahill's book on day one students should expect to take a quiz on this book on day two.

450 AP UNITED STATES HISTORY

Grade 11

9781531129125, Newman, *United States History: Preparing for the Advanced Placement Exam*, Amsco, 2020, Perfection Learning

- The specific assignment for *United States History* will be emailed to students during the summer.

9780072295818, Franklin, (required text for class) *From Slavery to Freedom*, McGraw-Hill, 8TH Edition, 2000.

- Read chapters 1 & 2 and answer the following questions:

1. Take the 3 African states of Ghana, Mali, and Songhay and create a chart illustrating each state's time period, main source of income/economic life, religion, and one other fact about each. Be very specific.
2. What role did slavery play in African culture?
3. Describe some of the religious practices of Africans prior to Muslim belief, and then afterwards.
4. How did different African cultures intermingle upon reaching America?
5. What were/are some transplanted African ways of life in the New World? Be specific.

- Read handout Unit 1: “Native Americans and European Exploration” and do all the multiple choice.

For this final assignment you will need to access this pdf file:

http://www.sj Catholicschool.org/new-wp/wp-content/uploads/2018/05/APUS-Summer-reading-_-questions.pdf

451 AP UNITED STATES GOVERNMENT & POLITICS

Grade 12

9781442273474, Ceaser, Busch, and Pitney, *Defying the Odds: The 2016 Elections and American Politics*

- Elements of the 2016 election will provide the basis for much of what we will be discussing this year as far as the role of the media, primaries, parties, and interest groups. In detailing the history of this fascinating election the authors cover much of the material that is the basis for the first semester of the class's curriculum. Once you have purchased the book, read it and answer the questions in the pdf below. Your answers should either be neatly written in pen or typed. You will be turning them in on the first day of class. For each chapter, the questions below will be a guide to help you know what to pay attention to as you're reading. You can answer in bullet points or in paragraphs. Use complete sentences.

You will be graded on the thoroughness of your answers. Neatness will also be a consideration. This will count as a test grade so it's a nice opportunity to begin the year with a high test grade.

<http://www.sj Catholicschool.org/new-wp/wp-content/uploads/2018/05/Summer-Reading-2018-Defying-the-Odds.pdf>

452 AP EUROPEAN HISTORY

Grade 10/11/12

9780385418492, *How The Irish Saved Civilization*, Thomas Cahill, New York, Anchor Books, 1995.

Students must read Cahill's book and bring a one page typed summary with them on the first day of class. In addition to being prepared to discuss Cahill's book on day one students must answer the following question to be turned in to the teacher with the one page summary.

Questions: Answer both questions:

- A. As Columcille and Columbanus traveled in Europe and converted people to Christianity and established monasteries, they worked under the rubric of a democratic principle that "a man is better than his descent" [p. 176]. Discuss this as a change in previous and subsequent spiritualities, such as that of Augustine and the Rule of Saint Benedict.
- B. Talk about the particular Irish women presented in this book—Medb, Derdriu, Brigid of Kildare, and Dark Eileen O'Connell—and what they were able to accomplish during their lives. Additionally, research the cultural significance that was reserved for Irish women and how this can be connected to the females mentioned in Cahill's book.

ENGLISH DEPARTMENT

501 CP COMPOSITION AND LITERATURE

Grade 9

9780446574754, Hamilton, *Mythology*, Grand Central Publishing, 1942

[Please Note: You are free to use any available edition of this book, including eBooks.]

- **READING ASSIGNMENT: *Mythology* by Edith Hamilton**
 1. Great Heroes before the Trojan War: Section II (Theseus)
 2. The Heroes of the Trojan War: Sections I, II, and III. You do not need to read Section IV.
- **WRITTEN ASSIGNMENT**

PART ONE: (You work must be submitted on the first day of school, typed and double-spaced.)

1. Provide two quotes from different parts of the story to prove that Theseus is an admirable character.
→ A correctly cited quote should look like this:
"He had sudden outbursts of furious anger which were often fatal to the often innocent

subjects” (Hamilton 167).

2. Provide two quotes from different parts of the story to prove that Theseus is a flawed character.
3. Write one original sentence, with as much descriptive detail as you can, to explain why Theseus is an admirable character. BE SPECIFIC AND CLEAR.
4. Write one original sentence, with as much descriptive detail as you can, to explain why Theseus is a flawed character. BE SPECIFIC AND CLEAR.

PART TWO: Write one sentence for each of these characters, in which you offer an important detail about his or her relationship to Odysseus:

1. Penelope
2. Telemachus
3. Poseidon
4. Athena
5. Calypso
6. Circe
7. Polyphemus
8. Eumaeus
9. the suitors
10. Achilles

****Write complete, specific sentences with active verbs, clear nouns, and descriptive adjectives.**

502 EUROPEAN LITERATURE

Grade 10

9780486287263, *Everyman and Other Miracle and Morality Plays*, Dover Thrift Editions, 1995

You need only to read the play *Everyman* in this edition.

Everyman is a medieval morality play in the form of an allegory. In other words, objects, characters and their actions represent something else outside the play in order to teach a moral lesson. So, the character Everyman represents every human being, the character Death represents each person’s death, the character Fellowship represents fellowship or friendship, etc. By giving the characters allegorical names, the author makes it easy to understand his purpose.

After reading the play, **you are to write an alternative ending, in which the fate of Everyman is changed.** You may introduce new characters, but be careful to give them allegorical names. Your alternative ending should be typed with an MLA heading, single-spaced dialogue, and one to two pages in length. As best you can, write in the style and format of the play.

503 AMERICAN LITERATURE

Grade 11

9780451531353, Hawthorne, *The Scarlet Letter*, Signet Classics, 2009

*[Please Note: The above is the edition used in 513 Honors Am. Lit.; however, since this will **ONLY** be used for a summer assignment in 503, you are free to use any available edition, including eBooks.]*

As you read the text, please answer the following 50 questions for your first **TEST** grade of the quarter. While you are not required to answer in complete sentences (unless necessary), your **answers should be carefully complete**, and **must be handwritten**. **Each question is worth 2 points**. **This assignment will NOT be accepted late**.

Chapters 1-4

1. Which emblem does Hester Prynne have to wear, and why?
2. What information does Hester refuse to tell the officials and Rev. Dimmesdale?
3. What is the actual relationship between Hester and Roger Chillingworth, and what does she promise him in her cell?

Chapters 5-7

1. After Hester is released from prison, why doesn't she run away to a different settlement?
2. Why does Hester name her daughter “Pearl”?
3. How does Hester support herself and Pearl?

4. Briefly describe Hester's feelings towards her daughter, Pearl.
5. Why does Hester go to see Governor Bellingham?

Chapters 8-9

1. What is Hester's defense for why she should keep Pearl?
2. Who is Mistress Hibbins?
3. What is depicted on Dimmesdale's tapestries?
4. What change do we see coming over Chillingworth in these chapters?

Chapters 10-13

1. According to the narrator, what was Chillingworth like early in his life?
2. What makes Chillingworth dance around like Satan at the close of Chapter 10?
3. What do Chillingworth and Dimmesdale observe Pearl doing (a) in the cemetery and (b) to her mother as they watch through their window?
4. What are **two ways** Dimmesdale privately punishes himself?
5. Where does Dimmesdale go to privately atone for his sins at the beginning of Chapter 12?
6. According to Dimmesdale, when and only when will he stand with Pearl and Hester?
7. Where have Hester and Pearl been in Chapter 12 before encountering Dimmesdale?
8. What does Dimmesdale see in the night sky, and how does he interpret what he sees?
9. In Chapter 13, what new meaning does the letter have to the townspeople?

Chapters 14-16

1. What does Chillingworth tell Hester he has become over the past seven years, and who does Hester say made him that way?
2. Why does Chillingworth tell Hester he does not avenge himself on her?
3. Why does Chillingworth claim that he deserves "the richest fee that ever physician earned" for his treatment of Dimmesdale?
4. Why does Hester tell Pearl that she wears the letter?
5. What other question (besides regarding the letter's meaning) does Pearl ask Hester, and what does Hester tell her will happen if she keeps asking it?
6. What does Pearl look like after she "dresses" herself at the shore?
7. When Hester finally sees Dimmesdale, what does she perceive that "he would have been glad, could he be glad of anything," to do?
8. Where does Hester decide she must meet with Dimmesdale, and why?
9. From whom does Pearl tell Hester she first heard the story of the Black Man?

Chapters 17-21

1. Who is the speaker and what is the significance of the following quote from Chapter 17: "Thou shalt not go alone"?
2. What does Pearl do when Hester puts the letter back on?
3. Why does Dimmesdale think the date of their sailing is so fortunate?
4. How does the following quote relate to Dimmesdale's struggle: "No man for any considerable period can wear one face to himself and another to the multitude, without finally getting bewildered as to which may be the true."?
5. "It was the same town as heretofore; but the same minister returned not from the forest." How has Dimmesdale changed as a result of the conversation in the woods? (Use at least two specific examples from the text.)
6. List the four people Dimmesdale bumps into on his way back into town.
7. How does Dimmesdale's attitude toward Chillingworth change in Chapter 20? (Use a quote in your answer.)
8. How is the Dimmesdale/Hester plan thwarted? (Use a quote in your answer.)

Chapter 22

1. According to the narrator, what type of "public men" were the early Puritans more likely to elect as leaders, as opposed to in modern times?
2. Why does Hester feel a "dreary influence" come over her as she watches Dimmesdale march in the procession? (Hint: The narrator characterizes it as being a very "feminine" reaction)
3. Who shocks Hester with their apparent knowledge of Dimmesdale's sinfulness?
4. What is the "other trial" that the narrator says Hester was subjected to near the end of Chapter 22?

Chapter 23

1. How does Dimmesdale appear (physically) to the crowd as he exits the church door? Name one of the two people who either try to or consider helping him, but are rejected.
2. Who does Dimmesdale call to, and who tries to stop him from doing so?

3. What does Pearl do at Dimmesdale's request, and what happens to her as a result?
4. What final question does Hester ask Dimmesdale?

Chapter 24

1. What ultimately happens to Hester?
2. What probably happens to Pearl?
3. What happens to Chillingworth, and what surprising final act does he take?
4. What are two of the four theories regarding what was on Dimmesdale's chest?

Extra Credit: What is written on Hester/Dimmesdale's tombstone? [4 points] **(Wording must be exact for credit!)**

504 CP MODERN LITERATURE

Grade 12

Assignment for William Golding's *The Lord of the Flies*

9780399501487, Golding, *The Lord of the Flies*, Penguin Classics.

As you read, look up all new vocabulary words and keep a list of the words and their definitions in a journal. Also include a one sentence summary of each chapter. The journal can be handwritten. After reading the novel, write a one-paragraph response for each following prompt:

Paragraph #1. In Chapter Seven, Ralph daydreams about his home before he was sent to boarding school. His daydream ends with the thought, "Everything was all right; everything was good-humored and friendly" (112). In a paragraph, explain the relevance of Ralph's upbringing to his present disposition. What role, if any, do you think his upbringing had in shaping him, in making him who he is? You can think about this question (narrow its scope) in many ways. For example, what kind of leader is he because of his upbringing? Has it helped or hindered him in his new role? How has it prepared him or how has it hindered him psychologically?

Paragraph #2. According to Golding, "The moral [of *Lord of the Flies*] is that the shape of a society must depend on the ethical nature of the individual and not on any political system however apparently logical or respectable." If a society's prosperity and health depends on the individual, what does *Lord of the Flies* show us is the most important ethical quality a person can have in order to maintain or provide a foundation for the health of the society?

Paragraphs will be graded on unity, coherence, integration and use of text as evidence, grammar, punctuation, and quality of topic sentence. Do not repeat the topic sentence at the end of your paragraph: your first, single sentence is your topic sentence. Each paragraph must use properly cited text from the novel as support for the topic sentence. Use MLA in-text citation style every time you cite, and always use quotation marks around any quoted material. The paragraphs should be in third person and typed. Do not use Sparknotes or any online source other than Purdue OWL online for help with MLA style. Due on the first day of class as a hardcopy.

511 HONORS COMPOSITION AND LITERATURE

Grade 9

9780156027649, Sophocles, *Oedipus Cycle of Sophocles*, Translated by Fitts and Fitzgerald, Harcourt, 1977 (required text for the school year, as well)

9780141324524, Dickens, *A Christmas Carol*, Penguin, 2008

PART ONE: In *The Oedipus Cycle*, by Sophocles, read *Antigone*, the last play of the cycle.

Note: In *Antigone*, Antigone is considered a tragic hero, for while she is noble, she has a serious (tragic) character flaw that causes her, as well as those close to her, great despair.

****NOTE:** You will have a test on characters and events of *Antigone* the first week of school.

● WRITTEN ASSIGNMENT

(Your work must be submitted on the first day of school, typed and double-spaced.):

Create a chart about Antigone's personality.

1. Provide four meaningful, specific adjectives to describe her character. Choose two positive characteristics and two negative characteristics.
2. Provide one quote from the text to justify (support) each adjective you choose.

Example: (This example uses one of the heroes we will discuss from Edith Hamilton's *Mythology*; note the proper MLA form used to cite the quote):

<u>HERO</u>	<u>DESCRIPTION</u>	<u>JUSTIFICATION</u>	
quick-tempered	"He had sudden outbursts of furious anger which were often fatal to the often innocent subjects" (Hamilton 167).		Hercules

NOTE: The author of *Antigone* is Sophocles.

PART TWO: Read *A Christmas Carol*, by Charles Dickens. (Even if you have read this novella before, read it again. All great books are worthy of rereading!)

- **WRITTEN ASSIGNMENT**

(Your work must be submitted on the first day of school, typed and double-spaced.):

Write ONE PARAGRAPH, responding to this prompt:

What is the single most important factor in Scrooge's conversion at the end of the novella?

Paragraph tips:

1. Open with a topic sentence that makes a claim about the prompt.
—>Be sure to name the author and title in your topic sentence.
2. Choose specific, relevant details from the text to prove the claim you make in your topic sentence. Aim for 7-9 body sentences.
3. Close your paragraph with a clear wrap-up of your point about Scrooge's change.
4. Use well-chosen, specific nouns, verbs, adjectives, and adverbs.
5. Proofread carefully: Revise to eliminate spelling and punctuation errors.

512 HONORS EUROPEAN LITERATURE

Grade 10

9780486287263, *Everyman and Other Miracle and Morality Plays*, Dover Thrift Editions, 1995

You need only to read the play *Everyman* in this edition.

Everyman is a medieval morality play in the form of an allegory. In other words, objects, characters and their actions represent something else outside the play in order to teach a moral lesson. So, the character Everyman represents every human being, the character Death represents each person's death, the character Fellowship represents fellowship or friendship, etc. By giving the characters allegorical names, the author makes it easy to understand his purpose.

After reading the play, **you are to write an alternative ending, in which the fate of Everyman is changed.** You may introduce new characters, but be careful to give them allegorical names. Your alternative ending should be typed with an MLA heading, single-spaced dialogue, and one to two pages in length. As best you can, write in the style and format of the play.

After the conclusion of your alternative ending, **you are to write a one-paragraph explanation of the moral of the play.** In your explanation, include a definition of “Good Deeds” that you glean from the play.

513 HONORS AMERICAN LITERATURE

Grade 11

9780142437339, Miller, *The Crucible*. (**REQUIRED** reading for **ALL** students)

According to Russian-American writer Vladimir Nabokov, good readers make good writers. As such, I hope you will devote time this summer to fully pursuing and appreciating reading in preparation for this year’s class, following Nabokov’s exhortation to “notice and fondle details” as you read (*Good Readers and Good Writers*).

In order for you to prepare for an in-class essay on *The Crucible*, it is imperative that you **annotate your text** (to help you remember those details), marking any quotations that you find significant for what they reveal about a character or theme. Read the text with a colored pen, pencil or highlighter in hand. **Underline** and annotate key passages as you read the novel, taking notes in the margin to help you remember the plot, setting, characters, style and theme of the play. **Please bring your annotated text to class on the first day we meet, as I will be reviewing your text. While primarily a “completion” grade, it will nonetheless count as your first QUIZ grade of the quarter.**

Students must also **choose one** additional text from the following list (any edition):

A Farewell to Arms, Ernest Hemingway

Their Eyes Were Watching God, Zora Neale Hurston

The Things They Carried, Tim O’Brien

Left to Tell: Discovering God Among the Rwandan Holocaust, Immaculee Ilibagiza

Tattoos on The Heart, Gregory Boyle

- Prepare a tri-fold brochure on your chosen book in which you **include the title, author and genre of the work**, as well the **following required elements** which are relevant to your chosen text: **(1) Your favorite quotation from the text with an explanation of why this is so; (2) Your favorite character and why; (3) A brief discussion/summary of at least four (4) of the following: plot, setting, narrator and voice (if applicable), use of symbolism, irony, form and style.** Finally, please note that the effective use of **color** can add to the visual impact of this project, thereby impacting your grade accordingly.
- **This assignment will be treated as your *first TEST grade* of the quarter, and will be graded accordingly. All assignments are due on the first day that class meets; late work *will not be accepted*.**

514 HONORS MODERN LITERATURE

Grade 12

9780141439471, Shelley, *Frankenstein*, Penguin Classics, Revised ed., 2003.

Reading questions and two paragraphs are due on the first day of class, hardcopy. Typed.

READING QUESTIONS

Begin by reading *Frankenstein* through the opening letters and responding to the reading questions. You’ll notice I ask you to read the long poem “The Rime of the Ancient Mariner” by Samuel Taylor Coleridge after you’ve read the opening letters. I provide a link to the poem at that point. Do not use Sparknotes or any other resource for help interpreting the poem or novel.

PARAGRAPHS

After reading the novel and answering all the reading questions, write two paragraphs, one paragraph for each prompt. The text is your evidence and must be quoted directly in the paragraphs.

Paragraph #1: In the letter dated August 13th, Walton explains that Frankenstein is going to tell his tale. Why is Frankenstein motivated to do so?

Paragraph #2: In volume 1 chapter 8, Frankenstein recounts the judgment and execution of Justine. What is the most significant way Justine's story parallels the monster's story? (In other words, what does her story help us see regarding the monster's story?).

The paragraphs should be typed and in MLA format, including in-text citations. Do not use any source for these paragraphs other than the novel. Paragraphs will be graded according to use of MLA format, quality of topic sentence (which should be the first sentence of the paragraph), integration and use of text as evidence, analysis of the text in the body of the paragraph, unity, and coherence. Paragraphs should be in third person. Due the first day of class as a hardcopy.

FRANKENSTEIN - READING QUESTIONS

For the questions below, respond with text and your interpretation of the text.

Always cite the page number and use quotation marks around any language original to the text.

The Letters. Letters 1-4

1. Begin a list of recurring motifs, citing page number, on a separate piece of paper. A motif is a repeated image, structure, word, color, concept, etc. Motifs help build the theme, which is the overriding message of the work. For example, one motif you'll encounter right away in this novel is "friend." Another motif is ice. Motifs are not necessarily symbolic; symbols point to something other than the literal meaning of language.
2. How does Walton meet the world? with what emotions? with what expectations?
3. What does Walton long for? Why do you think he feels lonely -- in other words, why do you think he doesn't have a friend?
4. How does Walton view the forces of nature?
5. What does he think about his own abilities? What are they? How powerful are they?
6. Why is Walton attracted to the stranger?

THE RIME OF THE ANCIENT MARINER

Before continuing to Vol. 1 Chapters 1-3 of *Frankenstein*, read Samuel Taylor Coleridge's long poem, "The Rime of the Ancient Mariner," and answer these questions. Coleridge's poem is in the public domain and available at this link:

<https://resources.saylor.org/wwwresources/archived/site/wp-content/uploads/2014/05/ENGL404-Coleridge-The-Rime-of-the-Ancient-Mariner.pdf>

1. *What mood does Shelley create by alluding to "The Rime of the Ancient Mariner"?*
2. *What did the mariner do that brought about retribution?*
3. *What was his punishment? And what happened to the sailors?*
4. *How did the mariner regain access to God?*
5. *Go back to the letters in Frankenstein. Note where the poem is mentioned on page 21. How does it function there?*
6. *What does Walton mean by "I will kill no albatross"?*

AFTER "THE RIME OF THE ANCIENT MARINER," RETURN TO FRANKENSTEIN:

Vol. 1 Chapter 1-3

1. Continue to note motifs and cite page numbers where you find them.
2. Describe Frankenstein's relationship to his parents. How did he view them? How did they view him?
3. What do you think of Frankenstein as a student and scientist: What do you admire or dislike about his goals? Explain.

4. How does Frankenstein feel about Elizabeth? What does their relationship tell you about his values and personality?
5. Why does he study? Why?
6. What decided his future destiny?

Vol 1 Chapter 4-8

1. How do you interpret his initial response to the success of his experiment?
2. Why does Frankenstein react the way he reacts to the creature? Take time to explain! Ch. 5
3. How does the creature respond to Frankenstein? Explain. Ch. 5
4. Why does Frankenstein love Clerval?
5. Describe the scene when Frankenstein sees his monster.
6. Why does Frankenstein think the monster is the murderer? Explain.
7. How does Frankenstein respond to Justine's situation in chapter 8? What does this reveal about Frankenstein?
8. Why did Justine confess? Explain.

Volume 2 Chapters 1-3

1. Why does the creature think he is like Adam? Is this a fair comparison? Explain.
2. Why does the creature think he is like Satan? Is this a fair comparison? Explain.

Vol. 2 Chapters 4-7

1. Why is he drawn to the people in the village?
2. Describe the creature's personality. What does he feel? What causes him to feel?
3. How does the family's response to him shape his perception of himself?
4. Describe the monster's self-education. Why did he want to learn? What did he learn? What did he read along with the family? What impact did it have on him?

Vol 2 Chapter 8-9

1. Why did he "declare everlasting war"?
2. What could have saved him?
3. What surprised the monster about William's response to him? Why couldn't people see the monster for what he was? -- or thought he was?
4. Should he pity man more than man pities him? Should the person to whom great wrong has been done not do wrong back?
5. Why does Frankenstein consent to the monster's request?

Vol. 3 Chapter 1-3

1. Find an allusion to the albatross of "Rime of the Ancient Mariner." Where is it? What does it indicate?
2. What saves Clerval from the doctor's fate? How is he different?
3. Explain why the doctor would call himself a "blasted tree." (What blasted it and what's the significance?)
4. Does the doctor consider himself guilty of anything? Be careful with the text here -- what does he actually say?
5. The doctor thinks that to create another monster would be an act of selfishness. Do you agree?

Vol. 3 Ch 4-5

1. What exactly does the doctor do when he first sees his father? Why does this matter in the context of the whole story so far?
2. How is the doctor like Justine? Not like Justine.
3. What is the doctor afraid will happen on his wedding night?

Vol. 3 Ch 6-8

1. Which being should be accused?
2. In chapter 6, how are two ways the doctor is the same as the monster?

3. When he receives food and help as he chases the monster, to whom does the doctor give credit? Why?
4. When would vengeance “die” for the doctor?
5. The doctor asks Walton not to trust the monster’s speech. He will be persuasive. Why does this matter?
6. Why *is* the monster persuasive?
7. How is Walton like the doctor and the monster? List possible comparisons.
8. What motion did the monster make towards Frankenstein and what does that tell you about the monster?

550 AP LITERATURE & COMPOSITION

Grade 11

Reference the “Summer Assignments” Tab on our AP Literature & Composition class website:

<https://sites.google.com/sj catholic school.org/ap-literature-composition/home>

- 1) 9780062301673, Foster, ***How to Read Literature Like a Professor***, Harper Perennial, 2014
- 2) 9780393356250, translated by Emily Wilson, ***The Odyssey***, W. W. Norton & Co., 2018
- 3) 9781593081287, Bronte, ***Wuthering Heights***, Barnes and Noble Classics, 2005
- 4) 9781593081126, Twain, ***Adventures of Huckleberry Finn***, Barnes and Noble Classics, 2008

Summer Reading Assignments:

These assignments are due on the first day of school and will not be accepted late:

1) **Create flashcards** (3x5 index cards) for **ALL literary terminology** (word + definition) found in the documents under the “Vocabulary” tab on our class website. I will check flashcards the first week of class. You will be quizzed/tested on the literary terms throughout the whole year. The definitions can be found in the glossary of your ***The Norton Introduction to Literature*** textbook. As you read, understand the use of these literary terms in preparation for class discussions.

2) **Annotate ALL reading assignments**

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj catholic school.org/ap-literature-composition/summer-assignments>

3) **Read** Chapters 1-12, 14-15, 18-26 (w/ interludes) in ***How to Read Literature Like a Professor*** by Thomas C. Foster.

4) **Write a literary analysis essay** for ***Wuthering Heights*** and ***Huck Finn***

~ use 2-4 literary terms (see #1 and #3) in an analysis of theme (meaning or significance). You may reference pp. 167-87 in your *Bedford Handbook* (previously purchased for use in 9th grade). I’ll be evaluating your essays based upon principles of literary analysis.

~ three typed pages

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj catholic school.org/ap-literature-composition/summer-assignments>

5) **Keep a reading journal** for ***The Odyssey***

~ using bullet point notes (not complete sentences), record 1) characters, 2) significant events,

3) the main idea of each chapter, 4) themes of hospitality, inhospitality, and/or home, 5) themes of cunning, wisdom, and/or strength 6) themes of moderation and/or self-control

~ include an essential quotation from the chapter that you can discuss in class

~ handwrite your entries on notebook paper inserted into a three pronged folder

Important Notes:

Outside references (Sparknotes, Cliff Notes, Google searches, wiki sites, etc.) and research **are not** a part of these assignments. If you feel compelled to look up information, you **MUST** cite it (whether you’re using direct quotations, summaries, paraphrasing, or even if you are just inspired by someone else’s idea, use the *Bedford Handbook* to guide you how to cite each entry, including any ideas from your parents or friends!)

551 AP LANGUAGE & COMPOSITION

Grade 12

Reference the “Summer Assignments” Tab on our AP Language & Composition class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/home>

- 1) 9781319056148, Shea, Renée, Lawrence Scanlon, and Robin Dissin Aufses. *The Language of Composition: Reading, Writing, Rhetoric*, 3rd ed. Boston: Bedford/St. Martin’s, 2018.
- 2) 9780807014271, Frankl, *Man’s Search for Meaning*, Beacon Press, 2006
- 3) 9781593081157, Shelley, *Frankenstein*, Barnes and Noble Classics, 2005

Summer Reading Assignments:

These assignments are due on the first day of school and will not be accepted late:

- 1) **Create flashcards** (3x5 index cards) for **ALL rhetorical terminology** (word + definition) Definitions can be found in the glossary of your *The Language of Composition* textbook.

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

- 2) **Annotate ALL reading assignments**

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

- 3) **Write an analysis essay** (using *The Language of Composition*) and one book choice:

~ **Choose one** book from the following list:

9780062363602, Shetterly, *Hidden Figures*, HarperCollins Publishers, 2016

9781400052189, Sklott, *The Immortal Life of Henrietta Lacks*, Crown Publishing Group, 2011

9780812974492, Hillenbrand, *Unbroken: A World War II Story of Survival, Resilience, and Redemption*, Random House Publishing Group, 2014

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

- 4) **Keep a Current Event Log:** recording **1-2 entries each week** beginning on June 1 and continuing throughout the entire school year.

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

- 5) **Present a Documentary Analysis:** analyze a documentary film by giving a 3-7 min. informal presentation.

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

- 6) **Keep a reading journal** for *Man’s Search for Meaning* and *Frankenstein*

~ full instructions found under the “Summer Assignments” tab on our class website:

<https://sites.google.com/sj Catholicschool.org/ap-language-composition/summer-assignments>

Important Notes:

Outside references (Sparknotes, Cliff Notes, Google searches, wiki sites, etc.) and research **are not** a part of these assignments. If you feel compelled to look up information, you **MUST** cite it (whether you’re using direct quotations, summaries, paraphrasing, or even if you are just inspired by someone else’s idea, use the *Bedford Handbook* to guide you how to cite each entry, including any ideas from your parents or friends!)

WORLD LANGUAGE DEPARTMENT

650 AP SPANISH LANGUAGE AND CULTURE Grade 11/12

Your work must be submitted on the first day of school. Will not be accepted late. Must be typed and double-spaced.

- Students should visit the following link: <https://www.sipuebla.com/spanishreader/> They should read and write (in Spanish) a 50 word summary for each of the 40 short readings about Spanish culture found at the website (There are 78 readings, you will choose only 40 readings)