Summer 2015

Dear Parents and Students,

Pope John Paul II Catholic High School believes that reading should be a part of every person’s life-long learning. The ability to analyze the written word is a skill not only useful in the world of English, but also in our daily lives. Therefore books are assigned for each English class level. The assigned book(s), as well as the evaluations, will address not only the Louisiana State Standards of Education, but also the Archdiocesan Catholic Identity Standards. The summer reading program is an important part of the school’s Accreditation Action Plan encompassing critical thinking and analysis.

PJP’s updates its reading program annually through titles, number of required novels, and especially the types of assessments. Therefore, please check this year’s novels and requirements. Students must complete the reading BEFORE the first day of school. Major assessments will occur between the first and tenth day of the academic school year. Students should be prepared for diverse types of evaluation.

Attached you will find the books assigned for your English class. Please select novels for appropriate course level based on your class schedule. READ carefully the appropriate novels and complete the stated assessments for the first day of school. Assignments will be collected by your English teacher on the first day of school, August 10, 2015. Books can be obtained online (for example: www.amazon.com, www.barnesandnoble.com) as well as from local north shore bookstores. Please note the number of required readings, the types of assessments, and the titles themselves.

In addition, the Theology Department requires the reading of a book for upper level classes (Theology III and Theology IV) which this year focuses on community, acceptance, giving, family, forgiveness and scripture.

The book for Theology III is The Last Lecture by Randy Pausch. It can be purchased at all the above named websites and/or bookstores. All juniors must have their own copy for class and have completed reading the book by August 10. The assessment of the reading is due to your Theology III teacher Wednesday, August 12, 2015, and is worth 75 points. In addition, students can expect a short quiz on the book the first day of school.

The book assigned to Theology IV students is Nickel and Dimed. There is not a written assessment for summer. The graded assessment will occur within the first week of school. In all cases, please contact the local bookstore to order the required novel(s) or online sites.

Sincerely,

Marsha M. Bourgeois          Michael L. Bourgeois
English Department Chair     Theology Department Chair
# 2015-2016 English and Theology Required Summer Reading

## English 8th Grade (Select One)

| Call of the Wild - Jack London | Giver - Lois Lowry |
| True Confessions of Charlotte Doyle | Anne of Green Cables - Montgomery |

## English I (Select Two)

### English I

**Required**

- **Book Thief** - Zusak
- **Death Be Not Proud** - John Gunther
- **War Horse** - Michael Morpurgo
- **The Curious Incident of the Dog in the Night Time** - Haddon

### English I H (Select Two)

- **Book Thief** - Zusak
- **Required**
- **Death Be Not Proud** - John Gunther
- **Select the second book from the list on the left**

- **War Horse** - Michael Morpurgo
- **The Curious Incident of the Dog in the Night Time** - Haddon

## English II (Select Two)

### English II

- **Black like Me** - John Griffin
- **Brave New World** - A. Huxley
- **The Boy on the Wooden Box** - Leon Lyson

### English II H (Select Two)

- **Required**
- **The Odyssey** - Homer (H. Rieu, editor)
- **Select the second book from the list on the left**

* **The Odyssey** — Homer *(H. Rieu, editor)* Paperback-Penguin Classic (approx. 325 pg)

## English III (Select Two)

### English III

- **A Farewell to Arms** - Ernest Hemingway
- **The Great Gatsby** - F. Scott Fitzgerald
- **Twelve Years a Slave** - Solomon Northup
- **Of Mice and Men** - John Steinbeck

### AP English III (Select Three)

- **Walden** - Henry David Thoreau
- **One Flew over the Cuckoo’s Nest** - Kesey
- **Sound and the Fury** - Faulkner
- **The Great Gatsby** - Fitzgerald
- **Einstein’s Dreams** - A. Einstein

## English IV (Select Two)

### English IV

- **Wuthering Heights** - Emily Bronte
- **Into the Wild** - Jon Krakauer
- **The Scarlet Pimpernel** - Orczy
- **I Know Why the Caged Bird Sings** - Angelou Maya *(Bantam Books)*

### AP English IV (Select Three)

- **Required:** Read Literature Like a Professor-Foster
- **Select two from the list on the left**

## English V H - American Writing (Select Two)

- **Stranger** - Camus
- **Slaughter House - Five** - Kurt Vonnegut
- **The Gold Finch** - Donna Tartt
- **Parchment of Leaves** - Silas House

## Theology III

- **The Last Lecture** - Randy Pausch

## Theology IV

- **Nickel and Dimed** - B. Ehrenreich *(Valore Bk)*
Assessment for 8th Grade, English I and English II CP Summer Readings

* Print out the number of needed copies
* Type or print neatly (black or blue ink) using correct grammar
* Write in complete sentences
* Work is to be done individually and in your own words

Name: ______________________________________

Class/Hour: ______________________________________

Objectives of the Literary Plot Structure:
- to help understand and enjoy the novel
- to clarify/identify elements of the novel
- to prepare for standardized tests (PSAT, ACT, SAT)
- to improve reading comprehension
- to address standards and benchmarks
- to enhance critical thinking and analysis

TITLE AND AUTHOR: ______________________________________


1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________
5. ______________________________________
6. ______________________________________

Narrative Hook: State the question or issue that grabs your attention/what do you want to know as the story (plot) unfolds.

1. ______________________________________
2. ______________________________________
Rising Action: Describe/Classify 3 problems and conflicts – Remember events in a plot relate to the struggle.

Internal - takes place within the character’s mind (man vs. self)
External - man vs. man, man vs. nature, man vs. society, man vs. technology

1.
2.
3.

Climax: Point of highest dramatic tension or excitement - Write a paragraph describing this aspect (hint: chronological order).

Falling Action: Presents the results of the climax (tying up the loose ends)
Write 3 facts about this element.

1.
2.
3.

Resolution: Final outcome or conclusion - 5 distinct facts covering the ending. Make sure your questions (narrative hook) are answered. Include the 5 W's and How.

1.
2.
3.
4.
5.
Theme: Author’s *lesson about life* (moral) - Justify the theme in paragraph form.

Symbolism: Person, place or thing that has *meaning* in itself or *stands for something other than itself* (hint: always examine the title itself) Explain 3 symbols from the story.

1. 
2. 
3. 

Narrator: Explain the *Point of view* from which the story is told and why did the author select this format.

Tone: Describe the author’s general *attitude* as presented to the reader.

Motivation: Recall the reason or groups of *reasons why* a character acts in a certain way.

Character: *Person, animal or thing* in a literary work - It is developed through action, inaction, dialogue, diction, thoughts, appearance, and values.

- Flat - one dimensional, one trait displayed, one aspect illustrated
- Round - multi-dimensional, diverse traits or facets displayed
- Static - remains the same (cling on to, unchanged)
- Dynamic – changes
Know four major and three minor characters (i.e. roles, personality, physical traits). The above requirements could vary depending upon the particular novel.

Major Character

Major Character

Major Character

Major Character

Minor Character

Minor Character

Minor Character

What is your opinion of the novel? Write a solid paragraph (approximately seven sentences) stating your academic evaluation of the literary work. You must include three reasons for this assessment.
Assessments for Summer Readings:

English I Honors, English II Honors, English III CP, English IV CP, and English V Honors - American Writing

*Use a different question for each novel.
*Answer the question in a minimum of five well-constructed paragraphs.
*Type and print out your responses.
*Attach a title page for each novel.
*Be sure to follow all rules for a formal paper.
*Due the first day of school-August 10
*Work is to reflect individual thought and effort.
*Document MLA style any quotations used.

Select One Question per Novel:

1) Write a book review incorporating elements of a plot to justify your review. Do not use first person.

2) Select five paragraphs or passages and explain each one's connection to the theme. Be sure your selections illustrate the author's message.

3) Compare and Contrast two characters either physically, emotionally, or morally.

4) Why was this particular novel included in the PJP's summer readings? Incorporate what you personally gained, academic reasons, and Catholic values in your response. Cite examples to illustrate your perspective. Does not need to be in first person.

5) Show how crucial events shaped the life of the hero. Must have at least three examples.

6) What motivated the “evil” character or the antagonist? How did she or he view morality?

Remember the primary assessment will occur within the first ten days of class.
Assessment for AP Summer Readings:
English III AP: Language and Composition

*formal guidelines, typed, double spaced  
*title page  
*print out for the first day  
*no contractions, no first person or second person  
*use appropriate academic words  
*answer completely and proofread

Select a different assessment for each novel

Justify why the novel was selected for summer readings. Comprise a five paragraph evaluation explaining why. Select topics from the following list: theme, setting, language, diction, perspective, local odor, timeliness, literary terms or character development. Essay must incorporate examples and citations for each grouping. Look beneath the obvious.

Show how the author throughly developed a major character in relation to the theme. Cite examples from the novel. Essay must be no less than five paragraphs.

How is the “Golden Rule” portrayed through five distinct quotations? Prove your assertion. Think theologically as you write a short essay.

Explain the author’s writing style through literary terms, examples, and symbols. Illustrate in no less than five paragraphs his or her style.

English IV AP: Literature and Composition Summer Assignments

1. First and foremost please email your WORKING email address so that I may send out group emails, questionnaires, and possibly group message boards over the summer. My email is nbuuck@pjp.org.

2. How to Read Literature Like a Professor - Thomas C. Foster  
   *To really get ready to doing close readings of literature, which is what this course is all about, you need to have a good idea about what to start looking for. In Foster’s book, he gives a “layman's” view of analyzing literature. I have already given you this book to read provided you are presently registered for the class, so you are ready to go! As you read you will need to do the following: Outline each chapter including at least 7-10 major points. This should be creative, yet cohesive. It should be done in a digital format. It will be posted and it will be shared on our class website later on for studying purposes.

3. Choose two of the listed novels to read then complete the following assessment. You may want to read a brief synopsis or description of each novel before making a selection.
   
   *Assignment-Write three mini-essays (2-3 fully developed paragraphs) for each novel connecting a chapter or scene to one of the chapters in How to Read Literature Like a Professor. You may use each chapter only once. Be sure to reference How to Read Literature Like a Professor and use MLA parenthetical citation. For a review on MLA formats go to owlenglish.purdue.edu.

Please feel free to email me any time. I am really looking forward to this class this year. Ms. Buuck
SUMMER READING ASSESSMENT: THEOLOGY III

THIS ASSIGNMENT IS DUE: Wednesday August 12, 2015

THIS ASSESSMENT SHOULD BE GIVEN TO THE TEACHER IN BOOKLET FORM, USING A DUOTANG FOLDER and TYPED.

THIS BOOKLET IS A PRIMARY ASSESSMENT WORTH 75 POINTS. IT WILL BE ASSESSED ON: EFFORT, ORIGINAL THOUGHT, ABILITY TO FOLLOW THE TEACHER’S DIRECTIONS, ORGANIZATION, TIMELINESS (IS THE DUE DATE MET), AND CREATIVITY.


THE BOOKLET SHOULD BE DIVIDED INTO THREE (3) SECTIONS: IMAGES, CONNECTION, AND QUOTATIONS.

THE SPECIFIC DIRECTIONS FOR EACH DIVISION OF THE BOOKLET ARE AS FOLLOWS:

I. IMAGES:

WRITE DOWN TWO (2) IMAGES IN THE BOOK WITH WHICH YOU CONNECT. WHY DO YOU CONNECT WITH THESE IMAGES? BE SPECIFIC IN YOUR EXPLANATIONS.

CITE – PUT THE PAGE NUMBER – THE IMAGE FROM THE BOOK (IT CAN BE A PICTURE, A QUOTATION, A STORY TOLD WITHIN THE BOOK)

FOR EACH IMAGE WRITE A TWO (2) PARAGRAPHS ON WHY YOU CONNECT WITH THE IMAGE.

ALL PARAGRAPHS IN THIS ASSIGNMENT SHOULD BE A MINIMUM OF FIVE (5) COMPOUND, COMPLEX SENTENCES.

II. CONNECTION – MUSIC, POETRY, PROSE, ART

WITH WHAT MUSIC, POETRY, LITERATURE, OR ART CAN YOU CONNECT ONE (1) OF THESE IMAGES? EXPLAIN, IN DETAIL, HOW YOU CONNECT THE MUSIC, POETRY, LITERATURE OR ART WITH THE BOOK. (ONE PARAGRAPH)

IF YOUR CONNECTION IS MUSIC, INCLUDE THE LYRICS TO THE SONG AND HIGHLIGHT THE SECTION OF LYRICS THAT MAKES YOUR CONNECTION

IF YOUR CONNECTION IS POETRY OR LITERATURE, INCLUDE THE POEM OR AN EXCERPT FROM THE LITERATURE

IF YOUR CONNECTION IS ART OR PHOTOGRAPHY, COPY A PICTURE OF THE ART / PHOTOGRAPHY WORK ONTO YOUR PAPER
III. QUOTATIONS – SEVEN (7) PEARLS OF WISDOM

CHOOSE SEVEN (7) QUOTATIONS WITHIN THE BOOK WITH WHICH YOU MOST CONNECT. WRITE EACH QUOTATION DOWN AND CITE THE PAGE NUMBER WHERE THE QUOTATION CAN BE FOUND IN THE BOOK.

FOR SIX (6) OF THE QUOTATIONS, EXPLAIN WHY YOU CONNECT WITH THE QUOTATION. THIS EXPLANATION CAN BE BRIEF (NO MORE THAN THREE SENTENCES) AND SHOULD BE DIRECTLY UNDER THE QUOTATION.

THE SEVENTH QUOTATION SHOULD BE THE QUOTATION WITH WHICH YOU MOST IDENTIFY. WHY IS THIS QUOTATION SO IMPORTANT TO YOU? BE DETAILED IN YOUR EXPLANATION. (TWO PARAGRAPHS IN LENGTH, MINIMUM)

SUMMER READING ASSESSMENT: THEOLOGY IV

THE ASSESSMENT FOR THE THEOLOGY IV SUMMER READING, NICKEL AND DIMED, WILL OCCUR IN THE FIRST WEEK OF THE SCHOOL YEAR. INSTRUCTIONS ON THIS ASSESSMENT WILL BE GIVEN BY THE TEACHER ON THE FIRST DAY OF SCHOOL.