



# ANDREAN HIGH SCHOOL

CHRIST IS MY TEACHER

## Summer Reading Lists for 2023-2024

**English 9 Honors:** Required: \* *And Then There Were None* by Agatha Christie (ISBN #: 978-0062073488)  
\* *A Separate Peace* by John Knowles (ISBN #: 978-0743253970)  
Extra Credit: *Fahrenheit 451* by Ray Bradbury (ISBN: 978-0-345-34296-6)

**English 10:** \**Of Mice and Men* by John Steinbeck (ISBN: 978-0140177398)

### **English 10 Honors:**

Required:

\**Antigone* by Sophocles (ISBN: 978-0486278049)

\**The Other Side of the Sky* by Farah Ahmedi (ISBN: 978-1416918370)

Extra Credit: *The Alchemist* by Paulo Coelho (ISBN: 978-0062315007)

**English 11:** \**A Raisin in the Sun* by Lorraine Hansberry (ISBN: 978-0679755333)

**English 11 Honors:** \**“Myth of the Latin Woman: I Just Met a Girl Named Maria”* by Judith Ortiz Cofer  
(online: on RenWeb class under “Resources” or Google pdf version online)  
\**Have a Little Faith* by Mitch Albom (ISBN: 978-0786868728)

### **AP Language and Composition:**

\*Review punctuation section on englishgrammar.org

(<https://www.englishgrammar.org/category/punctuation/>)

\**The House on Mango Street* by Sandra Cisneros (ISBN: 978-0-7475-6087-6)

\*Rhetorical Device Notebook assignment (details on page two)

**English 12:** \**The Fault in Our Stars* by John Green (ISBN: 9780525478812)

**English 12 Honors:** \**Where the Crawdads Sing* by Delia Owens (ISBN: 9780735219090 (hardback)  
or ISBN: 9780735219113 for epub)

\* Page three of this document details your summer reading assignments.  
This is worth a test grade on the first day of school!

### **AP Literature and Composition:**

\* *How to Read Literature Like a Professor* by Thomas C Foster (ISBN #: 978-0-062-30167-3)

\* *Catcher in the Rye* by J.D. Salinger (ISBN #: 978-0-316-76948-8)

\*Pages 4-6 of this document details your summer reading assignments.

These are worth test grades on the second day of school!

# AP Language and Composition

## Summer Notebook:

Below is a list of rhetorical devices you will learn this year in order to continue to develop your writing style and reading analysis skills. You will also need to be able to recognize, analyze, and utilize these devices on your AP and SAT exams.

In your notebook that you are starting for this class, write (or type) each term, its definition, at least one example from any valid and appropriate source, plus one more example of its usage in *The House on Mango Street*. This will be collected the second day of school for a grade!

### Tropes

1. allegory (*\*no example in novel*)
2. allusion
3. ambiguity
4. analogy
5. apostrophe (not the punctuation mark)
6. colloquialism
7. euphemism
8. extended metaphor
9. hyperbole
10. idiom
11. imagery
12. irony
13. oxymoron
14. paradox
15. personification
16. pun
17. rhetorical question
18. wit

### Schemes

1. alliteration
2. assonance
3. consonance
4. anadiplosis
5. anaphora
6. anastrophe
7. anthimeria
8. antithesis
9. apposition
10. asyndeton
11. polysyndeton
12. chiasmus
13. climax (not for the plot development outline)
14. epistrophe
15. aphorism
16. parallelism
17. parenthesis/commas /dashes (for interrupting thoughts)
18. Periphrasis (circumlocution)
19. polyptoton
20. zeugma
21. juxtaposition

# READER RESPONSE LOG

## ENGLISH 12 HONORS

### SUMMER READING

❖ Read *Where the Crawdads Sing* by Delia Owens – Reader Response Log

**Directions:** Response to the following items must be typed. Your responses to the following items should be written in complete sentences and well-developed paragraphs where specified. Number the items as you respond and address the prompt in your response. Include personal information and page numbers using MLA format. **This will be due the third day of school.**

**Title the Assignment:** Reader Response Log: *Title of Novel*

Center the title on the page between your personal information and the responses. No handwritten assignments will be accepted. 50 points

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- ❖ 1. Explain in a well-developed paragraph or two the setting(s) – time and place – of the book and the setting's /settings' significance. Be specific. What is the background of this story?
- ❖ 2. List and briefly explain, in a sentence or two for each, the characters/individuals (minimum of four) in the book and his or her/their role and/or significance. Include protagonist/antagonist
- ❖ 3. Explain in at least one paragraph what you believe to be the author's major theme(s) in this work.
- ❖ 4. Reflect on your impressions of the book in a multiple-response paragraph. Use all the questions below to guide your response:
  - What did you like or dislike about the book?
  - Would you read another book by the same author? Why? Why not?
  - What suggestions do you have for the author? (living or dead)
  - To whom would you recommend this book? Why?
  - Is this a book you would include as a part of your personal collection? Why or why not?
  - Does this book remind you of other books you've read? How?
- ❖ 5. Choose a minimum of five of the most notable quotations (with page number) from the work with a brief explanation of why they are significant.

*\*\*Note: Please keep a copy of these instructions for future novels and/or other reading assignments in class.*

# READER RESPONSE LOG

## AP LITERATURE & COMPOSITION

### SUMMER READING

1. *How to Read Literature Like a Professor* by Thomas C. Foster
2. *Catcher in the Rye* by JD Salinger

Summer reading serves as an opportunity to restart your academic critical thinking skills before school starts and to think about works of literature as carefully constructed pieces of art with something to say. This summer, you are required to read two books: *How to Read Literature Like a Professor* by Thomas C. Foster and *Catcher in the Rye* by JD Salinger. You will also have a substantial assignment that integrates your reading of both books. So please have them read before you come to school in August, and complete the assignment described below. If you have any questions at all, please feel free to contact me by email over the summer: [flasecki@andreanhs.com](mailto:flasecki@andreanhs.com).

#### Corresponding Assignment for:

- *How to Read Literature Like a Professor* by Thomas C. Foster

- **All of this work below is due on the second day of class. A late penalty will be deducted for any work turned in after the second day.**
- **Additionally, during the first week of school, you will have a test over the summer assignment and readings.**
- **If you do not complete the summer reading, your grade will be substantially affected!**

Directions: As you read, **respond to 8 of the following questions/prompts thoughtfully**, applying the ideas to *Catcher in the Rye*. Some questions may not fit the novel, so please use a title you have previously read. Each response should be in complete sentences and at minimum 250 words in length. This assignment should be typed and clearly labeled on separate pages. You will be submitting this on Turnitin, which will check for plagiarism (including use of AI). Assignments found plagiarizing will receive a score of 0.

## Prompts for AP Literature and Composition Summer Reading Assignment:

### **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 how understanding symbol or pattern has helped you appreciate *Catcher in the Rye*.

### **Chapter 1 – Every Trip Is a Quest (Except When It's Not)**

List the five aspects of the QUEST and then apply them to *Catcher in the Rye* in the form used on pages 3-5.

### **Chapter 2 – Nice to Eat with You: Acts of Communion**

Choose a meal from *Catcher in the Rye* or another you've previously read 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 *Catcher in the Rye* or another you've previously read.

### **Chapter 5 (Chapter 4 Revised 2013 ed.) – Now, Where Have I Seen Her Before?**

Define intertextuality. Discuss three examples that have helped you in reading *Catcher in the Rye* or another you've previously read.

### **Chapter 6 (Chapter 5 Revised 2013 ed.) – When in Doubt, It's from Shakespeare...**

Discuss how *Catcher in the Rye* or another you've previously read 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 8 (Chapter 7 Revised 2013 ed.) – Hansel and Gretel**

Think of how *Catcher in the Rye* or another you've previously read reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

### **Chapter 10 (Chapter 9 Revised 2013 ed.) – It's More Than Just Rain or Snow**

Discuss the importance of weather in *Catcher in the Rye* or another you've previously read, not in terms of plot.

### **Chapter 10 Revised 2013 ed. — Never Stand Next to the Hero**

What is the "surrogacy phenomenon" and what purpose does it serve in a narrative? Give an example from *Catcher in the Rye* or another you've previously read and explain how it fits the surrogacy phenomenon.

### **Chapter 11 – ...More Than It's Gonna Hurt You: Concerning Violence**

Present examples of the two kinds of violence found in *Catcher in the Rye* or another you've previously read. Show how the effects are different.

### **Chapter 12 – Is That a Symbol?**

After presenting Foster's primary attributes of symbols, discuss two symbols from **Catcher in the Rye** and what they represent for the reader.

□ **Chapter 14 – Yes, She's a Christ Figure, Too**

Apply the criteria on page 119 to a major character in *Catcher in the Rye* or another you've previously read. Try to choose a character that will have many matches

□ **Chapter 16 and 17 – It's All About Sex...Except Sex**

The key ideas from these chapters are that "scenes in which sex is coded rather than explicit can work at multiple levels and sometimes be more intense than literal depictions" (141), and ". . . these scenes mean something more than what's going on in them. It's true in life as well, where sex can be pleasure, sacrifice, submission, rebellion, resignation, supplication, domination, enlightenment, the whole works" (150-1). Even though no actual sex happens in *Catcher in the Rye*, discuss a scene or two in which the novel suggests sexuality or sexual tension and how these scenes might be meaningful for the reader.

□ **Chapter 19 – Geography Matters...**

(Be sure to use Foster's criteria!) Describe at least two aspects of the geography or physical setting in *Catcher in the Rye* you find important, and explain how they contribute to the reader's understanding of the novel.

□ **Chapter 26 – Is He Serious? And Other Ironies**

Select a significant instance of irony in *Catcher in the Rye*. What makes it ironic? How does the irony affect the reader's sense of its significance and meaning? (I'm looking for you to show that you genuinely understand irony.) You may discuss a scene or episode that you've already discussed above, as long as you focus on the irony here.

**Reminders/Notes on the Assignment:**

- o Examples of "previously read" include short stories, novels, or plays from middle school or high school.
- o You may use "I" in these reflections if you feel it is important to do so. However, this is a formal reflection response, so slang, abbreviations, etc. are still not acceptable.
- o Rephrase the question in each response.
- o Grammar, punctuation, spelling, capitalization all count.
- o MLA format is required – this includes when quoting or paraphrasing material and then citing the text. It also includes the heading of the paper, spacing, and correctly capitalizing and punctuating titles.