



# ANDREAN HIGH SCHOOL

CHRIST IS MY TEACHER

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## Required Summer Reading Lists for 2024-2025:

**English 9 Honors:** \**And Then There Were None* by Agatha Christie (ISBN #: 978-0062073488)

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

**English 10 Honors:** \**The Other Side of the Sky* by Farah Ahmedi (ISBN#: 978-1416918370)

**English 11:** \* *Have a Little Faith* by Mitch Albom (ISBN: 978-1401310462)

**English 11 Honors:** \* *In Cold Blood* by Truman Capote (ISBN# 978-0679745587)

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

\**Just Mercy* by Bryan Stevenson (ISBN#: 978-0812984965)

\*Pages 2-3 of this document details your summer reading assignments.  
These are worth test grades on the second day of school!

**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 4 of this document details your summer reading assignments.  
This is worth a test grade on the third 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 5-7 of this document details your summer reading assignments.  
These are worth test grades on the second day of school!

# AP English Language and Composition – Summer 2024

## Reading Assignment

*Just Mercy* by Bryan Stevenson (ISBN: 978-0812984965)  
 (This is the unabridged, NOT the Young Adult version!)

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 *Just Mercy* by Bryan Stevenson and complete a few other tasks in addition to reading the novel. Please have all aspects of the assignment completed before you come to school in August. 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. 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).

- 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/essay over the summer assignment and readings.
- If you do not complete the summer reading, your grade will be substantially affected!

**Part 1 Directions:** As you read, respond to the text in a dialectical journal format (shown below). In total, you will need 10 entries that span the entire book. Each entry should be substantial and analytical in nature. An example is given below for you to base your entries off of – please make sure the setup is the same (including page numbers).

Passage #1	Response #1
<p>"I could hear him [Henry] as he went down the hall:  <i>Lord life me up, and let me stand            By faith on Heaven's tableland            A higher plane, that I have found            Lord, plant my feet on Higher Ground.'</i></p> <p>...In the moment, Henry altered something in my understanding of human potential, redemption, and hopefulness...</p> <p>...Proximity to the condemned and incarcerated made the question of each person's humanity more urgent and meaningful, including my own." (pg. 12)</p>	<p>Reading these lines on page 12 in just the introduction of the book definitely struck me as one of the more poignant points from Stevenson and a very powerful point about human beings and our own individual humanity. Oftentimes, criminals, especially those on death row, are considered really bad or evil individuals, and we give very little thought to viewing them or considering them worthy of having any humanity, any dignity, or any worth. However, learning and gaining an understanding of even just one man on death row from the perspective of Stevenson challenges our own limited viewpoints, especially since most haven't had these types of experiences. In addition, these words, and especially the lines from the hymnal that I grew up singing in church as a little girl, make me pause to consider my beliefs as a Christian. Don't all men and women, despite their actions, deserve to be treated humanely? Should I not view them as criminals but, instead, as individuals who deserve the love of Christ and His grace and mercy? Just like the author, I, too, am questioning not only Henry's humanity but my own as well, especially in regard to what it means to be a human and each person's morality. Moreover, this introduction has been one of the most intriguing for me to read as it has heightened my curiosity to understand more of Henry's story and background, which has also, funnily, reminded me that everyone has a story and a background, and often, by knowing them, I understand the humanity of that particular person.</p>

**Part 2 Directions:** Please watch the 1962 film *To Kill a Mockingbird* and answer the questions that follow. You can borrow from the library, rent or purchase for a small fee online, or use most of the streaming services (i.e.

Prime, Netflix, Hulu, YouTube TV, etc.) to access these. Do so in a legal and responsible way (no pirated viewing here!).

**Questions:**

1. Explain how the community in Monroe, Alabama responds to Bryan Stevenson's presence. How does this align or differ from the way in which Atticus is treated in Maycomb?
2. Bryan Stevenson works with the Equal Justice Initiative, and as such, provides legal representation pro bono (for free) for those who cannot afford it. How, if at all, is this service similar to the service that Atticus provides for families like the Robinsons and the Cunninghams?
3. The people of Monroeville romanticize Harper Lee's fictional text, *To Kill a Mockingbird* while simultaneously maintaining racist ideals. Explain how this is ironic. What type of irony is it?
4. How is the symbol of the mockingbird relevant in both texts?
5. Choose one theme that you feel is prevalent in both the movie and the novel. Explain how it is a theme in both, and support your thoughts with two pieces of evidence from the novel/movie.

**Part 3 Directions:** Read the following articles and answer the question below.

**Articles:**

- [Is it Time to Kill Mockingbird and Embrace Mercy? - The Educator's Room](#)
- [Why I Kept Teaching To Kill a Mockingbird When Others Wouldn't - EdWeek.org](#).

**Question:**

Respond to these two articles with your own thoughts. Do you agree/disagree? Why? Your response should be substantive and analytical in nature.

# READER RESPONSE LOG

## ENGLISH 12 HONORS

### SUMMER READING

#### 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 responses. Include your last name and page numbers using MLA format. **This will be due the third day of school on turnitin.com.**

**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

- ❖ 1. Explain in a well-developed paragraph or two the setting(s) – time and place – of the book and the setting’s significance. Be specific. What is the background of this story? How does this affect the story?
- ❖ 2. List and briefly explain, in a short paragraph for each, the characters (minimum of four) in the book and their roles and significance in the story. Be sure to include the protagonist and 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?
    - 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 each is significant.

# 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).

- **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. Direct quotes (with citations) must be used from both texts in each response. I would recommend summarizing the concepts in the Foster book before applying them to the novel. 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? (We’re 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.