

Summer Reading 2024

Grades 6-12

Assignments and Incentives

Required Reading: Choose a biography, autobiography, or memoir of a person who has impacted our world in some way. You must choose a biography, autobiography, or memoir that is at a middle school reading level if you are in middle school (minimum of 100 pages) and at a high school reading level if you are in high school (minimum of 200 pages). If you look on amazon, for example, at a book, the reading level is listed along with the ISBN numbers. With this assignment, you have the freedom to make a choice! Choose a figure that you would like to learn more about, someone that you are genuinely interested in! The project will seem much more difficult if you have no interest in the subject. You should purchase your own copy of the text, take notes in the margins, read it in its entirety before school begins, and be prepared to complete a project upon the return to school.

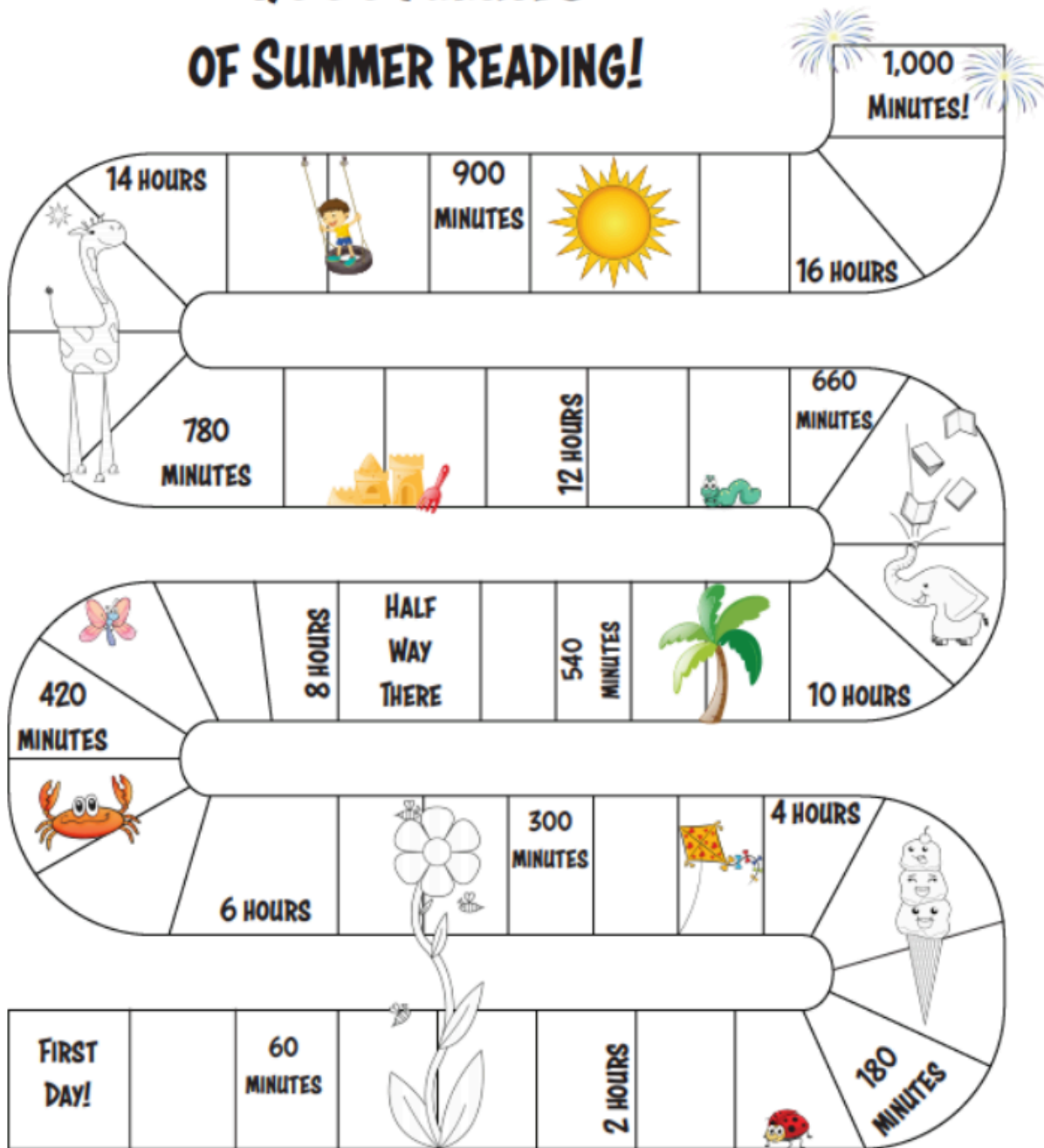
Suggested Reading: The English Department strongly suggests reading more than just the requirement over the summer. Attached you will find two ways to track your reading. We encourage you to visit your local library, browse around for their suggested adolescent titles, and find books that interest you. Also, libraries have great summer reading programs with prizes. We would love to hear about what fun programs you participated in over the summer. Students who have completed the game board or bingo card, or both, may also be rewarded by your English teacher in the fall. Keep track of your titles!

Questions?

Grades 6-9 can ask mgreen@saratogacatholic.org

Grades 10-12 can ask ecrowther@saratogacatholic.org

1,000 MINUTES OF SUMMER READING!



READING Challenge

BINGO



Read a book that fits the squares. Fill up four squares in a row to get BINGO. Or take the ultimate challenge and fill up the whole board.

A book you've
been wanting to
read

A book about
something
historical

A book with a
person on the
cover

A book that's
also a movie

A book with
romance

A set in a
fantastical
world

A Non-
Fiction Book

A book about a
culture other
than yours

A retelling
of another
story

A book set in
another
country

A classic
novel

A thriller or
mystery
novel

A book that's
also a TV
series

An
audiobook

A book you
started reading
but never
finished

A graphic
novel

AP English Literature and Composition Students ONLY
Summer Reading 2024

*"What really knocks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it. That doesn't happen much, though."
– J.D. Salinger, *Catcher in the Rye**

Welcome to AP English! AP English Literature and Composition is an intensive course designed to expose you to many great works of literature. Although we must prepare for the AP Exam, our main goals will be the advanced study of literature, insightful analysis, and effective written communication. We will therefore be sampling a wide range of authors and genres throughout the year. This summer you are to prepare for a challenging course of study by reading the listed texts and working on corresponding writing assignments. All summer reading and writing is due on the first day of classes unless otherwise noted. Also, I will be starting with texts that are associated with *Jane Eyre*, so it is really important that you read the text thoroughly and in full. There will be a continued pattern and theme that builds off of this text. Also, you will notice that there are some poetry assignments that go along with the reading of the novel. Sparknotes or any other substitutions to texts will not work at the AP level.

Titles listed below, followed by details for writing assignments. (Be aware that you are also responsible for the school wide reading requirement.)

Informational:

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

Novel:

Jane Eyre by Charlotte Bronte

Important Notes: 1. You are expected to read the texts listed above, during the summer. You will notice that you are only assigned certain chapters from HTRLLAP, but you must read the entirety of Jane Eyre, unabridged. Please devote yourself to critical and close readings of the books, not simple surface readings! 2. Study guides (such as Cliffs Notes and SparkNotes) may NEVER be used as a substitute for the reading assigned.

Required AP Summer Assignments: Purchase your own copies of all summer reading works as part of the assignment to annotate as you read.

1. For How to Read Literature Like a Professor (HTRLLAP):

This text will help you and be quite useful for our study of literature throughout the year. Please annotate the assigned chapters for this text. These are: **Introduction, 1, 5, 6, 9, 10, 12, 21, and 24.** (During the first week of class, I will check your annotated books. One of the first grades you receive for AP English Literature and Composition will be for completing annotations for these chapters.) See writing assignment below the description for Jane Eyre poetry.

2. For Jane Eyre: Please annotate this text, keeping in mind what you've read in HTRLLAP. Pay attention to how you can apply what you've read from Foster's book to heighten your understanding and enrich your reading of this novel. While the number of annotations may vary amongst students and chapters, your annotations should reflect a high level of engagement with the text. These annotations will facilitate your understanding, essay writing, and class discussions.

3. For Poetry alongside Jane Eyre: There are some poems that I would like you to read as you come to certain places in Jane Eyre. **CHOOSE ONE OF THE FOLLOWING POEMS TO RESPOND TO IN WRITING, BUT READ ALL OF THE POEMS.** Please read the following carefully, so that you know what to do.

a. After reading Jane Eyre chapter 3, read the poem, *The Raven* by Edgar Allan Poe. You can find it here:

<https://www.poetryfoundation.org/poems/48860/the-rave>

Analyze the gothic elements that are present in both texts.

What is "gothic"? What kinds of things do you see present in both texts? How does the supernatural influence both Jane and the speaker of the poem? Using textual examples, record your findings in a google doc.

b. After reading Jane Eyre chapter 9, read the poem, *On the Death of Anne Bronte* by Charlotte Bronte. You can find it

here:

<https://www.poetryfoundation.org/poems/43710/on-the-death-of-anne-bronte>

Compare the author's literary style regarding death, in both poetry and prose. How does Charlotte Bronte write about both grief and loss? How does death impact Jane, as well as Charlotte? What does this focus on death reveal about the author's character and style? Using textual examples, record your findings in the same google doc.

- c. After reading Jane Eyre chapter 10, read the poem, "*Hope*" is *the thing with feathers* by Emily Dickinson. You can find it here:

<https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>

Think about the themes of hope and perseverance in the novel and the poem. Consider the adversity that Jane has had to endure during her childhood, in her aunt's house, and at boarding school. How do these contribute to her resilience? What does the poem say? How do these things compare with her relationship to Helen, their shared views, their friendship? Using textual evidence, write about these in the same google doc.

- d. After completing the novel, read the poem, *Verses Written By A Young Lady, On Women Born To Be Controll'd* by Anonymous. You can find it here:

<https://docs.google.com/document/d/1v9WYA9ntwy9hHvr3moBJytwuv2JAtmPzGUF58hAqh1M/edit?usp=sharing>

This poem will provide you with some historical insight as to the treatment and expectations of women in the 18th and 19th centuries. Using textual evidence, write in the same google doc how the narrators of these two texts comply or rebel against forms of control.

4. Using quotations from both texts (HTRLLAP and Jane Eyre) as well as your own commentary, answer TWO OUT OF THE FIVE PROMPTS listed below. *This should be a well-written discussion (i.e.: detailed—sometimes multiple—paragraphs) of

the message Foster is expressing in HTRLLAP and the message the author is expressing in his or her novel.

a. Every Trip is a Quest (Ch. 1): “The real reason for a quest is always self-knowledge” (Foster 3). In Jane Eyre, what is the quest? Choose a character and explain (in detail) how he/she gains self-knowledge. Cite from the novel as you explain your answer.

b. It’s More Than Just Rain or Snow (Ch. 9): “It’s never just rain” (Foster 70). Choose a scene where weather OR the environment is more than what it seems and explain the significance. Cite from the text and be detailed.

c. Is That a Symbol? (Ch. 12): “Some symbols do have a relatively limited range of meanings, but in general a symbol can’t be reduced to standing for only one thing. If they can, it’s not symbolism, it’s allegory” (Foster 105). Identify a symbol in Jane Eyre. What is the writer doing with this image or object? What possibilities are suggested by the movement of the narrative? What does the image or object FEEL like it is doing? Cite and support from the text.

d. Marked for Greatness (Ch. 21): “How many stories do you know in which the hero is different from everyone else in some way...” (Foster 203). Who is the hero/heroine of the novel? How do you know he/she is the hero/heroine? Is there a visible, physical difference between the hero and other characters? Be detailed and cite evidence.

e. Don’t Read with Your Eyes (Ch. 24): “...take the works as they were intended to be taken...” (Foster 234). A. Choose a quote that reflects the overall meaning of the work and explain. B. What did you get from this reading experience?

Suggested Pacing Guide for Summer Assignments:

Complete reading of assigned chapters in HTRLLAP - **June 30**

Complete reading of Jane Eyre - **July 31** (poetry as you read)

Complete writing assignments for HTRLLAP and Jane Eyre
August 25



FOR ALL INCOMING COLLEGE-BOUND SENIORS:

You are required to write your Common App essay over the summer. The suggested length for the essay is 650 words. Essays that exceed 650 words will not be accepted. Similarly, if your essay is under 250 words, it will not be accepted. Essays are due to nmulkern@saratogacatholic.org on **Monday, September 9th, 2024**. Here are the prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

