

**Gloucester Catholic High School  
Summer Reading Requirements (2017)**

Required summer reading books are part of the English program at Gloucester Catholic. As such, students will be discussing and writing about these books early in the school year in their English classes. In addition, they will be tested on them during the first few days of classes in September or have a project due on the first day of class. The combined scores of the tests/projects on the required books will be used as a major test grade in computing their first quarter grades. Summer reading books are carefully chosen to integrate well with the English curriculum and they offer students high interest and challenging, yet reasonable, reading level.

Reading one or more extra credit books is highly encouraged, especially for college bound students. Students who choose to read extra credit books will be tested on a pass-fail basis and will receive extra credit toward their first quarter English grade.

**Incoming Freshman Summer Reading**

**Required**

*To Kill a Mockingbird*..... Harper Lee  
*I'm Just Me*..... MG Higgins

**Extra Credit**

*A Separate Peace*.....John Knowles  
*The Diary of Anne Frank*..... Anne Frank  
*The Outsiders*..... S.E. Hinton  
*The Pigman*..... Paul Zindel

English 1 and English 1 Honors - *To Kill a Mockingbird* Essay Topics

**Freshman English I and English I Honors – *To Kill a Mockingbird* Essay –**

**Directions:** Write a **2-3 page** essay, typed and double-spaced, on one of the following topics dealing with **Harper Lee's novel, *To Kill a Mockingbird*** (1960). Compose your essay in such a way as to edify and inform readers who are unfamiliar with this book. Follow the format outlined below. Your essay will be graded on the basis of the following categories: **content** (How informative is your essay?), **organization** (Does it follow my format with a definite underlying structure?), **narrative voice** (Does the narrative sound credible and coherent?) and **clarity** (Are the examples that are given in support of the thesis clearly presented and explained in depth? (Sheehy, BHS).

**Topic A – Innocence and Experience –** What are the **major life-lessons** that the **younger characters** in the novel (**Scout, Jem and Dill**) absorb as part of their coming-of-age in Maycomb, Alabama in the 1930s? You may pick one or more of these young people to write about and you may want to mention other kids in the story as well such as *Walter Cunningham, Little Chuck Little, Burris Ewell, Cecil Jacobs and Francis Hancock.*(Sheehy, BHS).

**Topic B – Sources of Enmity** – What are the **significant sources of tension** (i.e. suspicion, mistrust, class prejudice, racial prejudice, snobbery, enmity, animosity, hatred) between various characters in the novel and what **price is paid** by certain characters for these antagonisms? For this topic, in addition to the younger characters mentioned above, you may want to concentrate on any of the following adult characters: *Old Mr. Radley, Nathan Radley, Boo Radley, Miss Stephanie Crawford, Miss Maudie Atkinson, Atticus, Calpurnia, Lula, Zeebo, Reverend Sykes, Aunt Alexandra, Tom Robinson, Bob Ewell, Mayella Ewell, Sheriff Heck Tate, Mr. Gilmer, Judge Taylor, Mr. Link Deas, Dolphus Raymond, Miss Merriweather, Mrs. Farrow, Mr. Underwood.*(Sheehy, BHS).

**Topic C – Dimensions of Social Inequality** – What does this novel have to teach us about the **problem of human inequality** and the **divisions within human society**? Write about specific dimensions of inequality in Maycomb, Alabama – i.e. the advantages and disadvantages that certain characters experience. Try to identify an underlying common lesson that unites each of these characters. Your paper may choose to focus on characters such as *Boo Radley, Tom Robinson, Bob Ewell, Mayella Ewell, Burris Ewell, Mr. Cunningham, Walter Cunningham, Dill Harris, Dolphus Raymond* or any of the other characters mentioned above.(Sheehy, BHS).

### **FORMAT**

Your essay must include the following information:

**Introduction-** Your introduction paragraph should include background information and a clear thesis statement.

**Body-** Your body paragraphs should clearly pose and answer the questions and themes stated in the prompt. Your body paragraphs should also include your quotations or evidence from the text.

**Conclusion-** Your conclusion should restate your argument and stance posed in your opening.

\* There will be an objective test on *I'm Just Me* during the first week of school.

\*\*English 1 Honors Students will be required to write a five paragraph essay during the first week of classes on the third required reading. Students can pick any book from the Extra Credit section. While reading, students should place special emphasis on the plot, the characters and the themes.

**SOPHOMORE SUMMER READING 2017**

**REQUIRED**

*The Hunger Games*.....Suzanne Collins  
*Fahrenheit 451*.....Ray Bradbury

English 2 Honors students must read the two required books, complete both parts of the assignment, and read Lorraine Hansberry’s *A Raisin in the Sun*. They may also read any other Sophomore Extra Credit choices for extra credit.

**EXTRA CREDIT**

*The Scarlet Letter*..... Nathaniel Hawthorne  
*The Hunger Games Trilogy*..... Suzanne Collins  
*The Summer of My German Soldier*... B. Greene  
*Catcher in the Rye*.....J.D. Salinger  
*The Natural*..... Bernard Malamud

**Summer Reading Assignment:**

*Fahrenheit 451* and *The Hunger Games*

**Part A: (All English 2 and English 2 Honors students must complete)**

**Assignment:** Write a well-developed essay answering the prompt below. Remember to use the two novels as your evidence. Cite specific examples from the text using correct MLA formatting and include a Works Cited page.

**Prompt:** Compare and contrast the novels’ characters, setting and main themes. What is similar? What is different? What message is each author trying to relate to his/her audience?

**Part B: (For Honor Students Only) Read *The Raisin in the Sun* and complete the assignment below**

You are to annotate (see questions on the next page for help) each chapter – look specifically for new characters, events and themes. Remember the more detailed the annotations, the easier the test and writing assignment. Include SOAPSTone for the entire book (adapted from AP Central’s “SOAPSTone: A Strategy for Reading and Writing”) at the end of the journal.

(What does SOAPSTone mean?)

- S = Speaker or speakers; the narrator of the story
- O = Occasion; the time, place of the piece and overarching event that is taking place in the story
- A = Audience; who is the audience that the speaker is addressing
- P = Purpose; why did Hansberry write this play; the reason behind the play
- S = Subject; what are the themes or subjects that are being addressed
- T = Tone; what is the author’s attitude?

Be prepared to take a multiple-choice test covering the entire play. You will also use this play as your first in class writing assignment. So come to class prepared – a copy of the play (electronic or paper copy), paper, and a pencil or pen.

If more information is needed about SOAPSTone, please contact Mrs. Zuccarelli:

szuccarelli@gchsrams.org

Some thoughts while annotating:

1. Describe any and all characters introduced within the scenes and the significance of each.
2. Describe any significant event that takes place within the scenes and how it relates to the theme of the story.
3. What do you think the author is trying to say in each of the scene?
4. Underline at least one quote that best represents the scene.



**Gloucester Catholic High School  
AP Language and Composition:**

<b>Required Reading:</b>	<i>The Diving Bell and the Butterfly</i> .....Jean-Dominique Bauby
	<i>Angela's Ashes</i> ..... Frank McCourt
	<i>Fast Food Nation</i> ..... Eric Schlosser
	<i>Grendel</i> ..... John Gardner (due October 1 <sup>st</sup> )
	<i>A Mercy</i> .....Toni Morrison

1. Please email the essay for *The Diving Bell and the Butterfly* and *Angela's Ashes* by **August 15<sup>th</sup>** to [szuccarelli@gchsrams.org](mailto:szuccarelli@gchsrams.org).

Assignment: Plan and write a well-developed two page essay in response to the prompt listed below. Cite specific examples, characters, and quotes from each of the required reading assignments in correct MLA format (Author's last name page number). Essay must be typed (no more than two (2) pages), written in correct MLA format with Works Cited page.

**Prompt:** We have all had to face obstacles in our lives; obstacles that become defining moments. In a well-developed two page essay, compare and contrast the obstacles that each author must overcome. Be specific – what defines each person and their ability to overcome his obstacle?

2. All students must purchase a three ring binder, sheet protectors and loose leaf for September. Your first assignment is to define the following list of literary terms and give an example of each (See attached sheet). Students will be tested on these terms the first month of class.

Make sure that the definitions are literature definitions. Please type all entries and place each typed page in a sheet protector. You will reference these terms throughout the year, so unless you want to retype them, a sheet protector will keep them safe.

3. Read *Grendel* by John Gardner and create a Reader Response journal (Your journal should include: the major event taking place in each chapter and how does Grendel react to it? Record one quote from each chapter that best represents how the monster is feeling? What is your response to the monster's reactions?)
4. Read *Fast Food Nation* by Eric Schlosser and create a Reader Response Journal (Please address the following questions in your journal: What is the central argument of each chapter? What devices does the author use to persuade the reader?)
5. Read *A Mercy* and identify each of the three voices that Toni Morrison uses to tell this story. Once you have identified each voice describe each voice's interpretation of "the mercy." Pay close attention to Morrison's use of diction and syntax in her writing. How does she interpret each voice?
6. **This year we are offering the option of renting the textbook for class - *The Language of Composition*. It is quite reasonable as compared to the \$125 purchase price. The only drawback is the rental only lasts for 180 days. Therefore I am asking that you and your parents wait until September 15<sup>th</sup> to place your order.**

## 7. Literary Terms

- Alliteration
- Allusion
- Anaphora
- Antimetabole
- Antithesis
- Apostrophe
- Archaic Language
- Argumentative Schemes – Classical, Toulmin and Rogerian
- Assonance
- Asyndeton
- Claims – Fact, Policy and Value
- Consonance
- Comparison / Contrast
- Cumulative Sentence
- Details
- Diction / Word Choice
- Ethos, Pathos and Logos
- Figures of speech
- Flashback
- Foreshadowing
- Function of Character / Characterization
- Hortative Sentence
- Hyperbole
- Imagery
- Imperative Sentence
- Inversion

- Irony
- Juxtaposition
- Logical Ordering
- Logical Fallacies
  - Ad hominem, ad populum (band wagon appeal), appeal to false authority
  - begging the question, circular reasoning, either/or (false dilemma), faulty analogy, hasty generalization, post hoc ergo propter hoc, straw man fallacy
- Manipulation of Language
- Metaphor
- Mood
- Motivation
- Narration
- Narrative Pace
- Onomatopoeia
- Oxymoron
- Paradox
- Parallel Structure or Parallelism
- Periodic Sentence
- Personification
- Plot
- Point of View / Voice
- Prosody
- Protagonist
- Pun
- Rebuttal
- Repetition
- Rhetorical Devices/ Rhetorical Feature/ Rhetorical Strategies / Rhetorical Elements
- Rhetorical Question
- Rhetorical Triangle

- Rhyme
- Sarcasm
- Setting
- Shift or turn
- Simile
- Sound Devices/Structure
- Speaker / Persona
- Style
- Suspense
- Syllogism
- Symbol or Symbolism
- Synecdoche or metonymy
- Syntax / Sentence Structure
- Theme / Purpose
- Tone / Attitude
- Understatement (meiosis, litotes)
- Zeugma

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Reading one or more extra credit books is highly encouraged, especially for college bound students. Students who choose to read extra credit books will be tested on a pass-fail basis and will receive extra credit toward their first quarter English grade.

**Senior Summer Reading**

**Required**                    *The Color of Water*..... James McBride  
                                  \**The Sunflower*..... Simon Wiesenthal  
                                  \*\**How to Read Literature Like a Professor*.... Thomas C. Foster

**Extra Credit**                *Death of a Salesman*..... Arthur Miller  
                                  *Native Son*..... Richard Wright  
                                  *QB VII*..... Leon Uris

**Senior English Honors**

**Required**                    *The Color of Water*..... James McBride  
                                  \**The Sunflower*..... Simon Wiesenthal  
                                  \*\**How to Read Literature Like a Professor*.... Thomas C. Foster

All students are expected to read and annotate each required book paying close attention to plot, themes as well as the characters. Students will be administered an objective test and/or essay on *The Color of Water* during the first weeks of class.

\*Read the story and answer the question the story asks - Would you forgive the Nazi soldier? Make sure that the response is written in essay format (MLA) with evidence defending your position. This essay is due the **first full day of class**.

\*\* Students are to read and annotate this book paying particular attention to the assertions made in each chapter and the examples he uses. Students should use the attached chart. This assignment is due the **first full day of class**.



**Gloucester Catholic High School**  
**Senior AP English**  
**Must read all four (4) of the required books.**

**Required**

*Siddhartha*..... Herman Hesse  
*The Color of Water*..... James McBride  
*The Sunflower*..... Simon Wiesenthal  
*Johnny Got His Gun*..... Dalton Trumbo

For *The Color of Water*, you are to answer the attached packet of questions and be prepared to discuss this book in detail during the first week of class, using your knowledge of the book to analyze the text as well as develop thematic statements for the novel.

For the other three (3) novels, you are to write a 1-2 page Literary Analysis essay, using scholarly sources as research material. Papers are to be written in MLA format and cited correctly as well as contain a Works Cited page.